APPENDIX A

AMENDMENT REQUEST

AND SUPPORT MATERIALS

1. NEW SCHOOL AND ENROLLMENT CAP AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS
   a. Narrative
   b. Enrollment Matrix
   c. Staffing Chart
   d. Additional Documentation

Grade Level Change to Charter Amendment Request

Charterholder Info

Charter Holder

Name:
Empower College Prep

CTDS:
07-84-01-000

Mailing Address:
2411 W. Colter St.
Phoenix, AZ 85015

› View detailed info

Representative

Name:
Brian Holman

Phone Number:
602-501-6602

Downloads

Download all files

Current Grade Levels

Current Grade Levels Served

- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

New Grade Levels

Identify the total grades to be served which include the current grades served and the new grades that are requested.

New Grade Levels Served

Kindergarten
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade

Curriculum Samples

- Download File — 1st Grade Reading Curriculum Sample
- Download File — 1st Grade Writing Curriculum Sample
- Download File — 2nd Grade Reading Curriculum Sample
- Download File — 2nd Grade Writing Curriculum Sample
- Download File — Kindergarten Math - Revised per feedback in substantive completeness review
- Download File — Kindergarten Reading & Writing -REVISED per feedback in substantive review
- Download File — 1st Grade Math - REVISED per feedback during substantive review
- Download File — 2nd Grade Math - REVISED per feedback during substantive review

Effective Date
08/03/2020

Attachments

Board Minutes

- Download File — Board Minutes

Narrative — Download File

Additional Information

- Download File — Staffing Chart
- Download File — Enrollment Matrix
- Download File — Occupancy documentation
- Download File — Occupancy documentation
- Download File — Occupancy documentation
- Download File — Occupancy documentation
- Download File — Occupancy documentation
- Download File — Facilities Documentation
- Download File — Facilities documentation
- Download File — Facilities Documentation
- Download File — Facilities Documentation
- Download File — Facilities documentation
- Download File — Facilities documentation
- Download File — Facilities documentation
- Download File — Facilities documentation
- Download File — Facilities documentation
- Download File — Facilities documentation
- Download File — Fire Marshall Inspection - UPDATED per feedback during substantive review
- Download File — Staffing Chart showing no change in high school principal instead of TBA
- Download File — Additional curriculum information
- Download File — Additional curriculum information
- Download File — Additional curriculum information
- Download File — Additional curriculum information

Enrollment Cap

Is an Enrollment Cap Increase being added to this request?
Yes, an Enrollment Cap Increase is also being requested.

From:
915

To:
1200

Occupancy Documentation — Download File

Feedback

Feedback
The staffing chart loses all changes when downloaded, and when printing and scanning saves as a TIF instead of a PDF. Allowing changes to be saved or the TIF files to be accepted would reduce the difficulty level of submitting this application.

Signature

Charter Representative Signature
Brian Holman 10/14/2019

Go to top

Narrative

Empower College Prep is seeking to increase the grades it serves from 3-12 to K-12 by adding grades K-2, and is seeking to increase its enrollment capacity from 915 students to 1200 students. The 1200 student cap includes 740 students in grades K-8 and 460 students in grades 9-12,

The school is seeking to gain approval for this expansion in September, 2019, take ten months to plan for the expansion, and then operate grades K-2 beginning in August, 2020. During this time, the lease at the elementary site will end (January, 2020). Empower College Prep has prepared to consolidate all grades at the 2411 W. Colter Campus where its high school is currently located.

Rationale

Empower College Prep's mission has always been to prepare students from the low-income community it serves to succeed in college. We began in 2012 with students in 4th and 5th grade, and have added one grade each year to grow with our students toward this goal. Many of our students are performing very well on state tests and are within reach of achieving this goal, as evident by our high school's B letter grade this past year.

Despite this success, this change is imperative for us to fulfill our mission. Many students who are Proficient on the state test are not scoring in the top quartile on SAT tests to be as well-positioned for college as our mission requires. Beginning in 3rd grade with students who enter Minimally Proficient and test 10 months later has also negatively affected our school's academic performance, as evident by our elementary school's C letter grade. Additionally, our parents have expressed a desire to have children begin with us sooner and to have all of their children in the same school organization.

Adding grades K-2 to our charter, and increasing our enrollment capacity to accommodate these additional students, will allow us to begin with students sooner, increase the academic results of our students, and satisfy the wishes of the families in our community.

Staffing

The staffing needs associated with this request include hiring 10 additional teachers in FY21, one in each grade of K-3, one elementary electives teacher, one elementary special education teacher, and four high school teachers as our high school grows based on enrollment projections. The staffing needs the following two years require adding an additional teacher each year in Kindergarten – 2nd grade, one in FY22 for grades 3-5, one additional elementary special education teacher in FY22. In high school, the staffing needs the following two years requires adding 3 general education teachers, one electives teacher, and one paraprofessional. In addition to hiring these additional teachers, the elementary school would hire 2 additional administrative assistants, two additional operations staff, and one additional

Culture Associate to meet the needs associated with the additional students. The high school would hire one additional administrative assistant and one additional operations staff to support the needs associated with increased enrollment.

The staffing chart submitted and reviewed for substantive completeness included TBA for high school principal because the current principal, Brian Holman, is also the Executive Director. It was not determined if this would remain the same or if a new principal would be hired. Since this time, the Governing Board has reviewed the school's performance and the performance of the management team and determined it is best to preserve the existing structure with no change in school principal. The addition of administrative support staff as described in this application was determined to be adequate for the elementary principal to manage the additional grades K-2 and the high school principal to fulfill his responsibilities as Principal and as Executive Director.

The **recruitment** for these additional staff will come from similar sources as the first 8 years of our organization, including Teach For America alumni and corps members, networking with other school leaders about teachers returning to Arizona, recommendations from existing staff, and posting on Indeed, GCU, ASU, and Linked In.

The **hiring** process includes a resume review and phone screen to assess experience, Highly Qualified status, history of achievement, and fit with the mission and values. Candidates who pass this phase participate in a sample teach and in-person interview. The school HR Clerk and Administrative Assistant, both of whom are already on staff, support in this hiring process. For non-teaching staff, the interview includes a performance-based component to assess skills required for their specific role.

The **training** process is being revised through the school's Teacher Development Program, which includes a 2-year series of semi-weekly trainings to support teachers' proficiency in the skills in the organization's evaluation rubric, which is derived from Teach For America's *Teaching as Leadership* rubric. Additionally, teachers participate in bi-weekly meetings with teachers in their content area to review plans and data, and will have a mentor teacher or coach to support them in their implementation of the school's curriculum. For non-teaching staff, training is done by the manager during the first week of the new employee's job.

In addition to teachers, the additional administrative assistant and operations staff member will provide capacity needed from the additional students and families, including communication, transportation, food, and cleaning needs. Each school already includes 3 administrative staff (including one who works part-time at the high school this year), which is consistent with similarly sized schools and does not need to increase with the additional enrollment.

The revenue for these positions will come from the additional per-pupil funding from the additional students. Additionally, the revenue needed for the expenses associated with additional students, including additional computers, site licenses, university trip costs, and other concrete resources will come from additional per-pupil funding.

Enrollment and Target Population Needs

The **recruitment strategy** to enroll these additional students will be similar to the strategy we have used since opening in 2012 and that has contributed to our growth from 70 students in FY13 to 789 students in FY20. Additionally, by serving students at the beginning of their educational journey in Kindergarten,

rather than in 3rd grade after they have already committed to another school, we anticipate our future enrollment to increase to about 1200 by FY23. (See enrollment matrix and table below).

This **plans for meeting each year's enrollment targets** include door-to-door canvassing by staff, tabling, follow-up phone calls, tours, and events for families to build community and complete enrollment paperwork. In addition to these outreach efforts, the school also grows considerably through word of mouth among its existing families. The budget to support materials, paying staff members, and other associated recruitment efforts is $20,000. Additionally, the school has hired a Recruitment Coordinator to oversee these efforts and provide **training to staff** as they engage in canvassing and follow-up phone calls to address the **needs of our target population**, which is primarily Hispanic, low-income, and educationally deprived. Our recruiters are bilingual, go to families to support them with enrollment paperwork as needed, and the school provides transportation to families to access our school. Additionally, our recruiters are trained to provide information to families about the support services the school provides, including tutoring after school and on weekends, to meet the academic needs of the students in our target population.

The school does not invest significantly in **advertising or promotion** outside of the person-to-person strategies described. The Recruitment Coordinator does use a portion of the $20,000 for social media advertising via Facebook.

The school has typically had 90-95% of students return from the end of the year to the following year, although this has fluctuated significantly with a change in the high school principal last year and one year previously due to high teacher turnover in one grade. The Senior Leadership team is stable and has prioritized staff stability, which is expected to keep attrition of students in the 90-95% range over the summer. The school has consistently enrolled about 200 students each of the past few years (lowest was 190 and highest was 231). The projection for future years of **returning and new student enrollment is represented in the table below**. FY23 assumes a 5% increase from FY22 and a waitlist being used for additional students beyond the 5% increase in a given grade.

Year	Returning	Additional	Total
FY20	620*90%=558	231	789
FY21	789*90%=710	250 (higher due to K-2 enrollment)	960
FY22	960*90%=865	275 (higher due to 2nd year w/ K-2 students and program established)	1140
FY23	1140*90%=1026	275	1200 (cap), Waitlist of 100 students

Concrete resources

The concrete resources needed for curriculum, instruction, and assessment includes:

• Curriculum: The school uses Engage New York for elementary grades and supplements it with the Summit Learning curriculum. The curriculum is free. The school plans to purchase a Wilson phonics curriculum for younger grades and DRA Kits to monitor progress in reading fluency and comprehension.

The school has allocated $50,00 for these expenses, which will be funded by the increased per pupil funding with additional students.

• Assessment: Empower College Prep uses Galileo benchmarks, along with DRA for reading fluency and comprehension, to monitor progress quarterly. The school has allocated $2,000 for these expenses, which will be funded by the increased per pupil funding with additional students. the qas obtained a quote for additional Galileo and NWEA subscriptions, along with professional development for new staff to utilize the data from these assessments. The school has budgeted sufficient funds, about $17,000, to cover these expenses.

• Instruction: The school has semi-weekly trainings and weekly observations with feedback to provide support and accountability for teaching using the Teach Like a Champion methods and improving the practices defined in the Teaching as Leadership evaluation rubric. The costs associated with this are included in the personnel budget for an Assistant principal who is heavily involved in coaching, and in the operations staff and Culture Associate who further free up the principal to support teachers and oversee the faithful implementation of the observations, training, and planning and data meetings.

Promotion Criteria

The promotion criteria for grades K-2 is similar to the promotion criteria described in the charter Section A.3.1. For grades K-2, promotion and retention decisions will be made based on proficiency in ELA and Mathematics standards. In English/Language Arts, students in grades K-2 will be required to grow at least one grade level on the DRA to promote to the next grade. In Math, students must score 60% or higher on the 4th quarter Galileo benchmark exam to promote to the next grade.

Facilities and Occupancy

Finally, our facilities' certificates of occupancy that have been provided and that are attached again with this enrollment cap notification request indicates there is capacity for more than the number of students in this request.

Adding grades K-2 to our charter, and increasing our enrollment capacity to accommodate these additional students, will allow us to begin with students sooner, increase the academic results of our students, and satisfy the wishes of the families in our community. We humbly request the Arizona State Board for Charter Schools to accept this request to expand the grades our charter serves to add K-2, and to increase our enrollment capacity to serve 1200 students.

Sincerely,
Brian Holman
Authorized Representative
Empower College Prep

Clear Form

Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the "Number of Students" columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the "Total Enrollment" row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Empower College Prep - Elementary School				
	Number of Students			
Grade Level	Current - FY 20	Target - FY 21	Target - FY 22	Target - FY 23
Kindergarten		**25**	**50**	**60**
1st Grade		**25**	**50**	**60**
2nd Grade		**25**	**50**	**60**
3rd Grade	**51**	**60**	**85**	**90**
4th Grade	**59**	**75**	**85**	**90**
5th Grade	**72**	**75**	**90**	**90**
6th Grade	**77**	**90**	**90**	**90**
7th Grade	**95**	**95**	**100**	**100**
8th Grade	**100**	**100**	**100**	**100**
9th Grade				
10th Grade				
11th Grade				
12th Grade				
Total Enrollment	454	570	700	740

*To view an example of a completed Enrollment Matrix, please see The Guide *(Attachment Guidelines).*

Clear Form

Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the "Number of Students" columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the "Total Enrollment" row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Empower College Prep - High School				
	Number of Students			
Grade Level	Current - FY 20	Target - FY 21	Target - FY 22	Target - FY 23
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				
9th Grade	129	120	120	120
10th Grade	89	120	120	120
11th Grade	59	90	115	115
12th Grade	58	60	85	105
Total Enrollment	335	390	440	460

*To view an example of a completed Enrollment Matrix, please see The Guide *(Attachment Guidelines).*

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Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the "Number of Staff Members" columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Empower College Prep - Elementary School				
	Number of Staff Members			
Position	Current - FY20	Anticipated - FY21	Anticipated - FY22	Anticipated - FY23
Administration	3	3	3	3
Teachers/Instructional Staff				
Kindergarten		1	2	3
1st Grade		1	2	3
2nd Grade		1	2	3
3rd Grade	2	3	4	4
4th Grade	3	3	4	4
5th Grade	3	3	4	4
6th Grade	4	4	4	4
7th Grade	4	4	4	4
8th Grade	4	4	4	4
9th Grade				
10th Grade				
11th Grade				
12th Grade				
Specialty Staff (Music, Art, PE, etc.)	3	4	4	4
Special Education	2	3	4	4
Paraprofessional	3	3	3	3
Additional Staff				
List title: Office/Admin Assistant	2	3	4	4
List title: Operations Staff	2	3	4	4
List title: Culture Associate	1	2	2	2
Total Number of Staff Members	36	45	54	57

Continue on page 2: Leadership Staffing Chart

Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the "Title" column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the "Current" and "Anticipated" columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write "New Hire" or "TBD" (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Empower College Prep - Elementary School				
Leadership Team				
Title	Current - FY20	Anticipated - FY21	Anticipated - FY22	Anticipated - FY23
Principal	Becky Jones	Becky Jones	Becky Jones	Becky Jones
Dean of Academics	Myrtle De Lara Rojas	Myrtle De Lara Rojas	Myrtle De Lara Rojas	Myrtle De Lara Rojas
Assistant Principal	Kim Ward	Kim Ward	Kim Ward	Kim Ward

*To view an example of a completed Staffing Chart, review The Guide.

Clear Form

Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the "Number of Staff Members" columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Empower College Prep - High School				
	Number of Staff Members			
Position	Current - FY20	Anticipated - FY21	Anticipated - FY22	Anticipated - FY23
Administration	2.5	3	3	3
Teachers/Instructional Staff				
Kindergarten				
1st Grade				
2nd Grade				
3rd Grade				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				
9th Grade	5	5	5	5
10th Grade	4	5	5	5
11th Grade	3	4	5	5
12th Grade	3	3	4	5
Specialty Staff (Music, Art, PE, etc.)	3	4	5	5
Special Education	3	4	4	4
Paraprofessional	1	1	2	2
Additional Staff				
List title: Office/Administrative Assistant	3	3	4	4
List title: Operations staff	3	3	4	4
List title: Safety/Security Associate	1	1	1	1
Total Number of Staff Members	31.5	36	42	43

Continue on page 2: Leadership Staffing Chart

For Use In Amendment Requests only

Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the "Title" column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the "Current" and "Anticipated" columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write "New Hire" or "TBD" (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
Empower College Prep - High School				
Leadership Team				
Title	Current - FY20	Anticipated - FY21	Anticipated - FY22	Anticipated - FY23
Principal	Brian Holman	Brian Holman	Brian Holman	Brian Holman
Assistant Principal	Jen Lane	Jen Lane	Jen Lane	Jen Lane
Instructional Coach	Kate Lezama (.5)	Kate Lezama	Kate Lezama	Kate Lezama

*To view an example of a completed Staffing Chart, review The Guide.

Empower College Prep

Minutes

Governing Board Meeting

Date and Time
Monday March 11, 2019 at 4:30 PM

Location
2411 West Colter Street

Monday, March 11th
4:30 p.m.
Address: 2411 West Colter Street, Building A Conference Room

Number to call in: 7127704700 x 558890

Trustees Present
G. Perez (remote), P. Welborn (remote), S. Breen (remote)

Trustees Absent
K. Erickson

Ex-Officio Members Present
B. Holman (remote)

Non Voting Members Present
B. Holman (remote)

Guests Present
A. Masad (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

P. Welborn called a meeting of the board of trustees of Empower College Prep to order on Monday Mar 11, 2019 @ 4:36 PM at 2411 West Colter Street.

C. Approve Minutes

S. Breen made a motion to approve minutes from the Governing Board Meeting on 01-14-19.
P. Welborn seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Breen	Aye
G. Perez	Aye
K. Erickson	Absent
P. Welborn	Aye

II. Vote: Approve addition of grades K-2 and enrollment cap expansion from 915 to as high as 1200

A. Approve addition of grades K-2 and enrollment cap expansion from 915 to as high as 1200

S. Breen made a motion to Pass.
P. Welborn seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Welborn	Aye
K. Erickson	Absent
S. Breen	Aye
G. Perez	Aye

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:38 PM.

Respectfully Submitted,
A. Masad

Empower College Prep Elementary School: Curriculum Sample for 1st Grade Reading

Grade Level	1st Grade	**Content Area**	ELA - Reading
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*	Students in first grade are asked to build upon their knowledge from kindergarten to describe characters, settings, and the major events in a story using key details. In kindergarten, this was done "with prompting and support." Now, students are asked to do this independently. The reading standard RL.1.3 is fully mastered in quarter 2 in 1st grade. At this point, students have mastered three other units around building good reading habits, using print strategies to support reading comprehension, and getting information and growing ideas from informational texts. This standard builds upon all of those ideas and is a foundation for students becoming deep thinkers as they read. This standard helps deepen their conceptual understanding of how literature works and the comprehension strategies used to read. This connects to our goal of rapidly building students' academic vocabulary and increasing their reading fluency and comprehension to analyze literature. Text selection is vital to students' mastery of this standard as texts provide an anchor and a model for well-crafted writing and effective reading (when read aloud); text selection builds vocabulary and intentionally focuses students' attention on the skills being taught. The teacher's ability to not only pick appropriate texts but also model (think aloud) the required thinking is integral to students being able to rapidly increase their reading comprehension and fluency. Because text selection is so critical, the texts chosen for these standards are often literary medal winners and overall great literature. (Texts selected do not need to be at the students' independent reading level. Rather, they need to be at a level where students can comprehend (therefore can be read aloud.)		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, **one is clearly identified as the focus of review** by having **(M)** before the standard number.*	CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Copies of the following texts, preferably in big book version: • *Miss Nelson is Missing* by Harry Allard • *Amazing Grace* by Mary Hoffman • *Chester's Way* by Kevin Henkes • *Access to texts read aloud on YouTube In classroom library: A variety of texts with equally great characters, settings, and events (tons of literature!). Additionally, students need several books on their independent levels, which are best found through a system such as Reading A-Z. Sets of guided reading texts, usually found in a guided reading curriculum		

Lesson	Instructional Strategies	Student Activities
1	Objectives: I can locate and record key details about characters in the story. Key Points: • Characters are WHO in the story – usually people or animals. • The details about characters are their traits, or how we describe who they are and what they are like. Method of Instruction: After the warm up, the teacher will remind students that characters are the WHO in the text, and that the details about a character are important. If their details were different, the story would be different. Good readers pay attention to the details of characters to help them understand the text better. The teacher will read the text called *Miss Nelson is Missing* by Harry Allard and will think aloud how to describe Miss Nelson. Teacher will write it on a Venn diagram.	Warm-Up (10 min): Students get with a partner and describe who their partner is as a person and what they are like. Guided Practice (10 min): With the teacher, students will describe the character Viola Swamp. Teacher will write it on the other part of the Venn diagram. Together, teacher and students will complete the middle portion of the Venn diagram to compare how the same. We will answer some questions about characters, each time recording key details. Independent Practice (20 min): Students will read a copy of Chapter 1 from *Hope and Cole* by Lila Nappier and will complete a Venn diagram to describe both characters. They will answer some questions about characters, each time recording key details. Homework: Students will read their own texts for 20-30 minutes and write in their reading journals details about their characters.
2	Objectives: I can locate and record key details about setting in the story. Key Points: • Setting tells me when and where a story takes place. • Good readers pay attention to the key details about the setting to help them better understand the text. Method of Instruction: The teacher will continue reading a few pages from the text *Miss Nelson is Missing* by Harry Allard. The teacher will think aloud what is known about the setting and why it is important/how it impacts the story.	Warm-Up (10 min): Students will share key details about the character from the book they read for homework with a partner. Partner Practice (10 min): Students will listen to (and watch) on YouTube the story *Chester's Way* by Kevin Henkes and with a partner will be asked to record key details about all 3 main characters and the setting. Independent Practice (20 min): Students will reread Chapter 1 from *Hope and Cole* by Lila Nappier and will answer some questions about setting, each time recording key details. Homework: Students will read their own texts for 20-30 minutes and write in their reading journals details about their characters and setting.
3	Objectives: I can locate and record key details about major events in the story. Key Points: • Events are what happen to the characters.	Warm-Up (10 min): The teacher reads a chapter from Sideways Stories from Wayside High in which the chapter is backward. Students identify what is wrong and what would have

	• The major events happen in a specific order. • Key details about the events provide evidence that these are the major events (and not small, insignificant events). Method of Instruction: Using pictures from *Miss Nelson is Missing* by Harry Allard, the teacher will model putting the events in order and identifying the major events. The teacher will purposefully include some wrong events and model how to eliminate those and why (because evidence shows they are insignificant).	been helpful to understanding the text. Partner Practice (10 min): Re-watch on YouTube the story *Chester's Way* by Kevin Henkes. Using picture cards, put the events in order and identifying the major events. Use key details to describe the events. Independent Practice (20 min): Students will reread Chapter 1 from *Hope and Cole* by Lila Nappier and will, put the events in order and identifying the major events. Use key details to describe the events. Homework: Read or reread a text. Draw pictures using key details to describe the events. Put the events in order.
4	Objectives: I can locate and record key details about problem and solution in the story. Key Points: • The major events are usually the problem and the solution to the story. • The problem is what the character is experiencing, usually a question or a difficulty. • The solution is how the problem is solved. Method of Instruction: The teacher models using the pictures and the text of *Miss Nelson is Missing* by Harry Allard identifying the problem and the solution. The teacher writes it on a graphic organizers; shares that good readers find the problem and solution to help them understand the text better.	Warm-Up (10 min): Tell your neighbor a problem you had recently and how you solved it. Partner Practice (10 min): Use the pictures and the text of *Chester's Way* by Kevin Henkes to identify the problem and the solution on the graphic organizer. Independent Practice (20 min): Use the pictures and the text of Chapter 1 from *Hope and Cole* by Lila Nappier to identify the problem and the solution on the graphic organizer. Homework: Read or reread a text. Identify the problem and the solution.
S.A.	Objectives: I can show what I know on my reading test. Teacher will lead warm-up and then administer test. If there is additional time, students will take the diagnostic for the next unit.	Warm-Up (5 min): Tell a familiar story to a friend. Have your friend identify the characters, setting, and major events. Assessment: Students complete the assessment.

1st Grade Reading Summative Assessment Items and Scoring:

Directions: Read, or listen to the teacher read, *Amazing Grace* by Mary Hoffman. Think about the characters, setting, and events in the story.

Who are the main characters? Draw and label a picture of each. Describe them using key details.	What is the setting of *Amazing Grace* by Mary Hoffman? Draw a picture.

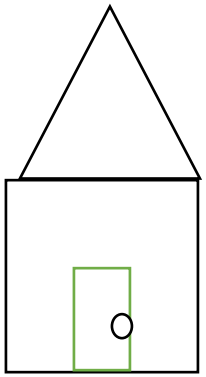
Draw and describe at least 3 major events from *Amazing Grace* by Mary Hoffman. Use each box as a different event. Put them in order; label clearly.		

Scoring: Total of 13 points possible, 10/13 required for mastery

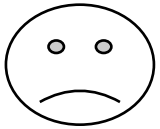
- 1 point for each character

- 1 point for each picture
- 1 point for each description (*must use at least 2 words to describe each to get the point)
- 1 point for picture OR words of correct setting
- 1 point for each major event that is IN ORDER (*must have 3)

Exemplar:

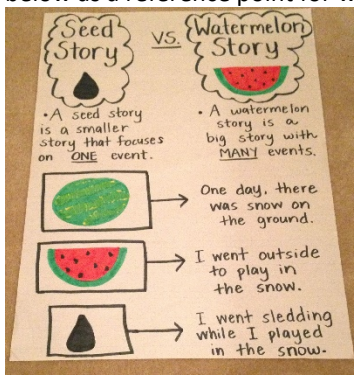
Who are the main characters? Draw and label a picture of each. Describe them using key details.	**What is the setting of *Amazing Grace* by Mary Hoffman? Draw a picture.**
The main character is Grace. She is imaginative and loves to dance and act. She wants to be Peter Pan.  *Ma is the mom. She believes in Grace. She is kind and listens when Grace is upset. I*  *Nan is grandma. She is encouraging because she tells Grace that she can be anything she wants to be in the world.* 	A lot of Amazing Grace happens in Grace's house. 

Draw and describe at least 3 major events from *Amazing Grace* by Mary Hoffman. Use each box as a different event. Put them in order; label clearly.

1. Grace uses her imagination and dances and acts all over the house. 	*2. At school she wants to be Peter Pan but her classmates tell her she can't because she's black and because she's a girl. They have to audition.* 	*3. Her mom and grandma take her to see a ballet.* 
4. She auditions and gets the part of Peter Pan. 	*5. She is a great Peter Pan at the show and feels very happy.* 	

Empower College Prep Elementary School: Curriculum Sample for 1st Grade Writing

Grade Level	1st Grade	**Content Area**	ELA - Writing
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*	Students in first grade are beginning to connect how authors of their favorite texts structures books. They are also connecting how their own reading and writing work together. In this unit, students will write a "seed" story in which they identify a small narrative from their own life and write the appropriately sequenced events and details in order with closure. It will require at least four complete sentences. This unit will be in conjunction with the reading unit on RL.3; however, it will be a separate block so that specific writing skills can be addressed separately from learning to read. This unit will be taught in quarter 2. This aligns to our goal of students applying the strategies they use to become increasingly proficient writers and communicators.		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, **one is clearly identified as the focus of review** by having **(M)** before the standard number.*	CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Anchor charts, exemplar pre-written seed story		

Lesson	Instructional Strategies	Student Activities
1	Objectives: I can describe the purpose of narrative writing. I can brainstorm ideas for my narrative writing. Key Points: • The purpose of narrative writing is to tell a story – real or fake. • Brainstorming ideas helps us choose the right one that we'll feel the most confident in as an author. Method of Instruction: In reading, we've been learning about characters, setting, and events and describing them with key details. In writing, we will do that same thing except WE will be the authors. The teacher will share the purpose of narrative writing and then model brainstorming several ideas for a narrative story about himself/herself.	Warm-Up (5 min): What is something scary or funny that happened to you? Tell your neighbor. Partner Practice (10 min): Partners will brainstorm several narrative stories. Independent Practice (20 min): Independently, students will continue their brainstorm and circle their top five choices. These are stories they are most interested in telling as a writer. Homework: Share with your family the top five ideas you have and ask them if those are all narrative writing examples.
2	Objectives: I can narrow down my ideas from "watermelon" to "seed." Key Points: • A watermelon idea is too broad, too many details, not focused. • A seed story is specific, with specific details, and focuses on one small moment Method of Instruction: The teacher will model two stories (a watermelon and a seed) and ask students to identify which story is better and why. The teacher will guide them to choosing the "seed" story and then will create an anchor chart such as the below as a reference point for when students begin their work time:  	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer's Workshop (30-45 min): Students will have work time to narrow down their brainstorm lists and, if necessary, narrow down their watermelon to a seed. The teacher will 1:1 conference with students to check-in and ensure they all have a seed topic. Homework: Share: What is the difference between a watermelon and a seed topic in narrative writing? Which one is better and why?
3	Objectives: I can appropriately sequence events in my writing. Key Points: • Narrative writing has events, just like when we read texts. • Those events must have an order that makes sense.	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block.

	Method of Instruction: Using the seed text from yesterday, the teacher will model how to write events in order that make sense.	Writer's Workshop (30-45 min): Students will have work time to begin writing their events in their narrative writing. The teacher will 1:1 conference with students to check-in and ensure they have events. Homework: Finish any writing you did not complete in class.
4	Objectives: I can include some details regarding what happened in my writing. Key Points: • Details make the story "pop!" They add feelings for the reader. Method of Instruction: Using the seed text from yesterday, the teacher will model how to include details that "pop" and elicit feelings for the reader.	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer's Workshop (30-45 min): Students will have work time to begin adding details that "pop." The teacher will 1:1 conference with students to check-in and ensure they are adding appropriate details. Homework: Finish any writing you did not complete in class.
5	Objectives: I can use temporal words to signal event order. Key Points: • Special words (first, next, then, last) tell our reader about the order of events Method of Instruction: Using the seed text from yesterday, the teacher will model how to include temporal words such as first, next, then, last to tell our reader about the order of events	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer's Workshop (30-45 min): Students will have work time to add temporal words. **At this point, students may be at varying places in their work time. The 1:1 conferencing with feedback is vital to their success.* The teacher will 1:1 conference with students to check-in and ensure they are adding temporal words. Homework: Finish any writing you did not complete in class.
6	Objectives: I can provide closure in my narrative writing. Key Points: • A good writer has an ending to provide closure to the reader. Method of Instruction: Using the seed text from yesterday, the teacher will model how to include an ending and provide closure. Some examples might include an organic ending to	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer's Workshop (30-45 min): Students will have work time to add an ending (closure). **At this point,*

	the story or something more like “thank you for listening.”	*students may be at varying places in their work time. The 1:1 conferencing with feedback is vital to their success.* The teacher will 1:1 conference with students to check-in and ensure they are adding an ending. Homework: Finish any writing you did not complete in class.
7	Objectives: I can edit my narrative writing. Key Points: • Editing means looking for ways to make my writing a little bit better. Method of Instruction: Using the seed text from yesterday, the teacher will model looking for two specific editing components (i.e. capital letters and punctuation)	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer’s Workshop (30-45 min): Students will have work time to edit their text. **At this point, students may be at varying places in their work time. The 1:1 conferencing with feedback is vital to their success.* The teacher will 1:1 conference with students to check-in and ensure they are editing. Homework: Finish any writing you did not complete in class.
8	Objectives: I can publish and share my narrative writing. Key Points: • The best writers create something that can be shared with others. • We can publish our writing by including a binding, cover page, and title page. Method of Instruction: The teacher will model sharing his/her writing with others. The teacher will model how to publish writing by creating a binding, cover page, and title page.	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer’s Workshop (30-45 min): Students will have work time to finish their text or publish and share. **At this point, students may be at varying places in their work time. The 1:1 conferencing with feedback is vital to their success.* The teacher will 1:1 conference with students to check-in. Homework: Finish any writing you did not complete in class. Share your writing with your family.
S.A.	Objectives: I can show what I know on my writing test. Teacher will lead warm-up and then administer test. If there is additional time, students will take the diagnostic for the next unit.	Warm-Up (5 min): Share your writing with a new neighbor. Assessment: Students complete the assessment.

1st Grade Writing Summative Assessment Items:

1. Circle the words that show order in this student's writing:

Julius was so excited when he finally reached the front of the line for the Batman roller coaster. First, they called his group to get on the coaster. Then, he buckled in and they helped make sure he was safe. After that they clicked some buttons and away he went! There were big drops and fun loops. Julius put his arms in the air and screamed. Finally, the roller coaster came to a stop. He had so much fun he ran to the bottom and got in line to ride again!

2. Read (or have your teacher read to you) both authors' stories. Which one tells the details of the event in order?

Author 1

Madeline wanted a banana. First, she chose the bright yellow banana from the bunch. She peeled it next. Then, she took several big bites until it was all gone. She threw it away and felt full.

Author 2

Madeline at the whole banana. She thought it was so good when she took some big delicious bites. She peeled it. She chose a big yellow one. She threw it in the trash.

3. Write a narrative that describes the prompt. Remember to include sequenced events, details, special words for order, and closure.

Prompt: It was a bad, bad day when…

Scoring; must get both questions 1-2 and at least 8 points on rubric to demonstrate mastery:

Content	**3**	**2**	**1**
Sequence of Events	I have appropriately sequenced all my events.	I have some events in order.	My events are not in order or I do not have events.
Key Details	I have included some details regarding what happened.	I have one detail regarding what happened.	I have no details regarding what happened.
Words to Signal Event Order	I have used temporal words to signal event order (first, next, then, last).	I have used one or two temporal words to signal event order (first, next, then, last).	I did not use temporal words to signal event order.
Ending	I have provided a sense of closure that makes sense to the reader.	I have provided some sense of closure, but it could be stronger.	I did not provide an ending/closure.

Exemplar:

1. Circle – first, then, after that, finally

2. Circle – author 1

3. It was a bad, bad day when I stubbed my toe! I was walking to the kitchen after school for my afternoon snack when THUMP! My toe ran right into the corner. It hurt so bad I started crying. Then my dad said, "Let me get you some ice." He helped me to the couch and put ice on my toe. Finally, it started to feel a little better. I was even able to play outside before dinner. Thankfully, it was not broken! I guess I should slow down from now on.

Empower College Prep Elementary School: Curriculum Sample for 2nd Grade Reading

Grade Level	2nd Grade	**Content Area**	ELA - Reading
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*	This standard will be taught in quarter 2, and students will further develop their understanding of the importance of characters and events in a story by describing how characters respond to major events and how they change from beginning to end. Text selection is vital to students' mastery of the reading standard as it provides an anchor and a model for well-crafted writing and effective reading (when read aloud); text selection builds vocabulary and intentionally focuses students' attention on the skills being taught. The teacher's ability to not only pick appropriate texts but also model (think aloud) the required thinking is integral to students being able to rapidly increase their reading comprehension and fluency. Because 2nd graders are expected to transition from learning to read to reading to learn, there is a combination of texts that are at grade level as well as some that are well above (that will be used as model texts). This connects to our overall goal of students developing both fluency and comprehension as they learn to read to learn.		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review*** *by having* ***(M)*** *before the standard number.*	CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Copies of the following texts, preferably in big book version: • *The Paper Bag Princess* by Robert Munsch • *The Fire Cat* by Esther Averill • *Access to texts read aloud on YouTube In classroom library: A variety of texts with equally great characters, settings, and events (tons of literature!). Additionally, students need several books on their independent levels, which are best found through a system such as Reading A-Z. Sets of guided reading texts, usually found in a guided reading curriculum		

<table>
<tr><th>Lesson</th><th>Instructional Strategies</th><th>Student Activities</th></tr>
<tr><td>1</td><td>Objectives: I can describe characters in a story as they respond to major events. I can analyze how characters develop and interact from beginning to end of the text.
Key Points:
• Characters change as they respond to events.
• We know that characters are introduced in the beginning of the story. In the middle of the story, they have a problem. By the end of the story, there is usually a solution and many times, the character has changed. The characters change over the course of the story.
• Characters change physically (ways we can see), in feelings, thoughts, and in the challenges that they face

Method of Instruction:
The lesson will begin with the warm-up where students will find a partner who is the same character at a different time in the story. The teacher will choose one of the characters and post them on the board and will model retelling the story and describing the characters, how they respond to the events, and ultimately how they change physically, in feelings, thoughts, and in the challenges they face from beginning to end. The teacher will write on the graphic organizer.

<table><tr><th></th><th>Beginning</th><th>End</th></tr><tr><td>Description</td><td></td><td></td></tr><tr><td>Feelings</td><td></td><td></td></tr><tr><td>Thoughts</td><td></td><td></td></tr><tr><td>Challenges</td><td></td><td></td></tr></table></td><td>Warm-Up (10 min):
Students receive a picture of a familiar character and must find their partner. (They won’t be told what the parameters of finding a partner is; they’ll discover it as they talk to their friends and see other pictures.) Their partner is their same character at a different point in the story.

Guided Practice (10 min):
With a partner, students will choose another familiar character from a familiar text and complete the graphic organizer to demonstrate their understanding of how characters change:
<table><tr><th></th><th>Beginning</th><th>End</th></tr><tr><td>Description</td><td></td><td></td></tr><tr><td>Feelings</td><td></td><td></td></tr><tr><td>Thoughts</td><td></td><td></td></tr><tr><td>Challenges</td><td></td><td></td></tr></table>
Independent Practice (20 min):
Students will choose a text from their book bags (independent reading level; if they don’t have an appropriate text one will be read aloud to them) and will complete the graphic organizer to demonstrate their understanding of how characters change:
<table><tr><th></th><th>Beginning</th><th>End</th></tr><tr><td>Description</td><td></td><td></td></tr><tr><td>Feelings</td><td></td><td></td></tr><tr><td>Thoughts</td><td></td><td></td></tr><tr><td>Challenges</td><td></td><td></td></tr></table>
Homework:
Repeat the independent practice with a new text from book bag.</td></tr>
<tr><td>2</td><td>Objectives: I can describe characters in a story as they respond to major events. I can analyze how characters develop and interact from beginning to end of the text.
Key Points:
• Characters change in the story because they are faced with a problem- they respond to challenges. You can compare and contrast the character before and after the problem. That means that we look at how she/he is different and how she/he is the same from the beginning to the end of the story.</td><td>Warm-Up (10 min):
Review the story elements and specifically the ways to describe characters (physical description, feelings, thoughts, and challenges).

Guided Practice (10 min):
Together, students and teacher will describe how The Fire Cat changed in the chapter 2 on a new graphic organizer.

Partner Practice (10 min):</td></tr>
</table>

	Method of Instruction: The teacher will read the first chapter of *The Fire Cat* and model how to compare and contrast how the cat changed in the story, filling in the description and the feelings sections.	With a partner, students will read the next chapter in *The Fire Cat* and describe how the character changed in the chapter on a new graphic organizer. Independent Practice (20 min): Students will independently read (If able; if not, will have option to listen to it read) Chapter 3 of *The Fire Cat* and describe how the character changed in the chapter on a new graphic organizer. Homework: Think about *The Fire Cat* text that we read in class. How did The Fire Cat change from beginning to end of the text?
3	Objectives: I can describe characters in a story as they respond to major events. I can analyze how characters develop and interact from beginning to end of the text. Key Points: • Characters change in the story because they are faced with a problem- they respond to challenges. You can compare and contrast the character before and after the problem. That means that we look at how she/he is different and how she/he is the same from the beginning to the end of the story. Method of Instruction: The teacher will read a short passage from Frog and Toad. The teacher will model describing how the characters develop and change from beginning to end.	Warm-Up (10 min): Partner Practice (10 min): Partners read a short passage from Frog and Toad. They will describe how the characters develop and change from beginning to end. Independent Practice (20 min): Students independently read a short passage from Frog and Toad. They will describe how the characters develop and change from beginning to end. Homework: Students will independently read a text from their books bags describe how the characters develop and change from beginning to end.
S.A.	Objectives: I can show what I know on my reading test. Teacher will lead warm-up and then administer test. If there is additional time, students will take the diagnostic for the next unit.	Warm-Up (5 min): Students talk with a partner about how characters change in a text and how that is important to understanding the text. Assessment: Students complete the assessment.

2nd Grade Reading Summative Assessment Items:

The text *The Paper Bag Princess* by Robert Munsch will be read to students and they will be asked to answer the following questions:

Who is the main character in the story?

What are the major events in the story?

Describe the main character (physically, in feelings, thoughts, and challenges faced).

How does the main character change from the beginning of the story to the end?

Scoring:

1. 1 point; Mastery is demonstrated by identifying the main character correctly.

2. 3 points; Mastery is demonstrated by sharing at least 3 major events that the character responded to.

3. 4 points; Mastery is demonstrated by including at least one of each character trait: physical, feeling, thought, challenge faced.

4. 2 points; Mastery is demonstrated by describing how the character was at the beginning and the end and comparing those.

Total of 10 points available, 8 of 10 required for mastery of the standard

Exemplar:

Who is the main character in the story?

The main character is the paper bag princess.

What are the major events in the story?

The paper bag princess and her prince are in love at the beginning of the story, but their home and everything is destroyed by a dragon. The dragon takes the prince away.

The princess cannot find anything to where that isn't burned, so she wears a paper bag.

She spends a lot of time tricking the dragon into falling asleep so she can rescue her prince.

At the end of the story, she arrives to rescue him and he is rude to her because she's wearing a paper bag and doesn't "look like a princess." She chooses to tell him that he doesn't act like a prince and runs away from him instead of marrying him.

Describe the main character (physically, in feelings, thoughts, and challenges faced).

The main character appears to be rich in the beginning. She has a pretty dress, a crown, and lots of things in a castle. She feels happy and in love with her prince. She is focused on marriage.

The challenge she faces is that she has to find a way to rescue her prince, which means she has to outsmart the dragon.

At the end, she is wearing a paper bag only and her thoughts and feelings toward her prince are different because he is ungrateful to her.

How does the main character change from the beginning of the story to the end?

She changes the most in her heart because at first she is just in love with a prince because of how he looks. Then, at the end after she has worked so hard to rescue him and he is ungrateful and mean, her heart changes so that she is focused on wanting a good person as her prince.

Her appearance also changes. In the beginning she looks like a princess with fancy clothes. Because of the fire, of the rest of the story she only wears a paper bag.

Empower College Prep Elementary School: Curriculum Sample for 2nd Grade Writing

Grade Level	2nd Grade	**Content Area**	ELA - Writing
Alignment to Program of Instruction 2nd grade - Quarter 1 - ELA.docx *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*	This series of lessons will be the first writing lessons in quarter 1 in 2nd grade and will be a re-introduction to the idea of watermelon vs. seed stories to write narrative writing. Students at this level of their learning are transitioning to being readers (learning to read to reading to learn), and will need their writing to support this transition. This series of lessons will be taught again later in the year in conjunction with reading standard RL.2.3 as well. Re-introducing the idea of a seed story (or a "small moment") is strategic to build conceptual understanding of how a narrative works. It connects to our goal of creating writers who compose well-crafted written expression and communicate effectively.		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, **one is clearly identified as the focus of review** by having **(M)** before the standard number.*	CCSS.ELA-LITERACY.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Poster of the mentor text		

Lesson	Instructional Strategies	Student Activities
1	Objectives: I can describe if a text is a watermelon or seed story. I can describe in someone else's writing the elaborate event (or sequence of events), details, order, and closure. Key Points: • Looking at good writing is a great way to make our writing better. Method of Instruction: The teacher will [post the following narrative and we will read it aloud as a class. The teacher will color code the elaborate event (or sequence of events), details, order, and closure. *One night, my tooth felt very wiggly. I pushed it back and forth with my tongue. It hurt a little bit, but I was excited. I had never lost a tooth before. Before bedtime, I sat on my bed and wiggled it with my finger. I wanted it to come out before I went to sleep! My parents said my tooth "wasn't ready." But I was ready! So I took a deep breath and got a grip on my tooth. Then, I pulled as hard as I could. It hurt a lot, and it bled a lot, but after that one big pull, I lost my first tooth.*	Warm-Up (10 min): Share with a partner what you remember about watermelon vs. seed stories. Writer's Workshop (15 min): Students will have work time to look at another writer's narrative and color code the elaborate event (or sequence of events), details, order, and closure. Homework: Share: What is the difference between a watermelon and a seed topic in narrative writing? Which one is better and why?
2	Objectives: I can choose a topic and begin writing a narrative with an elaborate event (or sequenced events). Key Points: • Narrative writing has a big event, just like when we read texts. Method of Instruction: The teacher will model how to how to begin writing a narrative with an elaborate event.	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer's Workshop (30-45 min): Students will have work time to begin writing their events in their narrative writing. The teacher will 1:1 conference with students to check-in and ensure they have events. Homework: Finish any writing you did not complete in class.
3	Objectives: I can include some details to describe actions, thoughts, and feelings. Key Points: • Details describe actions, thoughts, and feelings of my character(s). Method of Instruction: Using the seed text from yesterday, the teacher will model how to include details describe actions, thoughts, and feelings.	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer's Workshop (30-45 min): Students will have work time to begin adding details to describe actions, thoughts, and feelings The teacher will 1:1 conference with students to check-in and ensure they are

		adding appropriate details. Homework: Finish any writing you did not complete in class.
4	Objectives: I can use temporal words to signal event order. Key Points: • Special words (first, next, then, last) tell our reader about the order of events Method of Instruction: Using the seed text from yesterday, the teacher will model how to include temporal words such as first, next, then, last to tell our reader about the order of events	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer's Workshop (30-45 min): Students will have work time to add temporal words. **At this point, students may be at varying places in their work time. The 1:1 conferencing with feedback is vital to their success.* The teacher will 1:1 conference with students to check-in and ensure they are adding temporal words. Homework: Finish any writing you did not complete in class.
5	Objectives: I can provide closure in my narrative writing. Key Points: • A good writer has an ending to provide closure to the reader. Method of Instruction: Using the seed text from yesterday, the teacher will model how to include an ending and provide closure. All endings should be organic/authentic, i.e. no "thank you for listening" or "the end."	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer's Workshop (30-45 min): Students will have work time to add an ending (closure). **At this point, students may be at varying places in their work time. The 1:1 conferencing with feedback is vital to their success.* The teacher will 1:1 conference with students to check-in and ensure they are adding an ending. Homework: Finish any writing you did not complete in class.
6	Objectives: I can edit my narrative writing. Key Points: • Editing means looking for ways to make my writing a little bit better. Method of Instruction: Using the seed text from yesterday, the teacher will model looking for two specific editing components (i.e. capital letters and punctuation)	Warm-Up (10 min): Complete word sorts to practice decoding and grammar skills necessary for the writing block. Writer's Workshop (30-45 min): Students will have work time to edit their text. **At this point, students may be at varying places in their work time. The 1:1 conferencing with feedback is vital to their success.*

		The teacher will 1:1 conference with students to check-in and ensure they are editing. Homework: Finish any writing you did not complete in class.
S.A.	Objectives: I can show what I know on my writing test. Teacher will lead warm-up and then administer test. If there is additional time, students will take the diagnostic for the next unit.	Warm-Up (5 min): Share your writing with a new neighbor. Assessment: Students complete the assessment.

2nd Grade Writing Summative Assessment Items:

1. Look at two books: a level A book (that has one word naming each picture) and the book *Caps for Sale*. Explain to your teacher which author has included a well-elaborated event and what evidence you have for it. (You can write or you can tell the teacher.)

2. Read the story below. Write an ending that gives a sense of closure to the reader.
Angie went to the toy store with her grandpa. She wanted a doll so bad. Her grandpa said, “I’m sorry. Not this time.” Angie reminded her grandpa that she brought her own money. Her grandpa said, “Ok. Which one do you want?”

3. Write a narrative that describes the prompt.

Prompt: Think of a time that was important to you. Write at least (4) sentences to describe what happened and how you were feeling.

Scoring; must get both questions 1-2 and at least 8 points on rubric to demonstrate mastery:

Content	**3**	**2**	**1**
Sequence of Events	I have a well-elaborated event or a short sequence of events.	I have some events.	My events are not in order or I do not have events.
Key Details	I have included details that describe actions, thoughts, and feelings.	I have some details.	I have no details regarding what happened.
Words to Signal Event Order	I have used temporal words to signal event order (first, next, then, last).	I have used one or two temporal words to signal event order (first, next, then, last).	I did not use temporal words to signal event order.
Ending	I have provided a sense of closure that makes sense to the reader.	I have provided some sense of closure, but it could be stronger.	I did not provide an ending/closure.

Exemplar:

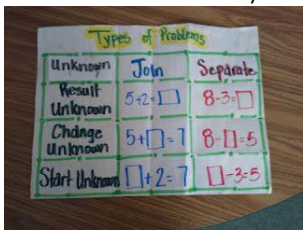
1. The book that has a well-elaborated event is Caps for sale because it tells about a man who sells a lot of caps. My other book does not have a story at all.

2. Angie picked out the most perfect doll and skipped out happily!

3. A time that was important to me is when my baby sister was born. At first, I was nervous because my parents kept telling me to "be gentle" and they would not let me hold her. She was so cute and cuddly. I didn't want to hurt her, but I wanted to touch her all the time. She was so soft. After some time, my parents trusted me and let me hold her on my lap. I was so happy! When she grew older, I was able to hold her more often because she was stronger. She could hold her own head up. I didn't have to worry about that any more. Finally, she started walking on her own and we could even play some games together. Now, I can't imagine life without her. She is so fun. I love her so much.

Empower College Prep Elementary School: Curriculum Sample for Kindergarten Math

Grade Level	Kindergarten	**Content Area**	Mathematics
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*	The standard K.OA.A.1 (represent addition and subtraction concretely) is taught in quarter 3 as part of a series of units on addition and subtraction to 10 for kindergarten students. The entire series will take approximately 50 days - the entire third quarter - which includes 3 days to complete the summative assessment. The summative assessment will be given at the end of the entire series of units. It requires two full quarters of prerequisite knowledge and skills in order to be successful. Prior to beginning this unit, kindergartners will have worked to master how to classify objects, count, order, and write numerals, the concept of zero, decompositions, number relationships through number bonds, answering the question, "How many?" and much more. This series of units will lay the foundation for all the work that students will do with these two operations and prepare them for addition and subtraction with greater values in first and second grade as well as multiplication and division in future grades. The unit on K.OA.A.1 is the first unit and will require 10 lessons. The unit will be paired with a text to help students see it visually, provide cross-curricular opportunities, and make connections to the real world. Our Program of Instruction states that an "integrated curriculum is preferable because it facilitates genuine learning as students engage often collaboratively in meaningful, purposeful activity related to their interest and needs…we will better prepares students to learn and think in a manner consistent with the real world in which knowledge is applied in an integrative fashion, not in bits and pieces." This sets students up for success with all types of addition (put together, add to) and subtraction (take apart, take from, compare) in all problem situations (result unknown, change unknown, start unknown, total unknown, addend unknown, both addends unknown, difference unknown, bigger unknown, smaller unknown, compare). Students will be exposed to K.OA.A.2 (solving addition and subtraction word problems) because developmentally kindergartners understand stories and relate to using concrete object to tell those stories in math. The essential skills and knowledge that the unit of focus covers is the: • Ability to ***represent*** addition and subtraction processes in a variety of ***concrete*** ways • Knowledge that "putting together" and "adding to" are two different processes of addition • Knowledge that "taking apart" and "taking from" are two different processes of subtraction. • Knowledge that the unknown in a problem can be the result, change, start, total, addend, both addend, difference, bigger, or smaller. This and all addition and subtraction units rely heavily on the use of manipulatives, pictorial representations, and abstract learning (such as equations). The specific strategies kindergartners learn include counting all, counting on, physically acting out scenarios, and representation with concrete objects. A kindergartner's ability to internalize the concepts and transition from concrete (manipulatives) methods to pictorial to abstract will depend on the teacher's consistent use of all 3 methods. This emphasis on foundational conceptual understanding is consistent with the school's focus on remediating for potential gaps in ways that build firm foundations with high retention, to allow for mastery of the accelerated curriculum. Each lesson also starts with a think aloud and explicit modeling from the teacher for what is expected of the students later in the lesson and beyond. This directly aligns to the gradual release of responsibility in our Program of Instruction.		

Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, **one is clearly identified as the focus of review** by having **(M)** before the standard number.*	The Arizona Mathematics Standard to be addressed is K.OA.A: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. **(M)1: Represent addition and subtraction concretely.** 2: Solve addition and subtraction word problems and add and subtract within 10. The main standard for Mathematical Practice that this unit will address is **MP4**: **Model with mathematics.**
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	A plethora of objects to concretely add and subtract, including: • Math bears, double-sided counters, cubes, frogs, dice, dominos, magnets & magnetic white board (for pictures) Also needed: • Individual white boards, white board markers, individual laminated number bonds, Hula hoops, Duct tape, poster of a large (blank) number bond for teacher, erasable sentence strips of ___+___=___ and ___-___=___, *Rooster's Off to See the World* by Eric Carle, copies (1 large set for teacher, individual sets for students) of animal cut outs from text:  and Types of Problems anchor chart: 

Lesson	Instructional Strategies	Student Activities
1	Objectives: I can define add to. I can define result unknown. I can represent *add to* concretely. Key Points: • We can join parts to make a whole. • Add to means we have a part, some more come, and now we have a whole. • When we do not know the whole, this is a result unknown. • Concretely means to show it with something that is real, such as fingers, cubes, or other objects. Method of Instruction: The teacher will read the first four pages of *Rooster's off to See the World* by Eric Carle to scholars. (In the text, a rooster travels and meets new animals that begin	Warm-Up (3 min): *Focus on subitizing - identifying a number quickly without counting them one at a time.* Under the document camera, flash a set of objects (up to 5) for about 3 seconds. Cover them. ASK How many did you see? On individual white boards, students write answers. Accept all answers such as "4" as well as "2 and 2." Guided Practice (10 min): Teacher and students practice the next pages from the text, repeating the ***add to with result unknown*** processes from the think aloud. Different scholars are used in the life size number bond each time, and scholars will be the ones manipulating the linker cubes, writing the number sentences, and stating the number sentences aloud.

	to travel together. At the top right corner of the page, pictures represent each respective animal.) The teacher will return to the second page and think aloud ***add to*** with ***result unknown*** addition, using students in a large life-size number bond on the floor: "On this page, I noticed the story started with Rooster. Let's have [student] be Rooster. Stand in this circle, which is a part in the number bond. And then let's have [student and student] be the cats. What happened in the story?" (Rooster met the two cats.) "So Rooster walked (teacher will guide student to walk the path to the whole in the number bond) and then met two cats (guide the two students to the whole). Now there are 1-2-3 animals! There was 1 and then we ***add*** 2 cats ***to*** that part to make a whole." Teacher will write ***result unknown*** in the left column in the Types of Problems anchor chart using the numbers 1+2= __ in the join column. Teacher will say, "We did not know the result, or the whole. We joined the numbers to figure that out and now we have how many animals altogether? (3)." "We can also represent, or show this, using linker cubes. There is 1 rooster (holds up 1 linker cube, places it in number bond) and two cats (holds up 2 linker cubes and places them in number bond) so there are 3 in all (attaches 1 and 2 (new set of cubes) to represent a tower of 3 and places them in the whole of a number bond)." Teacher writes the number sentence 1+2=3 and says, "1 plus 2 ***is the same quantity as*** 3." The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the independent practice, the teacher pulls at least one small group to target and remediate instruction and break down key concepts even further. The teacher will use observational data from the questions during guided practice to inform who and what to teach during these small groups.	Partner Practice (10 min): With cut outs of the animals from the text and/or linker cubes, blank erasable number bonds and matching blank erasable number sentences, students will also practice with a partner ***add to with result unknown*** addition for repetition. Independent Practice (20 min): With cut outs of the animals from the text and/or linker cubes, blank number bonds and matching blank number sentences, students will tell ***add to with result unknown*** stories to themselves and write number bonds and number sentences to match. Upon completion, they will begin centers to reinforce previous skills and today's skill. Homework: Students, with support from their families will complete 5 problems in which they must tell ***add to with result unknown*** stories about familiar people, things, animals around their house and represent it with tools in their math baggy (cubes, animal cut outs, counters), write it on given number bonds, and write the matching number sentences. An example will be given as support. The teacher reviews homework and uses the information as a formative assessment and to inform small group assignments and whole class reteaching.
2	Objectives: I can define take from. I can define result unknown. I can represent *take from* concretely. Key Points: • We can join parts to make a whole. • We can break apart a whole to make parts. • Take from means we have a whole and then some are some part is removed or disappears from the whole. Bye bye! • When we do not know the whole, this is a result unknown.	Warm-Up (3 min): *Focus on subitizing - identifying a number quickly without counting them one at a time.* Guided Practice (10 min): Teacher and students practice the next pages from the text, repeating ***take from with result unknown*** processes from the think aloud. Different scholars are used in the life size number bond each time, and scholars will be the ones

	• Concretely means to show it with something that is real, such as fingers, cubes, or other objects. Method of Instruction: The teacher will remind students of the first four pages of *Rooster's off to See the World* by Eric Carle to scholars and ask them to think about it backwards, in rewind! The teacher will return to the fourth page and think aloud ***take from with result unknown*** subtraction, using students in a large life-size number bond on the floor: "Remember we're going to think about this backwards! On this page, I noticed the whole is 5 animals. Let's have [student, student, student, student, and student] be the five animals. Stand in this circle, which is the whole in the number bond. Let's pretend that the group is broken apart because the turtles need to go home. Their mommy misses them. So [student, student, student, and student] walk home (teacher guides them along number bond path to a part). Who is left? (Rooster!) So the result unknown is 1 Rooster. Teacher will show the Types of Problems anchor chart and say, "This was a problem where we separated and did not know the result; it was a result unknown. We started with 5 animals (writes 5) and 4 were taken from the group (writes -4) and Rooster was left by himself (writes =1). "We can also represent, or show this, using linker cubes. There are 5 animals (holds up 5 linker cubes, places them in number bond) and four turtles are taken from the group (breaks apart 4 linker cubes and places them in number bond) so there is 1 animal (Rooster) left (places 1 in the number bond)" Teacher writes the number sentence 5-4=1 and says, "5 minus 4 ***is the same quantity as*** 1." The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the independent practice, the teacher pulls at least one small group to target and remediate instruction and break down key concepts even further. The teacher will use observational data from the questions during guided practice to inform who and what to teach during these small groups.	manipulating the linker cubes, writing the number sentences, and stating the number sentences aloud. Partner Practice (10 min): With cut outs of the animals from the text and/or linker cubes, blank erasable number bonds and matching blank erasable number sentences, students will also practice ***take from with result unknown*** with a partner for repetition. Independent Practice (20 min): With cut outs of the animals from the text and/or linker cubes, blank number bonds and matching blank number sentences, students will tell ***take from with result unknown*** stories to themselves and write number bonds and number sentences to match. Upon completion, they will begin centers to reinforce previous skills and today's skill. Homework: Students, with support from their families will complete 5 problems in which they must tell ***take from with result unknown*** stories about familiar people, things, animals around their house and represent it with tools in their math baggy (cubes, animal cut outs, counters), write it on given number bonds, and write the matching number sentences. An example will be given as support. The teacher reviews homework and uses the information as a formative assessment and to inform small group assignments and whole class reteaching.
3	Objectives: I can define change unknown. I can represent *add to* and *take from* with change unknown concretely. Key Points:	Warm-Up (3 min): *Focus on subitizing - identifying a number quickly without counting them one at a time.* Guided Practice (10 min):

	• Sometimes a change happens in a math story problem, and that's the part we do not know and have to figure out. This is called change unknown. • Take from means we have a whole and then some are some part is removed or disappears from the whole. Bye bye! • Add to means we have a part, some more come, and now we have a whole. • Concretely means to show it with something that is real, such as fingers, cubes, or other objects. Method of Instruction: The teacher will remind students of the first four pages of *Rooster's off to See the World* by Eric Carle to scholars and shares that sometimes we start just like Rooster but we do not know the change (and usually in a math story problem we use the word "some" since we don't know exactly) but we do know the result! The teacher will return to the third page and think aloud ***add to with change unknown*** addition, using students in a large life-size number bond on the floor: "Let's pretend there were the two cats sitting. Let's have [student and student] be the two cats. Stand in this circle, which is a part in the number bond. Let's pretend that SOME animals come, but we don't know how many. The change is unknown. We do know that the result is 5. Let's have [student, student, student, student, and student] be the whole in the number bond. Teacher pauses and says, "Hmmm, there is a missing part. I know that we have 2 cats + ____ = 5 animals. Oh, I know, I can count on starting at 2 in my head and stopping when I get to 5. So 2 (touches head), 3 (holds up a finger), 4 (holds up another finger) 5 (holds up another finger)! I had 2 in my head and I have 3 fingers. So 3 is the change unknown. Teacher will show the Types of Problems anchor chart and say, "This was a problem where we join and did not know the change; it was a change unknown. Teacher writes this in first column and reiterates the story to write the number sentence 2+___=5. "We can also represent, or show this, using linker cubes. There are 2 cats (holds up 2 linker cubes, places them in number bond) and we didn't know the change so I'll leave that blank. But we had a result or total of 5" (places 5 linker cubes in number bond). Teacher remodels counting on quickly and writes the number sentence 2+3=5 and says, "2 plus 3 ***is the same quantity as*** 5."	Teacher and students practice the other pages from the text, repeating ***add to and take from with change unknown*** processes from the think aloud. Different scholars are used in the life size number bond each time, and scholars will be the ones manipulating the linker cubes, writing the number sentences, and stating the number sentences aloud. Partner Practice (10 min): With cut outs of the animals from the text and/or linker cubes, blank erasable number bonds and matching blank erasable number sentences, students will also practice ***add to and take from with change unknown*** with a partner for repetition. Independent Practice (20 min): With cut outs of the animals from the text and/or linker cubes, blank number bonds and matching blank number sentences, students will tell ***add to and take from with change unknown*** stories to themselves and write number bonds and number sentences to match. Upon completion, they will begin centers to reinforce previous skills and today's skill. Homework: Students, with support from their families will complete 5 problems in which they must tell ***take from and add to with change unknown*** stories about familiar people, things, animals around their house and represent it with tools in their math baggy (cubes, animal cut outs, counters), write it on given number bonds, and write the matching number sentences. An example will be given as support. The teacher reviews homework and uses the information as a formative assessment and to inform small group assignments and whole class reteaching.

	Teacher says, "We can also have ***change unknown*** with subtraction. We show it in a similar way." We know the whole is 5 animals (calls students for number bond) and we know that 2 animals were ***taken from*** the group (calls 2 students for number bond) and we can figure this out using the same counting on strategy." Teacher remodels counting on for a third time and reiterates the number sentence while completing the third column of the ***change unknown*** anchor chart. The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the independent practice, the teacher pulls at least one small group to target and remediate instruction and break down key concepts even further. The teacher will use observational data from the questions during guided practice to inform who and what to teach during these small groups.	
4-10	These lessons will be taught in the same manner using the same text building the skills of: add to/take from with start unknown; put together/take apart with total unknown, then with addend unknown and then with both addends unknown; and finally compare with difference unknown, with bigger unknown, and with smaller unknown.	Warm-Up (3 min): Repeat subitizing warm-up from lesson 1. Dig deeper: for each answer, students share a verbal addition or subtraction story and write the number sentence to match. Repeat the Guided Practice, Partner Practice, Independent Practice, and Homework structures, including small group reteaching, with each new skill.
S.A.	Objective I can show what I know on my addition and subtraction test. Teacher will lead warm-up and then administer test. If there is additional time, students will take the diagnostic for the next unit.	Warm-Up (10 min): Repeat subitizing warm-up from lesson 1. Dig deeper: for each answer, students share a verbal addition or subtraction story and write the number sentence to match. Assessment: Students complete the assessment.

Kindergarten Summative Assessment

Student Directions: Listen to the story. Use counters, linker cubes, pictures, or other objects to represent how to solve the problem. Write a number sentence to match.

Teacher will read the directions and each story one at a time, one-on-one with each student. Teacher will listen to what student says, make notes on rubric, and mark points according to the rubric. Students will have a student page with the story problem and a blank box underneath it for their work. They will have access to manipulatives.

K.OA.A.1 Rubric

	Little evidence of reasoning without a correct answer. (1 Point)	**Evidence of some reasoning without a correct answer. (2 Points)**	**Evidence of some reasoning with a correct answer or evidence of solid reasoning**	**Evidence of solid reasoning with a correct answer. (4 Points)**

			with an incorrect answer. (3 Points)	
SCORING: Must get 80% 3's and 4's (or 12/15) to demonstrate mastery.	Student shows little evidence of understanding of the operation and is unable to complete the task.	Represents the story using tools, numbers, or symbols that are not related to the story, i.e. chooses random numbers. OR Student performs one or more parts of the task (problem) correctly with some teacher support.	Represents the story concretely correctly and records work with an equation but may get numbers mixed up in the equation. OR represents the story concretely incorrectly but records work with a correct equation.	Represents the story concretely correctly AND records work with a correct equation.
Add to result unknown Two dogs were playing in the grass. Four more dogs came to play. How many dogs are on the grass now?				
Take from result unknown There were 8 frogs in the pond. 4 hopped away. How many frogs are left?				
Add to change unknown Three friends were playing cards. Some more came to play. Then there were 8 friends. How many friends came to play with the first three?				
Take from start unknown Mark had some candies in his pocket. He ate 3 and now there are 4 in his pocket. How many candies were in his pocket before he ate any?				
Add to start unknown Some birds were in a tree. Five more birds flew to the tree and now there are 7 birds. Ow many birds were on the tree before?				
Take from start unknown				

Some oranges were in a bag. Janice ate 1 orange. Now there are 4 oranges left. How many oranges were in the bag before?				
Put together total unknown Three blue shirts and two green shirts are in the closet. How many shirts are in the closet?				
Take apart with addend unknown Six crayons are in the box. 2 are yellow and the rest are pink. How many crayons are pink?				
Take apart with both unknown Marla has 9 candies. How many can she put in her lunch box and how many can she eat now?				
Compare with difference unknown (fewer) Alex has 3 dogs. Kenny has 5 dogs. How many fewer dogs does Alex have than Kenny?				
Compare with difference unknown (more) Jake has 3 bears. Amanda has 6 bears. How many more bears does Amanda have that Jake?				
Compare with bigger unknown (more) Margaret has 3 more apples than Ralph. Ralph has 4 apples. How many apples does Margaret have?				
Compare with bigger unknown (fewer) Lina has 1 fewer game than Gina. Lina has 5 games. How many games does Gina have?				
Compare with smaller unknown (more) Leon has two more shoes than Jaden. Jaden has six shoes. How many shoes does Leon have?				
Compare with smaller unknown (fewer) Max has 2 fewer toy cars than Albert. Albert has 7 toy cars. How many cars does Max have?				

Empower College Prep Elementary School: Curriculum Sample for Kindergarten Reading

Grade Level	Kindergarten	**Content Area**	ELA – Reading & Writing
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*	The reading standard RL.K.3 and the writing standard W.K.3 are fully mastered in quarter 4 in kindergarten. At this point, students have mastered a lot of prerequisite knowledge and skills to include identifying and writing all letters and their corresponding sounds, writing simple sentences, and reading independently at a level C (Fountas & Pinnell) or better. They are familiar with how texts work – reading left to write, holding a text appropriately – and can comprehend texts at a significantly higher level than they can read independently at this time. They have experienced numerous nursery rhymes and other familiar chants, songs, and texts that have introduced them to a plethora of vocabulary and experiences helpful to understanding characters, setting, and events. All of these prerequisite skills provide kindergartners the capacity to begin thinking about and describing the story elements in reading as well as write about events. The scaffolded approach to both reading and writing aligns to Empower's ability to rapidly build students' academic vocabulary, increase reading fluency and comprehension to analyze literature and marks the very beginning of reading to learn. (This transition more officially happens in 2nd grade.) Additionally, this aligns to our goal of helping students compose well-crafted written expression and communicate effectively. Text selection is vital to students' mastery of both the reading and writing standards as they provide an anchor and a model for well-crafted writing and effective reading (when read aloud); text selection builds vocabulary and intentionally focuses students' attention on the skills being taught. The teacher's ability to not only pick appropriate texts but also model (think aloud) the required thinking is integral to students being able to rapidly increase their reading comprehension and fluency. Because text selection is so critical, the texts chosen for these standards are often literary medal winners and overall great literature.		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review*** *by having* ***(M)*** *before the standard number.*	Arizona's English Language Arts Standards K.RL.3: With prompting and support, identify characters, settings, and major events in a story. Arizona Writing Standard K.W.3: With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Copies of the following texts, preferably in big book version: • *SkippyJon Jones* by Judy Schachner • *Olivia* by Ian Falconer • *Chrysanthemum* by Kevin Henkes • *Access to texts read aloud on YouTube In classroom library: A variety of texts with equally great characters, settings, and events (tons of literature!). *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst and any text by Leo Leoni or Kevin Henkes. Additionally, students need several books on their independent levels, which are best found through a system such as Reading A-Z.		

	Sets of guided reading texts, usually found in a guided reading curriculum

Lesson	Instructional Strategies	Student Activities
R1	Objectives: I can define character. I can identify and describe the main character in a text. Key Points: • Characters are WHO is in a story; they are usually people or animals. • Characters make decisions and do things in a story. • Characters are like our friends; we can describe who they are. Method of Instruction: The teacher will introduce the strong, easily identifiable and relatable character of SkippyJon Jones. The teacher will read aloud the first few pages of the text (not the entire text – too long!) and will think aloud how to identify that he is the main character and who the other characters are (two sisters, mom, chihuahuas in his dream). The teacher will have a poster of SkippyJon Jones and will identify characteristics of him such as wild, funny, silly, day dreams, disobedient and write those descriptions next to the character. (*The remainder of the text will be read at a later time.)	Warm-Up (10 min): Draw and write some things you love about your best friend. Think about who they are as a person, not just what they are wearing. Guided Practice (10 min): The teacher will play on YouTube (or something similar) the first few pages of the text *Enemy Pie* by Derek Munson. As a class, we will write and draw who the characters are and descriptions of them. Partner Practice (10 min): Students will be strategically partnered by reading level. They will receive a text that is on or above their level and will read it together. While reading, they will write and draw who the characters are and descriptions of them. Independent Practice (20 min): Students will open their book bags (containing 3 texts at their level and up to 3 other texts of interest) and will read independently. While reading, they will write and draw who the characters are and descriptions of them. *During this time, the teacher is 1:1 conferencing with students to assess if they have met the objectives or not. If not, they will be pulled for small group during guided reading time. Homework: Parent: Read a favorite book to your child. While reading, they have them write and draw who the characters are and descriptions of them.
R2	Objectives: I can define setting. I can identify and describe the setting in a text. Key Points: • The setting tells us where (place) and when (time) a story takes place. Method of Instruction:	Warm-Up (5 min): Teacher posts a variety of pictures and students identify where they are and when it is, i.e. meadow in the afternoon, bedroom at nighttime, ocean in the morning. Guided Practice (10 min):

	The teacher will read 1 key page from *SkippyJon Jones* (same text from yesterday) and think aloud what is seen: "I see SkippyJon Jones in his bedroom in his house. I notice light, so it must be morning or afternoon." The teacher will write that on a post-it and put it in the book. The teacher will "hit home" the point that this is the setting – where and when the story takes place.	The teacher will read another key page from *SkippyJon Jones* and ask students to identify what is seen (in a town with chihuahuas, day time). Teacher will write the consensus of the setting on a post-it and put it in the book. Partner Practice (10 min): Students will be strategically partnered by reading level. They will receive a text that is on or above their level and will read it together. While reading, they will write and draw who the setting. For extension, they will write and draw the characters and descriptions of them. Independent Practice (20 min): Students will open their book bags (containing 3 texts at their level and up to 3 other texts of interest) and will read independently. While reading, they will write and draw who the setting. For extension, they will write and draw the characters and descriptions of them. Homework: Re-read your favorite text. Have your child tell you the setting (where and when the story takes place). If possible, have them draw or write this information. For extension, have them write and draw the characters and descriptions of them.
R3	Objectives: I can define major events. I can identify and describe the major events in a text. Key Points: • The major events tell us what happened to the characters in a text. Method of Instruction: The teacher will read read the remainder *SkippyJon Jones* to think aloud the major events in order: 1. SkippyJon Jones gets in trouble by his mom. 2. He goes to his room and begins to play/use his imagination. 3. In his dream (imagination), he meets a bunch of chihuahuas and saves the day. 4. He's making so much noise that his mom and sisters come in and "catch" him playing. No one is mad at him anymore; they think he is silly. The teacher will share the importance of putting events in order – because they don't make sense if they are out of order. It is also important to talk about the major events, not all the tiny details (like what they're wearing, what color something is, if they sing a song or not, etc.).	Warm-Up (5 min): Teacher posts a set of 5 pictures that are out of order. The class has to work together to put them in order. Brief discussion about what happens if it is out of order → it doesn't make sense. Partner Practice (10 min): Students will be strategically partnered by reading level. They will receive the same text from the day before and re-read it together. While reading, they will identify the major events. If they are able, they will write them on a graphic organizer. (Some groups will not have writing skills strong enough and orally telling is acceptable.) Independent Practice (20 min): Students will open their book bags (containing 3 texts at their level and up to 3 other texts of interest) and will read independently. While reading, they will identify the major events in their texts. If they are able, they will write them on a graphic organizer. (Some groups will not have writing skills strong enough and orally telling is acceptable.) Homework:

		Re-read your favorite text. Have you're the main events. If possible, have them draw or write this information. For extension, have them write and draw the characters and descriptions of them as well as the setting.
W1	Objectives: I can draw and write about what happened in a text in order. Key Points: • Good writers tell about events that happened ***in order***. Method of Instruction: The teacher will retell (using the sentences from reading) *SkippyJon Jones*, modeling for students how to listen for the order of events. (Order means to think about what happens first, next, last.) On the sentences, the teacher will add the transitional words "first" and "next" and "last" to better indicate the order. The teacher will explicitly check for other writing skills that have been learned and ideally mastered, i.e. capital letters, punctuation, a complete thought.	Warm-Up (5 min): Tell a neighbor your routine for when you get read in the morning. Have a few share, pointing out the order (i.e. you put socks on before shoes; you eat breakfast before you walk out the door) Guided Practice (10 min): The teacher will play on YouTube (or something similar) the first rest of the text *Enemy Pie* by Derek Munson. As a class, we will write and draw the 3 main events in order. We will use the words first, next, last. Each sentence should match a picture. Independent Practice (25 min): Students will be given a copy of short text about Frog & Toad losing a button. The teacher will read the text aloud. Students will be given time to write and draw the 3 main events in order. Each sentence should match a picture. *During this time, the teacher is 1:1 conferencing with students to assess if they have met the objectives or not as well as providing feedback on today's and previous writing skills. Homework: While reading your favorite text to your child, have them write and/or draw 3 main events in order.
R4/W2	Objectives: I can identify the characters, setting, and major events in a story. I can draw and write about the events. Key Points: • The characters, setting, and major events are important because they tell the who, what, where, and when of the story. If we don't have these, the story doesn't exist or it changes. Method of Instruction: The teacher reads aloud *Olivia* by David Shannon. The teacher prompts students to identify the characters, setting, and major events.	Warm-Up (5 min): The teacher tells a familiar nursery rhyme but surprises students and changes the ending to something very dramatic or different. Students respond and react. Students share why it is important to have characters, settings, and events. Guided Practice (15 min): The teacher reads aloud *Olivia* by David Shannon. The teacher prompts students to identify the characters, setting, and major events. The teacher writes and has a few students assist with writing on a chart. Independent Practice (20 min): Students will be given a copy of short text about Greg The Astronaut meeting an alien. The teacher will read the text aloud. Students will be given time and paper to write and draw about the events.

		*During this time, the teacher is 1:1 conferencing with students to assess if they have met the objectives or not as well as providing feedback on today's and previous writing skills. Homework: Read another book with your child. Have your child share and then draw & write about the characters, setting, and major events from the text.
R5/W3	Objectives: I can identify the characters, setting, and major events in a story. I can draw and write about the events and my reaction to it. Key Points: • The characters, setting, and major events are important because they tell the who, what, where, and when of the story. If we don't have these, the story doesn't exist or it changes. • Good readers and writers write a reaction to what happened in the text. Method of Instruction: The teacher reads aloud *Chrysanthemum* by Kevin Henkes. The teacher prompts students to identify the characters, setting, and major events. Prior to moving students to independent practice, the teacher models drawing and writing a reaction to the text. The teacher elicits assistance from students to write this.	Warm-Up (5 min): The teacher tells a "scary" story and allows students to react to it. A brief discussion about the reaction takes place, hooking students into having a reaction to stories. Guided Practice (15 min): The teacher reads aloud *Chrysanthemum* by Kevin Henkes. The teacher prompts students to identify the characters, setting, and major events. The teacher writes and has a few students assist with writing on a chart. Prior to moving students to independent practice, the teacher models drawing and writing a reaction to the text. The teacher elicits assistance from students to write this. Independent Practice (20 min): Students will watch and listen to A Bad Case of the Stripes by David Shannon on YouTube. They will be asked to identify the characters, setting, and major events in order, and will be asked to write (or draw) them. They will also be asked to write a reaction to the text. *During this time, the teacher is 1:1 conferencing with students to assess if they have met the objectives or not as well as providing feedback on today's and previous writing skills. Homework: Read another book with your child. Have your child share and then draw & write about the characters, setting, and major events from the text. Please have them write or draw their reaction to the text as well.
S.A.	Objectives: I can show what I know on my reading and writing test. Teacher will lead warm-up and then administer test. If there is additional time, students will take the diagnostic for the next unit.	Warm-Up (10 min): Students will look at pictures (out of order) and put them in order. They will orally tell the correct order in complete sentences with a partner. They will also identify the characters, setting, and a reaction they have to the events.

		Assessment: Students complete the assessment.

Kindergarten Reading & Writing Summative Assessment

Items:

Look at the picture while you listen to the story:

A Scared Tiger *(Questions 1-5)*
"Tiger! Where are you, Tiger?" Hannah called out. Hannah was worried. Her cat, Tiger, was missing. She walked up and down the block. "Tiger!" she yelled.
Then Hannah heard a noise. She looked up. Tiger was high up in a tree! "Tiger, come on down!" Hannah said. The cat did not move. She looked scared.
Hannah's friend Dave walked up. "What's wrong?" he asked.
"Tiger is stuck in that tree!" Hannah said.
"My cat got stuck in a tree once," Dave said. "I know what to do."
Dave ran off. He came back with a plate of cat food.
"Here, Tiger," he said. "Come get some food."

1) Who is the main character in the story?

_____

2) What is the setting?

_____

3) What are the major events in the story? Tell about them in the order in which they occurred.

_____

_____

4) What is your reaction to the story?

5) What was Hannah doing at the beginning of the story?

Looking for her cat

©Alex Bannykh * illustrationsOf.com/229846

Climbing trees

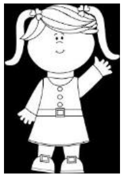
Playing with her friend David

The Fruit Stand *(Questions 6-8)*
Story By: Andrew Frinkle

Eve liked fruit. She liked to go to the fruit stand. An old man worked there.
He sold fruit. He was very kind.
He sold yellow bananas. He sold purple grapes. He sold green watermelons. He sold red strawberries. He sold brown pineapples. He sold orange oranges.
He sold so many things. He did not sell pink grapefruit! That was her favorite fruit.
"I will get them for you." The kind old man said. Eve was very happy.

Look at the pictures while you listen to the story:

6) Who works at the fruit stand?



Eve

An old man

Eve's Mother

7) What was the old man like? (Describe his character.)

8) What did Eve want that the old man didn't have at the fruit stand?

Apples

Bananas

Grapefruit

Reading Scoring: 7 points total in reading; 1 point per correct answer. Must get 5/7 to demonstrate mastery. (Excludes Q4.)

Writing Scoring (Q3 & Q4 only). Must get 4/6, with nothing scored at 0, to demonstrate mastery:

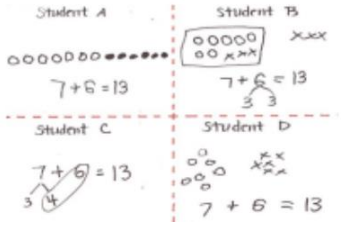
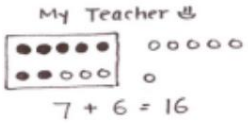
Content	**0**	**1**	**2**
Events (Q3)	I have not drawn or written (or I cannot tell verbally) about a single event.	I have drawn or written (or I can tell verbally) about a single event with a lot of support from my teacher.	I have drawn or written (or I can tell verbally) about a single event with some or no support from my teacher.
Order (Q3)	I do not tell about the order in which events occurred (verbally or in writing).	I tell about events, but they are out of order, are not events from this story, or I needed a lot of support from my teacher.	I tell about the event(s) in the correct order in which they occurred with some or no support from my teacher.
Reaction (Q4)	I do not have a reaction.	I have a reaction, but it is not related to the story. (It doesn't make sense.)	I have a reaction that makes sense.

Exemplar:

1. The main character is Hannah.
2. The setting is outside in a neighborhood during the day.
3. Tiger is lost. Hannah is looking for him. She finds him in a tree but can't reach him. Her friend Dave uses food to bring Tiger down from the tree.
4. I felt sad for Hannah because she lost her cat. I was glad when Tiger came down from the tree when Dave helped her.
5. Circle – looking for her cat.
6. Circle – an old man.
7. The old man was kind.
8. Circle – grapefruit.

Empower College Prep Elementary School: Curriculum Sample for 1st Grade Math

Grade Level	1st Grade	**Content Area**	Mathematics
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*	This series of units serves as a bridge from problem solving within 10 to work within 100 as students begin to solve addition and subtraction problems involving teen numbers (1.NBT.2ab). They learn multiple new strategies, including make 10 and take from 10, and begin thinking about the efficiency of the strategies they choose. Using decomposing and composing numbers as a strategy to solve word problems a critical step in building flexible part–whole thinking. It lays the foundation for students in later units and future grade levels to compose and decompose place value units and work adeptly with the four operations. The entire series of units will take about 35 days, including time for the summative assessment. The unit on standard 1.OA.A.1 presents students with opportunities to solve varied word problems with unknowns in all positions and gives ample time for exploring strategies for finding an unknown. This unit will take 11 days and will be second unit in quarter 2. All addition and subtraction units rely heavily on the use of manipulatives, pictorial representations, and abstract learning (such as equations). The specific strategies first graders learn include counting on, counting back, 5-group, 10 frames, make 10, and equations. A first grader's ability to internalize the concepts and transition from concrete (manipulatives) methods to pictorial to abstract will depend on the teacher's consistent use of all 3 methods. This emphasis on foundational conceptual understanding is consistent with the school's focus on remediating for potential gaps in ways that build firm foundations with high retention, to allow for mastery of the accelerated curriculum. Each lesson also starts with a think aloud and explicit modeling from the teacher for what is expected of the students later in the lesson and beyond. This directly aligns to the gradual release of responsibility in our Program of Instruction.		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, **one is clearly identified as the focus of review** by having **(M)** before the standard number.*	The Arizona Mathematics Standard to be addressed is 1.OA.A: Represent and solve problems involving addition and subtraction. **(M) 1. Use addition and subtraction within 20 to solve word problems with unknowns in all positions (e.g., by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem).** The main standard for Mathematical Practice that this unit will address is **MP4**: **Model with mathematics.**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Anchor Charts: student samples, take from 10 strategy, take from with result unknown, Objects such as counters, bears, cubes 10 frames, sharks & minnows game boards, dice		

Lesson	Instructional Strategies	Student Activities
1	Objective: I can use an efficient strategy for put together with total unknown word problems. Key Points: • There are three types of addition and subtraction problems: Result Unknown, Change Unknown, and Start Unknown. • We can use any strategy we want; some strategies provide a shortcut for us. “Work smarter, not harder!” Method of Instruction: The teacher will say, “We have learned several strategies for adding and subtracting. Today, we’re going to focus on picking an efficient strategy for ***put together with total unknown*** problems. We’ll first start by looking at four student answers to see what strategies they used.” The teacher will post and read the word problem and ask students to turn and talk about how they would solve it: Lonnie made 7 bracelets. Angela made 6 bracelets. How many bracelets did the girls make? The teacher will circulate and listen to strategies they discuss. Then the teacher will post the student samples below, one at a time:  The teacher will ask (for each student sample): • How did Student A|B|C|D solve this problem? • Explain to your partner what this student was thinking. • How is it similar or different to the last strategy? The teacher is listening as a formative assessment and guiding students to identify the following: **A**- Counted all, starting from 1 or counted on **B**- Drew shapes in 5-groups. When he made ten starting with 7, he drew a frame around it, so you can see 10 and 3. His strategy was to make ten from 7 by breaking 6 into 3 and 3. **C**- She used the make ten strategy. But instead of making ten with 7, she made ten with 6 and broke apart 7 into 4 and 3. She didn’t need to make a picture.	Warm-Up (3 min): Students need to fluently get 1 out of the second addend when adding to 9. T: Take out 1 on my signal. For example, if I say “5,” you say “1 and 4.” T: 3. S: 1 and 2. T: 10. S: 1 and 9. Continue with all numbers within 10. This activity supports fluency with decomposing numbers within 10. This skill is critical for using addition strategy of make ten (which is encouraged and taught as the most efficient strategy compared to others), so building this fluency is imperative. Guided Practice (15 min): Teacher will instruct students, “Use the same word problem from the model (about Lonnie and Angela’s bracelets). Pretend you are my teacher, and take a look at my work. :  What are your thoughts? What feedback do you have for me? Talk with your neighbor; write your feedback on my work (each pair has a copy) if you can! Teacher is monitoring and guiding students to share the following feedback: • Picture is organized. • Circles are in a 5-group. • You didn’t solve it right. The picture doesn’t make sense. Once the partners discover the error, teacher will instruct them to draw a picture that will help the teacher see how they can make it better and how they can get the correct answer. Teacher is guiding students to correct it by: • Make ten by taking apart 3 from 6. • Correcting that the teacher just added 10 and 6 here rather than 10 and 3. • Finding that the total is 13, not 16. Independent Practice (30 min): Students will be given several ***put together with total unknown*** word problems and asked to solve using their most efficient strategy, encouraging them to use the make 10 strategy. Upon completion, they will begin centers to reinforce previous skills and today’s skill. The teacher reviews independent work and

	D- Drew a picture, but it's a little hard to count because the shapes are not organized. He probably had to count all of them, starting with 1. He could have counted on from 7. Above each strategy, teacher will name (write) it on the student samples (and this will become an anchor chart). Teacher will ask students to share again with partners; teacher will circulate and listen as a formative assessment: 1. Do these all show ways to solve the problem? (yes) 2. Which way seems like it's more efficient (a better shortcut)? (Make 10, no picture) The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the independent practice, the teacher pulls at least one small group to target and remediate instruction and break down key concepts even further. The teacher will use observational data from the questions during guided practice to inform who and what to teach during these small groups.	uses the information as a formative assessment and to inform small group assignments and whole class reteaching. Homework: Students will be given three ***put together with total unknown*** word problems and asked to solve using their most efficient strategy, encouraging them to use the make 10 strategy. Parents will be asked to have students verbally explain what make 10 strategy is, what put together is, and what total unknown is. Parents are asked to write what they understand based on student explanations. The teacher reviews homework and uses the information as a formative assessment and to inform small group assignments and whole class reteaching
2	Objective: I can solve take from with result unknown word problems. Key Points: • There are three types of addition and subtraction problems: Result Unknown, Change Unknown, and Start Unknown. • We can use any strategy we want; some strategies provide a shortcut for us. "Work smarter, not harder!" Method of Instruction: The teacher will share that yesterday we worked on put together with total unknown word problems; today we are going to find ways to solve ***take from with result unknown*** word problems. The teacher reads aloud the following word problem: There were 14 ants on the picnic blanket. Nine ants from the picnic blanket went into the anthill with a bread crumb. How many ants are not in the anthill? The teacher thinks aloud how to solve this: I'll start with a number bond that shows how many ants were around at the beginning of the story (Writes 14, 10, and 4.) I know I can break apart 10 into 9 and 1 (writes this) and 9 is the number that left. So I see I have 1 and 4, and that's 5. 5 ants not in the anthill.	Warm-Up (3 min): Students complete a Sprint that provides practice with adding three numbers by making ten first. The Make 10 strategy is encouraged and taught as the most efficient strategy compared to others, so building this fluency is imperative. Guided Practice (15 min): Students and teacher will solve the following ***take from with result unknown*** word problem together, with the teacher taking the facilitator approach and students doing more cognitive lift to solve: Mike has 10 cookies on a plate and 3 cookies in a box. He eats 8 cookies from the plate. How many cookies are left? Independent Practice (30 min): Students will be given several ***take from with result unknown*** word problems and asked to solve using their most efficient strategy, encouraging them to use the same strategy to solve. Upon completion, they will begin centers to reinforce previous skills and today's skill. The teacher reviews independent work and uses the information as a formative assessment and to inform small group assignments and whole class reteaching.

<table>
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<td>Let me show you another way: I'll draw a picture using a 5-group row of 10 that is framed and labeled as 10 and 4 dark circles to the right, labeled as 4. If 9 ants left the blanket to go into the anthill, then I can cross those 9 out. That leaves me with 1 in the ten frame and 4 more, which is 5 ants not in the anthill. What the teacher writes becomes the anchor chart for students to reference later in the lesson.

The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the independent practice, the teacher pulls at least one small group to target and remediate instruction and break down key concepts even further. The teacher will use observational data from the questions during guided practice to inform who and what to teach during these small groups.</td>
<td>Homework:
Students will be given five take from with result unknown word problems and asked to solve using their most efficient strategy, encouraging them draw using 5 group and/or break apart a 10. The teacher reviews homework and uses the information as a formative assessment and to inform small group assignments and whole class reteaching.</td>
</tr>
<tr>
<td>3</td>
<td>Objective: I can solve take from with start unknown word problems.

Key Points:
• There are three types of addition and subtraction problems: Result Unknown, Change Unknown, and Start Unknown.
• We can use any strategy we want; some strategies provide a shortcut for us. "Work smarter, not harder!"

Method of Instruction:
Today, we're going to focus on take from with start unknown problems. We'll first start by playing a game called Sharks and Minnows
Directions for play:

1. One person is the "shark" and everyone else are "minnows."
2. The minnows walk from one side of the field to the other.
3. When the shark yells, "Shark" the minnows start running to the other side of the field without getting gently tagged by the shark

4. If a minnow is tagged, they become a shark.

After several rounds of game play, the teacher shares that this was to get our minds thinking about how the sharks would know how many minnows there were to start! Let's take a look at a word problem about my friend Jason:</td>
<td>Warm-Up (5 min):
Students need to fluently get 1 out of the second addend when adding to 9. T: Take out 1 on my signal. For example, if I say "5," you say "1 and 4." T: 3. S: 1 and 2. T: 10. S: 1 and 9. Continue with all numbers within 10. This activity supports fluency with decomposing numbers within 10. This skill is critical for using addition strategy of make ten (which is encouraged and taught as the most efficient strategy compared to others), so building this fluency is imperative.

Guided Practice (10 min):
In pairs, students will play Sharks & Minnows on a game board:

1. Roll the die and put that number of cubes in the box that says "Safe Minnows"
2. Roll the die again and put that number of cubes in the box that says "Tagged Minnows"

3. How many minnows were there at the start of the game? You can use your cubes to show this and then write an equation that represents your model. Solve, and try to use our new strategy for efficiency. Number the problems as you go to organize your paper.

<table><tr><th colspan="2">Sharks and Minnows Game</th></tr><tr><td>Safe Minnows</td><td>Tagged Minnows</td></tr></table></td>
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</table>

	Jason and his friends are playing Sharks and Minnows at recess. Jason is the shark and he tags four minnows. 11 minnows make it to the other side of the field. How many minnows were there at the start of the game? The teacher thinks aloud the most efficient strategy for solving: I can see the equation clearly from this problem; it's ____-4=11 because there were some but we don't know how many, then 4 were tagged, and 11 were still there. So the unknown is the start. We know one strategy is to count on, so 11-12-13-14-15. So at the start of the game there were 15 minnows. I wonder if we can also try the take from 10 strategy. I'll show you: • I can easily break apart 11 into 1 and 10. (Circles 11 and makes a number bond above it with 1 and 10.) 10 is an easy number to work with. • That 1 & 4 can be put together (puts a ring around 1 and 4) and is the same as 5. • Now I can think ____-5=10. Since I know skip counting by 5's and 10's so well (and those are both easy numbers), I know it is 15 as the starting number. The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the independent practice, the teacher pulls at least one small group to target and remediate instruction and break down key concepts even further. The teacher will use observational data from the questions during guided practice to inform who and what to teach during these small groups.	Independent Practice (30 min): Students will be given several ***take from with start unknown*** word problems (staying with the sharks and minnows theme) and asked to solve using their most efficient strategy, encouraging them to use the take from 10 strategy. Upon completion, they will begin centers to reinforce previous skills and today's skill. The teacher reviews independent work and uses the information as a formative assessment and to inform small group assignments and whole class reteaching. Homework: Students will play at least five rounds of the Sharks & Minnows game with families with the same directions from the Guided Practice. They will have a baggy with all materials for game play. The teacher reviews homework and uses the information as a formative assessment and to inform small group assignments and whole class reteaching.
4-10	These lessons will be taught in the same manner using an engaging game and teacher think aloud to build the skills of: <u>add to with start unknown, then with change unknown, and then with start unknown</u>; <u>put together/take apart with addend unknown</u> and then <u>with both addends unknown;</u> and finally <u>compare with difference unknown</u>, <u>with bigger unknown</u>, and <u>with smaller unknown.</u>	Warm-Up (5 min): Students complete a Sprint that provides practice with adding three numbers by making ten first. The Make 10 strategy is encouraged and taught as the most efficient strategy compared to others, so building this fluency is imperative. Repeat the Guided Practice, Partner Practice, Independent Practice, and Homework structures, including small group reteaching, with each new skill.

S.A.	Objectives: I can show what I know on my test. Teacher will lead warm-up and then administer test. If there is additional time, students will take the diagnostic for the next unit.	Warm-Up (10 min): Teacher and students will create an anchor chart of all the strategies they know to solve addition and subtraction word problems. Assessment: Students complete the assessment.

1st Grade Summative Assessment

Student Directions: Listen to the story. Use objects, drawings, and/or equations to solve the word problem.

Teacher will read the directions and each story one at a time, one-on-one with each student. Teacher will listen to what student says, make notes on rubric, and mark points according to the rubric. Students will have a student page with the story problem and a blank box underneath it for their work. They will have access to manipulatives.

1.OA.A.1 Rubric

	Little evidence of reasoning without a correct answer. (1 Point)	**Evidence of some reasoning without a correct answer. (2 Points)**	**Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)**	**Evidence of solid reasoning with a correct answer. (4 Points)**
SCORING: Must get 80% 3's and 4's (or 12/15) to demonstrate mastery.	Student shows little evidence of understanding of the operation and is unable to complete the task.	Represents the story using objects, numbers, or symbols that are not related to the story, i.e. chooses random numbers.	Represents the story using objects or drawing correctly and records work with an equation but may get numbers mixed up in the equation. OR represents the story using objects or drawing incorrectly but records work with a correct equation.	Represents the story using objects or drawing correctly AND records work with a correct equation.
Add to result unknown John had 6 cars. Earl gave him 9 more cars. How many cars does John have altogether?				
Add to start unknown Here are some students on the playground. Then 8 more students came. There are now 17 students. How many students were on the playground at the beginning?				
Add to change unknown				

There are 9 students on the playground. Some more students showed up. There are now 17 students. How many students came?				
Take from change unknown 6 baby bears played tag. Some bears were tagged out of the game. 2 bears were left to play the rest of the game. How many bears were tagged out? Solve using a number bond and equation.				
Take from result unknown There were 9 penguins on the ice. Two swam off . How many are left on the ice?				
Take from start unknown Colten's dog had some puppies. He gave three puppies away & he has 9 puppies left. How many puppies did Colten's dog have?				
Put together/take apart total unknown There are 12 bags of M & M's and 4 bags of Skittles. How many bags of candy are there?				
Put together/take apart addend unknown Jackie had 6 coins. 4 are pennies and the rest are dimes. How many dimes does Jackie have?				
Put together/take apart both addends unknown Ms. Jones has 19 students in class today. How many could be boys and how many could be girls?				
Compare difference unknown (more) Mrs. Garcia has 17 cupkakes and Mr. Johnson has 7 cupcakes. How many more cupcakes does Mrs. Garcia have than Mr. Johnson?				

Compare difference unknown (fewer) TJ has 13 marbles. Sarah has 6 marbles. How many fewer marbles does Sarah have than TJ?				
Compare bigger unknown (more) Hunter has 5 more fish than Lucas. Lucas has 7 fish. How many fish does Hunter have?				
Compare bigger unknown (fewer) Jezabel has 3 fewer dolls than Ellie. Ellie has 18 dolls. How many dolls does Jezabel have?				
Compare smaller unknown (more) Taylor has 9 more than Jordan. He has 17 cars. How many marbles does Jordan have?				
Compare smaller unknown (fewer) Jackie has 5 fewer cents than Jen. Jen has 16 cents. How much money does Jackie have?				

Empower College Prep Elementary School: Curriculum Sample for 2nd Grade Math

Grade Level	2nd Grade	**Content Area**	Mathematics
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.*	Second graders have built a solid foundation with addition and subtraction in kindergarten and first grade. They have over 100 days of explicit learning and practice solving for the unknown in all positions and solving for all add to, take from, put together/take apart, and compare types. Therefore, they have many prerequisite knowledge and skills they have mastered that allow them to be ready to solve problems by decomposing and composing units. Unlike first grade, they will add and subtract without a heavy reliance upon concrete objects and pictorial representations. This is the first unit in second grade and will prepare students for subtracting single-digit numbers from two-digit numbers within 100. The specific strategies second graders learn are making 10, taking a 10, and adding or subtracting like units. This emphasis on mental math strategies is directly related to our goal of developing math fluency. Students who can mentally add and subtract fluently will be prepared for work with greater value numbers as well as multiplication and division in third grade and beyond. Each lesson also starts with a think aloud and explicit modeling from the teacher for what is expected of the students later in the lesson and beyond. This directly aligns to the gradual release of responsibility in our Program of Instruction.		
Standard Number and Description *The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, **one is clearly identified as the focus of review** by having **(M)** before the standard number.*	Arizona Mathematics Standards 2.OA.A: Represent and solve problems involving addition and subtraction **(M) 1. Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.** 2.OA.B: Add and subtract within 20. 2: Fluently add and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers. The main standard for Mathematical Practice that this unit will address is **MP7: Look for and make use of structure.** Specifically in 2nd grade with addition and subtraction, students use the structure of the place value system to add and subtract like units within 100 (e.g., "I know 8 – 5 = 3, so 87 – 50 = 37 because 8 tens – 5 tens = 3 tens. I know 78 – 5, too, because 8 ones – 5 ones = 3 ones. I used the same easier problem, 8 – 5 = 3, just with ones instead of tens!").		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Personal white boards, 100-bead Rekenrek, 5-group column, dice , Hide Zero cards , linking cubes number bond, place value chart, quick ten (vertical line representing a unit of ten), ten-frame cards, target practice game		

Lesson	Instructional Strategies	Student Activities
1	Objective: I can make a ten in order to review and get ready for fluency with sums and differences to 20. Key points:	Warm-Up (5 min): Students complete a Sprint that provides practice with add ten and some ones. This provides fluency practice with make a ten strategy and prepares students for expanded form.

	• Make a ten is an efficient strategy for mental math. • Add to ten allows us to work with “friendly” numbers. • Make and ten and add to ten prepare us for adding and subtraction to 20 and then later to 100. <u>Method of Instruction:</u> The teacher will think aloud mentally solving related addition and subtraction facts and showing the number bond. This will prepare us for our upcoming work within 20. The teacher posts the following and thinks: 3+7=___ 7+3=___ 10-3=___ 10-7=___ “For each of these, I can see the result is unknown. We know this from first grade! I’m practicing my fluency of making 10. 3 and 7 is the same quantity as 10” (fills in blank) “which also means that 7 and 3 is the same quantity as 10” (fills in blank). I also know that these are related facts so I know that the same 3 numbers will be used in all of these. I’ll show it using a number bond also.” Teacher draws the number bond with the whole 10 and the parts of 3 and 7. The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the independent practice, the teacher pulls at least one small group to target and remediate instruction and break down key concepts even further. The teacher will use observational data from the questions during guided practice to inform who and what to teach during these small groups.	<u>Guided Practice (10 min):</u> The teacher and students together see and solve the following number sentences, using the same make 10 and number bond strategies from the teacher think aloud. The teacher will facilitate and ask questions so that the students are doing the work each time. 4+6=___ 6+4=___ 10-4=___ 10-6=___ Will it be the same if the addends are unknown? (Yes!) 10=2+___ 10=8+___ 10-___=8 10-___=2 <u>Partner Practice (10 min):</u> Assign Partner A and Partner B. Students write the target number, 10, in the circle at the top right of the target practice game 1. Partner A rolls the die. 2. Partner A writes the number rolled in one part of the first number bond. 3. Partner B makes a bull’s eye by writing the missing part that is needed to make ten. 4. Partner B writes an equation with an X for the unknown. The target number can be adjusted, as appropriate, for each pair of students, focusing on totals of 6, 7, 8, 9, and 10. Independent Practice (20 min): Students will be given several ***result unknown and addend unknown problems*** and asked to solve using their most efficient strategy, encouraging them to use the make 10 strategy. Upon completion, they will begin centers to reinforce previous skills and today’s skill. The teacher reviews independent work and uses the information as a formative assessment and to inform small group assignments and whole class reteaching. <u>Exit Ticket (5 min):</u> Students will complete 1 of each: ***result unknown and addend unknown problem*** and asked to solve using their most efficient strategy, encouraging them to use the make 10 strategy. No teacher support will be provided at this time. The teacher reviews the exit ticket and uses the information as a formative assessment and to inform small group assignments and whole class reteaching. Homework:

		Students and families play the target practice game with any number(s) of their choosing as the target. A baggy of materials needed is sent home with them. The teacher reviews the homework and uses the information as a formative assessment and to inform small group assignments and whole class reteaching.
2	Objective: I can practice making the next ten and adding to a multiple of 10. Key points: • Knowing 10 + 3 can help us with 50 + 3 (or any ten plus 3). • Knowing that 8 needs 2 to make ten helps us know how to get from 28 to the next ten (or any 8 to the next ten) Method of Instruction: The teacher will post the following questions and ask students to turn and talk: • How does knowing 10 + 3 help us with 50 + 3? • How does knowing that 8 needs 2 to make ten help us know how to get from 28 to the next ten? The teacher will think aloud each in the following manner: (A) I know that 10+3 is the same quantity as 13. And since I know that tens repeat in the same pattern, 10-20-30, I know that I can use the same strategy for any ten and some ones. So in this case, the tens are 50 (5 tens) and 3 (ones). It must be 53. (B) Similarly, I know that 8 and 2 is the same quantity as 10. And we've been practicing make 10 since we were in kindergarten! It's an important friendly number to help me do mental math and be fluent in math for when we get to numbers to 20 and 100. So, if 8 and 2 make 10 then 8 and 2 will always make the NEXT ten. In this case, I can think of 28 as 20 and 8+2 to get to the next ten, which is 30. That was easy! The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the partner practice, the teacher pulls at least two small groups to target and remediate instruction and break down key concepts even further. The teacher will use observational data from the questions during guided practice to inform who and what to teach during these small groups.	Warm-Up (5 min): Using a Rekenrek, the class will count the beads on the left the Say Ten way. (Show 15 beads.) Count: Ten 5, ten 6, ten 7, ten 8, ten 9. 2 tens (show two rows of ten beads pulled to the left), and the pattern begins again. Count: 2 tens 1, 2 tens 2, 2 tens 3, 2 tens 4, 2 tens 5. Let's start with a new number. (Move beads to show 47.) T: How much do I have? (47) What is 47 the Say Ten way? (4 tens 7) For about 2 minutes, students count up and down within 100. Each 20 to 30 seconds, begin a new counting sequence starting from a larger decade. While moving up and down, cross over tens frequently (e.g., 38, 39, 40, 41, 40, 39 or 83, 82, 81, 80, 79, 78, 79, 80, 81) as this is more challenging, especially counting down. Guided Practice (10 min): (A) The teacher will say a number sentence and students will use their knowledge of adding to 10 to say the result. 40+7 90+1 30+8 20+6 (B)The teacher will say a number, and students will say what is needed to make the next ten: 7, 27, 67, 87 3, 43, 73, 93 Partner Practice (30 min): (A) In partners, students will play adding to ten game: • Partner A turns over a blue card (tens) • Partner B turns over white card (ones) • Together, add them quickly using what you know about adding to ten. • Switch roles, repeat. (B) In partners, students will play make the next ten. • Partner A will draw a card. • Partner B will say what is needed to make the next ten. • Switch roles, repeat. Homework:

		Students and families play the adding to ten and make the next ten games. A baggy of materials needed is sent home with them. The teacher reviews the homework and uses the information as a formative assessment and to inform small group assignments and whole class reteaching.
3	Objective: I can add and subtract like units. Key Points: • I can easily add or subtract ones to ones and tens to tens. Method of Instruction: The teacher models how to apply the knowledge that we can easily add or subtract ones to ones and tens to tens: The teacher posts and reads the word problem. The teacher thinks aloud, "I know that I do not have enough fingers or toes to count by ones or count on or back. I do know a lot about making 10 and taking from 10 and making the next 10. I also know that I can use ones and tens to help me solve. So if I know that 7 – 2 = 5, then I'm sure that I can solve 47 – 2 by just subtracting the ONES. 7 ones – 2 ones = 5 ones. Therefore there are 45 students still at the assembly. This was a take from result unknown and I'm going to write the equation as: 47-2=X to show that I know the unknown is in the result. X would be the same quantity as 45. *Ms. Richardson's class has 47 students at the assembly. 2 of them needed to go to the bathroom, so they were out of the room. How many students were still at the assembly?* Let's look at another problem to use this same LIKE UNITS strategy. The teacher posts and reads the word problem. The teacher thinks aloud, "I know that I do not have enough fingers or toes to count by ones or count on or back. I do know a lot about making 10 and taking from 10 and making the next 10. I also know that I can use ones and tens to help me solve. So if I know that 7+2=9, then I'm sure that I can solve 73+20 by just adding the TENS (the like units). (7 tens+2 tens = 9 tens). Therefore Robert has 93 marbles because 93 is 20 more than 73. This was a compare bigger unknown and I'm going to write the equation as: 73+20=X to show that I know the unknown is in the bigger number. X would be the same quantity as 93. *Alex had 73 marbles in his jar. Robert had 20 more marbles than Alex. How many marbles did Robert have?* The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the partner practice, the teacher pulls at least two small groups to target and remediate instruction and break down key concepts even further. The teacher	Warm-Up (5 min): Related parts (add and subtract). Guided Practice (20 min): Solve the following word problems together using the same cognitive steps to add or subtract like units and write the equation with an X as the unknown. *51 fish are swimming. 8 fish are sleeping. How many fish are altogether?* *51+8=X* *Aubrey has 89 beads. Angel has 60 beads. How many fewer beads does Angel have than Aubrey? 89-60=X* Independent Practice (20 min): Students complete at least seven word problems with unknowns in different positions, encouraged to solve using like units. The teacher will use observational data from the independent practice to inform who and what to teach during small groups. Exit Ticket (5 min): Compare 57 – 2 to 57 – 20. How are they different? Use words, drawings, or numbers to explain. Solve each using like units and write an equation with an X to represent the unknown. Homework: Students solve five word problems. The teacher reviews the homework and uses the information as a formative assessment and to inform small group assignments and whole class reteaching.

	will use observational data from the questions during guided practice to inform who and what to teach during these small groups.	
4	Objectives: I can make a ten to add or subtract easily. Key Points: • Making 10 is a way to find a "friendly number" to easily add subtract. Method of Instruction: The teacher models that we can make a ten to easily add within 20. The teacher posts and reads the word problem. *Grandma has some cookies. She gives 9 to Mark and 4 to Lynn. How many cookies did Grandma have to start?* Then thinks aloud, "I see that this is a start unknown problem. So I'm going to start with X= because I don't know the start. Then I see I have both addends 9 and 4, so the equation would be X=9+4. To add 9 + 4 we can decompose 4 as 1 and 3 in order to complete a unit of ten (9 + 1) and then add, or compose, the ten with the remaining ones (10 + 3). Sometimes this makes adding easier. The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the independent practice, the teacher pulls at least one small group to target and remediate instruction and break down key concepts even further. The teacher will use observational data from the questions during guided practice to inform who and what to teach during these small groups.	Warm-Up (5 min): Related parts (add and subtract). Guided Practice (20 min): Solve the following word problem together using the same cognitive steps to make a ten and write the equation with an X as the unknown. We will also need to use like units as we did yesterday. *Landon had some cards. He gave 7 to his friend and kept 31 cards. How many did Landon start with?* X=31+7 Independent Practice (20 min): Students complete at least seven word problems with unknowns in different positions, encouraged to solve by making ten. The teacher will use observational data from the independent practice to inform who and what to teach during small groups. Homework: Students will solve three more word problems with unknowns in different positions, encouraged to solve by making ten. The teacher will review the homework and uses the information as a formative assessment and to inform who and what to teach during small groups.
5	Objective: I can solve two step word problems using the same strategies we have been practicing. Key Points: • Sometimes word problems require more than one step to solve. Method of Instruction: The teacher will model how to solve the following two step word problem: *Andy had $28. He spent $6 on a book. Lisa had $23. Lisa says she has more money. Prove her right or wrong.* The teacher thinks aloud, "So I notice I will need to figure out TWO things: how much Andy has and then what the difference is between what Andy and Lisa have. I'll need to compare. So, step 1: 28-6=2s. I used like units and subtracted 8-6 and got s in the ones. The tens stayed the same. I also know the equation to solve for Andy's amount is 28-5=X because the result is unknown.	Warm-Up (5 min): Practice ten-plus facts for both addition (10+5=15) and subtraction (13=10+3) Guided or Partner Practice (10 min): Practice the same cognitive steps with these two step word problems: 1) *Angie has 40 red and 4 yellow apples. She has 5 fewer apples than Luis. How many applies does Luis have?* *40+4=X then X-5=44 (which is solved by x=44+5)* *2) The second grade had 78 students in August. 4 students moved. How many students do they have in September? In October, we got 5 more students. Now how many students do we have in all? 78-4=X then 74+5=X* Independent Practice (20 min): Students solve a set of problems that mirror the guided practice with unknowns in different positions and with two steps to solve. The teacher will use observational data from the independent practice to inform who and what to teach during small groups.

	Step 2: Now I need to compare $22 and $23. I can do this by subtracting to find the difference, because that's the unknown. So 23-22=X. It's $1. This means Lisa has $1 more than Andy and therefore she is correct. The teacher will then gradually release the responsibility of the cognitive strategy to the students by becoming a facilitator and asking questions rather than modeling explicit instruction. During this guided practice, the teacher observes and takes notes about demonstrated mastery level. During the independent practice, the teacher pulls at least one small group to target and remediate instruction and break down key concepts even further. The teacher will use observational data from the questions during guided practice to inform who and what to teach during these small groups.	Homework: Students will solve two-step word problems with unknowns in different positions, encouraged to solve by making ten. The teacher will review the homework and uses the information as a formative assessment and to inform who and what to teach during small groups.
6-8	These lessons will be taught in the same manner using an engaging game and teacher think aloud to build the skills of solving one and two step problems: add to with change unknown, and then with start unknown; take from with change unknown then start unknown; put together/take apart with both addends unknown; and finally more compare with difference unknown, bigger unknown, and smaller unknown for further practice.	Warm-Up (5 min): Students complete a Sprint that provides practice with add ten and some ones. This provides fluency practice with make a ten strategy and prepares students for expanded form. Repeat the Guided Practice, Partner Practice, Independent Practice, and Homework structures, including small group reteaching, with each new skill.
S.A.	Objectives: I can show what I know on my test. Teacher will administer test. If there is additional time, students will take the diagnostic for the next unit.	Assessment: Students complete the summative assessment.

2nd Grade Math Summative Assessment – 2 parts Student must meet the scoring criteria on both parts of the assessment to demonstrate mastery of 2.OA.A.1.

Student Directions: Solve one step word problems. Write an equation to represent this problem using an X for the unknown.

	Little evidence of reasoning without a correct answer. (0 points)	**Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (1 point)**	**Evidence of solid reasoning with a correct answer. (2 points)**
Scoring: 20 points possible = 1 point for correctly solving; 1 point per equation with X in the correct unknown. Must get 15/20 with no 0's.	Student incorrectly solves and has incorrect equation.	Solves correctly and equation incorrect OR solves incorrectly and equation is correct.	Solves correctly AND equation is correct.
Add to result unknown There were 23 penguins on the beach. 27 penguins joined them on the beach. How many penguins are on the beach?			23+27=X 50 penguins
Add to change unknown The Smith family picked 30 apples on Wednesday. They picked some more			30+X=88 58 apples on Thursday

apples on Thursday. If the Smith family picked 88 apples in all, how many apples did they pick on Thursday?			
Take from start unknown Ms. Smith went to the store and bought some pencils. She gave 7 of them away. She now has 28 pencils. How many pencils did Ms. Smith buy at the store?			X-7=28 35 pencils
Put together/take apart total unknown Mr. Robertson has 20 students. Mr. Rodriguez has 70 students. How many students are in second grade?			20+70=X 90 students in second grade
Put together/take apart addend unknown Anna and David played basketball. They scored a total of 60 points. If Anna scored 20 points, how many points did David score?			60-X=20 40 points
Compare difference unknown (more) Larry has 29 toys. Johnte has 7 toys. How many more toys does Larry have than Johnte?			29-7=X 22 more toys
Compare difference unknown (fewer) Ms. Jones bought 36 pencils. 26 are red and 10 are blue. How many fewer pencils are blue?			26-10=x 16 fewer blue pencils
Compare bigger unknown (more) There are 59 dogs at the park. 8 have spots. How many more dogs do not have spots?			59-8=x 51 dogs do not have spots
Compare bigger unknown (fewer) 26 birds are flying. 20 are strong and want to continue flying. How many fewer birds do not want to fly?			26-20=X 6 birds do not want to fly
Compare smaller unknown (more) Connor has 45 mittens. He has 5 more mittens than Garret. How many mittens does Garret have?			45-5=X Garrett has 40 mittens

Student Directions: Solve <u>two step</u> word problems. Write an equation to represent this problem using an X for the unknown.

	Little evidence of reasoning without a correct answer. (0 points)	**Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (1 point)**	**Evidence of solid reasoning with a correct answer. (2 points)**
Scoring: 10 points possible = 1 point for correctly solving; 1 point per equation with X in the correct unknown. Must get 7/10 with no 0's.	Student incorrectly solves and has incorrect equation.	Solves correctly and equation incorrect OR solves incorrectly and equation is correct.	Solves correctly AND equation is correct.
Add to start unknown Some rabbits were hopping together. 3 were brown and the rest were grey. Then 6 more brown rabbits came. Now there are 22 rabbits. How many rabbits are grey?			X+3+6=22 13 grey rabbits
Take from result unknown Tom has 58 pieces of fruit. There are oranges, bananas and apples. 10 are apples and 30 are oranges. How many pieces of fruit are bananas?			10+30=X 40 apples and oranges then 58-40=X 18 bananas
Take from change unknown Henry is having a tough time with his balloons. He starts with 39 balloons. The wind blows some away, then 2 pop, and he is left with 31. How many balloons blew away?			39-X-2=31 6 balloons blew away
Put together/take apart both addends unknown Anna and David played basketball again. They scored a total of 70. If David wins, how many points can David score and how many points can Anna score?			70=X+Y David can score 50 and Anna can score 20. (Or any combination of two addends where David's is more.)
Compare smaller unknown (fewer) Jacky has 18 blue hats and 9 red hats. Tracy has 7 fewer hats. How many hats does Tracy have?			Jacky: 18+9=X 27 hats for Jacky Tracy: X=27-7 20 hats for Tracy

City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

STEVENS LEINWEBER CONSTRUCTION INC
9590 E IRONWOOD SQUARE DR SUITE 101
SCOTTSDALE, AZ 85282

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 2411 W COLTER ST

OWNER: EMPOWER COLLEGE PREP
5757 N CENTRAL AVE
PHOENIX, AZ 85012-1315

CERTIFICATE #: 1703560 **BUILDING PERMIT:** BLSC 17007267

ISSUED: 21-JUN-2017 **PERMIT DESC:**

PROJECT: 05-5205 - BLACK CANYON MEDICAL COMPLEX

FLOOR AREA: 11,435

AUTHORIZED USE AND OCCUPANCY: I:E

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2012 IRC, 2012 IECC, 2012 IBC, 2011 NEC, 2012 IMC, 2012 UPC OR 2012 IPC, 2012 IFC, 2012 IFGC.
TYPE OF BUSINESS: Empower Collegiate Academy LOG#: 1700993 PROJECT#: 05-5205
SPRINKLERS: (Y) FIRE ALARM: (Y) EMERGENCY LIGHTING: (Y) ELEVATORS:(N)
SPECIAL EGRESS CONTROL:(N) SPECIFIC BUILDING INFO:(N) DEFERRED SUBMITTAL:(Y)
SPECIAL INSPECTIONS (1705): STRUCTURAL (N), ELECTRICAL (N), MECHANICAL (N), PLUMBING (N)
OBSERVATION (1704): STRUCTURAL (N) ELECTRICAL(N) MECHANICAL(N)PLUMBING(N)
WATER SUPPLY: Utilize existing water and sewer services SECONDARY BACKFLOW: (N)
ZONING: C-2 INTAKE: GBU
PLAN REVIEW: SELF CERTIFIED #27 - MARK V. YARISH - SERVICE SOLUTIONS IN ARCHITECTURE
SELF CERTIFIED PROJECT. CONDITIONAL PERMIT SUBJECT TO AUDIT AND FIELD INSPECTION
DESCRIPTION OF WORK PER APPLICATION- "Improvements to an existing undeveloped shell building to include all typical trades, i.e., plumbing, HVAC, electrical, framing and drywall, cabinetry, etc."

Occupancy B / E Type VB
Occupants: 399
EXITS PROVIDED: 4

City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

STEVENS LEINWEBER CONSTRUCTION INC
9590 E IRONWOOD SQUARE DR SUITE 101
SCOTTSDALE, AZ 85282

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 2411 W COLTER ST 4

OWNER: EMPOWER COLLEGE PREP
5757 N CENTRAL AVE
PHOENIX, AZ 85012-1315

CERTIFICATE #: 1703565 **BUILDING PERMIT:** BLSC 17007268

ISSUED: 21-JUN-2017 **PERMIT DESC:** T.I - YARISH

PROJECT: 05-5205 - BLACK CANYON MEDICAL COMPLEX

FLOOR AREA: 11,591

AUTHORIZED USE AND OCCUPANCY: I:E / B

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2012 IRC, 2012 IECC, 2012 IBC, 2011 NEC, 2012 IMC, 2012 UPC OR 2012 IPC, 2012 IFC, 2012 IFGC.
TYPE OF BUSINESS: Empower Collegiate Academy LOG#: 1701071 PROJECT#: 05-5205
SPRINKLERS: (Y) FIRE ALARM: (Y) EMERGENCY LIGHTING: (Y) ELEVATORS:(N)
SPECIAL EGRESS CONTROL:(N) SPECIFIC BUILDING INFO:(N) DEFERRED SUBMITTAL:(Y)
SPECIAL INSPECTIONS (1705): STRUCTURAL (N), ELECTRICAL (N), MECHANICAL (N), PLUMBING (N)
OBSERVATION (1704): STRUCTURAL (N) ELECTRICAL(N) MECHANICAL(N)PLUMBING(N)
WATER SUPPLY: SECONDARY BACKFLOW: (N)
ZONING: C-2 INTAKE: GBU
PLAN REVIEW: SELF CERTIFIED #27 - MARK V. YARISH - SERVICE SOLUTIONS IN ARCHITECTURE
SELF CERTIFIED PROJECT. CONDITIONAL PERMIT SUBJECT TO AUDIT AND FIELD INSPECTION
DESCRIPTION OF WORK PER APPLICATION- "Improvements to an existing undeveloped shell building to include all typical trades, i.e., plumbing, HVAC, electrical, framing and drywall, cabinetry, etc."

Occupancy E / B Type VB
Occupants: 399
EXITS PROVIDED: 4

Sprinkler = Yes

City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

STEVENS LEINWEBER CONSTRUCTION INC
9590 E IRONWOOD SQUARE DR SUITE 101
SCOTTSDALE, AZ 85282

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 2411 W COLTER ST

OWNER: EMPOWER COLLEGE PREP
5757 N CENTRAL AVE
PHOENIX, AZ 85012-1315

CERTIFICATE #: 1803461 **BUILDING PERMIT:** BLSC 18006800

ISSUED: 19-JUN-2018 **PERMIT DESC:** EMPOWER COLLEGE PREP BLDG 4

PROJECT: 05-5205 - BLACK CANYON MEDICAL COMPLEX

FLOOR AREA: 12,000

AUTHORIZED USE AND OCCUPANCY: I:E

phrp0101 rev 1.1 ki

EFFECTIVE BUILDING CODES: 2012 IRC, 2012 IECC, 2012 IBC, 2011 NEC, 2012 IMC, 2012 IPC, 2012 IFC, 2012 IFGC.
TYPE OF BUSINESS: SCHOOL LOG#: LPSC 180 PROJECT#: 05-5205
SPRINKLERS: (Y) FIRE ALARM: (N) EMERGENCY LIGHTING: (Y) ELEVATORS:(N)
SPECIAL EGRESS CONTROL:(N) SPECIFIC BUILDING INFO:(N) DEFFERED SUBMITTAL:(N)
SPECIAL INSPECTIONS (1705): STRUCTURAL (N), ELECTRICAL (N), MECHANICAL (N), PLUMBING (N)
OBSERVATION (1704): STRUCTURAL (N) ELECTRICAL(N) MECHANICAL(N)PLUMBING(N)
WATER SUPPLY: Utilizing existing 2 inch water meter and sewer services SECONDARY BACKFLOW: (N)
ZONING: C-2 REVIEWER: SELF-CERTIFIED, MARK YARISH, #027
Self Certified Project, Conditional Permit subject to Audit and Field Inspection.

DESCRIPTION OF WORK:
Scope Text = Phase 3 interior improvements to one unimproved building shells including framing, electrical, mechanical (plumbing/HVAC) to convert to use as Classrooms. . No site work are included in this permit application. Sprinkler permit provided by "deferred submittal"
Non-separated uses. FRONTAGE AND FIRE SPRINKLERS USED FOR AREA INCREASE.

Sprinkler = NFPA13-Comm

THIS CERTIFICATE MUST BE POSTED AND PERMANENTLY MAINTAINED IN A CONSPICUOUS PLACE AT OR CLOSE TO THE ENTRANCE OF THE BUILDING REFERRED TO BELOW NO CHANGE IN THE STIPULATIONS BELOW SHALL BE MADE UNLESS A NEW CERTIFICATE OF OCCUPANCY IS OBTAINED TO SHOW COMPLIANCE WITH THE BUILDING CODE THIS BUILDING SHALL BE MAINTAINED IN A SAFE AND SANITARY CONDITION ALL DEVICES, SAFEGUARDS AND EXIT FACILITIES WHICH ARE REQUIRED BY THE CONSTRUCTION CODE SHALL BE MAINTAINED IN GOOD WORKING ORDER

CITY OF PHOENIX, ARIZONA

BUILDING SAFETY DEPARTMENT

CERTIFICATE OF OCCUPANCY

DATE 7-17 80

BLDG PERMIT NO 48055

LOG NO 4970

PROJECT NAME: North Phoenix Baptist Church-Bldg.B

PROJECT ADDRESS: 5757 North Central Avenue

OWNER: North Phoenix Baptist Church

TYPE OF CONSTRUCTION: I

THE PROJECT NAMED ABOVE IS IN SUBSTANTIAL COMPLIANCE WITH THE CONSTRUCTION CODE OF THE CITY OF PHOENIX AND OCCUPANCY THEREOF IS HEREBY AUTHORIZED SUBJECT TO THE FOLLOWING STIPULATIONS

OCCUPANCY (CODE PART 7): School/Assembly

MAXIMUM OCCUPANT LOAD (CODE PART 7) BASED UPON EXIT CAPACITY ONLY: Bsmnt & 2nd floor 460 each, 1st floor #754 (ADEQUATE AISLES MUST BE PROVIDED)

FRONTAGE AND SEPARATION (CODE SECTION 702 22 (a)): NR

FIRE SPRINKLERS: [X] REQUIRED in Basement [ ] NOT REQUIRED

FIRE ALARM (CODE SECTION 917): [X] REQUIRED SYSTEM ON FILE WITH FIRE PREVENTION [ ] NOT REQUIRED

EMERGENCY LIGHTING (CODE SECTION 915 3): [X] REQUIRED [ ] NOT REQUIRED

OTHER

DEPUTY DIR OF BLDG INSPS FIELD INSP DIV

APPROVALS

BUILDING	PLUMBING	ELECTRICAL	MECHANICAL
7-17-80	7-14-80	4-15-80	7-14-80
C B Fife	Massey	H Blake	Massey

1ST OWNER 2ND BUILDING SAFETY 3RD FIRE PREVENTION

126-19D REV 9-76

DOUGLAS A. DUCEY
Governor

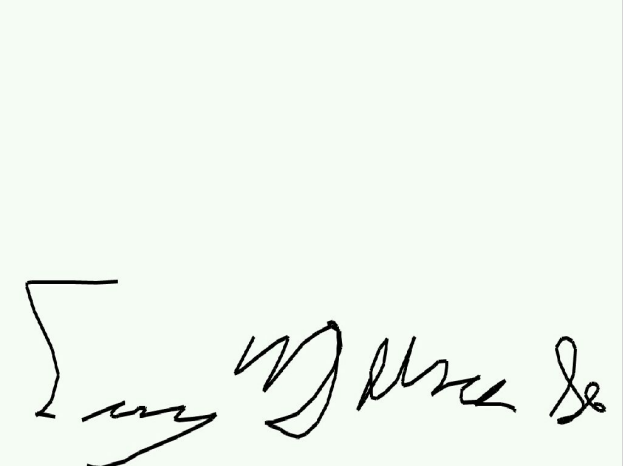
DEBRA BLAKE
Interim Director

DEPARTMENT OF FIRE, BUILDING AND LIFE SAFETY

1110 WEST WASHINGTON, SUITE 100
PHOENIX, ARIZONA 85007
602) 364-1003
(602) 364-1052 FAX

ARIZONA STATE FIRE MARSHAL - Tuesday, May 10, 2016 1:48:14 PM (**Fred Durham**)

User Name	Fred Durham
User #	5202351884
Form Started	5/10/2016 1:48:14 PM
Form Submitted	5/10/2016 2:03:47 PM
OSFM Facility ID	17214
Occupancy Classification	E
Ownership	Private Property
Property Usage	School
School Type	High School
Fire Alarm Coverage	Full Coverage
Fire Alarm System Monitored	Yes
Fire Sprinkler Coverage	Full Sprinkler Coverage
Facility Name	EMPOWER COLLEGIATE ACADEMY
Facility Address	2410 w colter st
City	Phoenix
County	Maricopa
Contact for Inspection	Hamilton
Contact Phone Number	602-217-9206
Fire Marshal Contact	Arizona State Fire Marshal's Office 1110 West Washington St. Suite 100 Phoenix, Arizona 85007 (O) 602.364.1003
DEPUTY FIRE MARSHAL:	Fred Durham: 75
Inspector Signature	[Signature]
Phone	(520) 338-4425
Permit Inspection	Yes
Permit Number	16-787
Permit Type	G/CO
Type of Inspection	Construction

Inspection	General / Construction Inspection
Inspection Results	
1 Approved	This project has been executed I.A.W. the approved plans. Approved for use.
Related Permits Finaled	AS,FA
Permit Number	16-784
Permit Number	16-712
Tag	Pass
Inspection Time	0.5
Travel Time	0.0
Mileage From Office	10.0
Fire Code Compliance Status	The items noted above, unless otherwise stated, are in compliance with the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 41-2146. This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.
Report received by	[Signature] 
Final Inspection	This Permit is Closed
Send Email To:	tdemars@stevensleinweber.com
Date	Tuesday, May 10, 2016

Department of Forestry and Fire Management
Office of the State Fire Marshal

ARIZONA STATE FIRE MARSHAL - Thursday, May 04, 2017 12:25:27 PM (**Brad Bulgrin**)	
User Name	Brad Bulgrin
User #	6027620634
Form Started	5/4/2017 12:25:27 PM
Form Submitted	5/4/2017 1:28:08 PM
Inspection Date	Thursday, May 04, 2017
OSFM Facility ID	17214
Occupancy Classification	E
Ownership	Public Property
Property Usage	School
Facility Name	EMPOWER Collegiate Academy
Facility Address	2401 W Colter
City	Phoenix
County	Maricopa
Fire Marshal Contact	Arizona State Fire Marshal's Office 1110 West Washington St. Suite 100 Phoenix, Arizona 85007 (O) 602.364.1003
DEPUTY FIRE MARSHAL:	Brad Bulgrin: 69
Phone	(602) 850-1531
Permit Inspection	Yes
Permit Number	17-666AS
Permit Type	AS
Type of Inspection	Construction
Inspection	200# Overhead Hydrostatic Test
Inspection Results	
1 Approved	Approved to cover.
Comments	This Inspection Is For A Tenant Improvement Of An Existing Facility. 1) Floor Coverage Shall Be Maintained. 2) Provide Sprinkler Coverage For The Elevator If Appropriate. 3) Existing Exterior Heads Shall Maintain Freeze Protection. 4) Risers Shall Be Locked Open
Tag	N/A
Inspection Time	1.0
Travel Time	0.5
Mileage From Office	5.0
Fire Code Compliance Status	The items noted above, unless otherwise stated, are in compliance with the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 41-2146. This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.

Report received by	[Signature]
Send Email To:	BTHOMPSON@RCIFIRE.COM,TDEMARS@STEVENSLEINWEBER.COM

ARIZONA STATE FIRE MARSHAL
INSPECTION REPORT

INSPECTION DATE: 5-8-12	AZOFM Form 526 A Rev. 02/06	DEPUTY FIRE MARSHAL: Brad Bulgrin, Arizona State Fire Marshal's Office, 1110 W. Washington suite 100, Phoenix, AZ, (O) 602-361-2164 (F) 602-364-1052, Signed:
OFM FACILITY ID: 1982	REVIEWED:	
OFM BULDING ID: N/A	DEPUTY #: 69	
FACILITY NAME: North Phoenix Church- Empower College Prep		
FACILITY ADDRESS: 5757 N. Central		
FACILITY CITY: Phoenix	COUNTY: Maricopa	PERMIT #: 12-1147GCO / OCC: E
CONTACT PERSON: SAA	PHONE: 602-501-6602	INSPECTION TIME: 1.5 / TRAVEL TIME: 1.0
BUILDING NAME: S.A.A.		TAG: Green / ADEQ Tank: N/A
FACILITY OWNER: S.A.A.		Inspected Fire Systems: N/A
IMMEDIATE ACTION REQUIRED: ☒		INSPECTION TYPE: Scheduled

#	OFM Bldg #	Violation Description	CORRECT BY THIS DATE:	Initial/Date when corrected
		This inspection was a general walk through for a charter school. No violations were noted at the time of inspection.		
		Permit approved.		
		All previous inspections for the facility were conducted by the local building code official.		
		This facility has a fire alarm and a fire sprinkler system in the school area only.		
		Final approval for use and the occupancy load is to be set by the approved building code official.		

The items noted above, unless otherwise stated, are in violation of the Arizona State Fire Code, A.A.C. R4-34-1101 adopted pursuant to A.R.S. 41-2146). This is an official notice of violation requiring correction. Failure to comply with these requirements may lead to legal action (A.R.S. 41-2163A). This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.

Please return a dated & initialed copy of this report to the Inspector upon correction of the violations.

Report Received by: Brian R Hol Date: 5/8/12 Page 1 of __

Brian G. Holman

City of Phoenix

PLANNING AND DEVELOPMENT DEPARTMENT

Address Change Notification

DATE:7/18/17 **QS:19-23**

[ ] **APS**	[ ] **Police Department**
[ ] **Qwest**	[ ] **Fire Department**
[ ] **SRP**	[ ] **Water Department**
[ ] **USPS**	[ ] **Maricopa County**
[x] **All Distribution**	[ ] **Other**

The following address change has been made by the City of Phoenix Development Services Department in accordance with the Maricopa Association Of Government "Address and Street Name Assignment Policy."

Former address(es): **2411, 2433, 2455, 2477 W. Colter St. and 5121 N. Black Canyon Hwy.**

Assessor Parcel No: 153-26-061D and 153-26-061M

Legal Description:

New address(es): 2411 W. Colter St.

85015

Reason for change: **Address consolidation for Empower Collegiate Academy**

Jon Christensen, Chief Engineering Technician

Planning and Development Department
Addressing Services
(602) 256-3127 or (602) 256-3129

Clear Form

Arizona State Board for Charter Schools

Agricultural Land Regulation Assurance and Understanding

Arizona Revised Statute §15-183 (U) states, "Charter schools may not locate a school on property that is less than one-fourth mile from agricultural land regulated pursuant to section 3-365, except that the owner of the agricultural land may agree to comply with the buffer zone requirements of section 3-365. If the owner agrees in writing to comply with the buffer zone requirements and records the agreement in the office of the county recorder as a restrictive covenant running with the title to the land, the charter school may locate a school within the affected buffer zone. The agreement may include any stipulations regarding the charter school, including conditions for future expansion of the school and changes in the operational status of the school that will result in a breach of the agreement."

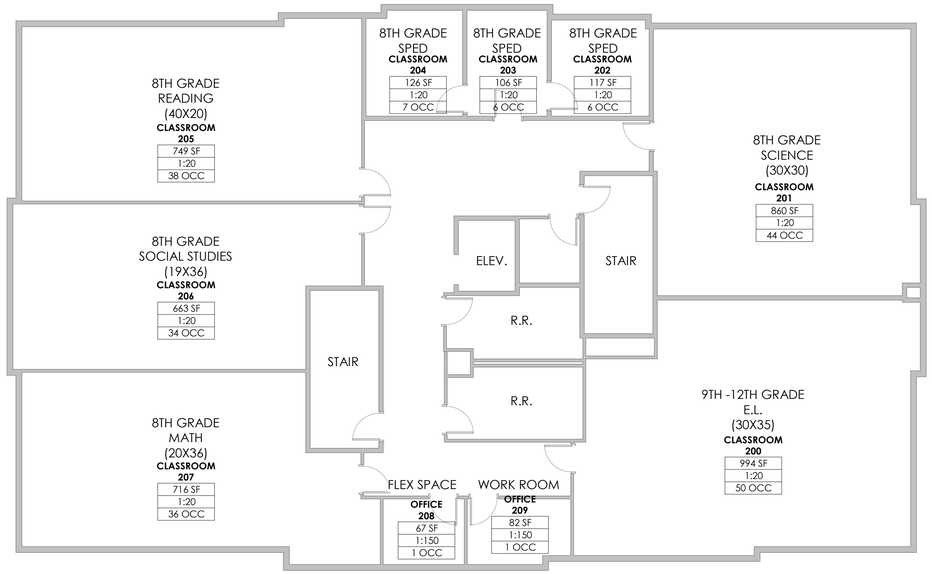
Charter Holder Information	
Name of Charter Holder Entity	Empower College Prep
Name of Charter School	Empower College Prep

Check box below to indicate which statement applies	
☑	The charter school is not located less than one-fourth mile from agricultural land.
☐	The charter school site is located less than one-fourth mile from agricultural land; the charter school site complies with Arizona law regarding the location of schools on a property that is less than one-fourth mile from agricultural land.

Signature

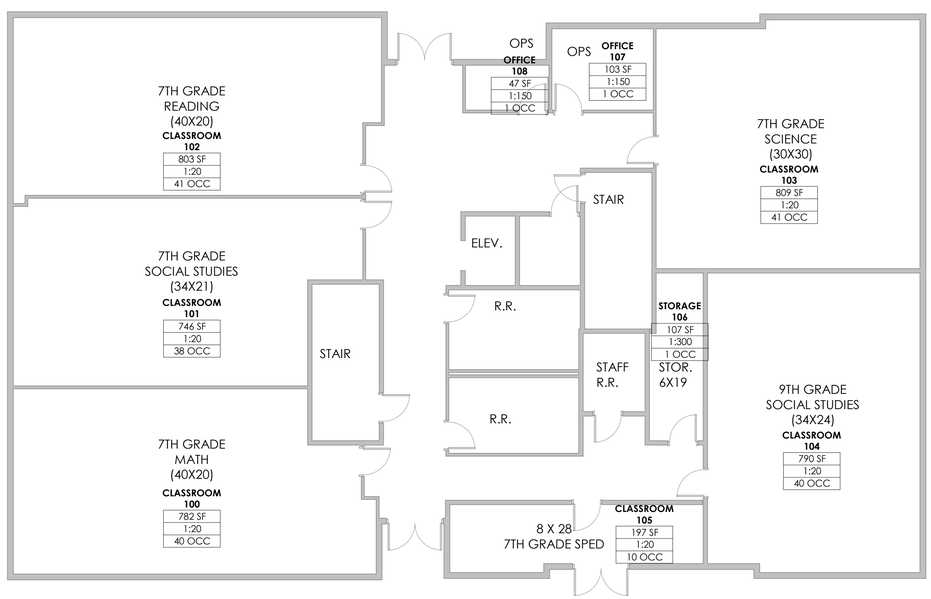
By signing below, I understand and affirm that the forgoing information provided by me for the above listed Charter Holder is true and correct. Furthermore, if any part of the information provided proves to be false, I recognize that it shall be just cause for revocation of the charter by the Arizona State Board for Charter Schools.

Charter Representative Signature: Brian Hoh Date: 3/14/19



BUILDING D - SECOND FLOOR PLAN

1/8" = 1'-0"



BUILDING D - GROUND FLOOR PLAN

1/8" = 1'-0"

OCCUPANT LOAD TABLE

ROOM #	ROOM NAME	AREA	FUNCTION OF SPACE	Occupancy_Factor	MAX NO. OF OCCUPANTS
100	CLASSROOM	782 SF		20	40
101	CLASSROOM	746 SF		20	38
102	CLASSROOM	803 SF		20	41
103	CLASSROOM	809 SF		20	41
104	CLASSROOM	790 SF		20	40
105	CLASSROOM	197 SF		20	10
106	STORAGE	107 SF		300	1
107	OFFICE	103 SF		150	1
108	OFFICE	47 SF		150	1
200	CLASSROOM	994 SF		20	50
201	CLASSROOM	860 SF		20	43
202	CLASSROOM	117 SF		20	6
203	CLASSROOM	106 SF		20	6
204	CLASSROOM	126 SF		20	7
205	CLASSROOM	749 SF		20	38
206	CLASSROOM	663 SF		20	34
207	CLASSROOM	716 SF		20	36
208	OFFICE	67 SF		150	1
209	OFFICE	82 SF		150	1
					435

TOTAL OCCUPANT LOAD FOR BUILDING D - 435

SPS+ ARCHITECTS
SPS+ ARCHITECTS LLP.
8681 E. VIA DE NEGOCIO
SCOTTSDALE, AZ 85258
TEL: 480.991.0800
FAX: 480.991.2623
spsplusarchitects.com

EMPOWER COLLEGE PREP
K - 12 SCHOOL
2411 W COLTER ST.
PHOENIX, AZ
BUILDING D OCCUPANCY

REVISIONS		
MARK	DATE	DESCRIPTION

REVIEWED BY: Checker
DRAWN BY: Author

ORIGINAL ISSUE DATE: 10.01.18

JOB No:

SHEET:

OCC

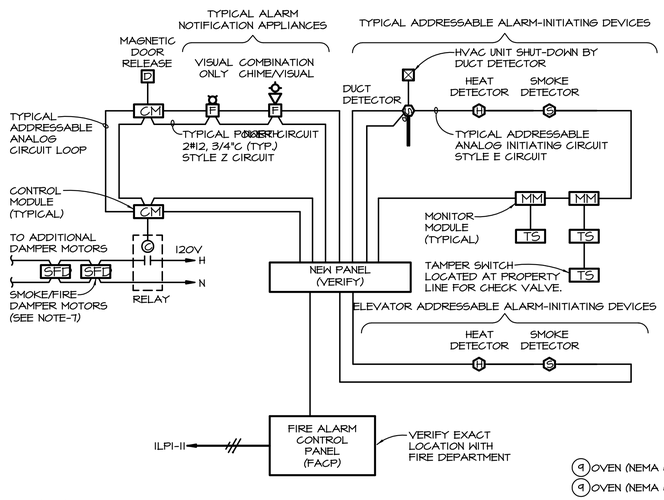
FIRE ALARM NOTES

1. WIRING DIAGRAM IS CONCEPTUAL AND DOES NOT INDICATE EACH DEVICE, DEVICE TYPE OR QUANTITY OF LOOPS REQUIRED.
2. SYSTEM DIAGRAMS ARE BASED UPON A MULTIPLEX/ADDRESSABLE ANALOG SYSTEM AND MAY VARY WITH THE FIRE ALARM MANUFACTURER'S REQUIREMENTS. VERIFY WIRING REQUIREMENTS WITH MANUFACTURER AND ADJUST ACCORDINGLY.
3. PROVIDE A MINIMUM 6'-0" SEPARATION FOR CLASS 'A' CIRCUIT LOOPS THROUGHOUT. INSTALL WIRING AND CABLING IN CONDUIT, MINIMUM SIZE: 3/4" C.
4. FURNISH A NAC POWER EXTENDER FOR EACH FLOOR. PROVIDE A MINIMUM OF 8 AMPS CAPACITY FOR DEVICES ON EACH AUDIO/VISUAL CIRCUIT.
5. FURNISH AND INSTALL IN ACCORDANCE WITH NFPA 70 (ART. 760) AND NFPA 72 REQUIREMENTS.
6. INSTALLATION SHALL BE IN ACCORDANCE WITH APPROVED DRAWINGS AS SUBMITTED, REVIEWED AND APPROVED BY THE AUTHORITIES HAVING JURISDICTION (A.H.J.).
7. SMOKE/FIRE DAMPER MOTORS ARE SHOWN ON MECHANICAL PLANS. VERIFY QUANTITIES AND LOCATIONS. REFER TO POWER PLANS FOR 120V CIRCUITING, RELAY LOCATIONS, ETC.. CONNECT FIRE SMOKE DAMPERS TO CLOSE UPON LOSS OF POWER. FURNISH RELAY AS A 'UL' LISTED COMPONENT OF THE FIRE ALARM SYSTEM, 30A-N.O./N.C.
8. ACTIVATION OF ANY DUCT MOUNTED SMOKE DETECTOR SHALL DISABLE HVAC UNITS. CONTROL FUNCTION TO BE ROUTED THROUGH TEMPERATURE CONTROL PANEL FROM FACP.

FIRE ALARM SCOPE OF WORK

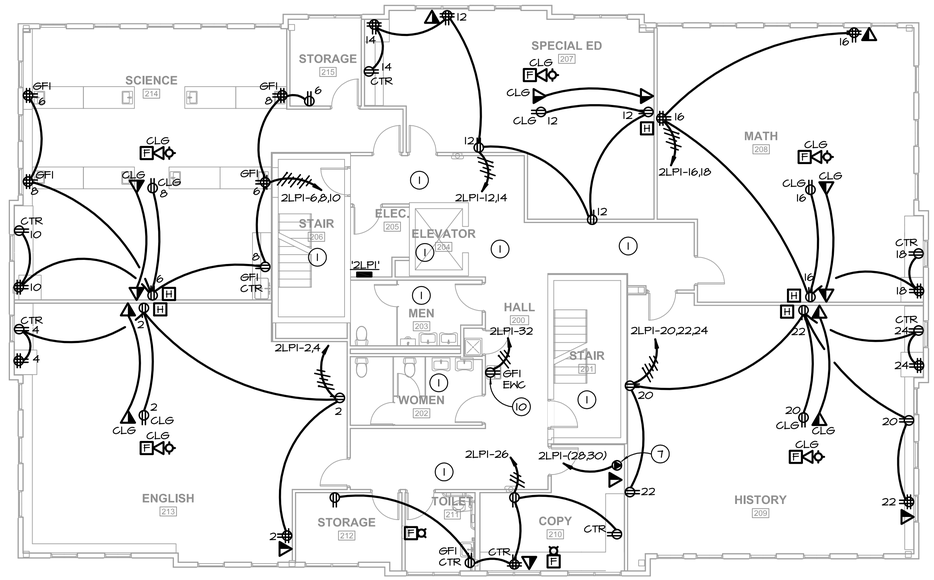
A. DESIGN - THIS SPECIFICATION IS A PERFORMANCE TYPE SPECIFICATION AND THE CONTRACTOR SHALL PROVIDE A COMPLETE AND FUNCTIONAL SYSTEM THAT MEETS ALL OF THE REQUIREMENTS OF NFPA 72 AND THE STATE FIRE MARSHAL. THE DRAWINGS ARE DIAGRAMMATICAL ONLY AND ARE TO BE USED FOR REFERENCE ONLY TO AID THE CONTRACTOR WITH HIS DESIGN. THE CONTRACTOR IS RESPONSIBLE TO PROVIDE A COMPLETE DESIGN WITH ALL CODE REQUIRED DEVICES, APPLIANCE, WIRING, ECT. TO THE STATE FIRE MARSHAL FOR HIS REVIEW AND APPROVAL.

B. INSTALLATION - THE CONTRACTOR IS RESPONSIBLE TO FURNISH AND INSTALL A COMPLETE AND FUNCTIONAL SYSTEM INCLUDING TYING IN EXISTING BUILDING FIRE ALARM DEVICES TO MEET THE REQUIREMENTS OF THE STATE FIRE MARSHAL. THE CONTRACTOR SHALL PROVIDE ALL CONNECTIONS, MATERIALS, DEVICES, WIRING, ECT. FOR A FULLY FUNCTIONAL CODE COMPLIANT SYSTEM. THE CONTRACTOR SHALL COORDINATE WITH FIRE PROTECTION CONTRACTOR FOR FLOW SWITCHES AND MECHANICAL CONTRACTOR FOR AIR HANDLING UNITS REQUIRING SHUTDOWN. SHUT DOWN OF THE HVAC EQUIPMENT SHALL BE CONTROLLED AND CONNECTED BE THE FIRE ALARM CONTRACTOR.



1 E3.1 FIRE ALARM RISER DIAGRAM

NO SCALE



NORTH

POWER SECOND FLOOR PLAN

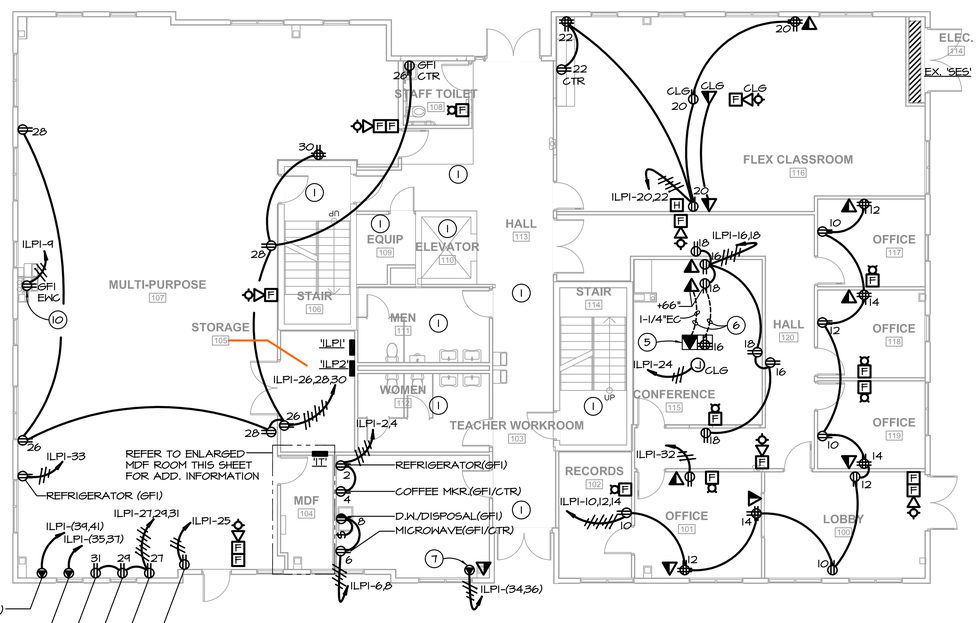
SCALE 1/8" = 1'-0"

GENERAL NOTES

1. VERIFY EXACT LOCATION AND MOUNTING HEIGHTS OF ALL WIRING DEVICES WITH OWNERS REPRESENTATIVE PRIOR TO ROUGH-IN.
2. ALL TELEPHONE/DATA/HDMI DEVICES SHALL INCLUDE TWO-GANG BOX SINGLE-GANG MUD RING AND 1-1/4"EC (W/PULL-STRING) STUBBED TO ABOVE CEILING LINE, UNLESS NOTED OTHERWISE.
3. COORDINATE ALL MECHANICAL EQUIPMENT LOCATIONS AND REQUIREMENTS WITH MECHANICAL CONTRACTOR PRIOR TO ROUGH-IN.

KEY NOTES

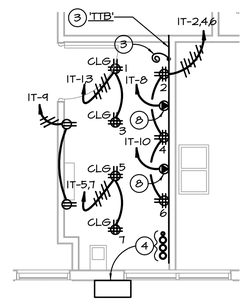
1. EXISTING AREA TO REMAIN UNCHANGED, UNO.
2. PROVIDE 3/4" FIRE RATED PLYWOOD FOR TELEPHONE BACKBOARD. PAINT TO MATCH WALL SURFACE USING FIRE RESISTANT PAINT.
3. 3/4" C. - 1 #6 BC GROUND TO ELECTRIC SERVICE GROUND. PROVIDE 8'-0" OF SLACK COILED AT THE BOARD.
4. PROVIDE (3) 3"EC (PHONE/CABLE/DATA) AND (1) 1"EC (FIRE) ROUTED FROM EXISTING IN GRADE VAULT TO 'TTB', COORDINATE REQUIREMENTS WITH OWNERS REPRESENTATIVE. FIELD VERIFY EXACT LOCATION OF VAULT.
5. PROVIDE HUBBELL (OR EQUAL) MULTI-GANG, CAST IRON FLOOR BOX FLUSH IN FLOOR. PROVIDE ACTIVATION COVERPLATE, COMPATIBLE WITH WIRING DEVICES INSTALLED, FINISH AS PER ARCHITECT. COORDINATE EXACT LOCATION AND REQUIREMENTS WITH OWNERS REPRESENTATIVE PRIOR TO ROUGH-IN.
6. SAW CUT EXISTING CONCRETE FLOOR TO FACILITATE ROUTING OF POWER AND DATA CONDUITS. PATCH AND REPAIR FLOOR TO MATCH EXISTING.
7. PROVIDE 20A, 208V, 1Ø RECEPTACLE FOR COPIER. COORDINATE NEMA CONFIGURATION AND REQUIREMENTS WITH OWNERS REPRESENTATIVE PRIOR TO ROUGH-IN.
8. PROVIDE 20A, 120V, TWIST-LOCK RECEPTACLE. VERIFY NEMA CONFIGURATION AND REQUIREMENTS WITH OWNERS REPRESENTATIVE PRIOR TO ROUGH-IN.
9. PROVIDE 50A, 208V, 1Ø RECEPTACLE (NEMA 6-50R) FOR OVEN, 3 #6 AND 1 #10 GRD. IN 1-1/4" CONDUIT. VERIFY NEMA CONFIGURATION AND REQUIREMENTS WITH OWNERS REPRESENTATIVE PRIOR TO ROUGH-IN.
10. PROVIDE 120V, GFI RECEPTACLE FOR ELECTRIC WATER COOLER. MOUNT RECEPTACLE IN READILY ACCESSIBLE LOCATION BELOW EWC. COORDINATE REQUIREMENTS WITH PLUMBING CONTRACTOR PRIOR TO ROUGH-IN.



NORTH

POWER FIRST FLOOR PLAN

SCALE 1/8" = 1'-0"



NORTH

ENLARGED MDF ROOM POWER PLAN

SCALE 1/4" = 1'-0"

Hamilton Architecture pllc
4105 north 20th street, suite 200
phoenix arizona 85016
602 617 9206

Empower Collegiate Academy

2401 West Colter Street
Phoenix, Arizona 85015

CLIENT CONTACT
Empower College Prep
5757 North Central Avenue
Phoenix, AZ 85012
(602) 283-5720 t
#Client Fax f

Registered Professional Engineer (Electrical) CERTIFICATE NO. 28582 GREG D LARSON Date Signed 02/24/16 ARIZONA U.S.A. EXPIRES 12/31/16

SELF CERTIFIED BY: MARK YARISH, SERVICE SOLUTIONS

Plans were prepared by or under the direct supervision of, or were reviewed by the Self-Certified Professional. Plans are complete. They are, as of the date of submission, in accordance with the requirements of the Phoenix Building Code and all other applicable laws.

PROJECT NUMBER
1518

DATE OF ISSUE
2/24/2016

REVISION NO. DATE

PROJECT PHASE
construction documents

PROJECT TEAM
Hamilton

DRAWN BY
GL

SHEET CONTENTS
Power Floor Plans

SHEET NO.
E-301

Sequoia Trail Engineers, LLC
1432 E. Northern Avenue, Phoenix, Arizona 85020
P: (602)997-2957 P: (602)997-2999
E-MAIL: info@steaz.net STE Project # 16007