SUBJECT
Peace Valley Charter School Conditions Status Update

APPLICABLE STATUTE, RULE, OR POLICY
I.C. §33-5205(5)
I.C. §33-5209C(1)

BACKGROUND
Peace Valley Charter School (PVCS) provides a Waldorf model in Boise. PVCS opened in 2018 with approximately 300 students in grades K-6 and will expand to serve 7th and 8th grades over the next two years. The school's performance certificate includes five conditions established at the time of petition approval. Four of the conditions were met by their established deadlines. One condition was not met by its established deadline.

DISCUSSION
The following condition of PVCS's performance certificate was not met by the established deadline:

"PVCS will achieve accreditation candidacy status by July 1, 2019, and full accreditation through the Northwest Accreditation Commission by July 1, 2021."

The PCSC established this condition in agreement with the PVCS petitioners' stated commitment to obtaining accreditation, particularly in recognition of the important task of aligning the Waldorf educational philosophy with Idaho's content standards.

AdvancEd, the body authorized to issue Northwest Accreditation Commission accreditation status, conducted a readiness review at the school on May 22, 2019. Based on this review, AdvancEd did not award candidacy status to PVCS. The school remains in applicant status pending necessary improvements.

AdvancEd's report notes positive practices in PVCS's classroom management, work culture, and high teacher retention rates. Areas cited as in need of improvement include curriculum alignment, strategic planning, and organizational effectiveness.

These materials include a summary of PVCS's early operations. Although the school's first year reflects numerous struggles, its leadership appears to have stabilized and made appropriate preparations for a stronger second year. It is anticipated that AdvancEd will make a second visit to the school during the 2019-20 school year in order to determine whether candidacy status may be awarded at that time.

IMPACT
Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

PCSC staff has worked closely with PVCS throughout its initial year and witnessed significant improvement in recent months. These observations are supported by those of AdvancEd.

Because PVCS does not offer high school grades, students are not at risk of losing credits due to attendance at a non-accredited public school.

Staff anticipates implementing a progress monitoring plan that supports PVCS's efforts to achieve accreditation candidacy status by July 1, 2020. The plan will include updates on the school's progress in the following areas: governance capacity, curriculum alignment, special education program compliance, and strategic planning.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

Peace Valley Charter School: Year-One Operations Summary

During its initial year of operations, Peace Valley Charter School (PVCS) experienced a continuation of the struggles that began during its pre-operational year. The PCSC office and State Department of Education (SDE) received numerous stakeholder complaints regarding the school's operations. Meanwhile, the school experienced high levels of turnover on its board of directors, administrative team, and in its special education department.

PCSC staff met with PVCS's board chair and vice chair in November 2018 to discuss the school's challenges and provide support. In December, the SDE worked with the school to address alleged IDEA violations. By January, both the school's executive director and its principal had left PVCS's employment. The positions were filled by an interim administrator for the remainder of the year.

In recent months, PVCS has evidenced notable progress in resolving structural problems with its leadership. PVCS's board has engaged in training with the Idaho School Boards Association (ISBA). The school plans to move ahead with a single administrator model and has selected its former interim administrator to fill this role.

PVCS has successfully worked a corrective action plan to resolve deficiencies in serving students with special needs, and the staff has engaged in a two-day Response to Intervention training with a goal of better serving all students. The school ended FY19 with a positive fund balance and has secured a post-lottery enrollment of 97% of its projection for the 2019-20 school year.

PVCS has the support of PCSC staff, the SDE, the ISBA, and AdvancEd as it works to maintain special education compliance, develop its board capacity, and align its Waldorf curriculum to the Idaho Content Standards. The school has demonstrated a proactive effort to address identified concerns, and will need more time to evidence its ability to implement its plans with fidelity.

AdvancED

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June 28, 2019

Peace Valley Charter School
Andrew Ross, Executive Director
1845 S Federal Way
Boise, Idaho 83705

Dear Mr. Ross:

Thank you for hosting the Readiness Review with Peace Valley Charter School on May 22, 2019. Based on the findings, we have determined your institution would benefit from additional time to address specific areas and demonstrate capacity to meet the AdvancED Performance Standards and Assurances. As a result, your institution will remain as an Applicant for Accreditation. Attached, please find the Readiness Review Report with next steps required for candidacy.

As your leadership engages to address the findings in the report, we encourage you to contact our offices for technical support and professional services. We are here to support you each and every step, and we look forward to working with you towards Candidate for Accreditation status. We also encourage you to take advantage of the AdvancED Continuous Improvement Resources.

Please contact our office at when you are ready to schedule a future Readiness Review. We look forward to working with you and supporting your accreditation journey and continuous improvement efforts with AdvancED.

Sincerely,

Susie Eisa
Vice President of Engagement Services

Cc: Dale Kleinert, Regional Director, Regional Services
        Keith Shaffer, Director, Engagement Services
        Debbie Price, Coordinator, Engagement Services
        Christy Anderson, Analyst, Regional Services

Report of Readiness for Accreditation

Peace Valley Charter School

Andrew Ross, Executive Director

1845 S Federal Way

Boise, Idaho

Date of Readiness Review: May 22, 2019

Purpose

This report is designed to reflect the institution's readiness for accreditation through a review of its Readiness Diagnostic and examining its practices in relation to the AdvancED Standards for Accreditation. By assessing the institution's readiness, a determination can be made regarding its capacity to meet the AdvancED requirements for accreditation including a recommendation to grant candidacy status.

Name of Institution	Peace Valley Charter School
Telephone	208-205-8818
Head of Institution	Andrew Ross
Email contact	a.ross@boisewaldorf.org
Grades Served	K-6
Enrollment	260

Summary of Readiness Review

The Readiness Review for the Peace Valley Charter School took place on May 22, 2019. Dale Kleinert, AdvancED Pacific Regional Director and Christy Anderson, AdvancED Regional Analyst, met at the school with Andrew Ross, Executive Director, who conducted the school leadership presentation. The Readiness Review Team interviewed the director, a random selection of teachers, observed 6 classrooms for a minimum of 20 minutes each, and watched multiple school-wide transitions that included student outdoor time. Prior to the Readiness Review, the AdvancED Regional Director met on the phone and onsite with the school director to review the application and readiness process.

The Peace Valley Charter School is in its first year of operation and is located near several residential areas in the Boise Bench area, just south of downtown Boise. The school is situated on a major arterial and is highly visible to those who travel to and from downtown Boise.

The school currently serves grades K-6 and will add grade 7 in the fall of the 2019-20 school year. The physical site has a privately-located outdoor playground with playground equipment behind the main school building. The school director indicated that playground fencing is planned and additional classroom space near the playground is available as the school grows.

During the Readiness Review, the director provided an orientation to the school, its purpose and strengths, its challenges, opportunities and areas for improvement. It was obvious to the reviewers that all staff are passionate and highly-engaged in all aspects of the educational program. Even though students were in their last days of school prior to summer break, they were engaged in multiple types of academic activities.

Leadership Capacity Domain
Summary and Assessment of the Institution's Analysis of Leadership Capacity

The school is authorized by the Idaho State Board of Education Public Charter Commission. The school also has a local governing board and an executive director. The local governing board has up to thirteen positions available. As of the Readiness Review, there were seven members, with one just recently appointed. The school experienced multiple changes in board membership and a change with the executive director during this first year of operations. The new executive director, who joined the leadership team in December of 2018, is passionate, invested, and understands the challenges and work that needs to be done to stabilize the school, and communicate the Board's purpose and direction to all stakeholders. The director has partnered and receives support from a "Principal Mentor" appointed by the Idaho State Department of Education (1.9).

The director reported the board has had some training by the Idaho School Board Association, and the Idaho Public Charter Commission has provided direction and support. Overall board commitment to the school's purpose and support for the Waldorf pedagogy is reported as strong; however, the board has focused on operational effectiveness (1.7), and has not yet adopted a comprehensive policy manual to support the school. (1.4) The governing board developed and documented goals to measure proficiency outcomes, and parent and staff satisfaction(1.10), but a continuous improvement process also has yet to be developed (1.3).

The school reports strong support from stakeholders. Founders come from a wide variety of backgrounds and are reported by the school to hold a passion for curriculum, principles, and successes of the mission and purpose of the school (1.1).

Teachers who were interviewed by the Readiness Review Team expressed frustration about the lack of direction and purpose of the governing board, especially related to stabilization of finances and immediate decisions related to the future of the school.

Based on the results of the institution's Readiness Diagnostic and discussions during the review process, the following actions are recommended as next steps:

Next Steps	Check if Required for Candidacy
Develop and effectively communicate a strategic "Action Plan" focused on communicating the priorities of the immediate future of the school. The strategic Plan should include a time-bound calendar to develop and implement a comprehensive board policy manual, a sustainable financial plan, and an annual improvement and implementation plan that incorporates appropriate collaboration of all stakeholders.	✔

Learning Capacity Domain
Summary and Assessment of the Institution's Analysis of Learning Capacity

The school is guided by the core Principals of Public Waldorf Education with the priority of addressing students' academic, artistic and practical skills. The institution purpose (1.1) is committed to the Waldorf pedagogy, even though training has been limited for teachers who are tasked with using the model.

Six classrooms were observed for a minimum of twenty minutes each, with the exception of one grade level that was on a fieldtrip. Operational processes (1.7) are a strength, with students enjoying a daily routine in and out of the classroom that was organized and deliberately managed as observed by the reviewers.   Classrooms, even on the last days of the school year were well-managed with instruction delivered appropriately throughout the building.

Teachers reported, and the reviewers observed, the Waldorf learning culture being integrated into the classroom with creativity, healthy movement, innovation and a homelike environment incorporated into the overall environment (2.2).   Operational processes are in place for students to develop positive relationships with staff, and peer engagement with a strong relationship between play and learning experiences was observed by the Review Team (2.4).

Little alignment of Core Standards to the Waldorf model has taken place (2.6). In addition, a tiered instructional model is not formally adopted. Several teachers have begun a process to incorporate a Response to Intervention model (2.9) into the school's instructional program, but without alignment to Core Standards, data collection using formative and summative literacy targets will be a challenge (2.10 & 2.11).

Based on the results of the institution's Readiness Diagnostic and discussions during the review process, the following actions are recommended as next steps:

Next Steps	Check if Required for Candidacy
Develop a time-bound "Action Plan" to implement a process to ensure the curriculum is aligned to Core Standards (2.6) with learning progress targets in place to reliably assess and clearly communicate the alignment to appropriate stakeholders (2.10). This plan should include a Core Standards aligned tiered instructional model that identifies and supports the specialized needs of learners (2.9).	✔

Resource Capacity Domain
Summary and Assessment of the Institution's Analysis of Resource Capacity

The Readiness Review Team observed passionate and invested leadership, teachers, support staff and students during the review. The school will retain all but two classroom teachers into their second year of operation.   School leadership reported that they are trying to recruit more Waldorf certified teachers moving forward (3.4).

Leadership and teachers reported a natural professional learning structure, with teachers relying on each other to improve instruction and operational conditions (3.2)   Teachers also reported, and leadership confirmed, that additional training in the Waldorf method will be necessary to sustain the model into the future (3.1).   There are limited examples of public school Waldorf models to learn from, and trainings, time and cost for trainings will be a challenge for the school.

The school is challenged by financial issues (3.8). In December of 2018, the school faced a financial deficit of approximately $180,000. In early spring, the school embarked on a fundraising project to raise $40,000 to finish the fiscal year. The school is now projected to finish with an approximately $30,000 carry-over to end the fiscal year.

Based on the results of the institution's Readiness Diagnostic and discussions during the review process, the following actions are recommended as next steps:

Next Steps	Check if Required for Candidacy
As part of the Strategic Planning process, develop a documented and time-bound "Action Plan" to allocate human, material, and fiscal resources to improve organizational effectiveness and sustainability. (3.8)	✓

Assurances

Assurances	Yes	No
The institution currently meets the AdvancED Assurances.		X
The institution currently meets the Idaho Assurances.	x	

Next Steps (for any assurances with a response of "No")	
Assurance #	Steps necessary to address for Candidacy
AdvancED #5	Develop and effectively communicate a Strategic Plan that includes an improvement and implementation plan to communicate the priorities of the immediate future of the school.

Conclusion and Recommendation

Based on the evidence, the Readiness Review Team makes the following recommendation:

☐ Recommended as a Candidate for Accreditation

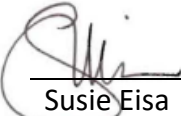**X** **Recommended to remain as an Applicant for Accreditation**

Next Steps – Required for Candidacy
Three main themes presented in this report must be planned and in motion prior to scheduling a subsequent Readiness Review. It is important to note that the themes are presented in the form of time-bound "Action Plans". These "Action Plans" must be documented and in motion prior to hosting a subsequent Readiness Review that could result in candidacy. However, completion of the actions may take place over a longer period of time, during the period of candidacy.

Dale Kleinert

June 20, 2019

Regional Director, Pacific Region

Date

AdvancED Approval

Susie Eisa

June 27, 2019

Vice President, Engagement Services

Date

☐ Approved as a Candidate for Accreditation

X **Approved to remain as an Applicant for Accreditation**

Peace Valley Charter School's
Response to the Summary of the AdvancED Readiness Report

Below are three different excerpts taken from AdvancED Report of Readiness for Accreditation completed for Peace Valley Charter School (PVCS) and the adjoining responses. These excerpts focus on three different capacity domains: learning, leadership and resources.

Learning Capacity Domain:

Based on the results of the institution's Readiness Diagnostic and discussions during the review process, the following actions are recommended as next steps:

Next Steps	Check if Required for Candidacy
Develop a time-bound "Action Plan" to implement a process to ensure the curriculum is aligned to Core Standards (2.6) with learning progress targets in place to reliably assess and clearly communicate the alignment to appropriate stakeholders (2.10). This plan should include a Core Standards aligned tiered instructional model that identifies and supports the specialized needs of learners (2.9).	✔

The following steps have been or will be taken by PVCS in response to the AdvancED Performance Standards 2.6 and 2.10:

- A curriculum alignment task force was formed consisting of 3 classroom teachers of varying grade-levels and one administrator. The task force met in-person for 20 hours the week of June 24-28. They were tasked to create a more authentic and comprehensive curriculum alignment document to be utilized primarily by the faculty as a scope and sequence for the various sections of the daily schedules, with an emphasis on the main lesson blocks. This document is in production and will be ready for distribution prior to the first faculty pre-planning day scheduled for August 21, 2019.
- A pedagogical coach will be hired by July 31, 2019. This individual will work in conjunction with the administrator to develop a version of the curriculum alignment document that will summarize and clearly communicate specific learning targets and accompanying assessments that are embedded within the different grade levels. This document will be utilized to communicate to various stakeholders. This document will be completed by November 22, 2019.
- The administrator will conduct weekly visits to all classrooms for the first 6 weeks of school starting the first full week of school (starting September 9, 2019). Following this time period, the administrator will visit all classrooms for the remainder of the school year once every two weeks. The administrator will use these visits to ensure that the delivery method of the Waldorf curriculum is aligning to the Idaho Common Core Standards. This

will be conducted in tandem with the performance review process as outlined with the Danielson Method evaluation framework.

The following steps have been or will be taken by PVCS in response to the AdvancED Performance Standard 2.9:

- On March 7, 2019, Alayna Gee, MTSS/RTI Coordinator with the State Department of Education, conducted a half day in-service with the faculty and administration around the Response to Intervention model. The administrator will bring Alayna Gee back for a follow up in-service by November 22, 2019, in order to support the existing tiered instructional model in place for the 2019-2020 school year.
- Following the aforementioned March 7, 2019 in-service, a student study team was created at PVCS. This group met several times over the spring of 2019 to create in-house documentation as well as review specific student cases brought to the group. This group will continue to develop and meet for the 2019-2020 school year.
- In conjunction with the administrator and the special education director, a document was created in the spring of 2019 that summarizes the special services program at PVCS. This document will serve as an ongoing guide for the school as it relates to its implementation of its special education program.
- In August 2019, a Response to Intervention task force will meet to determine a comprehensive tiered instructional process and procedure for the 2019-2020 school year. This task force will consist of 3 faculty members serving various grade levels and an administrator. They will focus on specific benchmark testing procedures, data analysis, progress monitoring and research-based instructional strategies that will be implemented across all grade levels.

Leadership Capacity Domain

Based on the results of the institution's Readiness Diagnostic and discussions during the review process, the following actions are recommended as next steps:

Next Steps	Check if Required for Candidacy
Develop and effectively communicate a strategic "Action Plan" focused on communicating the priorities of the immediate future of the school. The strategic Plan should include a time-bound calendar to develop and implement a comprehensive board policy manual, a sustainable financial plan, and an annual improvement and implementation plan that incorporates appropriate collaboration of all stakeholders.	✔

The following steps have been or will be taken by PVCS in response to the AdvancED Performance Standards 1.3 and 1.4:

- The Peace Valley Board has adopted the Idaho Charter School Model Policy Manual in whole and has established a Policy Committee that is in the process of systematically reviewing this manual to ensure compliance with Peace Valley's charter and bylaws. This review and any revision of policy to be completed in a timely manner.
- The board has implemented an intelligent board structure with board committees for Governance, Finance, Academic Excellence, Policy and a special committee of the whole for strategic planning. All committees have complete charters that have been formally adopted.
- The board has reviewed three-year financial projections in preparation for strategic planning process with a mind for proactive governance for the school's long-term success. Budget numbers are based on a percentage of projected enrollment and are conservative.
- Board members will complete an Idaho School Board Association training on August 7, 2019. This will be a second training for three board members and a first-time training for the remaining three members.
- The board has planned a Strategic Planning Retreat for September 21, 2019, to examine long-term financial plans and begin the Continuous Improvement Plan process as outlined in board policy 1315. Stakeholders will be surveyed to help inform the board's strategic planning process.
- Under the leadership of new permanent administrator, the school finished the year financially at a net positive, exceeding expectations. This was the result of board oversight and leadership as well as skilled administration.
- Additionally the board has established an Academic Excellence Committee with a purpose of ensuring that the school's educational program is positively impacting student achievement and by raising strategic academic issues for board discussion.
- Peace Valley has a diverse board with skills in finance, board leadership, education, technology, communications, management and legal. The board is unified and working well together towards a shared vision of excellence.

Resource Capacity Domain

Based on the results of the institution's Readiness Diagnostic and discussions during the review process, the following actions are recommended as next steps:

Next Steps	Check if Required for Candidacy
As part of the Strategic Planning process, develop a documented and time-bound "Action Plan" to allocate human, material, and fiscal resources to improve organizational effectiveness and sustainability. (3.8)	✔

The following steps have been or will be taken by PVCS in response to the AdvancED Performance Standard 3.8:

- Board Strategic Planning retreat to be held September 21. The board's initial review of three-year projections validate financial viability within realistic parameters that the board will be able to refine and project with specificity.

PEACE VALLEY CHARTER SCHOOL

Forecasted Income Statement (Modified Accrual)*

	Budget	Forecast	
	2020	**2021**	**2022**
Enrollment (full time equivalent)	360	390	420

Revenue

Local (1)	$ 172,800	$ 176,256	$ 179,781
State	2,073,603	2,302,563	2,541,676
Federal	74,618	82,857	91,461
Total revenue (2)	2,321,021	2,561,676	2,812,918

Expense

Salaries (3)	1,061,254	1,093,092	1,125,884
Additional Teachers & Staff (4)	-	65,000	146,950
Benefits (3)	273,718	290,387	308,072
Purchased Services	388,078	428,826	471,049
Facility Lease	410,586	420,850	431,372
Portables (5)	-	18,000	36,000
Supplies & Materials	63,500	70,168	77,076
Capital Objects	23,000	25,415	27,917
Debt Servcie & Miscellaneous	-	-	-
Total expenses (6)	2,220,136	2,411,738	2,624,321
Net Income	$ 100,885	$ 149,939	$ 188,597

Financial Ratios

Total Building Lease	410,586	420,850	431,372
Facility Payment Percentage	17.69%	16.43%	15.34%
Operating Margin Percentage	4.35%	5.85%	6.70%

Assumptions

1) Peace Valley local revenues consist of Full Day Kindergarten, After Care Enrichment and an active Community Donation Campaign. Expected increase of 2% each year.

2) State and federal revenue sources have been forecasted to increase at a conservative 2.5% per year. Enrollment is forecasted to raise at 30 students each year

3) Salaries and Benefits have been increased at an average of 3% per year.

4) The school expects to hire an additional teacher and other support staff in FY21 and an additional full time teacher and other support staff to accommodate for growth in FY22.

5) Addition of a portable in FY21 and and additional portable in FY22 to accommodate growth. Assumes portable cost of $1,500 per month.

6) All expenses other than Salaries, Benefits and Debt services have been forecast to rise at least 2% per year.

This forecast has NOT been examined by a CPA firm.

Scope and Sequence

Fifth Grade

Morning Circle

	Morning Verse	Singing	LA Work	Movement Activity	Mental Math
PVC Waldorf Goal	Morning verse serves to bring the students together in choral speech recitation and is the beginning of the warm up process.	Students practice singing together as a group, in multi-part rounds, and in medleys, strengthening their sense of rhythm and pitch.	Students participate in daily speech exercises including choral and solo recitation of poetry and rhetorical devices.	During this time the movement focus is centered around team building games as well as individual skills.	Review of math facts in addition to developing flexibility and confidence.
Academic Focus	In 5th grade, morning circle lasts approximately 20 - 25 minutes and includes singing, speech, movement activities and mental math exercises.	Strengthening the skill of sight reading and musical notation, as well as enhancing the cultural and academic content of the current block. Musical pieces are representative of: North American folk tradition, early Indian drone accompaniment, Ancient Greek modes, etc.	Establish clear diction, meter, cadence, syntax, volume, rate, and artistic expression when speaking. Students are introduced to Greek language and pronunciation, as a part of studies of Ancient History, as well as the practice of ethos, pathos and logos appeals.	Focus on balance, rhythmical games, running, jump rope, games of identification and achieving goals as a group.	The four processes, fractions, word problems, decimals, multiplication tables 2-15, and estimation.
CCSS Alignment		MU:Cr1.1.5, MU:Cr2.1.5, MU:Cr3.1.5, MU:Cr3.2.5, MU:Pr4.1.5, MU:Pr4.2.5, MU:Pr4.3.5, MU:Pr5.1.5, MU:Pr6.1.5, MU:Re7.1.5, MU:Re7.2.5, MU:Re8.1.5, MU:Re9.1.5, MU:Cn10.1.5, MU:Cr2.1.5a, MU:Cr3.2.5a, MU:Pr4.1.5a, MU:Pr4.3.5a, MU:Re7.1.5a, MU:Cn11.1.5, MU:Cr1.1.5a, MU:Pr4.2.5c, MU:Pr6.1.5b, MU:Re7.2.5a, MU:Re9.1.5a	RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.6, RL.5.10, RI.5.8, RF.5.3, SL.5.6, L.5.1, L.5.3, L.5.5	3-5.PE.1.1.1, 3-5.PE.1.1.2, 3-5.PE.1.1.3, 3-5.PE.2.1.1, 3-5.PE.2.1.2, 3-5.PE.2.1.3, 3-5.PE.3.1.2, 3-5.PE.3.1.3, 3-5.PE.4.1.1, 3-5.PE.4.1.2, 3-5.PE.4.1.3, 3-5.PE.5.1.2	5.NBT.1, 5.NBT.2, 5.NBT.4, 5.NBT.5, 5.NBT.7, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.6, 5.MD.1, 5.MD.3, 5.MD.4, 5.G.3, 5.G.4
Science Standards					
Social Studies Standards					

Math

	Geometry	Decimals	*String, Straightedge, and Shadow - Egyptian rope knotting		
PVC Waldorf Goal	Geometry (freehand) Wonder of numbers, powers of 2, divisibility rules, perfect numbers, sum and different theorum, square, triangular	Decimals			
Academic Focus	Shapes (circles, quadilaterals, triagles), lines, angles, basics of geometric forms, patterns (relate to botany), area, perimeter, Pythagoras,	Decimal fractions, place value, expanded notation, four operations, Olympic math, conversions,	Mastery of multiplication table		
	CCSS.MATH.CONTENT.5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	**CCSS.MATH.CONTENT.5.OA.A.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.			
		CCSS.MATH.CONTENT.5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*			
		CCSS.MATH.CONTENT.5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*			
	CCSS.MATH.CONTENT.5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	**CCSS.MATH.CONTENT.5.NBT.A.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.			
	CCSS.MATH.CONTENT.5.G.B.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	**CCSS.MATH.CONTENT.5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.			
	CCSS.MATH.CONTENT.5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.	**CCSS.MATH.CONTENT.5.NBT.A.3** Read, write, and compare decimals to thousandths. CCSS.MATH.CONTENT.5.NBT.A.3.A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). CCSS.MATH.CONTENT.5.NBT.A.3.B Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.			
	CCSS.MATH.CONTENT.5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. CCSS.MATH.CONTENT.5.MD.C.3.A A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. CCSS.MATH.CONTENT.5.MD.C.3.B A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of *n* cubic units.				
	CCSS.MATH.CONTENT.5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	**CCSS.MATH.CONTENT.5.NBT.A.4** Use place value understanding to round decimals to any place.			
	CCSS.MATH.CONTENT.5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. CCSS.MATH.CONTENT.5.MD.C.5.A Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. CCSS.MATH.CONTENT.5.MD.C.5.B Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	**CCSS.MATH.CONTENT.5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm. **CCSS.MATH.CONTENT.5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CCSS.MATH.CONTENT.5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.			

Scope and Sequence

CCSS Alignment	CCSS.MATH.CONTENT.5.MD.C.5.C Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	**CCSS.MATH.CONTENT.5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*		
		CCSS.MATH.CONTENT.5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*		
		CCSS.MATH.CONTENT.5.NF.B.3 Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*		
		CCSS.MATH.CONTENT.5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. CCSS.MATH.CONTENT.5.NF.B.4.A Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd). CCSS.MATH.CONTENT.5.NF.B.4.B Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.		
		CCSS.MATH.CONTENT.5.NF.B.5 Interpret multiplication as scaling (resizing), by: CCSS.MATH.CONTENT.5.NF.B.5.A Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. CCSS.MATH.CONTENT.5.NF.B.5.B Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.		
		CCSS.MATH.CONTENT.5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.		
		CCSS.MATH.CONTENT.5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1 CCSS.MATH.CONTENT.5.NF.B.7.A Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3. CCSS.MATH.CONTENT.5.NF.B.7.B Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4. CCSS.MATH.CONTENT.5.NF.B.7.C Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?		
Science Standards				
Social Studies Standards				

World History and Language Arts

	India and Persia	Mesopotamia, Egypt, and China	Ancient Greece	
PVC Waldorf Goal	Geography, mythology, and culture of Ancient India and Persia	Geography, mythology, and culture of Mesopotamia, Egypt, and Ancient China	Geography, mythology, and culture of Ancient Greece (mythology, documented history, end with Alexander the Great)	*The Black Ships of Troy* readers, dictionaries
Academic Focus	Painting, illustration, Sanskrit poetry, writing a synopsis, creative writing (creation myth), paragraph structure, quotations,	Creative writing, comparitive wriitng, prepositional phrases, heiroglyphics, Rossetta Stone, ancient mathematics	Grid system, map making, descriptive writing, synopsis, summarization, subject, predicate, apostrophes,	

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Scope and Sequence

CCSS Alignment				
CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**CCSS.ELA-LITERACY.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**CCSS.ELA-LITERACY.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**CCSS.ELA-LITERACY.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**CCSS.ELA-LITERACY.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		
CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**CCSS.ELA-LITERACY.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**CCSS.ELA-LITERACY.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	**CCSS.ELA-LITERACY.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	**CCSS.ELA-LITERACY.RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		
CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**CCSS.ELA-LITERACY.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**CCSS.ELA-LITERACY.RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		
CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**CCSS.ELA-LITERACY.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**CCSS.ELA-LITERACY.RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.		
CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.5.9.A Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). CCSS.ELA-LITERACY.W.5.9.B Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").		**CCSS.ELA-LITERACY.RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
		CCSS.ELA-LITERACY.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.5.4.A Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
	CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
	CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			
	CCSS.ELA-LITERACY.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)			
	CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.			
	CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.5.9.A Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). CCSS.ELA-LITERACY.W.5.9.B Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").			
CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions. CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.* CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).	**CCSS.ELA-LITERACY.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions. CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.* CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).	**CCSS.ELA-LITERACY.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions. CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.* CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).		

Scope and Sequence

	CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.* CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works. CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.	**CCSS.ELA-LITERACY.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.* CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works. CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.	**CCSS.ELA-LITERACY.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.* CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works. CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.	
	CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**CCSS.ELA-LITERACY.L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**CCSS.ELA-LITERACY.L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
	CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**CCSS.ELA-LITERACY.L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**CCSS.ELA-LITERACY.L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
	CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context. CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**CCSS.ELA-LITERACY.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context. CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**CCSS.ELA-LITERACY.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context. CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
	CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	**CCSS.ELA-LITERACY.L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	**CCSS.ELA-LITERACY.L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	*W.5.10 yearly
Science Standards			**ESS1-5-1.** Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.	
			ESS1-5-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	
Social Studies Standards	**5.SS.5.1.1** Explain how the world is divided into many different nations and that each has its own government.	**5.SS.5.1.1** Explain how the world is divided into many different nations and that each has its own government.	**5.SS.3.1.1** Describe examples of improved transportation and communication networks and how they encourage economic growth.	
	5.SS.5.1.2 Define a nation.	**5.SS.5.1.2** Define a nation.	**5.SS.3.1.2** Explain the concepts of tariffs, taxation, and embargo.	
	5.SS.5.1.4 Discuss how nations try to resolve problems.	**5.SS.5.1.4** Discuss how nations try to resolve problems.	**5.SS.3.1.3** Describe the basic characteristics of a market.	
			5.SS.4.3.3 Describe ways in which citizens participate in public life.	
			5.SS.5.1.1 Explain how the world is divided into many different nations and that each has its own government.	
			5.SS.5.1.2 Define a nation.	
			5.SS.5.1.3 Explain how the United States is one nation and how it interacts with other nations in the world.	
			5.SS.5.1.4 Discuss how nations try to resolve problems.	
			5.SS.5.1.5 Identify the role of the United States in a global economy.	

Science

	Botany Block 1	Botany Block 2	*field trip around botany	
PVC Waldorf Goal	Families of plant-like life (fungi, algae, flowering plants), cycle of seed	Trees, photosynthesis, symbiotic of insect and plant worlds, lily and the rose, edible plants, healing plants, world economics		
Academic Focus	observational writing, contrast writing, creative writing using similie and alliteration, proofreading, capitals, titles; illustrations of plants	observational writing, contrast writing, creative writing using similie and alliteration, proofreading, capitals, titles; illustrations of plants		
	CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**CCSS.ELA-LITERACY.RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
	CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	**CCSS.ELA-LITERACY.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		

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Scope and Sequence

CCSS Alignment	**CCSS.ELA-LITERACY.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions. CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.* CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).	**CCSS.ELA-LITERACY.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions. CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.* CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).			
	CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.* CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works. CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.	**CCSS.ELA-LITERACY.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.* CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works. CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.			
	CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**CCSS.ELA-LITERACY.L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			
	CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**CCSS.ELA-LITERACY.L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.			
	CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	**CCSS.ELA-LITERACY.L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).			
Science Standards	**PS3-5-1.** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	**PS1-5-1.** Develop a model to describe that matter is made of particles too small to be seen.			
		PS1-5-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.			
		PS1-5-3. Make observations and measurements to identify materials based on their properties.			
		PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.			
		PS3-5-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.			
		LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.			
		LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.			
		LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.			
		LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.			
		LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.			
		ESS1-5-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.			
		ESS3-5-1. Support, obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.			
Social Studies Standards					

7/17/2019

Scope and Sequence

	Pre-Colonial North America	Colonial America			
PVC Waldorf Goal	First Nations in geographical reference, broken down by location, Arctic and North American, Mesoamerica, local biomes	North America United States geogrpahy, westward expansion, states and capitals, major geogrpahical resources,	*John Muir*		
Academic Focus	Map drawing, geographical vocabulary, geographical and political boundaries, climate zones, introdction to biography writing, creative writing with metaphor, relationship of geography, economics, and culture, quotations, commas,	Map drawing, geographical vocabulary, geographical and political boundaries, climate zones, introdcution to biography writing, creative writing with metaphor, relationship of geography, economics, and culture, quotations, commas,			
CCSS Alignment	**CCSS.ELA-LITERACY.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	**CCSS.ELA-LITERACY.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.			
	CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**CCSS.ELA-LITERACY.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.			
	CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**CCSS.ELA-LITERACY.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
		CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			
	CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details. CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.	**CCSS.ELA-LITERACY.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events. CCSS.ELA-LITERACY.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.			
	CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.	**CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
		CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)			
		CCSS.ELA-LITERACY.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.			
		CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			
		CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
		CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
		CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			

Scope and Sequence

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	PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.	**ESS2-5-1.** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.			
	LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	**ESS2-5-2.** Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.			
	LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	**ESS3-5-1.** Support, obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.			
	LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.				
	LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.				
	ESS2-5-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.				
	ESS2-5-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.				
Science Standards	**ESS3-5-1.** Support, obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.				
	5.SS.1.3.1 Discuss that American Indians were the first inhabitants of the United States.	**5.SS.1.1.1** Describe the interactions between European colonists and established societies in North America.			
	5.SS.1.3.2 Identify examples of American Indian individual and collective contributions and influences in the development of the United States.	**5.SS.1.1.2** Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States.			
	5.SS.1.2.1 Discuss the religious, political, and economic motives of immigrants to the United States.	**5.SS.1.1.3** Identify and explain influential political and cultural groups and their impact on American history.			
	5.SS.1.2.2 Explain the history of indentured servitude and the slave trade in the United States.	**5.SS.1.1.4** Identify different examples of how religion has been an important influence in American history.			
	5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion.	**5.SS.1.1.5** Discuss how the establishment of the 13 original colonies contributed to the founding of the nation.			

Scope and Sequence

Social Studies Standards	**5.SS.1.2.4** Discuss the American Indian groups encountered in western expansion.	**5.SS.1.1.6** Analyze the causes and effects of various compromises and conflicts in American history			
	5.SS.1.2.5 Discuss significant individuals who took part in western expansion.	**5.SS.1.2.1** Discuss the religious, political, and economic motives of immigrants to the United States.			
	5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion.	**5.SS.1.2.2** Explain the history of indentured servitude and the slave trade in the United States.			
		5.SS.1.2.3 Analyze and discuss the motives of the major groups who participated in western expansion			
		5.SS.1.2.4 Discuss the American Indian groups encountered in western expansion.			
		5.SS.1.2.5 Discuss significant individuals who took part in western expansion.			
		5.SS.1.2.6 Describe the impact of scientific and technological advances on westward expansion.			
		5.SS.1.3.3 Define the terms treaty, reservation, and sovereignty.			
		5.SS.1.3.4 Explain that reservations are lands that have been reserved by the tribes for their own use through treaties or executive orders and were not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: □ That both parties to treaties were sovereign powers. □ That Indian tribes had some form of transferable title to the land. □ That acquisition of Indian land was solely a government matter not to be left to individual colonists or to the States.			
		5.SS.2.1.1 Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.			
		5.SS.2.1.2 Identify the regions of the United States and their resources.			
		5.SS.2.1.3 Use latitude and longitude coordinates to find specific locations on a map.			
		5.SS.2.1.4 Name and locate the 50 States and their Capitals, and U. S. Territories.			
		5.SS.2.1.5 Show on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.			
		5.SS.3.2.1 Discuss the economic policies that contributed to rebellion within the North American colonies.			
		5.SS.3.4.1 Identify economic incentives and risks of entrepreneurship.			
		5.SS.3.4.2 Explain the impact of taxation on personal finance.			
		5.SS.4.1.1 Identify the people and groups who make, apply, and enforce laws within federal and tribal governments.			
		5.SS.4.1.2 Identify and explain the important concepts in the Declaration of Independence.			
		5.SS.4.1.3 Discuss the significance of the Articles of Confederation as the transitional form of government.			
		5.SS.4.1.4 Identify the basic principles of the United States Constitution and Bill of Rights, including popular sovereignty, limited government, separation of powers, checks and balances, judicial review, and federalism.			
		5.SS.4.2.1 Distinguish and compare responsibilities among state, national, and tribal governments in a federal system.			
		5.SS.4.2.2 Identify the three branches of government and the functions and powers of each			
		.**5.SS.4.2.3** Explain the difference between State public lands and Federal public lands.			
		5.SS.4.3.1 Identify the President and Vice President of the United States and the U.S. Senators and Representatives to Congress from Idaho.			
		5.SS.4.3.2 Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.			
		5.SS.4.4.1 Explain how the United States is a republic.			
		5.SS.4.4.2 State the difference between direct democracy and the constitutional republic of today's United States.			
		5.SS.4.4.3 Discuss the concepts of popular sovereignty, majority rule with minority rights, respect for the individual, equality of opportunity, rule of law, and personal liberty.			

Math Practice Period

	Practice Period - Quarter 1	Practice Period - Quarter 2	Practice Period - Quarter 3	Practice Period - Quarter 4	
PVC Waldorf Goal	To reinforce and deepen knowledge and skills introduced in Math and Science Blocks	To reinforce and deepen knowledge and skills introduced in Math and Science Blocks	To reinforce and deepen knowledge and skills introduced in Math and Science Blocks	To reinforce and deepen knowledge and skills introduced in Math and Science Blocks	
Academic Focus	measurement and estimate				
	CCSS.MATH.CONTENT.5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	**CCSS.MATH.CONTENT.5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	**CCSS.MATH.CONTENT.5.G.A.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	**CCSS.MATH.CONTENT.5.NBT.A.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	
	CCSS.MATH.CONTENT.5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*			**CCSS.MATH.CONTENT.5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	

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Scope and Sequence

CCSS Alignment				
	CCSS.MATH.CONTENT.5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. CCSS.MATH.CONTENT.5.MD.C.3.A A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. CCSS.MATH.CONTENT.5.MD.C.3.B A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of *n* cubic units.	**CCSS.MATH.CONTENT.5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	**CCSS.MATH.CONTENT.5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	**CCSS.MATH.CONTENT.5.NBT.A.3** Read, write, and compare decimals to thousandths. CCSS.MATH.CONTENT.5.NBT.A.3.A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). CCSS.MATH.CONTENT.5.NBT.A.3.B Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
	CCSS.MATH.CONTENT.5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	**CCSS.MATH.CONTENT.5.G.B.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	**CCSS.MATH.CONTENT.5.G.B.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	
	CCSS.MATH.CONTENT.5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. CCSS.MATH.CONTENT.5.MD.C.5.A Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. CCSS.MATH.CONTENT.5.MD.C.5.B Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. CCSS.MATH.CONTENT.5.MD.C.5.C Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	**CCSS.MATH.CONTENT.5.G.B.4** Classify two-dimensional figures in a hierarchy based on properties. **CCSS.MATH.CONTENT.5.OA.A.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **CCSS.MATH.CONTENT.5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **CCSS.MATH.CONTENT.5.OA.B.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*	**CCSS.MATH.CONTENT.5.G.B.4** Classify two-dimensional figures in a hierarchy based on properties. **CCSS.MATH.CONTENT.5.NBT.A.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **CCSS.MATH.CONTENT.5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **CCSS.MATH.CONTENT.5.NBT.A.3** Read, write, and compare decimals to thousandths. CCSS.MATH.CONTENT.5.NBT.A.3.A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). CCSS.MATH.CONTENT.5.NBT.A.3.B Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**CCSS.MATH.CONTENT.5.NBT.A.4** Use place value understanding to round decimals to any place. **CCSS.MATH.CONTENT.5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm. **CCSS.MATH.CONTENT.5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CCSS.MATH.CONTENT.5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
	CCSS.MATH.CONTENT.5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	**CCSS.MATH.CONTENT.5.NBT.A.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	**CCSS.MATH.CONTENT.5.NBT.A.4** Use place value understanding to round decimals to any place.	**CCSS.MATH.CONTENT.5.NF.A.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
	CCSS.MATH.CONTENT.5.OA.A.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*	**CCSS.MATH.CONTENT.5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	**CCSS.MATH.CONTENT.5.NBT.B.5** Fluently multiply multi-digit whole numbers using the standard algorithm.	**CCSS.MATH.CONTENT.5.NF.A.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
CCSS Alignment	**CCSS.MATH.CONTENT.5.OA.B.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*	**CCSS.MATH.CONTENT.5.NBT.A.3** Read, write, and compare decimals to thousandths. CCSS.MATH.CONTENT.5.NBT.A.3.A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). CCSS.MATH.CONTENT.5.NBT.A.3.B Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**CCSS.MATH.CONTENT.5.NBT.B.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **CCSS.MATH.CONTENT.5.NBT.B.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	**CCSS.MATH.CONTENT.5.NF.B.3** Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
		CCSS.MATH.CONTENT.5.NBT.A.4 Use place value understanding to round decimals to any place.		**CCSS.MATH.CONTENT.5.NF.B.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. CCSS.MATH.CONTENT.5.NF.B.4.A Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = (ac)/(bd). CCSS.MATH.CONTENT.5.NF.B.4.B Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
		CCSS.MATH.CONTENT.5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.		
		CCSS.MATH.CONTENT.5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
		CCSS.MATH.CONTENT.5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		
				CCSS.MATH.CONTENT.5.NF.B.5 Interpret multiplication as scaling (resizing), by: CCSS.MATH.CONTENT.5.NF.B.5.A Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. CCSS.MATH.CONTENT.5.NF.B.5.B Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.

Scope and Sequence

				CCSS.MATH.CONTENT.5.NF.B.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	
				CCSS.MATH.CONTENT.5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.1 CCSS.MATH.CONTENT.5.NF.B.7.A Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3. CCSS.MATH.CONTENT.5.NF.B.7.B Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4. CCSS.MATH.CONTENT.5.NF.B.7.C Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	
Science Standards					
Social Studies Standards					

English Practice Period

	Practice Period - Quarter 1	Practice Period - Quarter 2	Practice Period - Quarter 3	Practice Period - Quarter 4	
PVC Waldorf Goal	To reinforce and deepen knowledge and skills introduced in Language Arts, Science, History, and Geography Blocks	To reinforce and deepen knowledge and skills introduced in Language Arts, Science, History, and Geography Blocks	To reinforce and deepen knowledge and skills introduced in Language Arts, Science, History, and Geography Blocks	To reinforce and deepen knowledge and skills introduced in Language Arts, Science, History, and Geography Blocks	HW.5.1
Academic Focus					
	CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
	CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
	CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
	CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
	CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
	CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
	CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
		CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.		CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	
	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	

7/17/2019

Scope and Sequence

	CCSS Alignment (col 1)	(col 2)	(col 3)	(col 4)	
CCSS Alignment	**CCSS.ELA-LITERACY.RF.5.4** Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.5.4.A Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CCSS.ELA-LITERACY.RF.5.4** Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.5.4.A Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CCSS.ELA-LITERACY.RF.5.4** Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.5.4.A Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**CCSS.ELA-LITERACY.RF.5.4** Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.RF.5.4.A Read grade-level text with purpose and understanding. CCSS.ELA-LITERACY.RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
		CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details. CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.		**CCSS.ELA-LITERACY.W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details. CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.	
		CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.		**CCSS.ELA-LITERACY.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CCSS.ELA-LITERACY.W.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). CCSS.ELA-LITERACY.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented.	
	CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events. CCSS.ELA-LITERACY.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.		**CCSS.ELA-LITERACY.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS.ELA-LITERACY.W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. CCSS.ELA-LITERACY.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events. CCSS.ELA-LITERACY.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely. CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.		
	CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
	CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	**CCSS.ELA-LITERACY.W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	**CCSS.ELA-LITERACY.W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	**CCSS.ELA-LITERACY.W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	
CCSS Alignment	**CCSS.ELA-LITERACY.W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**CCSS.ELA-LITERACY.W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**CCSS.ELA-LITERACY.W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**CCSS.ELA-LITERACY.W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
	CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	**CCSS.ELA-LITERACY.W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	**CCSS.ELA-LITERACY.W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	**CCSS.ELA-LITERACY.W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
			CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.5.9.A Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). CCSS.ELA-LITERACY.W.5.9.B Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	**CCSS.ELA-LITERACY.W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.5.9.A Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). CCSS.ELA-LITERACY.W.5.9.B Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	
	CCSS.ELA-LITERACY.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**CCSS.ELA-LITERACY.W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**CCSS.ELA-LITERACY.W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**CCSS.ELA-LITERACY.W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Scope and Sequence

CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**CCSS.ELA-LITERACY.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**CCSS.ELA-LITERACY.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**CCSS.ELA-LITERACY.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**CCSS.ELA-LITERACY.SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**CCSS.ELA-LITERACY.SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**CCSS.ELA-LITERACY.SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**CCSS.ELA-LITERACY.SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**CCSS.ELA-LITERACY.SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**CCSS.ELA-LITERACY.SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCSS.ELA-LITERACY.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	**CCSS.ELA-LITERACY.SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	**CCSS.ELA-LITERACY.SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	**CCSS.ELA-LITERACY.SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)
CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions. CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.* CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).	**CCSS.ELA-LITERACY.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions. CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.* CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).	**CCSS.ELA-LITERACY.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions. CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.* CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).	**CCSS.ELA-LITERACY.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. CCSS.ELA-LITERACY.L.5.1.C Use verb tense to convey various times, sequences, states, and conditions. CCSS.ELA-LITERACY.L.5.1.D Recognize and correct inappropriate shifts in verb tense.* CCSS.ELA-LITERACY.L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).
CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.* CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works. CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.	**CCSS.ELA-LITERACY.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.* CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works. CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.	**CCSS.ELA-LITERACY.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.* CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works. CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.	**CCSS.ELA-LITERACY.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.* CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence. CCSS.ELA-LITERACY.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). CCSS.ELA-LITERACY.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works. CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.
CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**CCSS.ELA-LITERACY.L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**CCSS.ELA-LITERACY.L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**CCSS.ELA-LITERACY.L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-LITERACY.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**CCSS.ELA-LITERACY.L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**CCSS.ELA-LITERACY.L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**CCSS.ELA-LITERACY.L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context. CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**CCSS.ELA-LITERACY.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context. CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**CCSS.ELA-LITERACY.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context. CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**CCSS.ELA-LITERACY.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context. CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

7/17/2019

Scope and Sequence

	CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
Science Standards					
Social Studies Standards					

PEACE VALLEY CHARTER SCHOOL
BOISE, IDAHO

SPECIAL SERVICES PROGRAM
Submitted: April 1, 2019
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Boise, Idaho 83705

PEACE VALLEY CHARTER SCHOOL SPECIAL SERVICES PROGRAM

Peace Valley Charter School Peace Valley Charter School (PVCS) opened in the fall of 2018 and is a public charter school serving kindergarten through seventh grade students in Boise Idaho. PVCS adheres to the Waldorf education model which focuses on the development of students' intellectual, emotional, physical and spiritual capacities in order to help individuals connect to and be of service to the world in which they live. Waldorf schools believe in generating enthusiasm for learning as well as unity and connection to the world. PVCS is committed to adherence to the Waldorf model while ensuring students meet or exceed Idaho core standards. PVCS staff members provide a core instructional program that leads to proficiency in core content areas. Although the Waldorf model discourages the use of technology and extensive use of assessment in the primary grades, PVCS utilizes research-based benchmark assessments and progress monitoring tools to support its response to intervention (RtI) program. The school provides accommodations, intervention, intensive intervention and evaluation consistent with the requirements of the Every Student Succeeds Act (ESSA) under the Elementary Secondary Education Act (ESEA), Section 504 of the Rehabilitation Act (504) and the Individuals with Disabilities Education Act (IDEA). The PVCS Board of Directors adopted the 2017 State of Idaho Special Education manual prior to the school's opening. All PVCS staff members participate in annual and ongoing training designed to ensure staff members understand the state and federal requirements related to its core instruction, RtI and special services programs.

At PVCS, every child will be provided the protections, rights, and services as outlined in state and federal law. These include accommodations, services and support required by ESSA, IDEA and Section 504 of the Rehabilitation Act. the Individual with Disabilities Act, the American Disabilities Act, 504 and the Idaho Special Education Manual. PVCS utilizes the guidance and model program procedures, policies and templates provided by the Idaho Department of Education for federal programs implemented at PVCS. This includes the Idaho Department of Education Special Education Manual that is used for all aspects of the PVCS special education programming including: student identification, evaluation, eligibility determination, development of Individual Education Plans (IEP), related services, accommodations, discipline policy, budgeting, and transportation for students with disabilities.

PVCS General Education Program and Tiered Model of Instruction

PVCS implements a core instruction program and tiered model of instruction designed to ensure all students become proficient in meeting state standards. Students at PVCS will be educated with a combination of Waldorf pedagogy and research-based curriculum. All students will work toward meeting education goals aligned to the Waldorf model and Idaho Core Standards.

Tier 1 – The PVCS core instructional program is aligned to both the Waldorf model which is the primary education focus of the school, and Idaho Core Standards. Instruction is provided by certificated teachers in kindergarten through seventh grade. Students receive standards-aligned instruction in math, reading, language arts, science and social studies. The PVCS administrator will develop a Tier 1 team that includes a minimum of three teachers (primary grades, intermediate grades, middle school), a special education teacher, a parent and a classified staff member) to review curriculum and make recommendations to the PVCS Board of Directors regarding the adoption of core curriculum and alignment with both the Waldorf model and Idaho Core Standards. The Tier 1 team will meet at least once a year after the initial curriculum adoption. All PVCS teachers will be expected to adhere to the core instructional program identified by PVCS.

Tier 2 - When a student has been identified as not making adequate growth the student's teacher, parent or

another staff member will complete a referral to the Student Assistance Team (SAT). The referral will include applicable social, emotional, behavioral, health/wellness and/or academic information as well as data to assist the team in developing appropriate interventions. Acceptable data may include benchmark assessment and progress monitoring (IStation, Aimsweb, Core Phonics, MCAT, MCOMP, RCBM, Read Naturally, Dibels, etc.), observation data, information from health care providers, parent information and other applicable information. The SAT will identify interventions that may be implemented within the classroom or in small pull-out group settings. In addition, interventions may be incorporated into the Waldorf extra lesson. This extra lesson provides movement, drawing, and painting to help children with difficulties in writing, reading and arithmetic.

Tier 2 Intensive - If the student is making progress, continued monitoring will occur. If the student does not respond to the intervention, the SAT may identify additional intensive interventions designed to target specific needs. These interventions may be developed to target specific areas not responding to previous intervention. Tier 2 interventions may also be provided to individual students or in very small, pull-out groups. Progress monitoring will continue for tier 2 interventions and may be done more frequently than in tier 1.

Tier 3 - If a student does not respond to the core instruction program with classroom interventions (Tier 1) and/or intensive intervention (Tier 2) the SAT may refer the student to the lead special education teacher for further evaluation. The lead special education teacher will provide the SAT with referral forms to facilitate this process. The SAT must provide documentation of initial SAT referral, benchmark and progress-monitoring data, interventions and response to intervention data in order to refer a student for evaluation. Parents and/or guardians may request evaluation without going through the SAT however, when parents/guardians have concerns regarding a child, the school administrator and/or classroom teacher should attempt to schedule a meeting with the SAT and parent to determine whether interventions could be implemented and monitored prior to referral for evaluation.

Special Education Referral Process and Special Education Program

PVCS employs or contracts with highly qualified, certificated special education teachers, related service providers and paraprofessionals to support the needs of students with disabilities as required by the IDEA. PVCS will develop hiring practices designed to recruit and retain the most experienced, qualified individuals to ensure students receive the appropriate services.

As outlined in the Idaho Special Education Manual, PVCS will use the 3 step process to determine whether or not a student requires special education services:

> 1). The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents or guardians, school staff members or other applicable persons. The PVCS administrator will designate a Special Services Coordinator who will coordinate the development, implementation, and documentation of the Child Find system. This individual will most likely be the lead special education teacher. In the event that the lead special education teacher does not have adequate experience or has a very high case load, the school may designate the school's administrator, special education director or federal programs' director to fill this role. The designated individual will participate in training provided by PVCS and/or the Idaho Department of Education.

> 2. PVCS will implement an extensive system using a tiered model of

instruction to support students in meeting state standards. The foundation of this system will be a research-based core instruction program combined with benchmark assessment and quarterly progress monitoring. In the event that a student is not making adequate growth, PVCS will provide research-based intervention and intensive intervention to assist the student. PVCS may also use monthly progress monitoring tools to evaluate the progress of students receiving intensive or intensive intervention services. The school will make decisions regarding intervention, intensive intervention and referral for evaluations in its Student Assistance Team (SAT) meetings.

3. The school's SAT will include the administrator, lead special education teacher, federal programs representative (EL, Title IA), school counselor or behavior intervention professional (if one is employed) and general education teacher. The SAT will meet monthly (or more often when necessary). The SAT will review initial RtI referral forms, data from benchmark assessments (Idaho Reading Indicator, Core Phonics Survey, reading fluency probes, math fluency probes, curriculum-based assessments) and information from classroom teachers when identifying intervention and intensive intervention plans for referred students. The RtI team will identify the frequency and type of intervention designed to assist each student (push-in or pull-out reading and math intervention, behavior intervention, health and wellness intervention, etc.). Typical academic interventions may include individual or small group push-in interventions during workshop time (for example: focused work on blending or letter sounds, math work with manipulatives) or pull-out intervention programs that target specific needs (for example: Anita Archer Rewards, SRA Phonemic Awareness, Numeracy Project, etc.). Classroom teachers will continue to collect data to determine whether interventions are effective. These data include progress-monitoring tools (for example: Istation data, monthly Core Phonics Survey, AimsWeb RCBM, MCAT, MCOMP, Dibels, etc.). Teachers will participate in PVCS training focused on assisting them with collecting and analyzing student data and growth. When students fail to make adequate progress after the RtI team identifies intervention plans, the RtI team may refer the student to the lead special education teacher for additional evaluation. The lead special education teacher and school administrator will provide referral forms to the RtI team for referral for a special education evaluation.

3. The PVCS special services team will review referrals for special education evaluation. The team will identify specific evaluations needed for each referred student and conduct a thorough and comprehensive evaluation to determine if the student qualifies for special education services under the Individuals with Disabilities Education Act. Evaluations may include social emotional or behavioral, cognitive, academic, speech, language, fine and gross motor, visual perception evaluation, and other areas as identified by the team. The school will adhere to the guidelines and timelines outlined in the IDEA and described within the Idaho Special Education Manual for the evaluation process. The evaluation team will include (at a minimum) a special education teacher,

a general education teacher, a district representative, the student (when appropriate) and the parent and/or adult student. The team will review the information from the comprehensive evaluation to determine the student's eligibility for special education. This information may include, but is not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum. It will also include any and all information provided by parents and/or other adults including teachers and counselors that is applicable.

4. Once an evaluation is complete, the team will meet to determine whether the student is eligible for special education services. The team will consider the results of evaluations to determine whether the student meets the criteria for a disability that is outlined in the Idaho Special Education Manual. If the student meets the eligibility criteria, the team will discuss whether the student's disability is adversely impacting his or her education and whether the student needs specially designed instruction in order to meet his or her education goals. If the team determines that all three criteria are met, the team will make the decision that the student is eligible for an IEP.

When a student is eligible for special education services, the IEP team will meet to develop an Individualized Education Plan (IEP) which will include the student's present levels of performance, goals for the upcoming year, services the student will receive, accommodations the student needs and additional information discussed by the team. The PVCS special education teacher and case manager will be responsible for implementing the IEP, providing direct service to the student and monitoring the progress of the student in meeting his or her goals. Progress monitoring for IEP goals will occur at the same, or greater, frequency than progress in meeting general education core content standards. The special education teacher will collaborate with the general education teacher to provide support as well as to assist the general education teacher by providing modifications, adaptations, and accommodations within the classroom.

PVCS will provide students with disabilities instruction in the least restrictive environment, as identified by each student's IEP team. PVCS will provide a continuum of settings and services identified by each IEP team. These may include general education classes; resource room services; related services such as speech, language, occupational and physical therapy; behavior intervention support; extended resource room instruction; day treatment focused on the needs of emotionally disturbed students; assistive technology and other services or supports identified by IEP teams, In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's individual needs, their need for specialized direct instruction and the variety of alternate placements and related services necessary for the student to meet his or her education goals. Should the IEP team make the decision that a student's academic needs are not able to be serviced on site, PVCS may contract with other agencies to provide the necessary services.

For all students on IEP's, PVCS will follow all state and federal guidelines, procedures, and regulations for developing, implementing, monitoring, revising, evaluating, and reviewing IEP's. PVCS will abide by all FERPA and Procedural Safeguards as provided by state and federal laws and will protect the confidentiality of each student's educational records. These regulations also include parents' right to review and inspect records.

The PVCS special education program consists of a variety of services and supports for students. IEP teams determine each student's support and may consider general education classes, resource room

classes, differentiated instruction, and flexible groupings that allow for students on IEP's to continue to grow and work at their individualized comprehension levels. General education teachers collaborate with the special education teacher to provide accommodations, modifications and adaptations within the classroom as designated on the student's IEP allowing students greater access to their general education curriculum while remaining with their peers as much as possible.

The PVCS Tier 1 team will discuss replacement curriculum for the special education program during its annual curriculum meeting. The lead special education teacher will make recommendations to the team regarding evidence-based curriculum and programming for students who require specialized instruction. The PVCS replacement curriculum may change based upon the population of PVCS students on IEPs. For students requiring specialized reading and math instruction, PVCS may utilize Reading Mastery, Explode the Code, Bridges Math Intervention or other core reading and math programs aligned to core standards. Information from students' IEPs, including accommodations and modifications, will be provided to the students' general education teachers. In addition, the lead special education teacher will be available to provide training and support to teachers to ensure general education teachers understand the requirements of IDEA.

PVCS will follow the State of Idaho guidelines outlined in the Special Education Manual as well as all other state and federal guidelines for disciplining students with disabilities. When required, in accordance with the IDEA and Idaho Special Education Manual, the special education multidisciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

PVCS will use a positive behavior support approach to meeting students' behavioral needs while in school. PVCS will provide training for general education teacher focused on the basic principles of PBIS. When students are struggling with social, emotional or behavioral issues, the SAT will discuss interventions that may help students succeed. In addition, the PVCS administrator may work with individual teachers to assist them in developing proactive, positive approaches to classroom management that assist all students in succeeding. If a student has behavior challenges that do not respond to the interventions identified by the SAT, the SAT will refer the student to the special education team for a possible functional behavior assessment (FBA). Prior to the referral, the SAT should conduct an informal functional behavior discussion as part of the RtI process. If a formal FBA is conducted, the special education teacher, along with the IEP team may develop a Behavior Intervention Plan (BIP) for a student in need of further support.

STUDENT STUDY TEAM
ROLES AND RESPONSIBILITIES

The purpose of the SST is to design a support system for students having difficulty in the regular classroom. This is a general education driven process. A student could find its way to the SST via a concerned general education classroom teacher, via a concerned parent, or even via a general education specials teacher.

This team consists of general ed teachers, administrators, school support personnel and parents and student when appropriate. The special education staff may appear as guests to the SST when their perspective is thought to be valuable to the team regarding a specific student.

The SST is established to provide everyone the opportunity to share concerns and to be part of developing a plan to address those concerns. Often times the team is trying to determine if a child is struggling due to a specific learning disability or another cause such as

Impaired vision

Social problems

Physical or psychological issues

Medical conditions

Language barriers

Other issues affecting the child's performance.

The SST will assist the classroom teacher in developing interventions at both level 1 and level 2 while assisting with the data collection, progress monitoring and decision making regarding progress and next steps related to the child's progress in the general education curriculum.

The following link will be helpful in providing guidance for the SST as well:
https://www.dodea.edu/Curriculum/specialEduc/upload/DoDEA_SST.pdf

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1845 S. Federal Way
Boise, ID 83705
208-205-8818
info@boisewaldorf.org

Student Study Team Process and Procedures

Meeting Agenda:

A general meeting will consist of the weekly meet of members and reviewing current progress of studies. Meetings will begin with the selection of secretary and a roll call. Last meeting notes are to be read and reviewed. Any outstanding business will be handle. During this time, class teachers may be invited in to review documents and proceed with the first check-in of the Student Study Process (SSP). Decisions will be made following the SSP outlined below. This is the time to determine if a student requires a One Month Check-In and the meeting will be schedule. Students on the SSP will have their data reviewed to insure continued growth during a Progress Update. Additional meeting may be schedule to further review student if the team deems it necessary. Any new referrals will be read and documented. Student studies may be suspended at this time. A meeting with the class teacher will be schedule two weeks out and required documents will be issued to be returned for the meeting.

Following check-in meetings may be added to the agenda of a regularly scheduled meeting. Meetings will discuss student's achievements and follow plan outlined below in SSP. Meetings may occur on a date separate from the usual meetings in order to accommodate parents' availability in addition to others the team deems needed for the meeting.

Teacher
Parents

Referral Process:

Any adult present in the child's life with reasonable ability to assess the student's performance is capable of submitting a referral to the SST.

"Referral Form" should be completed and turned in to the front office or a member of the SST to be reviewed at the earliest scheduled meeting.

Once approved, documents will be sent out to teachers and family to be completed within a two week period prior to the Two Week Check-In. These forms include: "Class Teacher Academic Reflection and Checklist", "Specials Teacher Academic Reflection and Checklist", "Home Survey", and "Physical and Behavioral Reflection".

At this meeting and those following, the SST will follow procedures outlined in SSP.

Student Study Process:

Referral Approval

Meeting Goal: To review and approve a student referred to the SST. This is accomplished within SST normal meeting hours.

Two Week Check-in (Tier 1)

Meeting Goal:

After a student is referred, the class teacher, specialty teacher, and parents will receive surveys to fill out.
Teacher's form covers a list of strategies to use within Tier 1/2 support
Teacher reflects on students strengths, weaknesses, and behavior and in class and with other students.
Teacher tracks use of strategies and their effect over a period of two weeks.

If strategies have proved successful, a plan will be created to continue use of those strategies for one month. If student success continues, the check-in will end. If student success takes a downturn, another check-in will occur.
If strategies have minimum or no success over the duration of two weeks, the group will discuss the child, strengths, and weakness. The focus will be on adjusting minorly efficient strategies or brainstorming new ones.

Intervention Set-up (Tier 2)

Meeting Goal: To review results of student Benchmarks, identified skill deficit, and intervention program results.

This check in will focus on bringing in the Benchmarks and Screeners to identify specific skill sets the student needs help in.
A intervention program will be decided on

Parent will be contacted to attend and provided with meeting notes upon request. Both may be refused by parent as long as the SST as documentation stating parent gives approval for the team to continue.

Progress Update

Meeting Goal: To review student's current growth trend with current intervention.

In the next month, the team will meet again. If student has shown improvement, no change will be made unless the team deems the student able to no longer require academic support.
If student still needs help, parents will be involved to discuss a Tier 3 intervention.

A Progress Update may end in a motion to call for an Intervention Change meeting. If seconded, an Intervention Change meeting will be scheduled.

Intervention Change (Tier 3)

Meeting Goal: To establish an intervention and progress goal that pushes the child into Tier 3 intervention and may rework the student's daily rhythm. To recognize student growth and move student back down from Tier 3 intervention to Tier 2 or 1 and may rework the student's daily rhythm.

Student Study Suspension

Meeting Goal: To remove a student from the SST active student study list. This does not mean an end to interventions. Student's study may be reopened[1] at a later date if deemed necessary by any involved in the study process.

Special Education Referral

Meeting Goal: To recognize and refer a student to the Special Education team and discuss future steps.

Parent will be contacted to attend and provided with meeting notes upon request. Both may be refused by parent as long as the SST as documentation stating parent gives approval for the team to continue.

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[1] To be reopened a new referral form must be filled out. From there, the team may decided to repeat the Two Week Check-in or skip to Progress Update accordingly.

Student Referral to the Student Study Team

Student Name: _____

Grade: K   1st   2nd   3rd   4th   5th   6th   7th   8th

Teacher: _____

Please check box if teacher is aware of the referral ☐

Name of Referee: _____   **Relation to Student:** _____

Reason for Referral:
Use the space below to express your concerns of the student named above and why they should be referred to the Student Study Team (SST). SST will review referrals the next calendar meeting and begin the process. In order to aid the SST in their job, describe behaviors and academic challenges that are a detriment to the student's academic experience.

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_____   _____
Signature   Date

For SST use only

Date referral reviewed: _____

Members present: _____

Action Taken: _____
_____

Next Student Check-in: _____

Health and Wellness

Milestones: Did your child reach developmental milestones at 6 mos., 1 year, 2 years, etc.? If not, please explain below. *See charts at the bottom of the page for more information.

_____
_____
_____
_____
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Health concerns or diagnosis: Does your child have any major health concerns that may affect your child's learning? For example, this includes chronic illnesses, impaired vision/hearing, and speech impediments?

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Social-Emotional Health: Do you have any social, emotional, or psychological concerns for your child? This includes anxiety, depression, conflict-resolution skills, and fears. Please explain content where possible.

_____
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Specialty Teacher Academic Reflection and Checklist

Teacher Name: _____

Student Name: _____

Specialty Subject: _____

Student Grade: _____

Anecdotal Reflection:

Student's strengths: Please take a moment to reflect on this student's strengths in the classroom that you see. This should focus on academic strengths and skills. Where does the child excel and seem most at home? Where are they at grade level? Focus on the students number sense, speech, vocabulary, listening skills, and organization of ideas.

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Student's struggles: Please take a moment to reflect on this student's struggles in the classroom that you see. This should focus on academic struggles and setbacks. Where does the child fall behind and withdraw? Where are they below grade level? Focus on the students number sense, speech, vocabulary, listening skills, and organization of ideas.

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Below please list the strategies you use in class and record the student's **response** to them. Strategies can include scheduled breaks, checks for understanding, small group instruction, chunking information, manipulatives, checklists, modeling, and scaffolding.

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Class Teacher Academic Reflection

Teacher Name: _____   **Student Name:** _____

Period of observation: _____   **Student Grade:** _____

Anecdotal Reflection:

Student's strengths: Please take a moment to reflect on this student's strengths in the classroom that you see. This should focus on academic strengths and skills. Where does the child excel and seem most at home? Where are they at grade level? Focus on the students number sense, speech, vocabulary, organization of ideas, reading, comprehension, writing, and visualization.

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Student's struggles: Please take a moment to reflect on this student's struggles in the classroom that you see. This should focus on academic struggles and setbacks. Where does the child fall behind and withdraw? Where are they below grade level? Focus on the students number sense, speech, vocabulary, organization of ideas, reading, writing, comprehension, and visualization.

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Please mark if the student is B - below grade level, G - at grade level, or A - above grade level for Math and Language Skills. Blank spaces have been left for you to specify grade based skills such as: letter recognition, phonemic awareness, spelling, sight words, comprehension, skip counting., basic operations, place value, fractions.

Math		Language Arts	
Overall		Overall	

Below are a list of strategies to use in the class. Please record how frequently the student responds positively to them/the strategies achieve the desire result. Note if a strategy has not been tried.

Placing student's desk near the board and/or teacher	Always	Often	Rarely	Never	Not Tried
Placing student's desk in a quiet space separate from the class	Always	Often	Rarely	Never	Not Tried
Providing student with flexible seating or movement options	Always	Often	Rarely	Never	Not Tried
Providing student with a peer mentor or buddy	Always	Often	Rarely	Never	Not Tried
Short, specific directions	Always	Often	Rarely	Never	Not Tried
Providing information or redirection on the student's desk	Always	Often	Rarely	Never	Not Tried
Providing a typed copy of instructions or work present on the board (primarily for upper grades)	Always	Often	Rarely	Never	Not Tried
Chunking tasks to complete over an extended range of time	Always	Often	Rarely	Never	Not Tried
Providing student with frequent and scheduled brain breaks	Always	Often	Rarely	Never	Not Tried
Teacher modeling (ex. Think Alouds)	Always	Often	Rarely	Never	Not Tried
Providing the criteria or goal for a lesson prior to teaching	Always	Often	Rarely	Never	Not Tried
Pre-teaching material by accessing student prior knowledge	Always	Often	Rarely	Never	Not Tried
Individual or small group assistance with the teacher	Always	Often	Rarely	Never	Not Tried
Changing the content level	Always	Often	Rarely	Never	Not Tried
Using graphic organizers	Always	Often	Rarely	Never	Not Tried
Using manipulatives (both for math and English)	Always	Often	Rarely	Never	Not Tried

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Behavior and Physical Checklist

Teacher Name: _____   Student Name: _____

Date: _____   Student Grade: _____

On the checklist below, please mark the appropriate column for each statement pertaining to the student.

Pays attention in class	Always	Often	Rarely	Never
Works well with others	Always	Often	Rarely	Never
Attempts to do his/her work thoroughly and well, rather than just trying to get by	Always	Often	Rarely	Never
Acts restless, is unable to sit still	Always	Often	Rarely	Never
Participates actively in discussions	Always	Often	Rarely	Never
Completes assigned seatwork	Always	Often	Rarely	Never
Needs redirection to stay on task	Always	Often	Rarely	Never
Annoys or interferes with peers' work	Always	Often	Rarely	Never
Is persistent when confronted with difficult problems	Always	Often	Rarely	Never
Doesn't seem to know what is going on in class	Always	Often	Rarely	Never
Is withdrawn, uncommunicative	Always	Often	Rarely	Never
Approaches new assignments with sincere effort	Always	Often	Rarely	Never
Asks questions to get more information	Always	Often	Rarely	Never
Talks with classmates frequently to the point of disruption	Always	Often	Rarely	Never
Must be helped to get started and keep going on work	Always	Often	Rarely	Never
Tries to finish assignments even when they are difficult	Always	Often	Rarely	Never
Raises his/her hand to answer a question or volunteer information	Always	Often	Rarely	Never
Gets discouraged and stops trying at an obstacle in schoolwork; easily frustrated	Always	Often	Rarely	Never
Holds pencil correctly	Always	Often	Rarely	Never
Aware of their body's space in the environment	Always	Often	Rarely	Never

Daily Rhythm

Please circle the frequency of each of the following.

My child eats breakfast before school each day.	Always	Often	Rarely	Never
I pack healthy lunches each day for my child.	Always	Often	Rarely	Never
My child eats a healthy dinner each night.	Always	Often	Rarely	Never
My child spends time looking at screens during the week (tv, ipad, etc).	Always	Often	Rarely	Never
My child goes to sleep at the same time each night and wakes at the same time in the morning.	Always	Often	Rarely	Never
My child has a hard time falling asleep.	Always	Often	Rarely	Never
My child has a hard time waking in the morning.	Always	Often	Rarely	Never
My child sleeps through the night.	Always	Often	Rarely	Never
My child is often up late.	Always	Often	Rarely	Never
My child goes outside to play each day.	Always	Often	Rarely	Never
My child does household chores or contributes to the upkeep of the household each day.	Always	Often	Rarely	Never
My child is dressed well for the day: he/she has warm feet and warm clothes.	Always	Often	Rarely	Never
I participate in the school community and volunteer when I can.	Always	Often	Rarely	Never
We cultivate reverence at home for self, others, belongings, and nature.	Always	Often	Rarely	Never
I often talk to my child about school.	Always	Often	Rarely	Never

Date: 4-8-2019

Reason for meeting: To establish process and procedures for student referral and team actions

Those in attendance: Alan Mulligan, Jenna Engelbreit, Hope DeCuir, Andrew Ross

Meeting Notes: taken by Hope DeCuir
- Process will include approximately 3 check-in stages
- First check -in
  - After a student is referred, the class teacher, specialty teacher, and parents will receive surveys to fill out.
  - Teacher's form covers a list of strategies to use within Tier 1/2 support
    - Teacher reflects on students strengths, weaknesses, and behavior and in class and with other students.
    - Teacher tracks use of strategies and their effect over a period of two weeks.
- Second check-in
  - Class teacher and SST meet to discuss the forms provided. Parent will be contacted and provided with meeting notes upon request.
  - If strategies have proved successful, a plan will be created to continue use of those strategies for one month. If student success continues, the check-in will end. If student success takes a downturn, another check-in will occur.
  - If strategies have minimum or no success over the duration of two weeks, the group will discuss the child, strengths, and weakness. The focus will be on adjusting minorly efficient strategies or brainstorming new ones.
    - This check in will focus on bringing in the Benchmarks and Screeners to identify specific skill sets the student needs help in.
    - A intervention program will be decided on
- Third check-in
  - In the next month, the team will meet again. If student has shown improvement, no change will be made unless the team deems the student able to no longer require academic support.
  - If student still needs help, parents will be involved to discuss a Tier 3 intervention.
- If all check-ins and interventions result in a child not showing steady progress, team will meet to discuss SPED referral process.

What is to be accomplished:
- Documents required for the first checkpoint of SST referral shall be drafted to begin use.
  - GenEd Checklist and Special Subjects Teacher Checklist - Hope DeCuir
  - Parent survey on student health, development and daily rhythm - Jenna Engelbreit
  - Behavior and physical tendencies in the classroom - Alan Mulligan

Due on Friday, April 12, but no later than Monday, April 15

Next meeting: Tentative April 15 after school at ~3:30

Date: 4-15-2019

Reason for meeting: To establish review process and procedures for student referral and team actions

Those in attendance: Alan Mulligan, Jenna Engelbreit, Hope DeCuir, Andrew Ross

Meeting Notes: taken by Hope DeCuir
- Health Form approved
- Behavior Checklist edited and approved
- Referral form approved
- Teacher Checklist - suggested revisions

What is to be accomplished:
- Edit and format leftover documents

Next meeting: Monday, April 22, 2019

Date: 4-22-2019

Reason for meeting: To establish review process and procedures for student referral and team actions; to begin referral process

Those in attendance: Alan Mulligan, Jenna Engelbreit, Hope DeCuir

Meeting Notes: taken by Hope DeCuir
- Edits and formatting approved for forms
- Referrals for KN and BN reviewed and discussed
  - On hold until class teacher weighs in
  - Ms. Bucklin, Ms. Chaing, Mr. Huettig will be called to next meeting.

What is to be accomplished:
- Invite teachers into next week meeting

Next meeting: Monday, April 29, 2019 after school

Date: 4-29-2019

Reason for meeting: To review referrals for two students with class teacher input

Those in attendance: Alan Mulligan, Jenna Engelbreit, Hope DeCuir, Sita Chaing, Joel Huettig

Meeting Notes: taken by Hope DeCuir
- Review of referrals: how student is in class with academic work
- BN
    - Behavior issues
    - Periods of not wanting to sit or engage in class
    - Lately he's been great in class
    - More suited for math
    - Artistic
    - Language arts he's not a reader, can, not engaged, if it involves writing it is a struggle
    - He found pattern of getting to ten
    - Very quiet
    - Understands the frustrations in eurythmy
        - Behavior
        - Shy, so acting out when in public
    - Doesn't like to participate in things body-wise
    - Doesn't stand to sing or do movements
    - Sometimes under the desk
    - Art is very soft and dreamy
    - Environment based on engagement?
        - Gotten better at participation
        - Used to crawl under when open space
    - nervous/silliness when working on zoo animals
- KN
    - Just had two front teeth falling out
    - Body maturity lacking because they just turned seven
    - Lost in movement past 3 when counting
        - May come in when multiplication comes in with math with using body to help our memorization
        - May become a challenge
    - Beginning of year was a behavior issue
        - Never sat, wandering, talking
        - Didn't know what to do
    - As long as I get job down - Ms. Chaing won't bother me
    - Writing not that good to begin while getting better
    - Fine motor skill is getting better
    - Before had to be step-by-step but now he can follow along with instructions
    - Before when having trouble he would pause, no he is raising hand to ask for help
    - Hard time with math - "I'm never going to do math because I'm really bad at counting." Most recent work shows improvement and ability to utilize number sense and skills
    - Not a student to refer with academic struggle
- Suggestions for Ruth
    - Notices the prevention side

- Right now there is nothing we can do because they are there
- Focus on body and movement
- Figure out a plan
- *Smart Moves* - suggest some movements to do
- Practice throughout summer vacation
- Building confidence
- Struggle with basic bean bag passing
- **Smaller group** to practice - getting out of being on stage
  - Giving that before class work before whole class
  - Preview the work with Ruth during recess time
- Better to go **little** and then big, building confidence

What is to be accomplished:
- Review with Ruth how to incorporate new strategies
- Check back in w/i 1 month

Next meeting: Monday, April 29, 2019 after school

Date: 5-06-2019

Reason for meeting: To review referrals

Those in attendance: Alan Mulligan, Jenna Engelbreit, Hope DeCuir

Meeting Notes: taken by Hope DeCuir
- Review of referrals: how student is in class with academic work
- OD brought to SST
  - Reviewed and approved
  - Documents sent to sent to Elliott

What is to be accomplished:
- Documents sent to be filled for OD

Next meeting:

Date: 5-13-2019

Reason for meeting: To review documents for OD

Those in attendance: Alan Mulligan, Jenna Engelbreit, Hope DeCuir

Meeting Notes: taken by Hope DeCuir
- Close to ELL even though family speaks English (heavily accented)
- Needed in future
    - Push to complete to earn other work
    - Ask that completed well
    - Have chores at home
    - Meaningful tasks to completion
    - Behind by CCSS and Waldorf
        - https://static1.squarespace.com/static/5586b473e4b0ceb9559fa331/t/5878f0af1b631b3e38fd397e/1484320944333/WSLCurriculum%2BStandards_Grade2_2016.pdf
        - Should recognize consonant, vowel, and blend sounds.
        - He is unable to do so
    - Suggestions -
        - Continue moderation
        - English manipulatives with phonemes
        - Language sorts
        -

What is to be accomplished:
- Documents sent to be filled for OD

Next meeting:

Date: 5-20-2019

Reason for meeting: To establish review process and procedures for student referral and team actions

Those in attendance: Alan Mulligan, Jenna Engelbreit, Hope DeCuir, Heather Elliott

Meeting Notes: taken by Hope DeCuir
- Meeting for OD with class teacher
- Reviewed Istation notes
  - Low in text fluency and letter knowledge and phonemic awareness
  - Retested without class peer pressure
- Inconsistent with letters and sounds
  - Focused?
  - In his head with stories with connections
  - Prior knowledge incredible - disruptive with it, can only focus on the connection, takes over from the learning
  - Shameful when corrected, "melts", little confidence
- No dictation skills, some struggle with writing
- Read and write simple word families (cat, rat, sat; like, bike; etc.) with hellp
- No Read and write basic "sight" words (the, who, one, etc.)
  - Only has three
- Struggle Develop working knowledge of phonics: long and short vowel sounds,
- diphthongs (aw, ow, ew, oy, etc.), vowel and consonant blends
  - Worked on the beginning, started getting it, without the constant practice he started to lose it
- Can try to read the easy books
- Bringing more images into the reading
- Intense intervention, every day
- Needs a reading curriculum, 30 minutes a day
-

What is to be accomplished:
- Hope will find some activities to test what specific skills OD will need to focus on for the next year
- Recommendation that he needs an intensive intervention for 30 minutes a day each day next year

Next meeting: -

CORE PRINCIPLES
OF THE ALLIANCE FOR PUBLIC WALDORF EDUCATION

Final. 11.08.16

Members of the Alliance for Public Waldorf Education are committed to the principles listed below. They ensure that Public Waldorf education is ever-evolving, and continuously renewed through practice, research, observation, and active reflection.

1. Image of the Human Being:

Public Waldorf education is founded on a coherent image of the developing human being.

- Each human being is a unique individual who brings specific gifts, creative potential, and intentions to this life. Public Waldorf education addresses multiple aspects of the developing child including the physical, emotional, intellectual, social, cultural, moral, and spiritual. Through this, each child is helped to integrate into a maturing whole, able to determine a unique path through life.
- Rudolf Steiner's educational insights are seen as a primary, but not exclusive, source of guidance for an understanding of the image of the human being.

2. Child Development:

An understanding of child development guides <u>all</u> aspects of the educational program, to the greatest extent possible within established legal mandates.

- Human development proceeds in approximate 7-year phases. Each phase has characteristic physical, emotional, and cognitive dimensions and a primary learning orientation.
- The Public Waldorf educational program, including the curriculum, teaching methodologies, and assessment methods, work with this understanding of human development to address the needs of the individual and the class in order to support comprehensive learning and healthy, balanced development.
- Our developmental perspective informs how state and federal mandates, including curriculum sequence, standardized testing, and college and career readiness, are met.

3. Social Change Through Education:

Public Waldorf education exists to serve both the individual and society.

- Public Waldorf education seeks to offer the most supportive conditions possible for the development of each student's unique capacities and for engendering the following qualities to work towards positive social change:
  - A harmonious relationship between thinking, feeling, and willing;
  - Self-awareness and social competence;
  - Developmentally appropriate, academically informed, independent thinking;
  - The initiative and confidence necessary to transform intentions into realities; and
  - An interest in the world, with active respect and a feeling of responsibility for oneself, one's community, and the environment.
- Such individuals will be able to participate meaningfully in society.

4. Human Relationships:
Public Waldorf Schools foster a culture of healthy relationships.
- Enduring relationships -- and the time needed to develop them -- are central to Public Waldorf education. The teacher works with each student and class as a whole to support relationship-based learning.
- Healthy working relationships with parents, colleagues, and all stakeholders are essential to the well being of the student, class, and school community. Everyone benefits from a community life that includes festivals, events, adult education, study, and volunteer activities.
- Public Waldorf education encourages collaboration in schools, within the Alliance for Public Waldorf Education, among all schools working out of a developmental approach, in conjunction with the broader field of education.

5. Access and Diversity:
Public Waldorf Schools work to increase diversity and access to all sectors of society.
- Public Waldorf schools respond to unique demands and cultures in a wide range of locations in order to provide maximum access to a diverse range of students. Schools work towards ensuring that students do not experience discrimination in admission, retention, or participation.
- Public Waldorf schools and teachers have the responsibility to creatively address the developmental needs of the students with the most inclusive possible approaches for all learners.
- The Public Waldorf program and curriculum is developed by the school to reflect its student population.

6. Collaborative Leadership:
School leadership is conducted through shared responsibilities within established legal structures.
- Faculty, staff, administration and boards of a Public Waldorf school collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner's educational insights.
- Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability. A Public Waldorf school is committed to studying and deepening its understanding of best practices of governance appropriate to its stage of organizational development.

7. Schools as Learning Communities:
Public Waldorf schools cultivate a love of lifelong learning and self-knowledge.
- Public Waldorf education emphasizes continuous engagement in learning and self-reflective practices that support ongoing improvement. At the individual and classroom level, teachers reflect regularly on their observations of the students and of the educational process. Essential aspects of school-wide work and

professional development include self-reflection, peer review, faculty and individual study, artistic activity, and research.

- Rudolf Steiner is a primary, but not exclusive, source of guidance for developing an active inner, meditative life and an understanding of the dynamics within society.
- Public Waldorf schools encourage all community members to engage in active and ongoing ways to enhance their capacities as human beings through self-reflection and conscious social engagement.

AdvancED® Performance Standards

for Digital Learning

AdvancED®
Performance
Standards

Continuous improvement that results in success for all learners should be the goal of every institution. The *Improvement Journey* for each institution may look different but should always include measures of quality of learning and instruction. The *AdvancED Performance Standards* serve this purpose by providing a set of evaluative criteria that lays the foundation for improvement planning and implementation. Based on rigorous research and best practices, the Standards are a powerful tool for driving institutional change.

AdvancED is committed to quality and meeting the needs of the educational institutions we serve. Every five years, we use an iterative process to review, revise and renew our Standards to ensure they remain relevant and challenge institutions to reach higher. Our guiding question is: What will support the success of each and every learner?

The *AdvancED Performance Standards* embody our belief that high quality learning can transform lives, communities and the world.

Anatomy of the *AdvancED Performance Standards*

The new Standards, varying in number based on institution type, are organized under three Domains:

1 Leadership Capacity

2 Learning Capacity

3 Resource Capacity

The Domains are statements that define the capacity of an organization or institution to provide quality and meet the rigorous demands of continuous improvement. Each Domain is further defined by Standards.

The *AdvancED Performance Standards* are research-based statements that describe conditions that are necessary for institutions to support organizational effectiveness and improve student performance.

Collectively, the elements of the *AdvancED Performance Standards* serve as a road map for the continuous improvement process for institutions and as the foundation of the accreditation process used by AdvancED Review Teams to provide relevant and quality feedback on how institutions are serving the learner.

1 Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its institutional purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.1: The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

Standard 1.2: Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning

Standard 1.3: The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

Standard 1.4: The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

Standard 1.5: The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

Standard 1.6: Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

Standard 1.7: Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Standard 1.8: Leaders engage stakeholders to support the achievement of the institution's purpose and direction.

Standard 1.9: The institution provides experiences that cultivate and improve leadership effectiveness.

Standard 1.10: Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

Standard 1.11: Leaders utilize ethical marketing and communication practices.

2 Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.
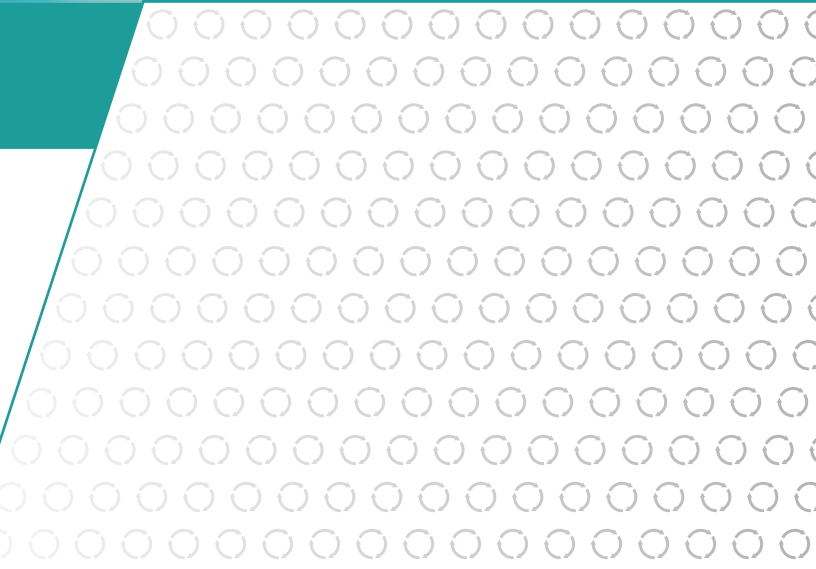
Standard 2.1: Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

Standard 2.2: The learning culture promotes creativity, innovation and collaborative problem-solving.

Standard 2.3: The learning culture develops learners' attitudes, beliefs and skills needed for success.

Standard 2.4: The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

Standard 2.5: Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Standard 2.6: The institution implements a process to ensure the curriculum is clearly aligned to standards and best practices.

Standard 2.7: Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

Standard 2.8: The institution provides programs and services for learners' educational future and career planning.

Standard 2.9: The institution implements processes to identify and address the specialized needs of learners.

Standard 2.10: Learning progress is reliably assessed and consistently and clearly communicated.

Standard 2.11: Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

Standard 2.12: The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

Standard 2.13: The institution ensures authenticity in student learning in a digital learning environment.

3 Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Standard 3.1: The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.

Standard 3.2: The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Standard 3.3: The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

Standard 3.4: The institution attracts and retains qualified personnel who support the institution's purpose and direction.

Standard 3.5: The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

Standard 3.6: The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.

Standard 3.7: The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.

Standard 3.8: The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.

Standard 3.9: The institution provides an effective Learning Management System (LMS).

Standard 3.10: The institution's technology infrastructure supports teaching, learning and operational effectiveness.