



October 1, 2014

Mr. Steven Carney, Special Assistant
Department of Education, Charter Schools Office
333 Market Street, 10th Floor
Harrisburg, PA 17126-0333

Re: Agora Cyber Charter School
Charter Renewal Application

Dear Mr. Carney:

The Agora Cyber Charter School's ("Agora") Board of Trustees is committed to the mission of providing an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills. The school provides an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills. Agora embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! Through commitment, hard work, consistency, and responsibility, every student will meet the challenge of mastering high expectations.

Using an innovative and unique design, Agora is able to provide a quality educational program to over 11,000 students, of which 71 percent qualified for meal subsidies, and 19.3 percent were special education students. Agora is excited about helping our students reach new levels of academic growth and achieving their highest potential. In mathematics, from 2012-2013 Agora students improved by three percentage points. In 2012-2013 PVAAS Estimated School Growth Measures, Agora showed significant evidence that the School exceeded the standard for PA Academic growth in mathematics in grades 5 and 7 and reading in grade 6. This is just some of the data that you will find in Agora's charter renewal application.

You will see that Agora has spent the last five years ensuring a flexible and innovative atmosphere driving our students to achieving individual success. In lessons learned over the last five years, Agora has developed an innovative educational environment grounded in helping students reach their highest potential. In the next five years by utilizing the best practices from our history as well as from new and innovative approaches, we see our students reaching their greatest potential. Agora's committed Board of Trustees, staff, parents and students utilizing best practices in cyber education have improved teaching methods and continuously improved their cyber educational model. We are excited to continue improving upon this model so that we can better personalize education for each student thus allowing our students to achieve at their highest potential.

There is a lot of pride in the Agora school community for the work that is accomplished that does not appear in any of test results in the School Performance Profile. Agora students

graduate when they may have never graduated from their local high school. Agora special needs students find comfort in the online model and have many more opportunities to be included in a least restrictive environment with their peers. Students in urban districts who have had unfortunate experiences with severe bullying have been able to begin to thrive with the safe environment that Agora provides. The individualized learning plans guarantee that needs of the students will be specifically met. Students who come to Agora behind have the opportunity to catch up; advanced students can soar at their own pace; while average students can truly realize their true potential with the targeted attention provided based on entrance benchmark assessments and diagnostic exams. Countless letters of affirmation and commendation for the dedicated staff at Agora clearly illustrate the importance and value of Agora.

The Board of Trustees is committed to the mission of providing an innovative, intensive academic program that educates and inspires students to achieve the highest levels of academic knowledge and skills. To fulfill the Agora mission, the Board of Trustees regularly examines staff, technology and programs. In an effort to provide our students with the highest quality academic program and services, we have asked vendors and partners to submit proposals that provide curriculum, services and technology that fulfill the Agora mission for the 2015-2016 school year.

The Board of Trustees reviewed these detailed proposals presenting management services, engaging learning platforms and quality content, and the best of these proposals were accepted to provide our students and families with a choice of excellent national curricula aligned with the Pennsylvania Academic and Core Standards. We believe that by providing several curriculum choices that are aligned with the Pennsylvania Academic and Core Standards we will provide a more personalized and engaging program to better fit to each student's unique learning needs. We are also investing in new technology that will provide our staff, students and families with a single place to access all of their curriculum, assessments, grades, materials and instruction. The Board of Trustees made these decisions in an effort to provide our students and families with exemplary educational opportunities.

Over the last five years, our relationship with K¹², Inc. that has allowed Agora to grow both as an organization and in student numbers. We feel strongly that Agora is well positioned to take the next step in our mission by providing our students and families even greater opportunities and more personalized services. We are excited to build upon the existing foundation by continuing our growth and by building out a more student focused school that will allow our students to master our high expectations while ensuring our goal of providing the very best individualized education to all of our students.

To ensure future success and continued growth, the Board of Trustees has determined that its partnership with K¹², Inc. has served its purpose of solidifying our foundation and establishing a base set of best practices in online learning. I have been hired by the Board, as the Liaison Executive Officer, to ensure that Agora's vision of continued growth can be met as the school moves into the future. The Board of Trustees has also hired Paul DeAngelo as the Liaison Financial Officer.

I am an education innovator with a proven track record as a strong leader and tireless advocate for children. Prior to joining Agora, I spent six years as Vice President of Digital Education for EdisonLearning, Inc. During this time I wrote, defended, and implemented start-up

programs for four statewide virtual charter schools. Prior to joining EdisonLearning, I was an integral part of the growth and success of the Pennsylvania Cyber Charter School. I was responsible for building the virtual instructional model and led the development of more than 200 online courses. As the school grew, I was placed in charge of new initiatives at the school and was involved in the creation and implementation of programs that produced a dynamic and cutting-edge learning environment for over 8,500 students while making adequate yearly progress. I am excited to bring my wealth of experience and knowledge of online programs to Agora and I am looking forward to working closely with K12 to ensure a successful management.

The Board also hired Paul DeAngelo as the Liaison Financial Officer. Mr. DeAngelo spent the last six years as the Business Administrator at Morrisville Borough School District in Bucks County, Pennsylvania. In this role he developed the school budget, tracked expenses and built cost-saving measures that allowed the district to better fund the instructional program. Prior to Morrisville School District he served as Assistant Business Administrator, Board Treasurer and Board Secretary for Coatesville Area School District. He received his MBA from LaSalle University. Mr. DeAngelo is currently enrolled in St. Joseph's University Education Leadership doctoral program and is committed to ensuring that taxpayer dollars are directed most effectively to programs that help students learn and succeed.

I feel the decisions that the Board of Trustees made will provide our students and families a high quality personalized education experience. We are excited to move into the next phase of our journey together. As we move forward in this journey, Agora is committed to ensuring new forms of accountability, which allow each and every student to achieve academic success. These are exciting times and we sincerely look forward to providing students all across Pennsylvania with an innovative, flexible, unique educational experience that will provide the very best education to our students for the next five years.

Sincerely,

A handwritten signature in black ink that reads "David K Zeiler". The signature is written in a cursive, flowing style.

David K Zeiler
Liaison Executive Officer
Agora Cyber Charter School



**Agora Cyber Charter School
Renewal Application**

October 1, 2014

Agora Cyber Charter School Renewal Application

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Required Attachments			
Section	Description	Attached (Y/N)	If <i>Not</i> attached, Explain*
Instructions	Summary letter from CEO	Y	
Application Fact Sheet	Any Leases, Deeds or Real Estate Agreements not Previously Submitted to the Department	Y	
Student Achievement	PSSA Report for Previous Years (chart provided)**	N	Included in the body of the Application
Student Achievement	Random Sample of Lesson Plans	Y	
Student Achievement	Copy of the School Calendar	Y	
Student Achievement	Copy of the School Improvement Plan (if applicable)	Y	
School Operations and Management	Teacher Turnover Chart (chart provided)	N	Included in the body of the Application
School Operations and Management	Union Contracts with Professional Employees, if applicable	N/A	
School Operations and Management	Certification Level Chart (chart provided)	Y	
School Operations and Management	Most Recent Financial Statements	Y	
School Operations and Management	Annual Audits for Each Year of the Charter	Y	
School Operations and Management	Investments Chart (chart provided)	N	Included in the body of the Application
School Operations and Management	List of Board Members who have served since the last renewal, the dates they served and in what capacity	Y	
School Operations and Management	Copies of Signed Ethics Forms (as required by the State Ethics Commission) for each Board Member currently serving	Y	
School Operations and Management	Agenda for every board meeting held within the last school year	Y	
School Operations and Management	Evaluations of the External Management Organization (EMO), if applicable	Y	

Overall School Design	Examples of Communication, Outreach and Marketing to the Community and Parents	N	Included in body of Application
Overall School Design	Agendas and Sign-in Sheets from Parent and/or Community Events	N	Included in body of Application
Overall School Design	Surveys and Response Summaries Conducted by the School	Y	
Overall School Design	Enrollment Chart (chart provided)	N	Included in body of Application
Overall School Design	Policy for Attendance, Truancy and Withdrawal	Y	
Overall School Design	Attach copies of all forms used for Truancy Communications to parents, resident school district, etc.	Y	
Overall School Design	School Safety Plan	Y	
Overall School Design	Student Handbook	Y	
Plans for the Future	Projected Enrollment Chart (chart provided)	N	Included in the Application Fact Sheet
Plans for the Future	Measurable Outcomes and Goals Chart (chart provided)	N	Included in the body of the Application
Plans for the Future	Enrollment Charts by Grade (chart provided) – <i>only if the school is requesting to increase the number of grades served.</i>	N/A	
	Signature Page	Y	

*If any of these documents have been submitted to the Department within the last four months, they are not required to be resubmitted. Instead indicate when and how they were submitted.

****Charts for some specific information are included in the application. Copy and paste these charts into the response document, or recreate them for submission with the remainder of the Renewal Application.**

APPENDICES

1. Letters of affirmation and commendation
2. PA Core Alignments; PA Standards alignments and Random Sampling of Lessons
3. 2014-15 School Calendar and draft 2015-16 School Calendar
4. Training and Professional Development Literature
5. Domain 4 Professional Responsibilities Rubric
6. Elective SLO Metrics Worksheet
7. Financial policies and procedures
8. Annual Financial Audits from FY2008-09 through 2012-13
9. Attach a copy of the most recent financial statement
10. Lease Agreements
11. Board Member History
12. New Board Member Search – Final Report to Agora
13. Agendas and Examples of Board Meeting Minutes:
September 2013 (Board Minutes);
April 2014 (Board Minutes);
May 2014 (Board Minutes);
June 2014 (Board Minutes).
14. K-8 and High School Parent Satisfaction Survey Findings
15. American Educational Consultants' Survey
16. Letter of commendation for meeting the requirements of the compliance monitoring visit
17. PSSA Commendation letters
18. Student Handbook
19. Forms relating to Agora's policy on truancy
20. Policies and procedures regarding attendance, truancy and withdrawal
21. School Safety Plan
22. Research references

APPENDICES

(continued)

- 23. Memorandum of Understanding between Agora and the CAIU
- 24. Lesson flow for students
- 25. Sample lesson plans in each of the core subject areas
- 26. Detailed transition plan
- 27. TowerMetriX
- 28. EdElements and Genius Training
- 29. HMLS EdElements Rogue Training
- 30. Online Pedagogy
- 31. Synchronous and Scenario response Training
- 32. Detailed transition budget

Application Fact Sheet

This Application Fact Sheet is intended for administrative processing of the Cyber Charter Renewal Application. The information furnished below must be an accurate representation of the complete Renewal Application.

Cyber Charter School Name Agora Cyber Charter School

School Address 995 Old Eagle School Rd, Suite 315 Wayne, PA 19087

(If more than one facility, the cyber charter school must identify the administrative office where all student records are maintained pursuant to section 1748-A (h).

County Chester County

Intermediate Unit Chester County IU 24

Charter Start Date July 1, 2015

Date Current Charter Expires June 30, 2015

Federal Employer Identification Number 412170569

AUN # 126510020

Vendor Identification Number 205434

CEO: First David Middle K Last Zeiler

Address 995 Old Eagle School Rd, Suite 315, Wayne, State PA Zip Code 19087

Telephone 610-254-8218

Fax Number 610-254-8939

E-mail dzeiler@agora.org

Grades Served by Cyber Charter School	Current & Projected 5 year Student Enrollment:	Current & Projected 5 year Teaching Staff
Elementary K-5th	2014-15 10, 978	2014-15 596
Middle 6 th -8th	2015-16 11, 153	2015-16 616
	2016-17 11, 376	2016-17 636
Secondary 9 th -12 th	2017-18 11, 603	2017-18 648
	2018-19 11, 835	2018-19 660
Circle Appropriate Grade(s)	Is increase due to addition of grade levels? Yes _____ No <u>X</u>	Does the cyber charter school have an existing retirement system? Yes <u>X</u> No _____
<u>K 1 2 3 4 5 6 7 8 9 10 11 12</u>		

IV. Plans for the Future

Student Achievement

In effort to fulfill the Agora mission and increase student achievement Agora is planning to create a school-built curriculum. This plan will also invest the dollars it receives for its students into a continuously improving and locally controlled educational program designed specifically for Pennsylvania Core and Academic Standards. Agora wants to be able to better meet the individual needs of its families and students, and by bringing the curriculum design and content under the control of the School Employees and Board of Trustees, Agora students will have the greatest opportunity to reach the achievement goals set by the school. The curriculum choices offer high-quality, web-based course offerings designed to personalize the learning experience for students.

Therefore, in addition to the existing online curriculum provided by K¹², Agora is developing a new curriculum and content delivery system to further expand the curriculum choices for students. This “next generation” curriculum (“Agora NextGen curriculum”) is based on a three-component model of personalization, performance data and intervention. Research has consistently shown this three-pronged strategy will significantly increase student achievement levels when implemented in a Web-based learning environment (Rasmussen & Davidson-Shivers, 1998; Chou & Wang, 2000; Federico, 2000; Wang, et. al., 2006).

Please refer to Appendix 22 for all research references.

The Agora NextGen curriculum is designed to track the student’s interaction with the content and assess their understanding and achievement level frequently. Data from these assessments (both formal and informal) is used to *create an individualized learning path* through a lesson for each student. The students interact with learning objects in each lesson in order to reach the stated objectives. Learning objects delivered in this way will resonate with the students, meet them at their level of aptitude and allow them to expand their knowledge of the material. Most importantly, the system behind the curriculum will *track performance* and provide teachers with the recommendations and resources they need to support the student’s learning needs. Through a combination of grouping recommendations and a repository of instructional resources, teachers can effectively *work with students to improve* or challenge students to reach higher depths of knowledge.

Partnership

Through a partnership with the Capital Area Intermediate Unit (“CAIU”), the content will be vetted for quality and alignment to the Pennsylvania Core and Pennsylvania State Standards. Over the last six years CAIU has been at the forefront of online education. They have pioneered the highly successful CAOLA (Capital Area Online Learning Association) online program used in over sixty school districts across Pennsylvania.

Agora is a pioneer in online education. Agora provides a cyber education to over 10,000 students across Pennsylvania and is designing and building the Agora NextGen curriculum. With the Agora NextGen curriculum, students across Pennsylvania will have access to a personalized educational program specifically design to meet each and every student’s individual learning needs.

Through this partnership, CAIU will review and provide the quality assurances that verify curricular alignment to the PA Academic and PA Core Standards. They would also leverage their experience to help Agora vet any third party curriculum as needed to maximize the choice for the students and families at the

school. As Agora designs and builds the Agora NextGen curriculum, CAIU would be reviewing the alignment to the PA Academic and Core Standards and ensuring the quality of the curriculum materials. As a part of the partnership, CAIU will provide the Agora staff professional development on using the curriculum to deliver online instruction and will provide professional development on all PDE initiative areas as required (such as Educator Effectiveness, PVAAS, PSSA & Keystone Exams, PA Project Based Assessments, etc.) beginning July 2015.

See Appendix 23 for the Memorandum of Understanding between Agora and the CAIU.

Agora NextGen Curriculum Overview

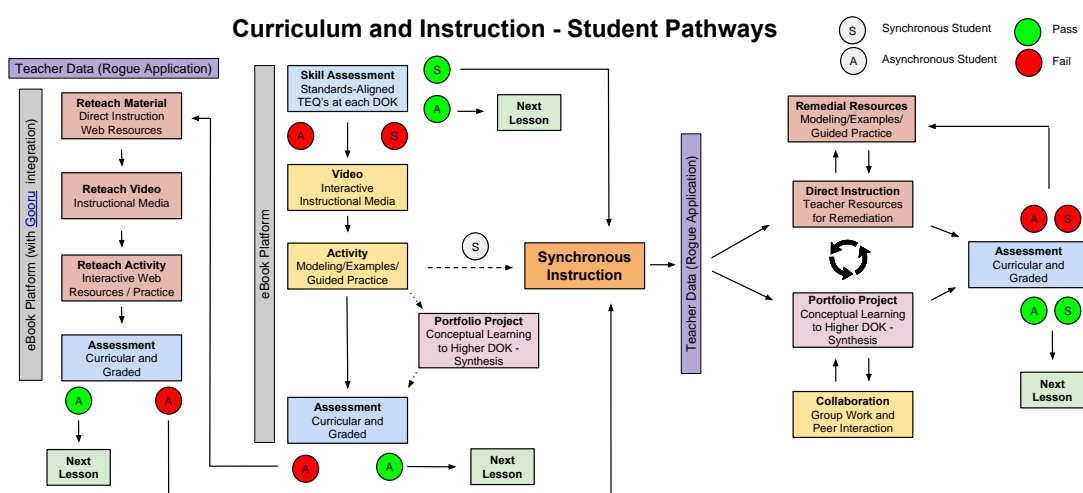
Prior to course enrollment in the Agora NextGen curriculum, students will complete a learning style assessment to determine their predominant learning style (auditory, visual or kinesthetic). A series of 20 multiple-choice questions is presented to students about their study preferences, choices made in daily life and general interests. Each question has a response that correlates to each of the three learning styles, and these responses are tracked to form a rating of the student's learning style preference. This baseline measure will be used as one data point to deliver personalized learning objects to the student in their coursework. Addressing students' learning styles is extremely important. Research consistently shows that, when the educational process addresses learning styles, academic performance increases. Similarly, when process and learning styles are mismatched, students tend to do poorly (Rayneri, Gerber & Wiley, 2006; Al-Balhan, 2007; Popescu, 2010). Research of online personalized learning environments at K-12 levels of education that address learning styles and are adaptive have been found to positively impact student achievement level, and their satisfaction with learning. (Bajraktarevic, Hall & Fullick, 2003; Parvez, 2007; Tseng, et. al., 2008; Filippidis & Tsoukalas, 2009; Hsieh, et. al., 2011; Hwang, et. al. , 2012). This information will be stored by the system but also communicated to the instructional staff, allowing the teacher to fine tune their interventions and instruction to match the recorded learning style preference.

Each student will also complete a set of placement tests in math and English designed to assess the level of aptitude for the material, to identify content strengths and weaknesses, to measure prerequisite knowledge and to determine the student's reading grade level. These assessments, the STAR 360 (Math, Reading and Early Literacy) created by Renaissance Learning (or a similar assessment tool), provide actionable data for educators and administrators at the school. This information can be used to determine the correct course and semester placement in which the student should be enrolled and provide critical information that can be leveraged to design a personalized instructional or intervention program. Research has shown that students display substantial academic gains when working on curricular materials that are at or above their academic achievement level (Burns & Mason, 2002; Niklova & Taylor, 2003; Rogers, 2005). These placement tests will properly locate students in the curriculum so that they are not doing "busy work", but are being properly challenged and motivated to learn. These assessments can also be administered at the end of each math and ELA course, or at the end of the school year, to provide a growth measure for both individual students and for the school as a whole.

Lesson Flow for Students

As the student enters a course and begins their work through the course material, standards-aligned learning objects (i.e. eBook material, video instruction, practice exercises, problem-solving tasks, enrichment resources, portfolio projects, etc.) are presented to students. The diversity of learning objects allows the student to access material in their predominant learning style, increasing the potential for learning and retention. It is important that these learning objects provide new information and contexts in the learning process (Magoulas, Papanikolaou, & Grigoriadou, 2003; Triantafillou, et. al., 2004; Sun, Joy, & Griffiths, 2007; Graf, Liu, & Kinshuk, 2010; Samah, Yahava & Ali, 2011). Although most students are

The lesson flow for students, diagrammed below and included in Appendix 24, is distinct for students enrolled in the course as a synchronous student (S) or as an asynchronous student (A), but both categories of student begin each lesson with the Skill Assessment.



The skill assessment is the first task presented to students when beginning a new lesson. This learning object integrates the objective of the lesson, the DOK value of each component and context for the student regarding the skill. There is a hook at each DOK level - (1) why it is important to know this foundational material, (2) why it is an important concept to understand, and (3) why it is important to be able to apply the concept to new situations. This material is presented textually but also read aloud for the student. There are three assessment questions to kick off each lesson of the NextGen curriculum, and these questions are presented as technology-enhanced questions (TEQs). The skill assessment is formative in nature and provides information to the teacher that allows them personalize the instruction for each student. Research has shown that formative feedback also provides students with the means to achieve a goal and thus orients students towards a learning goal (McAlpine 2004). As a result, students may invest more effort or adopt different strategies when they face failure (Elliott and Dweck 1988). According to Schunk and Zimmerman (2007), students' conceptions of ability may influence self-efficacy. When students believe that ability is not malleable (Elliott and Dweck 1988), they perceive little control over ability as the means of goal achievement and lower their self-efficacy.

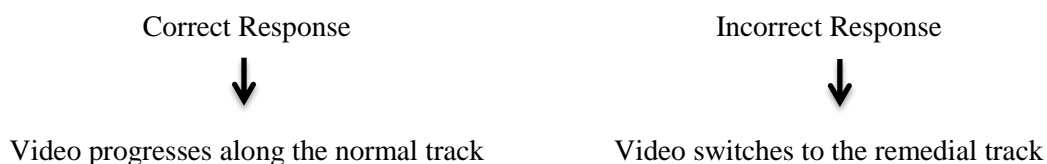
The results of these assessments drive the students to different components of the curriculum depending on their results, as detailed below:

- A passing score (all three components correct) for the asynchronous student will send them on to the next lesson.
- A passing score (all three components correct) for the synchronous student will refer them directly to the scheduled live lesson.
- A failing score (one or more missed questions) for the asynchronous student will send them to the next learning object in the lesson flow (interactive video).
- A failing score (one or more missed questions) for the synchronous student will also send them to the interactive video for completion of the asynchronous material before attending the live lesson.

Interactive Video

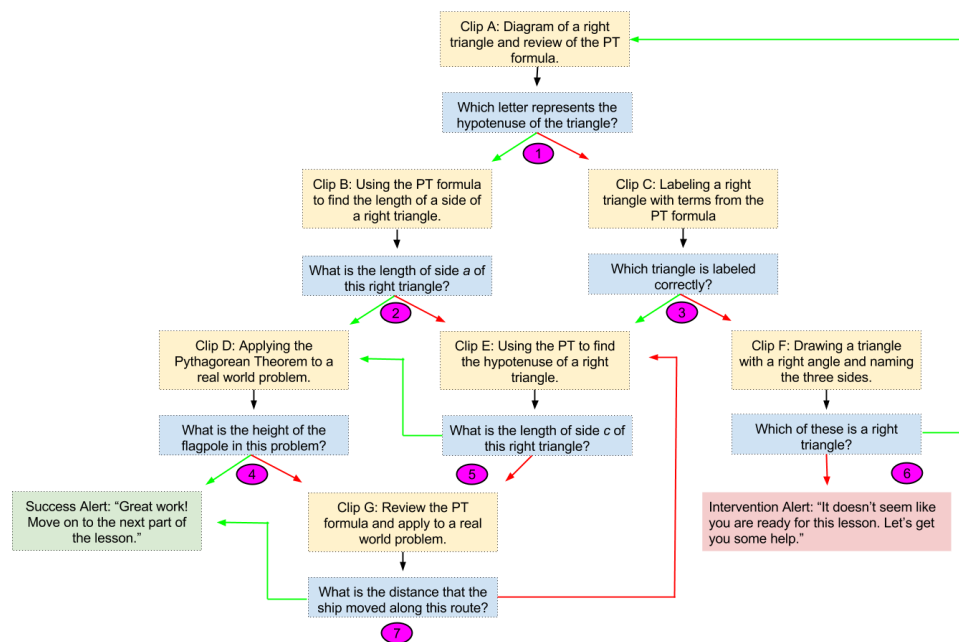
The interactive video follows the skill assessment for both synchronous and asynchronous students that answered incorrectly on one or more parts of the assessment. The video is designed to provide direct instruction to the student to meet the learning objective for the lesson, but it also gauges their understanding of the topic and asks them to interact at several points throughout this multimedia learning object. The student's responses to these "learning nodes" directs the path of the video through a series of clips that personalizes the experience for the student and provides instruction that aligns to their level of competency for that particular concept.

The video begins with an overview of the objective and a connection to real world applications wherever possible. Following this 15-30 second introduction, direct instruction begins at a foundational level. A narrator guides the students through the core material, using images, video, text or whiteboard writing on the screen to provide the direct instruction. At the conclusion of this 30-54 second clip, the video pauses and a pop up question appears over the video. This question, the first in a series of learning nodes, requires the student to respond by making a choice to answer the question. The responses are clickable and the student's response will determine in which direction the video will progress.



From here the student will move through a series of 5-8 learning nodes presented at critical points in the video instruction. This interactive video instruction allows for the student to demonstrate their understanding of the material at several points along the way, and provides remedial pathways where the student responds incorrectly. The correct answers are not presented to the students so that the student can be looped back to a clip more than one time if necessary through their personalized learning pathway. At the end, the student will receive a success message and be prompted to move on to the next part of the lesson. If the student does not work through the interactive video instruction successfully and continues to respond incorrectly, even to the remedial instruction, then an intervention alert is generated. This alert is sent to the teacher and the student is prompted to get some help from their teacher before moving on.

An example of the interactive video clips, questions and learning nodes is presented below from the sample lesson plan in math:



Modeling Activity

The modeling activity follows the interactive video instruction and provides the students with guided practice, sample problems and step-by-step modeling of the skills needed to meet the lesson objective. Scaffolding is used to help the students work up through the DOK values from foundational knowledge to conceptual understanding to application of the skill. This material will be presented in an eBook format allowing the students to manipulate the content, highlight important text, draw and type on the screen and drag and drop sequential tasks needed to solve problems. The structure of the modeling activity includes the following components:

- Introduction and Presentation of the Objective – students are presented with text, audio and images that set up the topic and connect the objective the real world applications.
- Student Application of the Objective – students are asked to rewrite the objective in their own words or describe how a strong understanding of this material could be applied.
- Examples and Guided Practice – students are presented an example or guided practice that scaffolds through DOK levels 1, 2 and 3. Each is supported with tasks and manipulatives that prompt the student to interact with the content. They are guided through the material and then asked to solve problems, make connections and apply their new knowledge to demonstrate a strong understanding of the material.
- Summary – each lesson is summarized to provide closure to the modeling activity. The foundational material is briefly reviewed, the conceptual learning is reinforced and the application tasks are detailed in an effort to help the student understand what they have accomplished upon completion of the activity.

Upon completion of the modeling activity, the synchronous students that did not correctly answer all three of the learning skill assessment questions have completed the components of the lesson to prepare them for the synchronous session. The asynchronous students will continue on to the portfolio project (if available) or the curricular assessment.

Portfolio Project

To reinforce their learning as students progress through the curriculum, they are periodically presented portfolio projects on the schedule below:

Learning Unit – 15 Days

Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Project 1					Project 2					Unit Exam				

Designed to give the students the opportunity to make connections among the concepts presented through the previous lessons, the projects are also interdisciplinary. This allows students to apply their conceptual understanding to new and unique situations across the curriculum and synthesize information from various sources and subject areas. For example, as the students complete a set of lessons on right triangles and the Pythagorean Theorem, the portfolio project may ask them to apply this knowledge to find the height of the Egyptian pyramids. Then the student would access cross curricular materials to build out the project. To make connections to Social Studies, they would need to design the tomb and sarcophagus for the Egyptian pharaoh to be buried in the pyramid. To connect to English/Language Arts, they would need to apply their understanding of how symbols are used to represent language and decipher a set of simple hieroglyphics. And finally, to make connections to science, the students would need to develop a lever and roller plan to move the huge blocks of sandstone required to build the pyramid. The content of these projects is mapped across the curriculum to ensure that the projects are relevant, timely and effective tools in taking the student to the highest depth of knowledge.

As the students respond to these prompts and complete the interdisciplinary projects, their work is organized into a running portfolio. The material is stored permanently and continues to build as the students progress through the weeks and units of instruction. There are opportunities for collaboration, peer review, teacher feedback and student expression of ideas throughout the portfolio projects, and the completed portfolio at the end of the school year can be used as a qualitative measure of student growth.

Curricular Assessment

Upon completion of the asynchronous lesson project, or at the conclusion of a live session for synchronous students, the students are presented with a curricular assessment. This summative assessment is designed to test the students' foundational knowledge and conceptual understanding of the lesson material. These assessments follow each lesson and cumulative assessments follow each twelve-lesson unit of instruction. In each case, the assessment items are built into pools that allow for re-assessment and randomization for each student. Every assessment item is mapped to one or more Pennsylvania standards and tagged with a DOK level. In addition, the technology-enhanced items used in the skill assessment are re-used here, providing a data point for academic growth. The structure of the assessments is as follows:

Lesson Assessment Pool

20 Objective items (Multiple Choice, Multiple Answer, Matching, etc.)
6 Technology-enhanced items (Drag/Drop, Ordering, Labeling, Highlighting, etc.)
2 Free Response items (PSSA Released Items, Essay, Short Answer, Problem Solving, etc.)

Daily Assessments

8 Objective items that are system-graded
2 Technology-enhanced items that are system-graded

Unit Exams

24 Objective items that are system-graded
6 Technology-enhanced items that are system-graded
5 Free Response items that are teacher-graded

Reteach Pathway

Based upon the results of the curricular assessment, some students will be directed to the remedial learning pathway. The remedial pathway is three-tier set of instructional resources:

- Reteach Material – Online resources that review the core concepts of the lesson and provide remediation.
- Reteach Video – Instructional video that provides direct instruction and guided practice.
- Reteach Activity – Online animations, activities and interactives that reinforce the core concept of the lesson and provide opportunities for students to apply their learning.

These reteach instructional resources are organized for the students into a collection of learning objects and sequenced into the order detailed above. Since these learning objects are packaged into a collection with a shareable URL, they can also be accessed by the synchronous instructor and used during the live lesson. With this plethora of learning resources, the live instructor has a repository of clearly labeled and well-organized materials at their disposal.

At the completion of the reteach pathway, the asynchronous students re-take the curricular assessment. If they are successful, they have demonstrated proficiency and move on to the next lesson. If they are not successful, the student is directed to the live lesson.

Lesson Samples

For sample lesson plans in each of the core subject areas, please see Appendix 25.

Content Delivery and Instruction

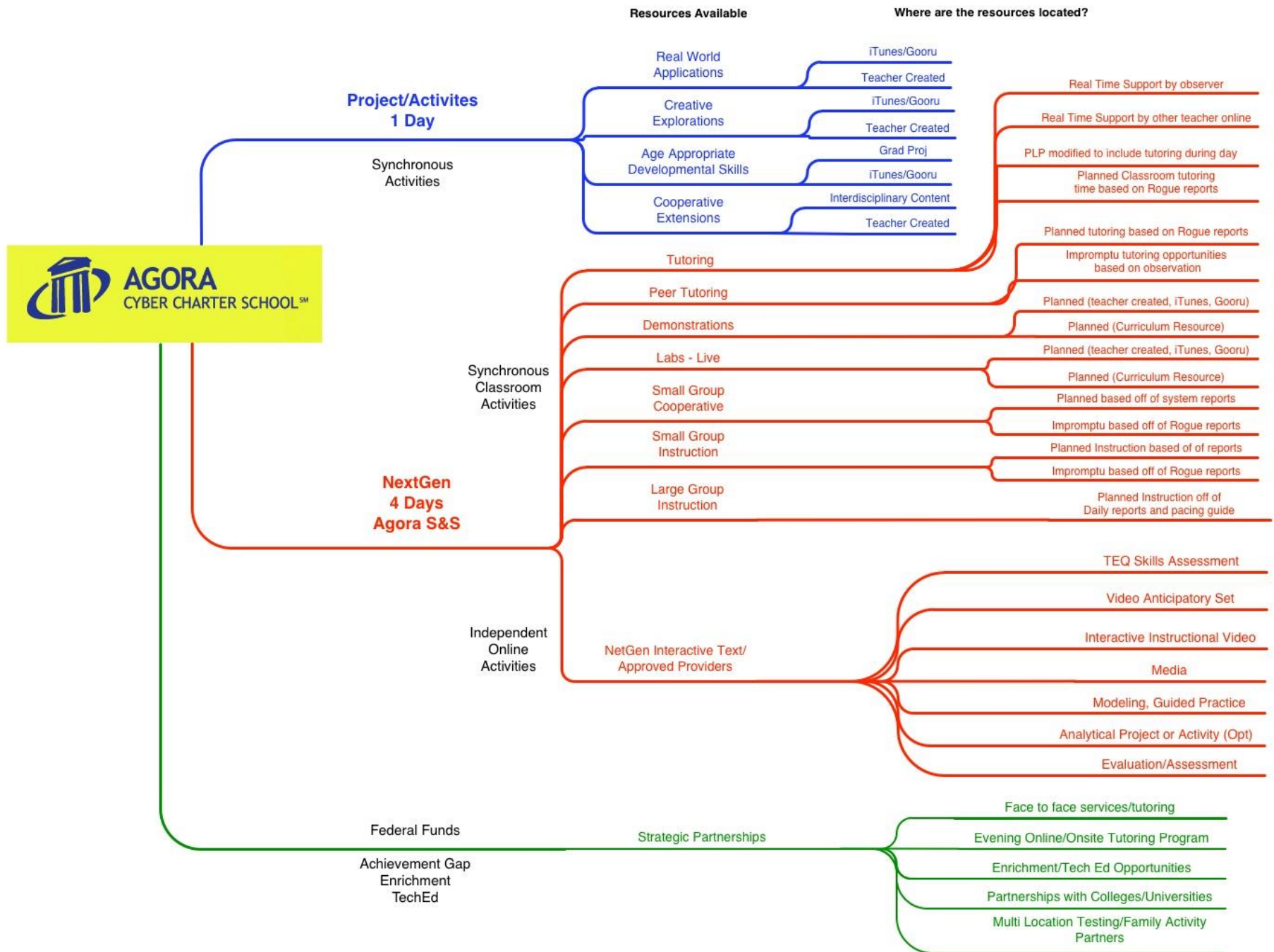
Curriculum delivery methodology is based off of the most recent research around individualization, differentiation and engagement. As a cyber school Agora desires to deliver content to its students in the technologies in which they engage most effectively, computer-based delivery is an obvious option along with tablet and phone compatibility. The curriculum content itself will be accessed through an interactive textbook format that directly links to the SIS, LMS and teacher grade book, the textbooks will serve as the primary resource for the classroom teachers (Synchronous). Students will be expected to meet with their synchronous instructor according to the school's instructional schedule, only after a student has

demonstrated that have the ability to successfully progress at a quicker pace than their scheduled peers will they be permitted to attempt working in the course in an asynchronous fashion. If a student has a unique need or circumstance that warrants a part or fully asynchronous schedule and their circumstances restrict them from attending the scheduled classes they will need to access the video recordings of lessons and demonstrate the ability to effectively communicate with their scheduled teacher via existing system tools. All classes will meet daily with students for 50 minutes and will have between 20-60 minutes of independent online coursework to complete in preparation for the next day's class. Agora will be utilizing a mixture of proprietary content and third party content aligned the Pennsylvania Core and Academic Standards to satisfy the diverse schedule requirements of its student body. Please refer once again to the diagram in Appendix 24 that explains the flow of a student through the Agora "NextGen" curriculum and planned instructional model, and the sample lesson plans built around this model found in Appendix 25. Agora will also be utilizing a new teacher classroom management tool, *Rogue*®, that visually informs the classroom teacher of each students progress through the course, lesson and individual learning activities, this patented tool will allow the Agora staff the ability to differentiate and individualize to each students' needs.

All students will meet synchronously with their teacher daily in Blackboard Collaborate (or similar product if a better solution becomes available). The general classroom model will be one similar to the research based "flipped" classroom model that is implemented in many high performing classrooms worldwide. Students will be given assignments that engage the students in working independently through their digital curriculum and the synchronous teacher will prepare activities for the next day that allow students to discuss, formulate, express and expand on the concepts covered in their independent study. In order to provide our students with choice, this will be a combination of Agora Cyber Charter's proprietary curriculum (NextGen) aligned to the Pennsylvania Core and Academic Standards and K¹² content that has been vetted through our partnership with the Capital Area Intermediate Unit. This combination of curriculum, instructional methodology and technology will ensure that Agora is making real time data driven decisions that are tailored to each students individual learning needs, which when combined with 1-4 below will position Agora to be the highest performing cyber charter school in Pennsylvania:

1. Technology Enhanced Questions will be used before each "NextGen" lesson to ensure formative data collection occurs so that the we can drive individualized instruction without the cumbersome implementation of additional testing/coordination
2. Additional access, beyond scheduled classroom time, to highly qualified staff for tutoring during the instructional day
3. Priority access to **tutoring centers throughout the Commonwealth** via strategic partnerships designed to reduce the achievement gap between our highest performing students and our students with the greatest instructional and economical needs
4. Partnerships to ensure students have access to hands on technology education programs and other enrichment related opportunities

The diagram below shows the instructional resources that will be available for students enrolled in Agora's curriculum/instructional model, this combination of proven methodology, new technology and strategic partnerships will ensure that we are maximizing learning opportunities for all of our students.



Evaluation and Assessment

Our evaluation and assessment strategy utilizes a variety of school developed and third party products to ensure that data, both immediate and longitudinal, is utilized to drive instruction, measure student performance and growth, can be utilized to continuously improve curriculum and instructional practices and to provide clear demonstration of the Agora's progress toward the goals outlined within its charter. An overview of the types of assessments, as well as a sampling of how each will be utilized within the program, are as follows:

Placement/Benchmark Exams:

Agora students are initially evaluated for placement into courses utilizing Star360, Stanford Diagnostic or a similar type of product will be used based off of research and accuracy of placement results. Students will complete these exams multiple times throughout the year to ensure an adequate data set to establish longitudinal growth as they work through the program. Data from these assessment tools will also provide insight to predictability on state based high stakes exams which will also provide effective data for continuous improvement and a periodic overview of the curriculum, scope and sequence and instructional practices.

Formative:

Students are also evaluated at the beginning of each "NextGen" lesson with appropriate formative assessment items to gauge prerequisite knowledge as well as to determine if the student has already mastered the lesson objectives. The items used are released test items or similar items to ensure exposure to necessary question types. This process provides the synchronous teacher with real-time information on student preparedness on the objectives to be covered in class the next day. Student data with regards to progress through each lesson is communicated to the teacher through the *Rogue*® classroom management tool.

Summative/Rubric Based:

Students are also evaluated on specific objective related assessment items at the end of each lesson via random selection of x items from a pool of y items. Cumulative assessments are also given at the end of each unit/chapter. These assessments are utilized to determine the student grade along with appropriate use of short essays and research based papers within the individual teachers class. There is an expectation for all teaching staff that these evaluation techniques are also utilized in a formative fashion to ensure individualization for students.

Collaborative/Cooperative/Project Based/Portfolio (Rubric):

Students will also be asked to work collaboratively and independently on application and project-based activities, these will be conducted in the synchronous classroom approximately one day per week. Teachers are trained on how to best group students for this work by utilizing the *Rogue*® management tool.

High Stakes:

All students are also required to participate in all state mandated testing. Results from these tests will be combined with existing formative assessment data to allow for greater staff accountability for individual, class and school results. This data will be analyzed as part of each student's short-term (ILP) goals as well as longitudinally when managing their long-term learning goals.

Goal Based:

Students will work with their family, teachers and Family Coach to establish an Individual Learning Plan, which will include long-term and short-term goals related to academic and social development. These plans will be revisited twice a month with each student via a telephone conversation to determine how

students are progressing towards their goals. Students that are not progressing may require a home visit. The ILP will be a historical record of how the student is succeeding at Agora and will include notes from all school based interactions with teachers, Family Coach, Counselor, etc. and will serve as record of accountability for the school and student.

Instructional methodology used at the school will begin with an evaluation and placement of each student based on their historical school transcripts and the completed placement exams mentioned above. Each student will be assigned a Family Coach that will be responsible for not just the placement of a student into appropriate classes but also for ensuring adequate progress by creating and maintaining an Individual Learning Plan and communicating with the student's teachers for each student that they are assigned. Student's individual situations will be considered when scheduling students for classes and the school will make every effort to initially enroll students into scheduled synchronous courses. Once a student has demonstrated that they are a motivated, independent learner their course instructor may recommend that they move into an asynchronous learning environment with synchronous tutoring and support as needed in order to progress at an accelerated rate. Similarly, Agora is aware that many students, especially high school-aged students, may be enrolling in a cyber school because they are unable to attend regularly scheduled classes for one reason or another. These students will be enrolled in asynchronous courses initially and monitored closely via their Family Coach and Independent Learning Plan goals.

The Agora instructional model will utilize proprietary (NextGen) curriculum and third party online curriculum to utilize a "flipped" classroom concept in collaboration with an intervention tool/classroom management tool *Rogue*®. For four (4) consecutive lessons, students will be responsible for completing an independent online lesson as in introduction to the skills and objectives that will be the focus of the synchronous instructional session the next day. This methodology will allow for greater opportunities for teachers to help students get to higher levels of understanding due to the conversational and analytical nature of the synchronous block. Similarly teachers will receive significant training and professional development related to individualizing, differentiating, fostering and prompting a higher-level learning environment. Instructional emphasis and professional development within the school will be focused on Accomplishing Strategic Thinking and Extended Thinking in the Online Classroom. The Board and administration firmly believe that by setting this high expectation for our synchronous environment and by utilizing quality online curriculum, digital resources, interventions and tutoring for *Recall and Reproduction* and *Skill/Concept* development that our students will be more likely to progress beyond levels of basic proficiency. *Rogue*® will supply the teacher with real time information on how each student is progressing through their independent online assignment so that they can effectively plan their activities and materials for their upcoming synchronous session. *Rogue*® will also provide the teacher with the option of having different classroom activities pre-populated and queued up for students based on their progress/success on the independent online activity.

Each fifth (5th) day in the synchronous classroom will be project-based work focused on application and extension of recently taught concepts, these activities will be tracked and monitored within a proprietary portfolio tool. As students work through the projects they will be constructing evidence of their participation, learning and application of concepts and materials studied as well as having documentation of their thoughts, processes and extended thinking.

We believe that with the changes in curriculum, technology and methodology identified above, Agora would be in a position to significantly improve upon its academic performance.

School Operations and Management

In addition to an improved instructional methodology, locally controlled curriculum and a greater ability to individualize instruction for all of our students, Agora has positioned itself to move the operations and management of the school away from its current management company. The Board has hired a Liaison Executive Officer with a proven track record of operating and managing online schools. This Officer has proposed a transition plan that will successfully enable Agora to move the management and operations of the school employees. This will ensure that the decisions being made for Pennsylvania students are being made by Pennsylvania school Administrators and staff independent of outside education management company influence. Please refer to Appendix 26 for the detailed transition plan.

Teacher Observation

Beginning in the 2013-2014 school year, Agora adopted the major components of the Act 82 Educator Effectiveness system for teachers, Guidance Counselors, and student service providers (Family Coaches). For the 2014-2015 school year, Agora will be implementing all components of the system, as available and applicable, according to the timeline provided by PDE. Beginning with the 2015-2016 school year, Agora plans to enter into an agreement with TowerMetriX (or similar evaluation tool) to transition to a consistent platform for these teacher and staff evaluations and performance management. TowerMetriX will coordinate and facilitate the implementation with all Agora personnel. TowerMetriX will help Agora move from paper to a cloud-based system as shown in Appendix 27.

Teacher observation and evidence is based on the 2013 edition of the Danielson Framework for Teaching. Individual rubrics and evidences were adapted to account for the differences in our virtual teaching environment. For example, Domain 2 contains components describing the physical classroom space. Our teachers maintain a virtual classroom space. Many of the behaviors and positive rapport descriptors remain the same, but body language and proximity are replaced with tone, voice over, and camera presence. Domain 4 contains additional evidences for required documentation of interactions, IEP compliance, communication tools (such as websites), et. al. as detailed in Appendix 5.

The Teacher Evaluation Summary Form mirrors the PDE 82-1 (4/13) form provided by PDE. The Teacher Observation and Practice score and rating is used as indicated on the form. Overall evaluation score (total earned points) and rating is comprised of 50 percent Teacher Observation and Practice and 50 percent outcome-based metrics. The 50 percent outcome-based metrics mirrors the direction of the Commonwealth toward incorporating a variety of outcome-based measures into the evaluation system. Agora outcome-based metrics (Elective Data) vary by specific position but incorporate indicators of academic achievement (course passing rates, et. al.), academic growth (MVEA, etc.), and other achievement and compliance measures such as formative assessment data, IEP Compliance, student attendance, dropout/truancy prevention, et. al. Please see Appendix 6 for the Agora Elective SLO Metrics Worksheet.

Guidance Department Evaluations

Draft versions (currently being piloted by PDE) of the School Counselor Evaluation rubrics were used as the base and modified to fit our virtual model. Utilizing this rubric allowed for a closer link to the Danielson Framework, provided a similar evaluation experience to that of our teachers, and laid the groundwork for the transition to full implementation of Act 82. When we worked to modify the document, we also completed crosswalk activities linking ASCA National Model evaluation components to the PDE suggested framework.

Part of the counselors ongoing coaching and evaluation was setting individual professional development plan goals. The Guidance Coaches continually worked with the counselors on their progress towards their goals. This goal worksheet and coaching conference focus fit under the Professionalism section in the overall evaluation domains.

Counselors were required to complete an evaluation portfolio at the end of the year that focused on all of the domain sub-categories. This provided the evaluator with a more well rounded view of the many things that the counselors did behind the scenes throughout the year. Counselors also set new goals in the portfolio and reflected on their professional development goal from SY13-14.

Administration Evaluation

All Agora administrators will be evaluated using the Act 82 beginning SY14-15.

Administrators set goals at the beginning of the year and meet weekly with their supervisor for formative feedback. Goals and progress are updated bi-annually, and a final evaluation meeting is held at the close of the school year to evaluate and rate each administrator.

Agora is interested in significantly improving our methodology surrounding teacher and staff evaluations and Professional Development related to instructional and operational effectiveness. As mentioned above, will be implementing TowerMetriX Educate (the individual solution partner may change as if better solutions enter the marketplace). TowerMetriX is a cloud-based software solution for employee performance management and workforce communication. TowerMetriX focuses on enhancing the performance of an organization by optimizing the performance and efficiency of each employee. The online nature of the product allows Agora the ability to complete both walk-through and formal evaluations of onsite and offsite employees with the same workflow, which includes record of all pre-planning, communication and growth plans for each school employee.

TowerMetriX is a tool that permits us to easily manage and track not only teacher and principal evaluations, but evaluations, required trainings, and documentation for all employees within the organization. The system promotes clear expectations supported through outstanding transparency and accountability. Our partnership with TowerMetriX will enable us to make revisions and modifications to the product so that it always meets the changing needs of the school. This flexibility promotes our commitment to continuously improving and striving for excellence and provides a detailed level of accountability for not only our staff but also allows our school to be more accountable and transparent to our charter authorizer. The teacher evaluation component was built around the Danielson Framework and complies with all required PDE guidelines. Agora plans to observe all teaching staff a minimum of three times during their first two years of employment and all staff will receive a minimum of one formal observation yearly.

Professional Development

Teachers and related staff undergo significant training to learn how to best utilize the systems and technology tools used by Agora. Once initial trainings are completed and staff has demonstrated the ability to use the tools and work independently within the system, Professional Development related to the effective use of the tools begins. Teachers are exposed to not only effective pedagogical practices, but also to best practices related to online learning and how to most effectively implement Agora's instructional model. With the transition to proprietary curriculum and instructional differentiation being a driver of student and school growth, Professional Development will be provided as a combination of in-house and outside agencies. It is important that teachers and Family Coaches understand and deliver on the expectations surrounding the educational and support model that is being implemented at Agora. Professional Development that will utilize both from internal development and external support from our

Professional Development partners that have a proven track record of success in supporting Pennsylvania schools through their Intermediate Unit role in the Commonwealth.

The effort to improve staff development is of significant importance to the Agora Board of Trustees as reflection on past and current practice has identified high staff turnover year to year. The Board has identified the need to improve the way that Agora is developing teachers and with this change is confident that job satisfaction, job security, program ownership and resulting student performance will improve. A goal of the Board is to have tenured staff who all have achievable yet rigorous goals related to instruction and student performance and that this can't be accomplished with only 18% of the teaching staff more than two (2) years of tenure with the school. The Professional Development is being modified to ensure that Agora is developing and retaining highly effect instructors who share the same passion and vision as the Board. We want to develop and retain staff to ensure that long-term goals and planning are part every teacher's development and that all staff are stakeholders in their own professional development.

See Appendix 28 EdElements and Genius Training

See Appendix 29 HMLS EdElements Rogue Training

See Appendix 30 Online Pedagogy

See Appendix 31 Synchronous and Scenario response Training

CAIU Virtual Teacher Best Practices and Virtual Teacher Evaluation Professional Development

This will assist administrators in assessing teacher performance accurately, providing meaningful feedback, engaging teachers in productive conversations about practice, and using "coaches" in supporting teacher growth.

Transition

Agora will be committing resources according to the details in the Board-approved transition plan, what follows is a high level overview of the technology, curriculum and human capital investments that the school will be making to ensure that their mission is realized over the next 5 years.

The Agora Board of Trustees is committed to the mission of providing an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills. The school provides an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills. Agora embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! Through commitment, hard work, consistency, and responsibility, every student will meet the challenge of mastering high expectations.

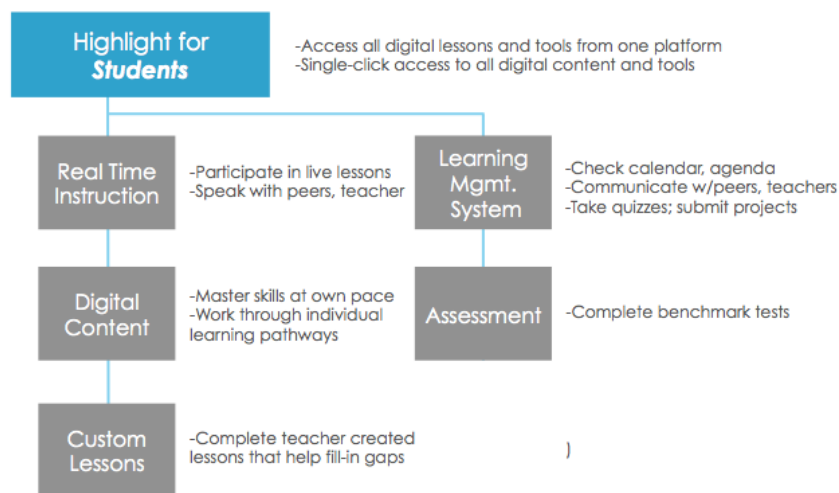
The Agora Board of Trustees is committed to the mission of providing an innovative, intensive academic program that educates and inspires students to achieve the highest levels of academic knowledge and skills. To fulfill the Agora mission, the Board of Trustees regularly examines staff, technology and programs. In an effort to provide our students with the highest quality academic program and services, we have asked vendors and partners to submit proposals that provide curriculum, services and technology that fulfill the Agora mission for the 2015-2016 school year.

The Agora Board of Trustees reviewed these detailed proposals presenting innovative engaging learning platforms and quality content, and the best of these proposals were accepted to provide our students and families with a curricula aligned with the Pennsylvania Academic and Core Standards. We are also investing in new technology that will provide our staff, students and families with a single place to access all of their curriculum, assessments, grades, materials and instruction. The Agora Board of Trustees made these decisions in an effort to provide our students and families with exemplary educational opportunities. The Agora Board of Trustees is prepared to commit an initial \$8.3 million in new technology and an innovative next generation curriculum designed around the Pennsylvania Academic and Core Standards.

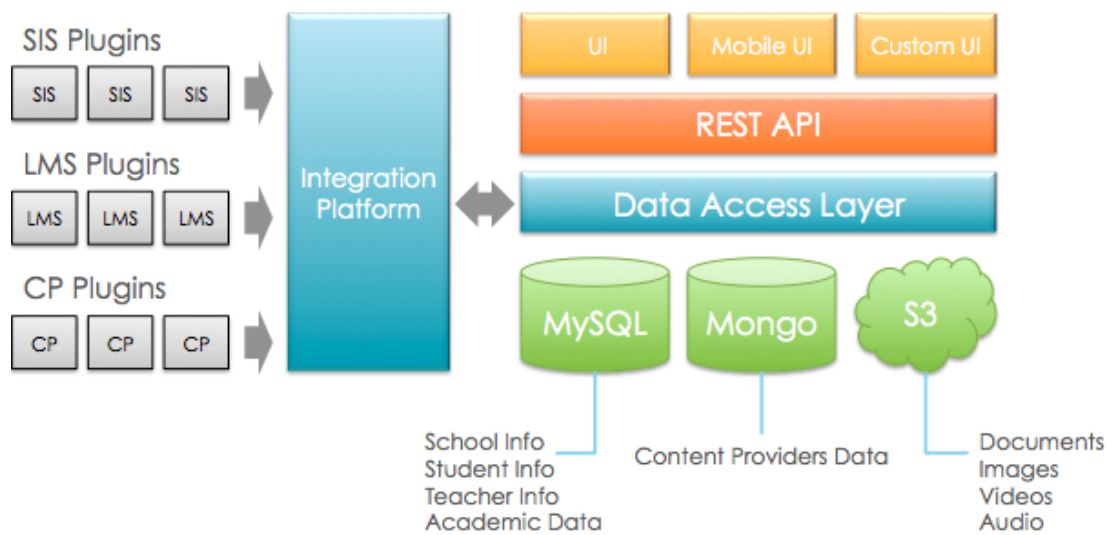
For the detailed transition budget, please refer to Appendix 32.

Technology Investment

The Board of Trustees has allocated an initial \$1.3 million to develop software that provides students, parents, and staff a single point of access to all of the students virtual classroom, curriculum, individualized learning plans, paths and assessments. The technology will enable instructional staff to view and respond to multi-stream data in real time. The Board's commitment is to invest in the technology, people, and process to ensure that the Agora platform scales and adapts to the needs of our stakeholders. We are also building our system out to enable all of our instructors, students, and parents to access instruction and data using a mobile device.



The architecture of the Agora platform is designed to align the individual functional aspects in well-defined layers. This structure provides robust data processing and the ability to scale out independent aspects of our platform on demand.



Curriculum Personalization Investment

Agora's relationship with K¹² over the last five years has allowed it to grow both as an organization and in student numbers. We feel strongly that Agora is well positioned to take the next step in our mission by providing our students and families even greater opportunities and more personalized services. We are excited to build upon this foundation by continuing our growth by building out a more student focused school that will allow our students to master our high expectations while ensuring our goal of providing the very best individualized education to all of our students.

To demonstrate the Board's commitment to ensuring the mission they have committed an initial \$7.5 million in building a new and innovative Agora Curriculum and Instructional Technologies designed to meet and exceed the Pennsylvania Core and Academic Standards. Agora is partnering with Capital Area Intermediate Unit to provide the quality assurance measures necessary and to ensure a full alignment to the Pennsylvania Core and Academic Standards.

Human Capital Investment

During the 2014 school year the instructional budget was over \$79 million with over 683 Instructional staff members allocated under this budget. The Board of Trustees has allocated an additional \$1.9 million in the SY14-15 to human capital investment in order to ensure the mission of the school and establish the administrative backbone to successfully transition away from our current EMO.

As the school has grown in the number of students, annual instructional materials investment has also increased significantly. Through thoughtful planning, the Board of Trustees has been able to effectively manage its budget to ensure that the school has the financial resources to accurately commit resources to ensure the school's mission.

Over the last five years Agora has utilized the management company K¹², Inc. for the following services:

- Admissions
- Business Administration
- Computers
- Curriculum Services
- Facility Management
- Financial Management
- Human Resources
- Marketing and Advertising
- Professional Development
- Public and Government Relations
- Records Management
- Technology

To fulfill the Agora mission, the Board of Trustees regularly examines management, staff, technology and programs. In an effort to provide our students with the highest quality academic program and services, we recently asked vendors and partners to submit proposals that provide curriculum, management services and technology that fulfill the Agora mission for the SY15-16. .

The Agora Board of Trustees reviewed these detailed proposals presenting various management services, engaging learning platforms and quality content, and the Agora Board of Trustees voted on the August 4, 2014 Board meeting to self manage beginning in SY15-16. The Agora Board of Trustees made these decisions in an effort to provide our students and families with exemplary educational opportunities, and the Board believes this transition is the best use of taxpayer money and will allow for investment of dollars into student centered instructional opportunities, activities and programs.

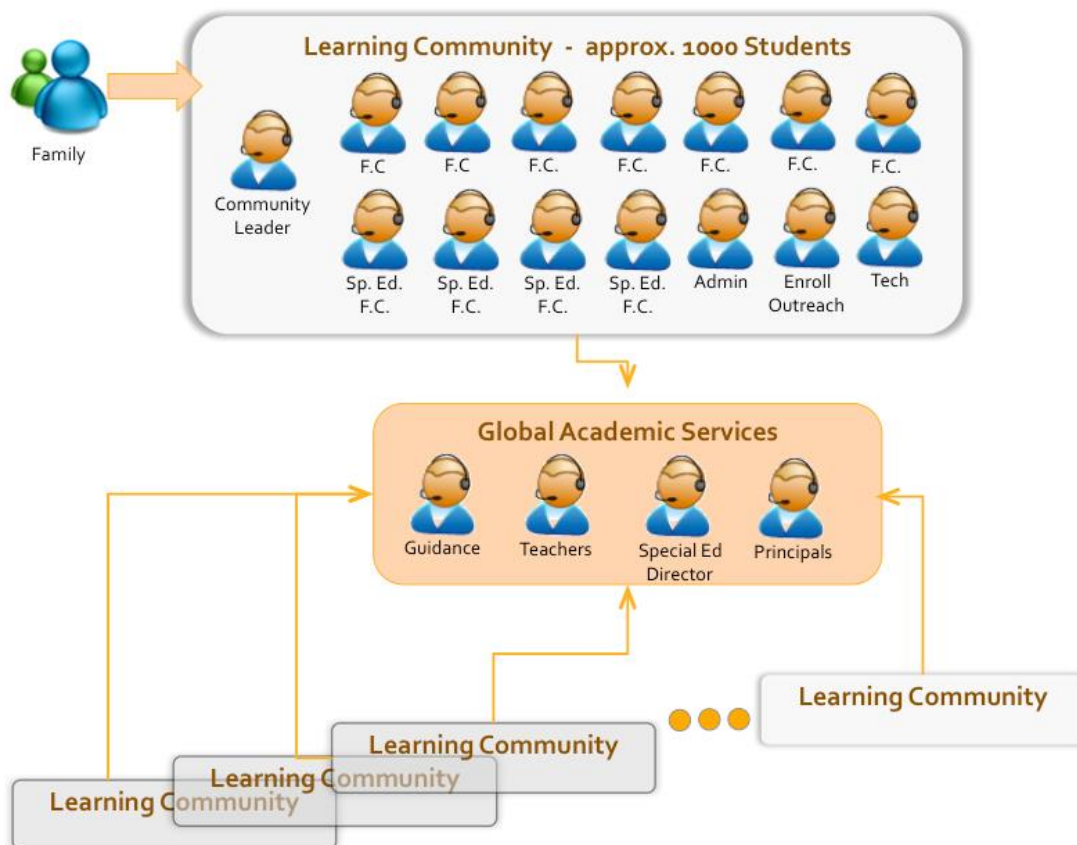
Leading us into the future, the Agora Board of Trustees hired two highly qualified professionals. David Zeiler was hired as the Liaison Executive Officer. Mr. Zeiler is an education innovator with a proven track record as a strong leader and is a tireless advocate for children. Prior to joining Agora, Mr. Zeiler spent six years as Vice President of Digital Education for EdisonLearning. During this time he wrote, defended, and implemented start-up programs for four statewide virtual charter schools. Prior to joining EdisonLearning, Mr. Zeiler was an integral part of the growth and success of the Pennsylvania Cyber Charter School. He was responsible for building the virtual instructional model and the development of more than 200 online courses. As the school grew, he was placed in charge of new initiatives at the school and was involved in the creation and implementation of programs that produced a dynamic and cutting-edge learning environment for over 8,500 students while making AYP. Mr. Zeiler brings a wealth of experience and knowledge of online programs to Agora and we look forward to his leadership through this transition.

The Board also hired Paul DeAngelo as the Liaison Financial Officer. Mr. DeAngelo spent the last six years as the Business Administrator at Morrisville Borough School District in Bucks County. In this role he developed the school budget, tracked expenses and built cost-saving measures that allowed the district to better fund the instructional program. Prior to Morrisville School District he served as Assistant Business Administrator, Board Treasurer and Board Secretary for Coatesville Area School District. He received his MBA from LaSalle University. Mr. DeAngelo is currently enrolled in St. Joseph's University Education Leadership doctoral program and is committed to ensuring that taxpayer dollars are directed most effectively to programs that help students learn and succeed.

Overall School Design

As Agora moves forward without external management organization support it has established an effective organizational structure that ensures that student services are never sacrificed as enrollment fluctuates. The primary concept is one that we define as a “school within a school” model. Within the school operational structure we will be assigning staff to students in two ways: one structure that allows for student and family services to be delivered in a small school environment where personalization and individualization are primary and one structure that allows for the diverse course offerings, programs and opportunities that are not financially possible in a small school environment.

The Board of Trustees believes that by utilizing a centralized model for items like budget, governance, instruction, principals/administrators, technology management, networking, licensing, Special Education Service Contracts, facility and testing oversight, etc. that the school can realize economies of scale and reduce unnecessary expense. These items are referred to as Global Services. While simultaneously implementing a small school mentality and staffing model around key differentiators that ensure a student is treated like they are valuable and that the school knows them personally. These key small school components are individual technical support, Family Coaches, Special Education Service personnel, etc. as identified in the diagram below. We refer to these smaller schools within Agora as Learning Communities.



In addition to the overall school within a school design, significant technology enhancements will be necessary as Agora moves away from its EMO. Initial technology improvements will allow for single point of access for students irrelevant of the curriculum or related service provider. This student interface will include a consolidated dashboard design that displays grades, progress, attendance, announcements, etc. irrelevant of the provider of the content. The EdElements HLMS will be the system that is used to provide this interface; they will utilize existing and custom API (application programming interface) integrations to ensure a single repository for student facing information and course access. The HLMS will also integrate to Genius (student information system) to ensure all student information and records are secure and accessible for all local, state and federal reporting requirements. Allowing access to both school designed curricula and third party content via the HLMS will ensure that all Agora students have access to content that meets the core subject rigor and academic needs as determined by PDE and the Agora Board of Trustees while also ensuring that each student's unique individual needs and interests are met by being able to expand our elective and AP course offerings to those offered by third party providers.

Agora's curriculum delivery will be through the use of an interactive textbook format that includes all pre-tests, video, instruction, examples, guided practice and assessments built directly into the interactive textbook layout. This technology design will allow for a seamless transition from activity to activity for the student while providing a consistent look, feel and layout for the student. This design aspect will also enable greater use of mobile technology via an eBook reader to ensure we are delivering the content to students in environments where they are most comfortable learning. After students work through the independent study component of the lesson they will join their teacher in a scheduled synchronous session (BlackBoard Collaborate as initial synchronous tool) to allow for the opportunity to discuss, formulate, apply and expand their thinking.

Teachers will utilize *Rogue*®, a new classroom management tool, to be able to monitor student participation, progress and performance on the independent study material. They will then be able to identify students at similar locations in the learning process and assign groups and appropriate materials to them in preparation for the upcoming synchronous session. Teachers will be able to identify and assign individual students appropriate material for individual interventions as well. *Rogue*® will provide the teacher with access to the "gooru" educational search engine which has meta-tagged (standards, skills, objectives, learning style, etc.) resource materials that teachers can push to students or groups of students through the *Rogue*® interface. *Rogue*® will also be connected to the HLMS to ensure that students can access materials both in and outside of the synchronous sessions with staff. With the combination of proprietary and third party curriculum vetted through a partnership with the Capital Area Intermediate Unit, and the combined use of synchronous collaboration tools, *Rogue*® and the gooru search engine teachers will be able to drive individualized instruction to each student and ensure that they are making the greatest impact as possible on student learning.

The assessment/evaluation plan, as addressed in the evaluation discussion, will be multifaceted and utilize Placement/Benchmark Exams, formative assessments, summative, rubric, project and goal based assessments as well as requiring each student to attend and participate in all required Keystone and PSSA testing. As with curriculum providers, any independent tool or system will be linked together by utilizing single sign on capabilities and API calls via the EdElements HLMS.

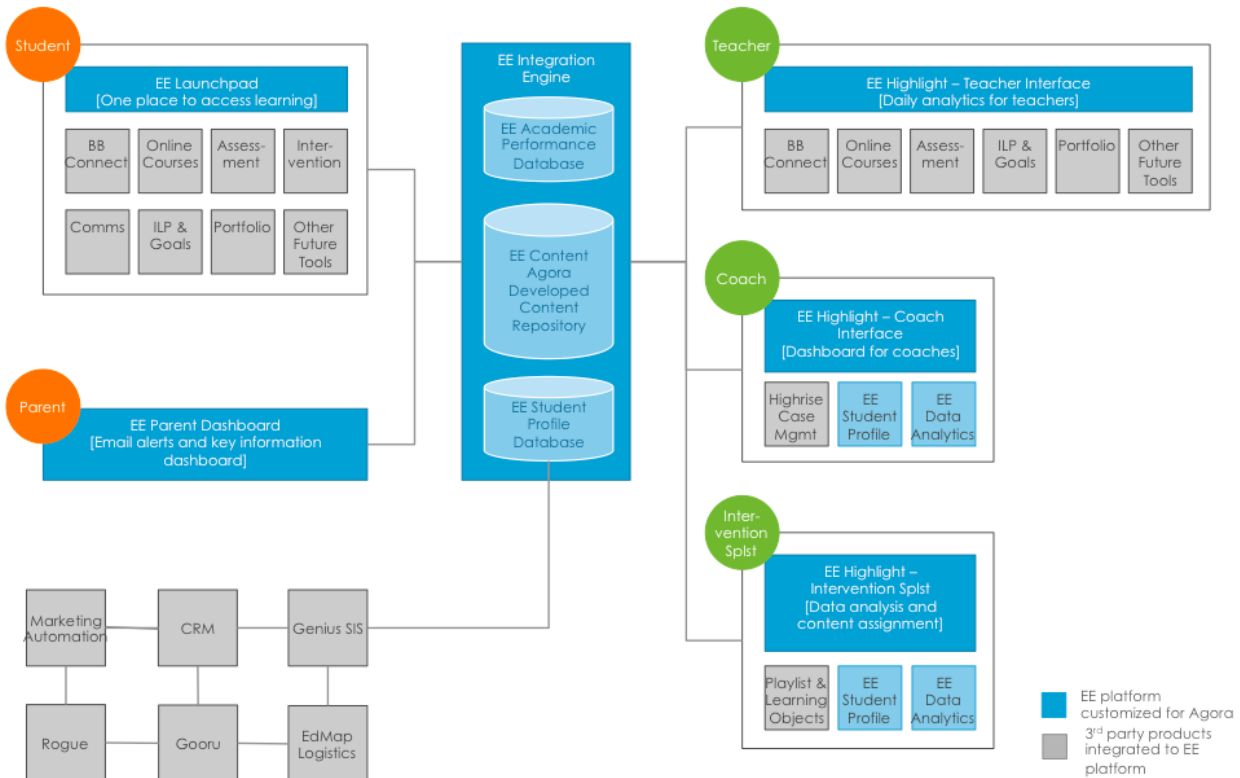
Agora curriculum design and related delivery methodology need to be independent structures to ensure an effective long-term return on investment for Agora. As a result the “NextGen” core curriculum will be comprised of lesson components proven to be effective and necessary for student learning yet be designed and structured in a fashion that:

1. Allows for flexible sequencing of learning objects and lessons to allow for individualized learning paths.
2. Allows individual learning objects to be stored as pure HTML code in a cloud-based environment to ensure accessibility from any delivery system.
3. Allows teachers the flexibility to supplement lessons with their own or third party content to ensure that individual student needs are being addressed.

This content design methodology will allow Agora to modify the delivery/display mechanism to a) meet individual learning needs, b) ensure that Agora students are not working with antiquated technologies and c) isolate, analyze and modify delivery techniques and technologies without having the re-invest in content modifications or fixes.

This plan will allow for a more diversified technology system in general which will remove the existing dependency on a single platform (thus a single point of failure) and to allow for better security of student communications and academic data. The Board is looking to create an infrastructure that utilizes the aforementioned systems which have been proven in online and/or traditional learning environments while simultaneously providing an effective architecture to ensure that advances in technology related to database design, mobile tools and data access, online and mobile delivery platforms and web based collaboration tools are fully accessible without complete system redesign. The Board would like to reserve the right change vendors providing any of the services mentioned above to ensure a consolidated product that best meets their needs at any given time while preserving the concept explained in this discourse. See diagram below for high-level overview of technology system integration.

Agora Tech Architecture



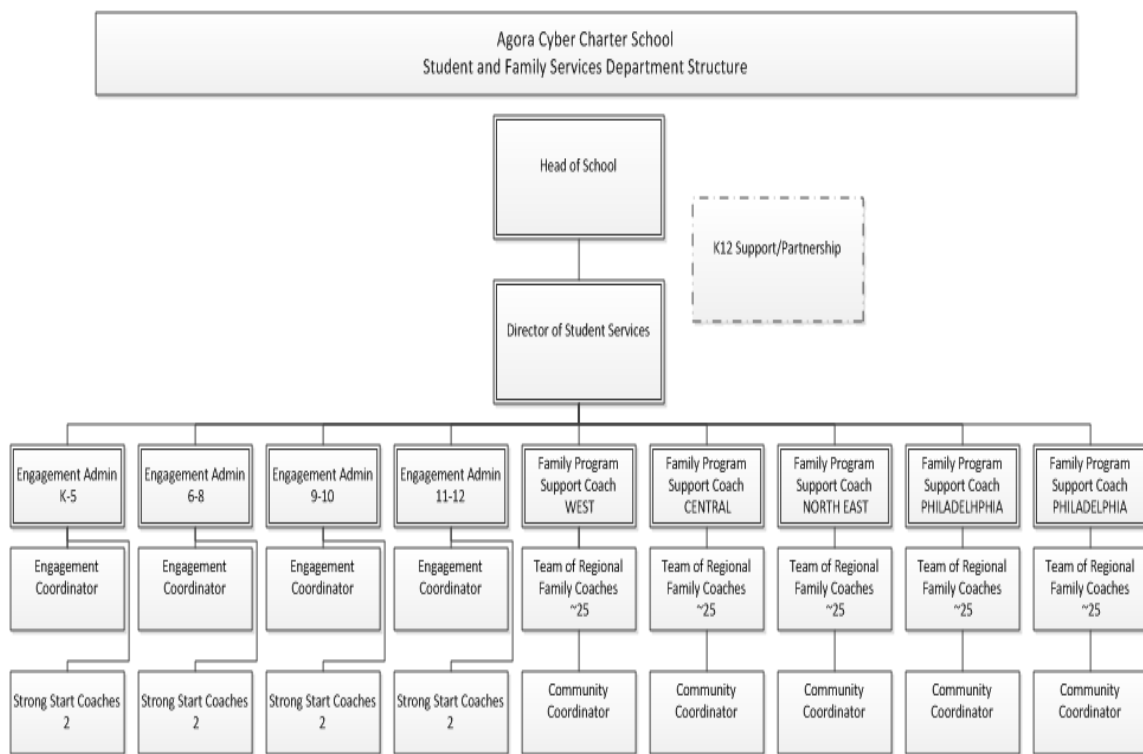
We hope that this narrative effectively describes the changes that Agora wishes to implement as we move forward with our charter. We are sure that these changes will provide the students whom we serve with a greater level of academic service and success. This transition plan will also enable us to continuously improve the curriculum and related instructional services while ensuring greater operational and managerial control.

III. Overall School Design

A. Communications to Parents and Community

How is the school accountable to parents and the community? Provide examples of communications, outreach, marketing of the cyber school, etc.

Agora has taken initiatives to develop a comprehensive and robust family and community involvement plan by allocating resources and incorporating best practices into our parent involvement model. Using best practices, Agora developed an engagement team with personnel allocated in the following roles: administrators, parent engagement coordinators and orientation coaches. Our family and student engagement school organizational structure is below:



Below is a brief synopsis of the positions and roles and responsibilities of those members included in the organizational chart supporting family engagement.

Family Engagement Team Roles and Responsibilities:

Title	Role and Responsibilities
Head of School	Oversees entire school consisting of over 10,000 students and 700 staff members. Interaction with families both in person and virtually. Communication can be to the aggregate or to individuals as needed.
K ¹² Support Partnership	Coordinates activities and provides supports in terms of best practice and leadership.
Director of Student Services	Oversees entire engagement team provides leadership and coordination.
Engagement Administrators	Developed engagement supports, has direct contact with families and students. Interaction with families both in person and virtually. Communication can be to the aggregate or to individuals as needed. Home visits and phone calls on an as needed basis. Oversees engagement coordinators and strong start coaches.
Engagement Coordinators	Developed engagement supports, has direct contact with families and students. Interaction with families both in person and virtually. Communication can be to the aggregate or to individuals as needed. Home visits and phone calls on an as needed basis.
Strong Start Coaches	Develops orientation program. Provides first contact and supports for students. Provides phone calls to families as needed.
Family Program Support Coaches	Oversees family coaches and provides direct supports with families. Conducts home visits and phone calls on an as needed basis.
Family Coaches	Provides the “boots on the ground” with daily and consistent interaction with families face to

	face and through phone calls.
Community Coordinators	Organizes and conducts opportunities for family face to face involvement throughout the year and across the state.

Training Staff

The PATTAN Enhancing Family Engagement Training Series

Understanding the importance of engaging students and families in a distance education environment Agora framed a model based on the unique needs of our school and incorporated the *Pennsylvania Training and Technical Assistance Network's (PATTAN) Enhancing Family Engagement Training Series 2013-2014*.

The PATTAN Enhancing Family Engagement Training Series 2013-2014 took place throughout the school year. Included in the training was the opportunity to collaborate with schools and districts from across the state. The training overviewed the six models to improve the relationships and engagement of stakeholders throughout the school. Each module has a robust library of resources to provide professional trainings and supportive infrastructure.

Throughout this section, Agora demonstrates accountability and commitment to parents and the school community through initiatives that loop back to the PATTAN suggested modules:

Module 1: Welcoming All Families Into the School Community
Families and community organizations are needed to build successful schools for all students. Schools that offer a welcoming environment and respect and recognize the value of family and community involvement produce positive outcomes for all.
Module 2: Communicating Effectively
Effective communication is the one indispensable ingredient in establishing and maintaining healthy family/school partnerships. It consists of school staff and families engaging in regular, two-way and meaningful exchanges about student learning.
Module 3: Supporting Student Success
Students' success results when families and schools continually collaborate to improve communication and engagement. Allowing a flow of Information to be shared from home to school and school to home ensures students are supported across settings and strengthens their depth of learning and enhances academic performance.
Module 4: Speaking Up for Every Child

Each student must have a parent or another adult who believes in him and has his best interest in mind. This advocate takes personal responsibility for understanding the student's needs academically, physically and emotionally, and communicates the student's learning needs effectively.

Module 5: Shared Decision-Making

Schools and families need to recognize that each shares an important role in supporting a positive school outcome for children. Families who understand their child's program and program options, rights and responsibilities; are better able to meaningfully participate and contribute to their child's successful outcomes. Having this knowledge provides parents an equal playing field when participating in educational decision-making.

Module 6: Collaborating with Community

Families, schools and community agencies each share an important role and contribution towards student achievement and positive outcomes for children. All stakeholders need to become aware of the benefits of successful partnerships and how each contributes towards positive effects for students.

Welcoming Families

Communication and Support Prior to Enrollment

It is highly important to Agora that all families receive the proper and comprehensive information about what it means to be enrolled and what are some characteristics and expectations in order to be successful. Agora has built an on-going schedule of face-to-face enrollment events for families to attend prior to enrolling.

These events include:

- Facilitation by a knowledgeable staff member
- Many videos clips created by members of the school leadership team that explore requirements and information families should understand prior to enrollment
- An acknowledgement form demonstrating that parents have heard important school policies and procedures and will do their best to abide by them
- Grade specific hand-outs that review important procedural information that pertains directly to the grade level they are interested in.
- A school "newsletter" that reviews staff members by name and photo as well important "getting started" information.
- What to expect next – a document that reviews what the next steps are once enrollments have been finalized.



Requirements of the 6th- 8th Grade Learning Coach

Daily Requirements	How to Complete Daily Requirements
1. Log into the Learning Coach Online School account.	<ul style="list-style-type: none"> Visit www.agoraeagles.org and select OLS Login. Enter your username and password ➤ Contact your family coach for additional support.
2. Read and respond to K-mail communications at least two times per day.	<ul style="list-style-type: none"> Select the envelope icon in the purple box on left hand side of your Online School (OLS) home page to access your K-mail. ➤ Visit the following link http://goo.gl/14pmO or contact your family coach for additional support.
3. Review student Class Connect schedule and ensure student attends and participates in all classes at the designated time. The Learning Coach should expect to attend orientation and help sessions with the student. Note: The Class Connect schedule varies dependent upon the needs of the student and may include additional sessions to remediate or support the student.	<ul style="list-style-type: none"> The student's schedule of classes will appear on your OLS home page. If you have multiple students you will need to select the student's name to view.
4. Access the student's team website and review the weekly calendar of assignments to be completed for each course.	<ul style="list-style-type: none"> Visit www.agoraeagles.org Scroll over Departments and Team Select the appropriate grade level and team name ➤ Contact the content teacher(s) for additional support
5. Expect to dedicate 2-3 hours per day during the school hours of 8 am – 4 pm supporting the student with daily assignments. Communicate with the content teacher(s) for additional support.	The teacher will provide an explanation of how to complete the assignment during the live class, as well as, will include instructions on the team website in the weekly assignment calendar.
6. Ensure all daily assignments are completed before the end of the day. Note: Assignments can include lessons in the Online School, assessments in Sapphire, Study Island Pathways or other teacher provided assignments	<ul style="list-style-type: none"> Determination of assignment completion will vary based upon the type of assignment. All graded assignments will be located in the student gradebook and updated regularly. ➤ Contact the content teacher for additional support.
7. Communicate absences from school to the Attendance Office and the Family Coach through k-mail. Note: All absence excuse requests must be reported within three days of the absence. Include the medical excuse note or K ¹² technical ticket number if applicable.	<p>For instructions on how to send a k-mail to the Attendance Office</p> <ul style="list-style-type: none"> Visit www.agoraeagles.org Select Departments and Attendance View instructions on how to k-mail the Attendance Office



AGORA
CYBER CHARTER SCHOOLSM

powered by K¹²

Acknowledgement of School Expectations

Student Name:

Date of Birth:

Enrolling Grade:

Parent/Guardian Name(s)

Home Phone

Alternate Phone

Email Address

Street Address

Zip

City

State

Initial each statement:

1. I, _____, understand that Agora is a public school of choice with a rigorous curriculum, high expectations, and daily attendance requirements with the full intention to launch students to post high school opportunities when students follow the entire school program and individualized learning plan (ILP). ***It is Agora's mission for all students to be destined and prepared for college and beyond!***
2. I, _____, understand that my student must attend school every school day and complete the lessons assigned and attend online sessions, **including mandatory synchronous online sessions for at least the first quarter (9 weeks) of school.**

3. I, _____, understand I must provide a safe learning environment for my student that includes a reliable internet connection and a telephone number that has a message system. I will commit to respond to email/kmail and telephone messages daily.
4. I, _____, understand that my student must participate in a variety of teacher directed online and offline activities and assessments. Face to face interactions may be required in the home or other location throughout the year.
5. I, _____, understand that the cooperation and partnership of the Learning Coach, student, teacher, and other school staff is absolutely necessary for student success in our virtual environment.
6. I, _____, understand I will monitor my student's progress daily and assist him/her in contacting staff whenever he/she has a problem that needs to be resolved.
7. I, _____, understand that to appropriately place students into classes all relevant student records including past report cards, transcripts, testing scores, and any special education documentation will be reviewed.
8. I, _____, understand that public school enrollment includes compliance with state health requirements.
9. I, _____, understand that my student is required to attend state mandated testing. Agora tries to ensure that test site locations are within an hour's drive of my home.
10. I, _____, understand that if my student is not completely successful in the online model, he/she may be required to attend face to face remediation to ensure achievement is attained.
11. I, _____, understand that upon enrollment both my child and I will need to attend all required orientation sessions.

School Official

Signature_____ **Date**_____

Agora's Mission

Agora Cyber Charter School's mission is to provide innovative, intensive preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills. Agora embraces a collaborative partnership between teachers and parents to empower students to reach extraordinary heights.

Strong Start Orientation Program

To help our students prepare for the start of school and ease into online learning, we've developed the Strong Start Orientation Program. Strong Start coaches conduct the orientation online during a student's first week of school. Students are required to attend daily online sessions, which provide instruction on accessing and using the Online School, interacting with teachers in an online classroom, and much more. Orientation for grades K-5 is specially designed for the Learning Coach. Students have opportunities to interact, but the information focuses on giving Learning Coaches the skills they need to support their student, manage time, and communicate with teachers and support staff. Orientation for grades 6-12 is designed for the student and includes information for the Learning Coach.

During orientation, all students in grades 3-12 are required to complete the Scantron Performance Assessment, which enables Agora's instructional staff to see where your child is academically. After completing the Strong Start Orientation Program, students are assigned a classroom schedule and begin their courses.

Please visit agoraeagles.org and select **First Day of School and New Student Checklist** for the 12 steps you'll need to complete to prepare for the Strong Start Orientation Program and the first day of school.



From Our Head of School

Welcome to Agora. Our eagle mascot, Favian, and I are so glad you've chosen to "Soar with Agora." As you begin your journey in online learning, please feel free to ask our staff questions. We're here to help. And we look forward to sharing your child's flight to success!

—Sharon Williams

How Your Child Starts to SOAR

- Attend the New Student Orientation Program the first week of school.
- Meet and interact with teachers and family coaches.
- Embrace the Individual Learning Plan (ILP) and work toward academic goals.
- Log in to the online school and attend Class Connect

How Your Child Continues to SOAR

- Be consistent: Attend online classes regularly and complete assignments daily.
- Manage time: Beware of distractions at home. Stay focused on school work.
- Establish specific study times: Create a study schedule and stick to it.
- Get connected: Communicate with teachers, family



What to Expect Following Enrollment

Once all Agora enrollment compliance requirements are satisfied the learning coach will receive an enrollment approval notification and the student's official start date within 24 hours to the email address provided during enrollment. If the enrollment approval notification isn't received the learning coach should verify the email on file with the school is accurate. The learning coach can monitor student enrollment through the K12 Parent Portal at <https://k12parentportal.force.com> or contact the Enrollment Call Center at 1-866-548-9451. Students enrolled **after September 2, 2014** must remain enrolled in their current educational setting until the student's official school start date.

The enrollment approval notification includes directions to create the learning coach and student Online School accounts. This will allow the learning coach and student to access the Online School systems including the school's internal messaging system k-mail. The learning coach will continue to receive important notifications through email and k-mail prior to the first day of school. **It is essential the learning coach remains connected and checks their email regularly for important school communications and updates including what to expect on the first day of school and academic and social outing opportunities.**

All families are assigned a family coach who serves as the first point of contact. The family coach will remain with the family the entire school year to guide and support the family through their new online learning environment. The family coach will contact the family prior to the first day of school to ensure the family is prepared for the first day of school.

The learning coach can track school equipment and materials shipments by logging into their Online School account and select "My Info", the student's name and the "Hardware" or "Orders" tabs. All newly enrolled students will receive a laptop and printer. If the equipment hasn't arrived by the first day of school the learning coach is to communicate this information to their assigned family coach and contact K12 Customer Care at 1-866-512-2273.

If you complete all paperwork needed to enroll during the summer months, prior to August 1st, you will be assigned a summer Strong Start mentor. This mentor is an Agora employee and will serve as a point of contact through the summer.

All marketing materials are reviewed in detail under section B. Student Enrollment.

Once a Student is Officially Enrolled

Welcoming All Families into the School Community

Upon becoming enrolled in Agora, families are welcomed and begin receiving regular communications. Once an enrollment has been recognized as complete, families receive an approval email that immediately begins to provide directions on how to access their account in the online school. Once there, they can see important announcements that directly link them to the school-wide calendar on agoraeagles.org. If students are enrolled over the summer, they are invited to attend online summer camps, High School Just Start sessions and "getting started" parent workshops.

Summer Communication Example of a Kmail communication from July 2013

Subject: Get a taste of online learning over the summer

Dear Agora Family,

Even though school hasn't started yet, we invite you to have some fun and get connected to the Agora community over the summer while at the same time getting a taste of what online learning is like. Attend one or many of these sessions—no additional sign up is required.

For Grades K–12

[Online Discovery Camps](#)

Our online “camps” meet for one hour many times over the summer. There is something for everyone, so get ready to make new friends and explore interesting topics—from dinosaurs to detective science to duct tape art!

For Grades 9–12

[High School Jump Start](#)

This one-hour online session introduces high schoolers to the K¹² program, teachers, and fellow K¹² students, while providing tips for successful online learning.


We look forward to seeing you on the first day of school, **September 2, 2014!**

Welcome Phone Messages from the Head of School

At the beginning of the school year, The Agora Head of School sends out a “welcome back” phone message to all our families, wishing them a successful school year and sharing any pressing updates.

Back-to-School Welcome from Teachers and Family Coaches

Teachers and Family Coaches write an individual letter to their students welcoming them and providing important information specific to their class or content area.



Welcome back to School!

Dear Parent/Guardian,

Welcome back to school! My name is Amy Ferretti and I will be your child's classroom teacher this year. This is the start of my tenth year teaching and my sixth year at Agora. Here at Agora, I have taught 4th grade, 6th grade, and HS English. This year I'll be teaching and supporting 3rd-5th grade asynchronous students.

I live in Hanover Township (Wilkes-Barre area) with my husband, Ryan, and our cutie-pie yorkie, Mya. You will usually hear her barking in the background during sessions. :) I love reading, cooking and baking new foods, and taking my Mya for a walk. I also love to travel and have been to London, Ireland, Wales, France, Mexico, and the Dominican Republic. ☺

That's enough about me! Now I want to learn about your child! ☺

Here is your first assignment: Please have your child fill out the attached slide telling me a little bit about himself/herself. We will then present the slides in one of our welcome sessions. This will help me and everyone else get to know each other better! ☺

There are many exciting things happening this year to build relationships, engage all students and promote academic success! To kick off the year, there will be face to face opportunities and back to school outings where you will be able to gather with Agora families and teachers! Hopefully we will get to see each other! Please check kmail for additional information on these outings.

As we begin the school year, I will be offering live online lessons. The live sessions will be accessed through the Class Connect Sessions Link found on the online school. The live lessons will be discussed further as we begin the school year. ☺

Please remember to check your k-mail daily for any important information and announcements. K-mail can be accessed through clicking on the envelope in the Online School Account or through My Info. If you ever have any questions, please feel free to contact me!


I look forward to another fabulous year working with all of my students! ☺


Sincerely,
Mrs. Amy Ferretti

Mrs. Ferretti's Office Number: 570-234-2153

K12 Tech Support: 1-866-626-6413, option #2

K12 Customer Care: 1-866-K12-CARE (for information on shipping, materials, etc.)






Agora Cyber Charter School First Grade August

Mrs. LaVacca's Classroom Newsletter

Welcome to Agora!

My name is Mrs. Deborah LaVacca and I will be your student's first grade teacher this year! I am very excited to meet you and speak with you on the phone and in our Class Connect Sessions. I am so happy that we will be working together this year!



A little about ME:

Here is a little insight into my life. I live in the Pocono's/Stroudsburg, PA with my husband of 10 years Brian, my First Grader Zachary, and my almost 4 year old Annabella. I had the awesome experience of my son Zachary being in Agora Kindergarten last year so I know what it is like to be an Agora parent as well as teacher. Some of my favorite things to do are: reading, singing, playing games, and spending time with family. This past summer, I was very busy traveling to Ohio, a week at Church camp, and Florida Beach. This is my 5th year teaching at Agora where I have taught 1st and 2nd grades. Prior to my 5 years at agora I taught Kindergarten for 6 years.

Getting Started

For most of you, this may be your first experience with virtual schooling. Please do not be nervous... I am here to help! ☺ I encourage you to open your big boxes of materials as soon as they arrive. Begin to familiarize yourself with them and check out the different exciting things you will be doing this year! Be SURE to check your kmail each day, even numerous times each day. You will not see Online School Courses (OLS) until the first day of school which is Tuesday, September 3rd.


Dr. Seuss is my favorite author. Make sure you keep reading from now until school starts. If you can't think of any books to read I would suggest any Dr. Seuss book, sight words, and reviewing your letters sounds.


You may want to print this letter and keep it on your refrigerator or bulletin board since my contact information is on the next page.

(See next page)

"I am looking forward to such a fantastic year with you!"

Welcome to my Math Class!





Dear Families,

Welcome! I am so thrilled to have the opportunity to work with you this year! I hope that the beginning of the year has been great so far, and you look forward to seeing your child meet and exceed their expectations this year!

This is my 11th year teaching with the K12 curriculum, and during that time I have had the privilege of working with students from grades K-6 all over the state. I am very excited to focus fully on a passion of mine: math. Maybe you don't share that passion yet, but it is my hope that this year will help your child find success and confidence in their math abilities.



We all face roadblocks in our lives, and we are all faced with a decision: will we give up, or will we push through? As much as I love math, I remember hitting those roadblocks many times. I was fortunate to have many people—teachers, family members, friends—who helped me find a way around the roadblocks and continue on the journey through math.

In the words of Michael Jordan, "If you're trying to achieve, there will be roadblocks. I've had them, everybody has had them. But obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it."

This year, I want to help every child in my class find a way around the roadblocks they face in math. Join me on the journey this year!

Sincerely,
Mrs. Amber Cross
(610) 230-2241

What to bring to our Blackboard Class:

- ~ A notebook or binder
- We will make a Math Dictionary
- ~ A working microphone/headset
- ~ A positive attitude
- ~ A focused mind, ready to learn something **NEW!** And it is going to be **FUN!**



Hello Agora Families! ☺

Welcome to the new school year! My name is Gaila Swindell, and I am happy to introduce myself as your **Family Coach** for the 2014-15 school year. I've worked with some of you in the past, and some of you are new to me. I'm very excited about working with all of you! I will be working closely with your family to help make this a successful year for you. More information will be coming shortly regarding opportunities for us to meet, so that we can begin or continue our Agora partnership in person.

I wanted to share a bit about myself. I graduated from Temple University with a Bachelor's Degree in English Literature. I love biking, running, golfing, reading, writing fiction, good food, and traveling. I have 2 daughters, one who just graduated from George Mason University in Virginia and another who is a sophomore at University of Maryland. This is my fifth year working with Agora. I love my job and feel that I'm at the perfect place in my life to do it well.

In addition, I wanted to take a moment and tell you about **the team** that will be supporting you this year. You will be hearing from them shortly, but I wanted to provide you with an overview.

1. Your Family Coach—that's me! ☺ I'm your first and most important contact.
2. Your Homeroom teacher
3. Your Special Education team—(if this student will have these services)
4. Your Specialist

There are also Principals, A Director of Academics, Parent Support Coordinators, Community Coordinators, guidance counselors and our **Head of School**. We encourage you take a few moments and visit [our website](#) to read more about the many staff members we have in place to support you and your student this school year. Another link you may find useful is the "contact card" page. This will walk you through who to contact depending on the type of assistance you need.

I will continue to send you helpful information over the next few days. You will also begin to hear from your teacher and other support team members.

Finally, I have attached a document for you to print. Fill this out as you begin to connect with the team that will be working directly with you and your student this year. Hang it close to your "school work station" for quick reference all year long.

We are looking forward to a great 2014-15 school year for your family! ☺

Sincerely Yours,

Welcome Packet

Every family receives an informative welcome packet from their assigned Family Coach. The goal of this packet is to provide the most important and relevant information in one location. The packet includes:

- A welcome letter from their Family Coach
- A staff contact and log-in information form
- Internet service provider reimbursement procedure
- Contingency plan document
- Samples below



Hello Families,

We are excited to partner with you for a successful year here at Agora! We have prepared a few key pieces of information for you to help you along the way. Please review each page of this Welcome Packet and save them in a convenient location.

Below are some important keys to success in our virtual education model. Please read this section carefully.

1. **Check your K-mail daily** from the online school or by logging in at www.k12.com. (All electronic communication will be sent through Agora's K-mail system.)
2. **Contact your family coach** as soon as you have a question or concern.
3. **Contact your teacher** if you have a specific question related to course work.
4. **Communicate any changes in your telephone number, name of learning coach or guardian, or your home address to your family coach immediately.** If our records are not updated as needed, interruptions in shipping and other issues can occur.
5. **Daily attendance is required** and is essential to every student's success at Agora. **The attendance office must be notified immediately by k-mail of any absence (and cc your family coach on that kmail). Absence excuses submitted beyond three days of the absence will remain unexcused and may develop into truancy issues.**
6. **Missing computer equipment or materials** - If you have not received your school computer or textbooks yet, they should arrive shortly. You can track your shipments in the learning coach account (under My Info link on the right side after logging in). To check on shipping status or report missing or damaged items, call k12 1-866-K12-CARE or go to <http://webform.k12.com/>
7. **Student and Learning Coach accounts** – Each family must create two separate accounts on the online school – one for the student and one for the Learning Coach. Each account will have its own user name & password.

Here is a video to demonstrate account setup: <http://tinyurl.com/agorasetupaccount>
(Your registration ID # was sent to your personal email account.)

8. **Yahoo Instant Messenger** – the perfect way to contact a teacher or your Family Coach instantly! Go to <http://messenger.yahoo.com/> to download the free program and add your teachers and your Family Coach to your buddy list.
9. **1st day of school – Sept. 2nd**. Check your k-mail for orientation times and locations.
10. **A great place to start the Agora adventure** – the Secrets to Success website: <http://agora.k12start.com/>
11. **Find important information, resources, and answers to your questions** at www.AgoraEagles.org
12. **Strong Start orientation** - Your student is expected to attend all Strong Start sessions during his/her orientation week. In addition to Strong Start sessions, the Introduction to Online Learning course will provide valuable information about the online school, K-mail, k12 curriculum, attendance, required academic assessments, and many other important topics.

Staff Contact Sheet

This helpful tool is a quick reference record that organizes teacher information, passwords, and logins. Agora specific websites, staff contacts and their phone numbers, and progress and hours guidelines are handy tools that are included. Keep this information handy, but in a secure location away from your students.

***Agora Toll Free Number: 1. 866.548.9451**

Agora Staff Contact Information	
Family Coach	
Phone/Yahoo	
Homeroom or Primary Teacher	
Phone/Yahoo	
Teacher-Subject	
Phone/Yahoo	
Teacher-Subject	
Phone/Yahoo	
Teacher-Subject	
Phone/Yahoo	
Teacher-Subject	
Phone/Yahoo	
Teacher-Subject	
Phone/Yahoo	
Guidance Counselor	
Phone/Yahoo	

STUDENT OLS Login <i>(Same login for My Info and K-Mail)</i> www.k12.com OLS Login	
Username	
Password	

Student Information	
Student ID	
Family ID	

Study Island: www.studyisland.com	
Username (format: student ID@agora)	
Password (format: agora)	

Helpful Contact Information:	
Agora Families Website	www.agoraeagles.org
K12 Website	www.k12.com
Tech Support or Materials Issues	please call toll free 866.512.2273 help.k12.com or go to http://webform.k12.com/
My Info/K-Mail	myinfo.k12.com (K-Mail, shipment information, and course details)
Agora Academic Calendar	http://www.k12.com/agora/community-events/academic-calendar
Secrets of Success	http://agora.k12start.com/
Parent Workshops	http://tinyurl.com/involvementcalendar
K12 Mentor Circles	http://agora.k12start.com/learning_coaches.php#mc
Agora Facebook Page	http://tinyurl.com/7wy3kl6
Family Directory	http://www.agoraeagles.org/family-directory.html
Agora School Store	http://tiny.cc/yq7lcw

INTERNET SERVICE PROVIDER (ISP) REBATE PROGRAM

Internet Service Provider (ISP) rebate checks are issued per household. Checks are issued twice a year with up to \$35 per month for a given household.

- ISP rebate checks are sent twice a year.
- The legal guardian will need to submit one internet bill for each of the two periods (one internet bill for September, October, November or December and one for January, February, March, April, May or June).
- Beginning in September, families may submit their internet bill with September, October, or November service dates for the December deadline. Internet bills can be submitted by the preferred and recommended method: K-mail (First Name = ISP, Last Name = Kmail) or by Fax to 484-588-0545 or e-mail at isp@agora.org
- The check will be for the cost indicated on the internet bill up to and not to exceed \$35.00 per month.
- September through December will be mailed at the end of December. January through June will be mailed at the end of June.

Please kmail any questions to “ISP Kmail” under Administrator.

Select Recipients

*School: **Agora Cyber Charter School** *Role: **Administrator**

First Name: Last Name: **kmail**

[Return to Message](#) [Show All](#) [Search](#)

	Name	Role	School
<input checked="" type="checkbox"/>	ISP Kmail	Administrator	Agora

(1 Result)

Number of items per page: 5 [Update](#)

What is your Contingency Plan?

If you miss the bus in brick and mortar schools you have to find another way to get to school....



At Agora you need to have a **PLAN** if you “miss the bus.”

You “miss the bus” when:

- You have no internet connection
- You are having technical problems with your computer

What is your PLAN???

Is your **internet connection** the problem?

1. Contact your internet provider

2. Contact your family coach

3. Send a kmail to the attendance office

List 3 places you can access the internet until yours is restored

A. _____

B. _____

C. _____

Are you having **trouble with your computer**?

1. Contact K12 Tech Support

1-866-512-2273 or 1-866-K12-CARE

2. Write down the tech ticket number

3. Contact your family coach

4. Kmail the ticket number to attendance

List 3 places you can access a computer until your computer issue is resolved

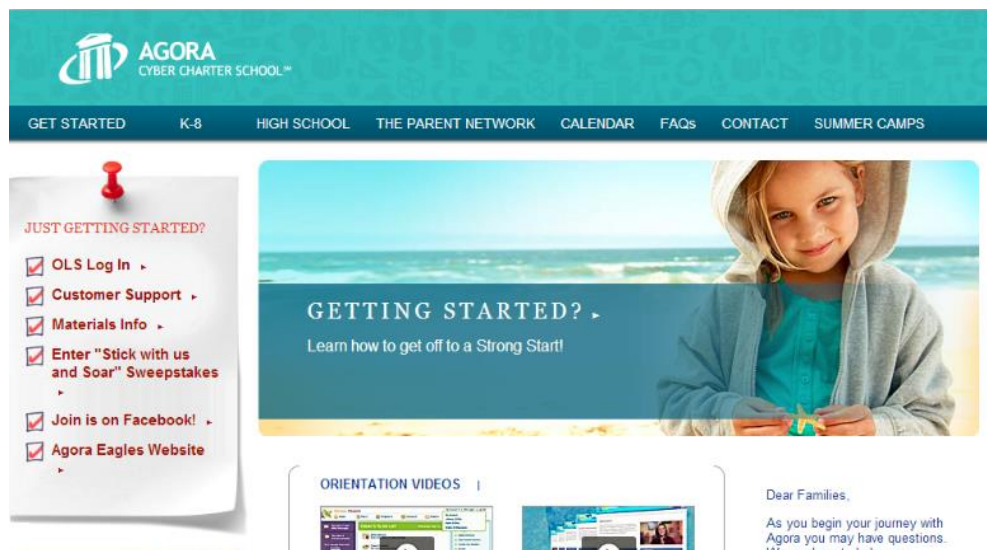
A. _____

B. _____

C. _____

Strong Start Orientation

Every new and returning student and learning coach must attend our orientation sessions designed to help our students navigate online learning and succeed as a student at Agora. The orientation session lasts one school week. Each session is tied to performance objectives for students. Examples of performance objectives are listed below:



- OLS: Demonstrate ability to access OLS and use OLS systems K-mail and Class Connect. Ability to access courses and complete lessons.
- Sapphire: Demonstrate ability to access system, locate report cards, monitor progress in grade book and complete assessments.
- Study Island: Demonstrate ability to access, navigate and complete pathways.
- Google Education: Demonstrate ability to access account.

Students who do not master performance objectives are required to attend a second week of strong start orientation sessions. All students who are required to attend second week will have their parents/learning coaches contacted to attend “parent strong start” on Mondays and Wednesdays at 7:00.

All students will be tiered based on their performance in Strong Start. This will allow engagement, family coaches and academics to help plan supports accordingly.

Teachers conduct this orientation during the first week of school. After the first week of school, enrolling families are assigned to a **Strong Start Coach**. These are staff members dedicated to supporting families as they enroll after school has already started.

Below you will find a welcome communication from a Strong Start Coach. These communications go to families that are starting school after the first day and beyond.

Subject: Welcome |student.firstname| to Agora Cyber Charter School! Your First Day of School and Orientation is (INSERT DATE)



Dear |student.firstnameLastname| and |learningCoach.firstnameLastname|,

We are excited to welcome you to Agora Cyber Charter School! **The first day of school and orientation begins (insert date).** The student should continue to attend their current school setting until their first day of school at Agora.

Agora created a comprehensive Middle School Orientation Program to ease students into the online learning environment and prepare them for their content courses. The orientation program consists of mandatory online classes occurring daily at 9:00 am, 11:00 am and 2:00 pm. Information on how to attend orientation classes will be sent the Friday prior to the first day of school. Please check your k-mail daily.

In order to prepare for the first day of school please read the orientation newsletter and welcome letters below.

Click [here to view](#) Orientation Newsletter.

Click [here](#) to view the Welcome and Middle School Assessments Letters.

Beginning the first day of school the student is required to attend online orientation classes daily at 9:00 am, 11:00 am and 2:00 pm. Information on how to attend orientation classes will be sent the Friday prior to the first day of school. Please check your k-mail regularly.

We are very much looking forward to meeting your family and teaching your family how to be successful in the online school!

Sincerely,
Mrs. Fawn Smith and Mrs. Tamara Mattier
Middle School Strong Start Coaches/ Orientation Advisors
Office: 1-877-36-AGORA extensions 2738 or 2664

Frequently Asked Questions:

1. Should my child continue to attend their current school until their Agora school start date? Yes, students are to continue to attend their current school until the first day at Agora to avoid truancy. A notification of enrollment will be sent to the district of residence within 15 days of the student's official school start date.

2. How do I create the learning coach and student accounts? If you require assistance creating the learning coach and student Online School accounts click [here](#) for directions and refer to the registration id sent to your email address. Also, you can watch this short video on how to manage your online school account by clicking [here](#).

3. What do I do if my child doesn't receive the school computer before the first day of school? Students should attempt to attend school using another computer with a reliable internet connection. If your child is unable to access another computer, please contact your family coach and/or start strong coach to discuss.

4. Can I track my child's equipment and materials? Yes, the learning coach can track all shipments. Please click [here](#) for directions.

5. Is my child required to attend all orientation live classes? Yes, attendance is required. Please click [here](#) to read the Agora's attendance policy.

6. How does my Middle School child attend the orientation classes? If you require assistance attending orientation through the student's Class Connect click [here](#) for directions.

7. What do I do if my child cannot join orientation through Class Connect or the link provided? Contact K12 Customer Support at 1-866-K12-CARE (1-866-512-2273) to report and troubleshoot the technical issue. A ticket number will be provided at the end of the call. Please write down the ticket number and send a k-mail to the Attendance office to excuse your child from school and contact your family coach. Please click [here](#) for instructions on how to send a k-mail to the Attendance Office.

Additional Resources and Customer Support:

Visit the Middle School orientation website for orientation information and resources at <http://www.agoraeagles.org/> and select "Orientation- Strong Start" and "6th-8th Strong Start".

If you experience technical difficulty with your equipment or accessing online school programs visit K12 Customer Support at <http://help.k12.com/> or call at 1-866-K12-CARE (1-866-512-2273). Customer support specialists are available 24 hours per day to assist you.

Final Welcome K-mail Sent Friday Prior to Their First Day of School

Subject: Reminder: |student.firstname|'s First Day of School and Orientation is (**Insert Date**)

Dear |student.firstnameLastname| and |learningCoach.firstnameLastname|,

As a reminder, the first day of school and orientation is (**Insert Date**).

How to Attend Orientation Classes:

Beginning the first day of school |student.firstname| is to attend online orientation classes daily at 9:00 am, 11:00 am and 2:00 pm. |student.firstname| cannot access the classroom until the class start time. |student.firstname| is able to attend orientation by completing the following steps or click [here](#) for directions.

1. Go to www.agoraeagles.org or www.k12.com and select “OLS Login”.
2. Enter the student’s user name and password and select “Log In”.
3. Once logged into the Online School (OLS) select the Class Connect link titled, “Mandatory Middle School Orientation” under “Today’s To Do List” to join the orientation classroom.

If you have not created the learning coach or student Online School accounts the student has the option to join orientation using the link below. *Please note if using the link below the student must enter their first and last name for attendance purposes.*

Link to Orientation Classroom: <http://tinyurl.com/2013-14MiddleSchoolOrientation>

Technical Difficulty Accessing Orientation:

If you experience technical difficulty accessing the orientation classroom, please click [here](#) to ensure your computer meets the appropriate system requirements to join the orientation classroom. This step is also included in the orientation newsletter.

If your computer doesn’t meet the system requirements follow the steps to download the appropriate software, restart your computer and attempt to log into the orientation classroom again. If you continue to experience technical difficulty please refer to Frequently Asked Questions number 7 listed below.

We look forward to meeting you in our online classroom (*insert week day*) morning!

Sincerely,

Mrs. Fawn Smith and Mrs. Tamara Mattier
Middle School Strong Start Coaches/ Orientation Advisors
Office: 1-877-36-AGORA extensions 2738 or 2664

AgoraEagles.org

Agoraeagles.org is the one-stop-shop for all school related updates, policies, resources, assessment information, school calendar and community and social events information.

www.agoraeagles.org



Parents Also Have Access to The K¹² National Parent Network, A K¹² website dedicated to parents, offering support with the Online School and the K¹² Curriculum. The K¹² Parent Network site hosts many resources for parents including:

- Live Workshops.
- Recorded workshops for viewing at their own convenience.
- Printable recourses.
- Checklists.
- Videos.
- Links to additional recourse.

Are you a New K12 Parent? Click HERE!

FOR PARENTS

- ☒ **How to use the Online School Video** -
- ☒ **K-8 Getting Ready to Start School Video** -
- ☒ **HS Getting Ready to Start School Video** -
- ☒ **Tip of the Week** -
- ☒ **Wondering about Online Digital Materials?** -

- [Hot Topic Videos for New Parents](#) -
- [Parent2Parent Lifeline](#) -
- [Parent Clubs & Communities](#) -
- [Recordings for New High School Parents](#) -
- [Recordings for New K-8 Parents](#) -

Your Child's Success Begins with Your Own!

The Parent Network is Here to Make Sure You Have the Knowledge You Need to Succeed as a Learning Coach!

If you are new to K¹² and Virtual Education, be sure to check back here for Live Online Workshops, Recordings, Videos and Live, Online Discussions that are exactly what you need to help you prepare for the new school year.

Are you wondering where to start? What to do first?

If you're a new K¹² parent with a student in Kindergarten to Grade 8, use this list to learn many of the things you need to know to be successful as a Learning Coach!

1. View the [Creating Great Spaces for Learning at Home](#) recording to understand how to plan your space and how to best store your materials.
2. Learn a bit about the [Role of the Learning Coach](#).
3. Attend a parent workshop about [Creating a Working Schedule for Your Day](#) to find out the best ways to arrange your day so that both school and your real life can fit together.
4. Attend a hands-on session to learn how to [Use Blackboard Collaborate](#), the online classroom space for your students. Learning how to Blackboard Collaborate will help you help your student!
5. Beginning at the end of July you can attend the two workshops about the Online School so that you can learn to use the [Online School Tools](#) and the [Online School Lessons](#).
6. At your leisure, watch the videos about [Managing Learning and the Large Family](#), [Schooling at Home with Toddlers and Preschoolers](#), if those apply to your family and watch [Avoiding the Parent Traps](#).
7. Then check out the rest of the great programming, videos and recordings that we have for you by using the button below.

Click Here to View New K-8 Parent Programming

Family Events

In addition to parent forums and virtual opportunities for parent to attend sessions, Agora offers a vast array of opportunities for families to interact and engage face to face through the work of Agora's Community Coordinators. Community Coordinators schedule events throughout the year and coordinate these events with school staff and families. A full listing of events is located in the Section C under Extracurricular Events.

Learning Coach Academy – Parent Training

Agora believes in the ability of parents to make informed decisions regarding their child's education. As a school of choice in an innovative distance learning model Agora understands the difficulties a transition to an online school may be for new or even returning families. Agora asks that each child is partnered with a home learning coach. That learning coach is traditionally, but not always the parent of record. The Learning Coach Academy is designed to help all parents and learning coaches understand our model and trained on the elements of a successful family and student.

The modules are conducted one per week and are recorded so parents can view at their own time if the current session offering is inconvenient. Most sessions are offered in the evening with some also offered during the day. At the end of each session is a survey, which includes learning objectives that parents must complete and pass in order to get credit for the session. Modules for the Learning Coach Academy are listed below:

Module 1: The Role of the Learning Coach

- Primary Responsibilities of the Learning Coach
- Technology skills needed
- Establishing a routine

Module 2: Measuring Your Student's Growth

- 2013-2014 Attendance Policy
- Truancy
- Sapphire System
- Student Work

Module 3: Improving Your Student's Success

- Scantron Performance Assessment (Math and Reading)
- AIMSweb Assessment (Math and Reading)
- Benchmarks 9th-12th Grades
- PSSA (Math, Reading, Writing and Science)/PA Keystone Exams
- Study Island Pathways
- Setting Goals for Your Student's Achievement

Module 4: Goals and Goal Setting

- Types of Goals
- SMART
- Individual Learning Plan (ILP)

This past school year 1,007 parents/learning coaches enrolled in the Learning Coach Academy with 420 learning coaches completing all four sessions and graduating from the program.

The engagement team, in addition to offering the Learning Coach Academy courses throughout the year to parents and learning coaches also has streamlined the sessions to make them more accessible to families. This also allows our family coaches to sit with parents and students and access the library of video resources together.

Examples of Learning Coach Academy Videos can be seen via the live links below:

<http://www.screencast.com/t/k8X2PdxFIHk>

<http://www.screencast.com/t/N0y8V9x5koDb>

<http://www.screencast.com/t/wPkGdt1IILs>

<http://www.screencast.com/t/OzPofQiOOK6>

<http://www.screencast.com/t/iwtC1Kvmm>

Additional Learning Coach and Student Workshops

These ongoing workshops are conducted by Agora and K12 team members and cover a wide range of topics. The goal is to provide as much ongoing support and information to parents in both live and on-demand formats.

Date	Name of Session	Time	Type	Audience
7/15/2013 - September	The Role of the High School Parent	10:00 pm - 11:00 pm (alternative times offered each week)	Workshop	HS Parents
7/20/13	What is the role of the Learning Coach?		Video	All Parents/Learning Coaches of students in grades K-12
8/1/2013 - September	Arranging your Space	10-11 am	Workshop	Parents

8/1/2013 - September	How to Use the OLS (Online School)	10-11 pm (alternative times offered each week)	Workshop	Parents and students in grades K-6
8/2/2013 - September	The Role of the High School Parent	1-2 pm	Workshop	HS Parents
9/3/2013 - end of September	Strategic Scheduling	1-2 pm (alternative times offered each week)	Workshop	
9/6/13	Using Our Online Classroom Tool: Learning about Blackboard Collaborate	10-11 am (alternative times offered each week)	Workshop	Students in grades K-12
9/12/2013 - end of September	Creating Great Spaces for Schooling at Home	10-11 pm (alternative times offered each week)	Workshop	Parents and students in grades K-12
9/13/13	Accommodating to Parent Needs		Survey	All Parents of students in grades K-12
9/18/13	College & Career Workshops: Why High School Matters	3-4 pm	Workshop	Students in grades 9-12
9/18/13	Why High School Matters	3-4 pm	Session	Students in grades 9-12
9/18/13	Digging Deeper into the Online School - Perfect for Newer Parents and Learning Coaches of students in grades K-8	4-5 pm	Workshop	Newer parents and Learning coaches of students in grades K-8
9/19/13	Parent and Learning Coach Social - With Head of School	12-1 pm	Session	Parents and Learning Coaches
9/24/2013 - October	School Effectively at Home Series - Whose Schoolwork is it Anyway?	7:30-8:30 pm (alternative times offered each week)	Workshop	Parents and Learning Coaches

9/25/13	Block Scheduling: Managing your time more effectively and have fun learning	4-5 pm	Workshop	Parents and Learning Coaches of students in grades K-8
10/1/13	From Classroom to Living Room	5-6 pm	Workshop	Learning Coaches with students in Grades K-8
10/1/13	Writing Refresher 1: Grammar: Parts of Speech - Nouns and Pronouns Composition: Introduction to the Sentence - The Subject	1-2 pm	Workshop	Learning Coaches of students in grades K-12
10/2/13	College & Career Workshops: Which Path is Right for Me? College, Military & More	3-4 pm	Workshop	Students in grades 9-12
10/8/13	School Effectively at Home Series - déjà vu	7:30-8:30 pm (alternative times offered each week)	Workshop	Parents and Learning Coaches of students in grades K-12
10/8/13	Bullying Prevention and Awareness	2-3 pm	Session	Students in grades 9 and 10
10/8/13	Math Refresher 1: Order of Operations and Number Properties: Many errors are made simply because students work math problems in the wrong order	1-2 pm	Workshop	Parents and Learning Coaches of students in grades K-8
10/8/13	Writing Refresher 2: Grammar: Parts of Speech - Verbs and Complements Composition: Introduction to the Sentence - The Predicate		Workshop	Parents and Learning Coaches
10/9/13	College & Career Workshops: So you're the first person in your family to go to college?	3-4 pm	Workshop	Students in grades 9-12
10/10/13	Magical Math Manipulatives - Perfect for Learning Coaches of K-5 Students	6-7 pm	Informational Meeting	Learning Coaches with students in Grades K-5
10/15/13	Kindness Matters - Bully Prevention	4-5 pm	Informational Meeting	Parents and Learning Coaches of students in

				grades K-5
10/15/13	School Effectively at Home: A Learning Coach's Greatest Asset	7:30-8:30 pm	Workshop	Parents and Learning Coaches of students in grades K-12
10/15/13	Writing Refresher 3: Grammar: Adjectives and Adverbs Composition: Sentence Correction - Modification Errors	1-2 pm	Workshop	Parents and Learning Coaches of students in grades K-8
10/16/13	College & Career Workshops: Careers in Arts and Media	3-4 pm	Workshop	Parents and students in grades 9-12
10/17/13	Parent and Learning Coach Social - With Head of School	12-1 pm	Workshop	Parents and Learning Coaches of students in grades K-12
10/17/13	Kindness Matters - Bully Prevention	4-5 pm	Workshop	Parents of students in grades 6-8
10/17/13	The Military Hub	9-10 pm	Club	K12 Military Families
10/21/13	Bullying Prevention and Awareness	7-8 pm	Informational Meeting	Parents, Learning Coaches and students in grades K-12, general public
10/22/13	Math Refresher 2: Working with decimals: Put them in the right order, add, subtract, multiply and divide them. Convert them into fractions and back again.	1-2 pm	Workshop	Parents and Learning Coaches of students in grades K-8
10/22/13	School Effectively at Home: Capable Kids	7:30-8:30 pm	Workshop	Parents and Learning Coaches
10/23/13	College & Career Workshops: Crafting a Standout College Application	3-4 pm	Workshop	Students in grades 9-12

10/24/13	Managing Long Days	4-5 pm	Workshop	K12 families
10/24/13	Bullying Prevention and Awareness	4-5 pm	Workshop	Parents and students in grades 11-12
10/29/13	School Effectively at Home: A Focus of Effort	7:30-8:30 pm	Workshop	Parents and Learning Coaches
10/30/13	College & Career Workshop: Careers in Today's Military	3-4 pm	Workshop	Students in grades 9-12
10/30/13	Strategies for Using a Kindergarten Lesson	4-5 pm	Workshop	Parents of Kindergarten students
11/5/13	Writing Refresher 4: Grammar: Phrases, Composition: Compare and Contrast Essays	1-2 pm	Workshop	Parents and Learning Coaches
11/5/13	School Effectively at Home: Holding Students Accountable	7:30-8:30 pm	Workshop	Parents and Learning Coaches
11/6/13	College & Career Workshops: Connecting the Dots between your Interests, Activities and Future	3-4 pm	Workshop	Parents and students in grades 9-12
11/12/13	Part 1: Equivalent, Reducing, Comparing			
11/12/13	Math Refresher: Equivalent, Reducing and Comparing	1-2 pm	Workshop	Parents and Learning Coaches of students in grades K-12
11/12/13	School Effectively at Home: Winning Attitudes	7:30-8:30 pm	Workshop	Parents and Learning Coaches
11/13/13	College & Career Workshops: Careers in the Skilled Trades	3-4 pm	Workshop	Parents and students in grades 9-12
11/19/13	Writing Refresher 4 Recording - Grammar: Verbals and Verbal Phrases Composition: Persuasive Essays	1-2 pm	Workshop	Parents and Learning Coaches

11/19/13	Cursive Writing is Good for You	4-5 pm	Workshop	Parents and Learning Coaches of students in grades K-5
11/20/13	Annual Title I Meeting - Fall	12-1 pm	Informational Meeting	Parents of students in K-12
11/20/13	Sapphire Ins and Outs	12-1 pm	Informational Meeting	Parents and Learning Coaches of students in grades K-12
11/20/13	College & Career Workshops: Paying for College 101	3-4 pm	Workshop	Parents and Learning Coaches of students in grades 9-12
11/21/13	The Military Hub	9-10 pm	Club	K12 Military Families
11/22/13	Understanding Scantron and Study Island	12-1 pm	Workshop	Parents and Learning Coaches of students in grades 3-12
11/25/13	Annual Title I Meeting - Fall	12-1 pm and 6-7 pm	Informational Meeting	Parents of students in K-12
11/26/13	Math Refresher Part 2: Operations with Fractions and Word Problems	1-2 pm	Workshop	Parents and Learning Coaches of students in grades K-12
11/27/13	College & Career Workshops	3-4 pm	Workshop	Parents and students in grades 9-12
12/2/13	Parent and Learning Coach Social - With Head of School	12-1 pm	Workshop	Parents and Learning Coaches

12/3/13	Session 5 Recording: Grammar: Clauses Composition: Research Report Part 1	1-2 pm	Workshop	Parents and Learning Coaches
12/4/13	School at Home Holiday Survival Strategies	1-2 pm	Workshop	Parents and Learning Coaches
12/4/13	College & Career Workshops: Careers in Entrepreneurship - Be Your Own Boss	3-4 pm	Workshop	Students in grades 9-12
12/10/13	Writing Algebraic Expressions - Changing words to math	1-2 pm	Workshop	Parents and Learning Coaches of students in grades K-12
12/17/13	Writing Refresher for Parents: Grammar: Sentence Structure, Sentence Fragments and Run-ons. Composition: Research Reports Part 2	1-2 pm	Workshop	Parents and Learning Coaches of students in grades K-12
12/19/13	Parent and Learning Coach Social - With Head of School	12-1 pm	Workshop	Parents and Learning Coaches
12/19/13	The Military Hub	9-10 pm	Workshop	K12 Military Families
1/7/14	Writing Refresher 6: Grammar: Verbals and Verbal Phrases, Run-in sentences. Composition: Personal Narrative and Autobiographical Incident.	1-2 pm	Workshop	Parents and Learning Coaches
1/7/14	Grammar: Verbals and Verbal Phrases Composition: Personal Narrative			
1/14/14	Math Refresher for Parents: Solving one and two-step equations	1-2 pm	Workshop	Parents and Learning Coaches
1/16/14	Social Chat with Head of School	12-1 pm	Workshop	Parents and Learning Coaches
1/16/14	The Military Hub	9-10 pm	Workshop	K12 Military Families
1/21/14	Writing Refresher: Grammar:	1-2 pm	Workshop	Parents and

	Clauses Composition: Compare and Contrast Essays			Learning Coaches
1/21/14	How to Teach a Phonics Lesson	3-4 pm	Workshop	Parents and Learning Coaches of students in grades K-1
1/22/14	College & Career Workshops - Careers in Law, Public Safety & Security	3-4 pm	Workshop	Parents and students in grades 9-12
1/22/14	Teaching Language Arts through Games and Active Learning (Part 2)	3-4 pm	Workshop	Parents and Learning Coaches of students in grades 6-8
1/23/14	TEAM FAMILY! Part 1: Your Gifts	3-4 pm	Workshop	Parents and Learning Coaches
1/28/14	Math Refresher for Parents: Tackling Word Problems	1-2 pm	Workshop	Parents and Learning Coaches
1/29/14	College & Career Workshops - College Exams: SATs, ACTs, and PSATs, Oh My! (Grades 9-12)	3-4 pm	Workshop	Parents and students in grades 9-12
1/30/14	TEAM FAMILY! Part 2: Ready, Set, Grow	3-4 pm	Workshop	Parents and students in grades K-12
2/4/14	Writing Refresher: Grammar - sentence structure, sentence fragments, run-ons, Composition - Persuasive essay and letter to the editor.	1-2 pm	Workshop	Parents in grades K-8
2/4/14	Computer and Technology Skills: Microsoft One Note	8-9 pm	Workshop	Parents and Learning Coaches
2/5/14	College & Career Workshops - Careers in Health Care	3-4 pm	Workshop	Parents and students in grades 9-12
2/6/14	TEAM FAMILY! Part 3: Who's Coming to Dinner?	3-4 pm	Workshop	Parents and Learning Coaches

2/11/14	Math Refresher for Parents: Integers - Ordering, comparing, addition and subtraction	1-2 pm	Workshop	Parents and Learning Coaches
2/11/14	Computer and Technology Skills: Microsoft Powerpoint		Workshop	Parents and Learning Coaches
2/12/14	College & Career Workshops - Your guide to the FAFSA	3-4 pm	Workshop	Parents and Learning Coaches of students in grades 9-12
2/12/14	Parent Workshop: Banish Burn-out and Have a Great Second Semester	3-4 pm	Workshop	Parents in grades K-12
2/13/14	TEAM FAMILY! Part 4: The Super Bowl	3-4 pm	Workshop	Parents and Learning Coaches
2/18/14	Writing Refresher for Parents: Grammar - Using verbs, Composition - Research Report	1-2 pm	Workshop	Parents and Learning Coaches
2/18/14	Computer and Technology Skills: Microsoft Word	8-9 pm	Workshop	Parents and Learning Coaches
2/19/14	College & Career Workshops: Giving your best interview	3-4 pm	Workshop	Parents and students in grades 9-12
2/19/14	Parent Workshop: State Testing Strategies	3-4 pm	Workshop	Parents and Learning Coaches
2/20/14	Parent Social Chat with Head of School	12-1 pm	Workshop	Parents and Learning Coaches
2/20/14	TEAM FAMILY! Part 5: Personality Styles	3-4 pm	Workshop	Parents and Learning Coaches
2/20/14	The Military Hub	9-10 pm	Workshop	K12 Military Families
2/24/14	Parent Workshop: Tips and Tricks for Keeping Your Active Child on Task	4-5 pm	Workshop	Parents and Learning Coaches
2/25/14	Math Refresher for Parents: Integers - Multiplication, Division and	1-2 pm	Workshop	Parents and Learning Coaches

	Equations			
2/25/14	Computer and Technology Skills: Microsoft Excel	8-9 pm	Workshop	Parents and Learning Coaches
2/26/14	College & Career Workshops	3-4 pm	Workshop	Parents in grades 9-12
2/27/14	TEAM FAMILY! Part 6: The Gift of Words	3-4 pm	Workshop	Parents and Learning Coaches
3/4/14	Writing Refresher for Parents: Grammar - Using Pronouns, Composition: Definition Essay	1-2 pm	Workshop	Parents and Learning Coaches of students in grades 6-8.
3/4/14	Computer and Technology Skills: Open Office Impress	8-9 pm	Workshop	Parents and Learning Coaches
3/5/14	College & Career Workshops: Get Hired	3-4 pm	Workshop	Parents and students in grades 9-12
3/5/14	Helping your Child Become an Independent Learner	4-5 pm	Workshop	Parents of students in grades K-8
3/6/14	TEAM FAMILY! Part 7: Charting the Course	3-4 pm	Workshop	Parents and Learning Coaches
3/11/14	Math Refresher for Parents	1-2 pm	Workshop	Parents and Learning Coaches of students in grades 6-8
3/11/14	Computer and Technology Skills: Microsoft PowerPoint	8-9 pm	Workshop	Parents and Learning Coaches
3/12/14	College & Career Workshops: What is College Like? Hear about it from K12 graduates!	3-4 pm	Session	Parents and students in grades 9-12
3/13/14	Townhall Meeting - PSSA Prep	12:00 pm and 7:00 pm	Workshop	Parents and Learning Coaches of students in grades 3-8

3/19/14	Middle School Website Training Recording	12:00 PM	Training	Parents and Learning Coaches of students in grades 6-8 (LEAP3)
3/20/14	Sapphire Community Web Portal Training Recording	12:00 PM	Training	Parents and Learning Coaches of students in grades 6-8 (LEAP3)
3/21/14	Study Island Training Recording	12:00 PM	Training	Parents and Learning Coaches of students in grades 6-8 (LEAP3)
3/21/14	PSSA Preparation Training Recording	12:00 PM	Training	Parents and Learning Coaches of students in grades 6-8 (LEAP3)
3/13/14	TEAM FAMILY! Part 8: The Family Brand	3-4 pm	Workshop	Parents and Learning Coaches
3/18/14	Writing Refresher for Parents: Grammar - Subject and Verb Agreement, Composition - How-To-Essay	1-2 pm	Workshop	Parents and Learning Coaches of students in grades 6-8
3/18/14	Computer and Technology Skills: Open Office Writer	8-9 pm	Workshop	Parents and Learning Coaches
3/19/14	College & Career Workshops: Careers in Science, Technology, Engineering and Math	3-4 pm	Workshop	Parents and students in grades 9-12
3/19/14	What to do when you can't get online: All about contingency plans	4-5 pm	Workshop	Parents and Learning Coaches of students in grades K-8
3/20/14	TEAM FAMILY! Part 9: Window of Opportunity	3-4 pm	Workshop	Parents and Learning Coaches

3/20/14	The Military Hub	9-10 pm	Workshop	K12 Military Families
3/25/14	Math Refresher for Parents: Geometry-perimeter, area and volume of polygons and circles	1-2 pm	Workshop	Parents and Learning Coaches
	Managing Learning and the Large Family		Workshop	
	10 Mistakes of Veteran Home Educator		Workshop	
	The Ins and Outs of Block Scheduling		Workshop	
3/25/14	Computer and Technology Skills: Open Office Calc	8-9 pm	Workshop	Parents and Learning Coaches
3/26/14	College & Career Workshops: The Best Kept Secret - Two Year Colleges	3-4 pm	Workshop	Parents and Learning Coaches of students in grades 9-12

Provide Evidence that the Board of Trustees has been responsive and effective as a governing entity. Discuss how formal complaints have been investigated and resolved. Provide specific examples of governance issues and how they have been resolved.

The Board of Trustees addresses complaints in a manner consistent with its grievance/complaint procedure described below and outlined in the Agora Student Handbook. See Appendix 18 for a copy of Agora's Student Handbook.

Parent Complaint Response/Due Process Procedure

Agora is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. Agora prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin or religion.

The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School responds within ten (10) working days.

If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the Head of School's response, request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and responds within ten (10) working days.

If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Agora Board of Trustees. The Agora governing body may address the complaint directly, or the family may file a complaint with the Pennsylvania Secretary of Education (information can be found on the PDE website). *Examples of Parent Complaints*

Example 1: (Family names have been stripped for privacy)

Mr. Frost:

Thank you for your time this morning. Please send a response after Ms. O has been contacted by an Agora official.

Enjoy the rest of your day.
Best Regards, Steve

Steven P. Carney | Special Assistant for Charter Schools
Commonwealth of Pennsylvania | Department of Education
333 Market Street, 10th Floor | Harrisburg, PA 17126
Phone: 717.214.5708 | Fax: 717.787.7222
Email: stevcarney@pa.gov
www.education.state.pa.us/

Hello Mr. Carney,

I called and spoke at length with Ms. O. this afternoon. I tried to address all of her concerns.

She expressed that she feels she is taking a stand on principle. Her concerns are with our policies, which she feels are in violation of law. She expressed that she is concerned with our systems sharing information. She did address PSSA-related concerns with me. She feels that it cannot be mandated to attend a site at a church, regardless of covering sectarian symbols.

I asked that she bring her concerns to the Board of Trustees. She seemed resistant. I asked her to write the Board President, Mary Steffey. She felt she had done this and it would not help. She felt someone would read the mail. I encouraged her to reach out share her concerns, but again, she feels that it is a broader problem and everyone is just not aware of what is going on.

Please let me know if you have further questions or concerns.

Sincerely,
Michael Frost
Middle School Principal

Mr. Frost:

Thanks for speaking with Ms. O. this afternoon.

Pursuing a schooling option for her student is a choice. Not all options present the most optimal courses of action, regardless of choice.

Thank you for closing the loop; I can empathize with your comment as to the length of your conversation this afternoon.

Have a good weekend.
Best Regards,
Steve

Example 2:

In July, 2014 a parent sent an email to members of the board and the Head of School regarding the attendance records for his 8th grade daughter. The board president corresponded with the parent via email and phone to attempt to understand his concerns. Essentially the parent disagreed with the official attendance records. The board president sought the support of the Head of School who investigated the official attendance records and notes from teachers and the family coach. After a comprehensive review of all documentation for this student, it was determined that the parent's claims were unwarranted and he is very upset due to a truancy hearing scheduled. During the investigation it was found that there was a lot of communication and attempted communication with the parent throughout the school year via phone, kmail, and even attempted home visits. Although the parent is not satisfied the school was responsive to the complaint.

Describe the composition of the cyber charter school's governance structure, specifying how it includes parents and the community. Be specific about how the board is accessible and accountable to parents. Include dates, times and agendas of important parent meetings or events and include copies of sign-in sheets for the session.

Agora's Board of Trustees is made up of parents and member of the community. The Board of Trustees is made up of eight members, three of which have children in the school. The Board of Trustees make themselves accessible and accountable to parents in the monthly Board meetings and through frequent correspondence with parents of the school via the phone and email. The Board also surveys the parents, students, and staff at the school on not less than an annual basis. Listed below is a brief biography of each Board member.

President: Mary Steffey and her husband have been schooling with the K¹² curriculum for eight years, first through Pennsylvania Virtual Charter School and now with Agora. Mary is passionate about this model of education as she has seen the tremendous benefit it has been for her children, who have various special needs including mental retardation, autism, and dyslexia. She is thrilled that her children don't have to deal with the stigma that many children in brick-and-mortar schools have to face every day. Her children (except one) have no idea they have special needs and she believes that this is one of the greatest benefits of online schooling. Mary is certified in the Association Method for Language Deficient Children, which is one of the approved Orton-Gillingham multi-sensory programs for dyslexic children. She has also attended numerous trainings in Sensory Integration Disorder, Reactive Attachment Disorder, Parenting with Love and Logic and many, many more. Mary and her husband have been therapeutic foster parents for the past twelve years and received the foster parenting Certificate of Excellence in Teamwork in 2003 and the Certificate of Excellence in Passion for Service in 2007. Mary worked as a social worker in a children's shelter and group home with dependent and delinquent youths for ten years.

Following that she worked for Boyertown School District for seven years before having her children. Mary is a passionate advocate for children and has many years of experience advocating both for her own children and for those she has worked with.

Treasurer: James J. Stoltz IV, CPA, CIA, CFSA, CRCM, CRMA is a Supervising Audit Associate for GTM Risk Management, LLC providing internal audit services to community banks and credit unions in the tri-state area. Jim also serves as a Lieutenant Junior Grade in the U.S. Navy Reserves. Jim was formerly a Senior Consultant for RSM McGladrey's Risk Advisory Services. Prior to joining McGladrey, he was a member of the risk management team at Delaware Investments, an asset management firm. Preceding Delaware Investments, Jim worked for Commerce Bank/TD Bank, first as a member of a commercial lending support team and then as a senior auditor for the internal audit group. Jim majored in Finance and received a BSBA from Villanova University. He later earned an MBA from University of Phoenix. Jim was formerly a Board member of the Philadelphia chapter of the Institute of Internal Auditors (IIA) and served as the co-chair of the Academic Relations Committee and chair of the Finance Committee. Jim is also an elected member of his community's Homeowner's Association and works with the Navy Supply Corps Foundation. Jim is a licensed CPA in the state of Pennsylvania and is a member of the Pennsylvania Institute of CPAs (PICPA) and American Institute of CPAs (AICPA). Jim holds the Certified Internal Auditor (CIA), Certified Financial Services Auditor (CFSA), and Certification in Risk Management Assurance (CRMA) designations from the IIA. Jim is also a Certified Regulatory Compliance Manager (CRCM) designation from the Institute of Certified Bankers.

Secretary: Deborah Weinstein is an Executive Vice-President of a startup company, Readorium, that has developed web-based software to support the instruction of reading at the middle school level. She understands digital content and delivery systems associated with digital delivery of instruction. Mrs. Weinstein's contribution to the Board includes her professional expertise as well as her knowledge and skills in fundraising, marketing, and parental involvement.

Regina Council is a Procurement Operations Manager for the Children's Hospital of Philadelphia. She is a supply chain and procurement professional and has worked with educating children. She is also active in the local Institute for Supply Chain Management chapter. Her contributions to the Board would include her professional expertise along with education and skill in finance and management.

Marilyn Maggio is currently a Special Education Legal Advocate and Executive recruiter. She is also an involved Agora parent. She possesses a Bachelor's degree in Information Technology and spent a significant part of her career working in that field at IBM. Ms. Maggio's contributions to the Board include her substantial business management, finance, and IT technical background as well as her experience in special education.

Dr. Ann Rausch-Aviles is a retired public school teacher with extensive experience as a special education and reading teacher. She understands the legal and educational needs of students with disabilities and how schools satisfy those needs and provide proper instruction. Dr. Aviles contributions to the Board include her full understanding of knowledge, skills and professional dispositions required to be an effective teacher, as well as her ability to assist the Board in oversight responsibilities in both special education and remediation need for students struggling academically.

Bonnie Harmon has two children enrolled at Agora, and has worked very closely with Agora teachers to bring her son to grade level. She values the flexibility and safety of the online school model—allowing time for cultural activities and other opportunities for socialization, which compliment the school's academic program. Bonnie is extremely involved with the community at large and volunteers her time as a faculty member at the Temple University/Pan-African Studies Community Education Program, working with adolescent students at the Entertainment and Community Education Center. Bonnie also serves on the Board of Directors of Dot'n Ray, Inc., a non-profit organization, as founder, president, and CEO. In 2007, she worked as the Youth Program Director of the Uptown Entertainment & Development Corporation. Since 2004, she served as the Program Director of The Greatest Philadelphia Performing Arts Enrichment Program. Bonnie received a Certificate of Appreciation in 2005 at the Temple University/Pan-African Studies Community Education Program, and a Certificate of Appreciation from New Freedom Theatre's Performing Arts Training Program in 2004. She was also a provider for the Congreso de Latino Unidos, Inc. Beacon Program in Philadelphia from 2002–2004, and in 2001 she earned a Merit Recognition and Commendation at Silver Springs-Martin Luther School in Plymouth Meeting, PA. Bonnie furthered her education at Camden County College in Camden, NJ and Rowan College in Glassboro, NJ.

Every parent at Agora always has access to the Board of Trustees.

- Board Meetings:

Open forums were made available during each of the following board meetings during the previous academic year. These meetings are public and parents are not required to sign-in.

 - September 24, 2013
 - October 22, 2013
 - December 17, 2013
 - January 28, 2014
 - February 25, 2014
 - March 25, 2014
 - April 22, 2014
 - May 27, 2014
 - June 24, 2014
- Monthly Chats with the Head of School – These are open “what’s on your mind” sessions where parents can come and ask questions to the Head of School. On average 30-50 participants attended. In an effort to keep the meetings informal and encourage parents to be candid attendance was not taken.
- Complete periodic surveys given throughout the year. Please see section III. Communications to Parents and Community, section A. detailing parent surveys.
- Live Parent Feedback Forums during PSSA testing

Agenda:

Parent Feedback Forums Agenda

8:30-9:00 Participants began to arrive and mingle

9:30 Forum Start Time

9:30-11:00 Meeting (time will depend on size of group)

Following Meeting- Facilitator will be available to answer 1 on 1 questions that learning coaches or parents have

Locations:

Site	Dates	Meeting Date	Forum Leader	Facility Name	Site Street Address
Berks #1	Week 1 (March 17-21)	Wed. 19th	Lexi Loeb	Calvary Baptist Church	510 Park Avenue, Reading, PA, 19611
Butler	Week 1 (March 17-21)	Tuesday March 18th	Nancy will find someone at site to host	Community Alliance Church	800 Mercer Road, Butler, PA, 16001
Cumberland South	Week 1 (March 17-21)	Wed 19th	Alina Kitchell	Messiah College	One College Ave, Mechanicsburg, PA, 17055
Lancaster	Week 1 (March 17-21)	Tues. March 18th	Jessica Long	Millersville University	1 S George Street, Millersville, PA, 17551
Monroe	Week 1 (March 17-21)	Wed. March 19th	Eileen Luckenbill	St. Matthew's Parish Hall	200 Broadhead Avenue, East Stroudsburg, PA, 18301
Philadelphia Northeast #1	Week 1 (March 17-21)	Tuesday March 18th	Tamara Mattier Fawn Smith	Bethel Church at Franklin Mills	903 Franklin Mills Circle, Philadelphia, PA, 19154
Erie	Week 2 (March 24-28)	Tues. Mar. 25th	Chad Antonio	Grace Church	7300 Grubb Road, McKean, PA, 16426
York	Week 2 (March 24-28)	Wed. March 26th	Jessica Long	York First Assembly of God	2270 N. Susquehanna Trail, York, PA, 17404
Berks #2	Week 3 (March 31- April 4)	Wed. April 2nd	Alina Kitchell	Calvary Baptist Church	510 Park Avenue, Reading, PA, 19611
Cambria	Week 3 (March 31- April 4)	Tuesday April 1st	Eileen Luckenbill	Frank J. Pasquerilla Conference Center	301 Napoleon Street, Johnstown, PA, 15901

Cumberland North	Week 3 (March 31-April 4)	Tuesday April 1st	Jessica Long	Central Penn College	600 College Hill and Valley Road, Summerdale, PA, 17093
Montgomery	Week 3 (March 31-April 4)	Wed April 2nd	Lisa DiGiovanni	Calvary Church of Souderton	820 Rt. 113, Souderton, PA, 18964
Venango	Week 3 (March 31-April 4)	Wed April 2nd	Eileen Luckenbill	Grace United Methodist Church Rocky Grove	350 Front Street, Franklin, PA, 16323
Franklin	Week 4 (April 7-11)	Tues. April 8th or Wed. April 9th (waiting to hear back)	Jessica Long	Mt. Pleasant Church	2509 Black Gap Road, Chambersburg, PA, 17201
Luzerne/Hazleton	Week 4 (April 7-11)	Wed April 9th	Steve Calabro	Faith UCC Church	21 Faith Dr., Hazleton, PA, 18202
Philadelphia Northeast #2	Week 4 (April 7-11)	Tues. April 8th	Alina Kitchell	Bethel Church at Franklin Mills	903 Franklin Mills Circle, Philadelphia, PA, 19154
Washington	Week 4 (April 7-11)	Wed. April 9th	Alina Kitchell	South Hills Bible Chapel	300 Gallery Drive, McMurray, PA, 15317
Blair	Week 5 (April 21-25)	Tues. April 22nd or Wed. 23rd (waiting to hear back)	Alina Kitchell	Jaffa Shrine	2200 Broad Avenue, Altoona, PA, 16601

Sign in form: (parent initials have been used for privacy)

Parent Forum Sign-In	
Name	Site Attended
IF	Berks 1
AN	Berks 1

AG	Berks 1
DV	Berks 1
CH	Berks 2
AB	Berks 2
DB	Berks 2
DD	Berks 2
SF	Berks 2
CS	Berks 2
KS	Berks 2
KF	Berks 2
JE	Berks 2
SR	Blair
SW	Blair
NC	Blair
VB	Blair
TK	Blair
JF	Blair
LF	Blair
KH	Blair
LA	Blair
PF	Blair
MC	Blair
SI	Blair
AT	Butler
DC	Butler
SD	Butler
CU	Butler
SP	Butler
SZ	Butler
KD	Butler
SS	Butler
DH	Butler
JK	Cambria
JK	Cambria
AG	Cambria
MP	Cambria
LY	Cambria
MS	Cambria
HS	Cambria
LS	Cambria

SG	Cumberland N
MS	Cumberland N
KV	Cumberland N
JS	Cumberland N
GL	Cumberland N
MZ	Cumberland N
DK	Cumberland N
JW	Cumberland N
AF	Cumberland N
SS	Cumberland N
CG	Cumberland N
TM	Cumberland N
AA	Cumberland N
AW	Cumberland N
JS	Cumberland S
KH	Cumberland S
SH	Cumberland S
TB	Cumberland S
SM	Cumberland S
JP	Cumberland S
C	Cumberland S
JH	Cumberland S
KS	Cumberland S
LA	Cumberland S
GW	Cumberland S
AC	Franklin
JC	Franklin
CD	Franklin
DG	Franklin
KF	Franklin
CR	Franklin
CB	Franklin
C	Franklin
SP	Franklin
JB	Hazelton
RL	Hazelton
JD	Hazelton
BP	Hazelton
MF	Hazelton
GS	Hazelton
MF	Lancaster

LR	Lancaster
LH	Lancaster
MM	Lancaster
DG	Lancaster
JY	Lancaster
EB	Lancaster
MW	Lancaster
ZC	Lancaster
CF	Lancaster
HC	Lancaster
DP	Lancaster
ES	Lancaster
TC	Lancaster
FC	Lancaster
JT	Lancaster
FM	Monroe
LS	Monroe
CC	Monroe
SM	Monroe
NT	Monroe
LM	Monroe
DE	Monroe
CM	Monroe
NM	Monroe
CC	Monroe
YW	Monroe
SY	Monroe
DS	Monroe
SA	Montgomery
CL	Montgomery
JM	Montgomery
GH	Montgomery
JS	Temple 1
JM	Temple 1
GJ	Temple 1
LD	Temple 1
SB	Temple 1
CR	Temple 1
CF	Temple 1
DT	Temple 1
YW	Temple 2

TB	Temple 2
SP	Temple 2
JA	Temple 2
MW	Temple 2
KB	Temple 2
AR	Temple 2
PA	Temple 2
SC	Temple 2
SH	Temple 2
RA	Temple 2
TW	Temple 2
MD	Temple 2
DH	Temple 3
DR	Temple 3
DK	Temple 3
LC	Temple 3
AA	Temple 3
SM	Temple 3
TF	Temple 3
NM	Temple 3
KM	Temple 3
JG	Temple 3
DD	Temple 3
KF	Temple 3
S	Temple 3
T	Temple 3
M	Temple 3
R	Philly NE 1
C	Philly NE 1
R	Philly NE 1
B	Philly NE 1
L	Philly NE 1
E	Philly NE 1
CA	Philly NE 1
CK	Philly NE 1
DH	Philly NE 1
CB	Philly NE 1
MT	Philly NE 2
C C	Philly NE 2
CS	Philly NE 2
FM & LM	Philly NE 2

MM	Philly NE 2
CC	Philly NE 2
CT	Philly NE 2
AH	Philly NE 2
LL	Philly NE 2
JC	Philly NE 2
KT	Philly NE 2
AA	Philly NE 2
FG	Philly NE 2
T B	Venango
JR	Venango
JT	Venango
DM	Venango
DT	Venango
EF	Venango
PG	Venango
MC	Venango
JH	Venango
VF	Venango
CB	Venango
CS	Venango
AD	Venango
DK	Venango
HT	Venango
LA	Venango
TA	Venango
KA	Washington
CW	Washington
JG	Washington
GP	Washington
SC	Washington
ED	Washington
HL	Washington
MB	Washington
LH	Washington
LS	Washington
KH	Washington
DS	Washington
RT	Washington
EC	Washington
TC	Washington

DS	Washington
PW	Washington
MT	Washington
AW	Washington
LD	Washington
SG	York
JB	York
KS	York
TM	York
MK	York
LM	York
MA	York
BC	York
ZC	York
EO	York

Describe the relationships of the cyber charter school with the surrounding community. Describe any complaints that have been received and how they have been investigated and resolved.

Agora has maintained long-standing relationships with local libraries, colleges, churches and community centers to host testing, professional development, social activities and other events.

Several examples of organizations we continue to have ongoing relationships with include:

- Temple University – Philadelphia
- West Shore Free Church – Mechanicsburg
- DeSales University – Bethlehem
- Calvary Church – Lancaster
- East Monroe Public Library – Stroudsburg
- Allentown Public Library – Allentown
- Erie County Public Library – Erie
- Tom Ridge Environmental Center – Erie
- Hoyt Public Library – Kingston
- Link Community Center – Reading
- Wyoming Valley Catholic Youth Center – Wilkes-Barre

Agora has not received any official complaints from the surrounding community.

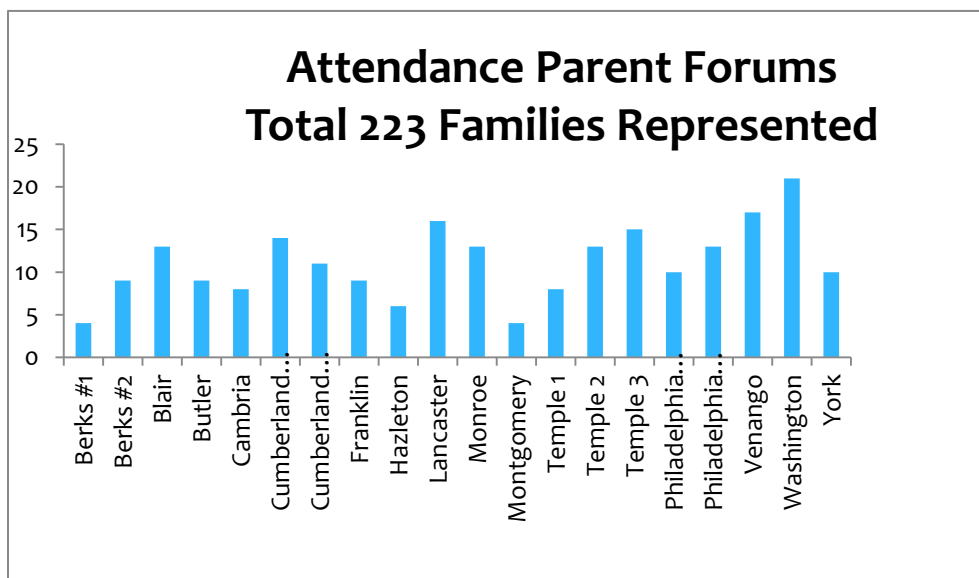
Describe the mechanisms in place to measure stakeholder satisfaction and solicit input. Include copies of surveys and questions and include a summary of responses.

Agora understands the invaluable partnership we must cultivate and maintain with our parents. We have several mechanisms in place to continually seek feedback and provide opportunities for two-way conversations. Highlighted here are:

- Parent Feedback Forums
- Parents Surveys
- Parent Council

Parent Feedback Forums

Parent feedback forums allow parents the opportunity to provide feedback and ask questions about the school and their student(s). The following chart represents live attendance at parent feedback forums conducted in the spring of 2014 at the PSSA testing locations. Full details appear in section titled: “Describe the composition of the cyber charter school’s governance structure, specifying how it includes parents and the community. Be specific about how the board is accessible and accountable to parents. Include dates, times and agendas of important parent meetings or events and include copies of sign-in sheets for the session.”



Parent Council

In its early stages of development, the Agora Parent Council is intended to engage committed parents to come together to discuss parent forums and information sessions, organize parent volunteer groups and assisting with the planning and running of back-to-school events, family community events and school-sponsored events.

Parent Surveys

During September, 2013, the **Family Connection survey** was deployed and 194 responses were received. This tool sought to collect input on how families would like to connect with other families, at what frequency and times of day, interest a parent support group or Agora family Co-Op, and in what way parents would like to network with one another.

During September and October, 2013, families were surveyed about **Improving Your Student's Success**. Parents were asked to review important information about programs, contact staff and tools to use. Parents were then provided a short quiz to demonstrate that they had gleaned the required information.

Beginning in September, 2013 and running through the end of February, 2014 the **K-5 Orientation survey** was deployed in order to gather information about each new family's orientation experience. Information was gathered regarding technology, log-in experience for the Online School, as well as for the Class Connect (live, online classes) experience, accessing Scantron testing, self-assessment of preparation for the school year after orientation, and suggestions for improvement for the school for the following year.

From December 2013 through June 2014, information was collected about Agora's recorded Learning Coach Academy presentations. These recordings presented a wide variety of information necessary for parents in their connection with the school as well as in working with their student to craft a successful school year. Parents filled out a short quiz afterward in order to for self-determination of mastery of the content from the recordings.

In February, 2014 the Agora Learning Coach Survey was deployed and results analyzed in March, 2013 over a response rate of 1164 families. This survey provided important documentation and input from parents regarding messaging preferences, content consumption choices, parent activity interests, preferences for times of day for content availability, locations for workshop and meeting events, and topics of interest for support.

In February and March 2014, teachers were surveyed about PSSA Forums in order to collect their impressions about the parent meetings at those locations. The survey collected information about value, trainings teachers require, perceptions and strong points. In addition to these, the following surveys and analysis tools were deployed for additional targeted information.

During the school year:
Feedback on curriculum (content and online experience)
New Language Arts program survey for 3rd grade
Noodleverse usability testing
Pre-K (Embark) usability testing
Educational games (ex: xgerms) usability testing
Usability testing of textbooks on tablets/mobile devices
Pre-K (Embark) usage and satisfaction survey
Feedback on online enrollment portal
New online enrollment tool (EPR) usability testing
During the school year: Feedback on the new OLS learning management system
Feedback on the new OLS learning management system
Global home usability testing
File sharing tool usability testing
Engrade grading modules usability testing
Question pool usability testing
Announcement, progress, and assessment usability testing
Feedback on the program
ClassConnect BlackBoard collaboration tool experience survey
Special Education program satisfaction survey

End of the school year:
Spring K-8 and High School parent and High School student satisfaction survey
Teacher Satisfaction Survey
Senior Survey

Examples:

Learning Coach Involvement Survey

What is the name of the learning coach? *Required

What grade bands do your student's fall into? *Required

- ☐ K-5th
- ☐ 6th- 8th
- ☐ 9th- 12th

What is your zip code? For example 19518 *Required

Would you be interested in connecting with other Agora families?*Required

- ☐ Yes
- ☐ No

In what ways would you like to network?



How often would you like to connect with other families?*Required

- ☐ frequently
- ☐ occasionally
- ☐ my current schedule does not allow time

Which timeframe would work best for your family?*Required

- ☐ morning
- ☐ afternoon
- ☐ not available anytime

Would you be interested in a parent support group that met evenings?*Required

- ☐ Yes
- ☐ No

Have you ever been a part of an Agora co-op that was parent led? Can you provide information on what that involved? Is this an option you would consider as an asynchronous family if other parents in your region were interested

K-5 Orientation Experience Survey

What is your student ID? *Required

What is the student's full legal name? *Required

What grade is the student in? *Required

- ☐ Kindergarten
- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th

When did you receive your K12 computer? *Required

- ☐ Before orientation
- ☐ During orientation
- ☐ I have not yet received my K12 computer

Were you able to set up your computer? *Required

- ☐ Yes
- ☐ No, I needed to contact an Agora staff member for help
- ☐ No, I needed to contact the K12 help line for assistance
- ☐ I have not yet received my K12 computer

If you needed to contact K12 tech support this week, how long was your wait time?*Required

- ☐ Less than 10 minutes
- ☐ Less than 20 minutes
- ☐ More than 20 minutes
- ☐ I did not need to contact tech support this week.

If you needed to contact k12 tech support this week, was your issue resolved?*Required

- ☐ Yes
- ☐ No
- ☐ I did not need to contact tech support this week.

Have you received all of your Agora equipment?*Required

- ☐ Yes
- ☐ No
- ☐ Some

Were you able to log into class connect for orientation this week?*Required

- ☐ Yes
- ☐ No
- ☐ Sometimes

Were you able to log into your Online Learning Course this week?*Required

- ☐ Yes
- ☐ No
- ☐ Sometimes

Were you able to access and complete Scantron testing this week?*Required

- ☐ Yes
- ☐ No
- ☐ I started it
- ☐ I am not required to take the test.

How prepared do you feel for the upcoming school year after orientation?*Required

- ☐ Prepared
- ☐ Mostly prepared
- ☐ Somewhat prepared
- ☐ Unprepared I do not know where to even start

Do you have suggestions on how to make orientation better for students?

Add item

B. Student Enrollment

Is the enrollment stable and/or near capacity? What is the average “churn rate” for the last five years?

As stated in Section I. Student Achievement, since its founding in 2006, Agora has grown steadily. Agora’s growth in enrollment from SY09-10 through SY13-14 has increased by more than two hundred twenty five percent (225%). In addition, Agora does not have an enrollment cap.

The average churn rate for the last five academic years is 27% and is outlined below for each year:

SY2009-10 – 33%

SY2010-11 – 26%

SY2011-12 – 24%

SY2012-13 – 27%

SY2013-14 – 24%

Note: Data reflects churn rate between October and the third week of May within each academic year.

Describe the system for maintaining accurate student enrollment and withdrawal information as required under Section 1748-A, Enrollment and Notification.

Currently K¹², Inc. tracks and maintains all enrollment and withdrawals of students as required under Section 1748-A. K¹², Inc. reports monthly attendance, enrollment, and retention to the Board. Copies of all Enrollment and Withdrawal forms are also retained. Agora informs the student's home school district of a withdrawal within 10 days according to PA School Code. The Board of Trustees has approved Genius for its Student Management Information System which will be utilized in-house beginning with SY15-16.

Describe the marketing techniques used to advertise this cyber charter school opportunity and how the cyber charter school has made resources available equitably across the state.

Through extensive media mix and attribution modeling, Agora has developed a number of marketing techniques as part of their student recruitment campaign to generate interest in the program and encourage families to seek additional information, whether it be at events, by visiting the school website and/or speaking directly with an Enrollment Consultant. Messaging across all mediums has been developed based on consumer research and student exit and satisfaction survey findings to drive the most relevant messaging to potential students who need a choice like Agora.

Mass Media

Online Advertising: Agora utilizes a comprehensive digital marketing strategy that includes:

Search Engine Marketing (SEM): Sponsored ads that are displayed based on consumer keyword searches through Google, Yahoo! and Bing. Two types of SEM advertising are used:

Branded SEM: Places search result ads in top position for consumers searching the Agora brand.

- a. **Non-branded SEM:** Places search result ads for consumers who are searching for online school alternatives and may not be familiar with the Agora brand.

Display Advertising: Digital ads placed on relevant school websites, including Mommy Blogger sites, Education.com, GreatSchools.org, etc.). There are three types of display advertising campaigns:

- a. **Retargeting:** Places school advertisements in front of a consumer who has visited an Agora web property but has not yet completed a request for additional information.
- b. **Programmatic:** Places school advertisements in front of a consumer who is visiting a web property whose content or demographic matches the Agora target segments.
- c. **Endemic:** Places school advertisements in front of a consumer who seeks educational content on related sites (Greatschools, Education, Family Education).



Email Marketing: An on-going email communication campaign is used for an established and growing list of prospective and currently enrolled families and includes three separate campaigns:

- Trigger emails** that are sent when a request for more information is submitted and that showcases key features about the school.
- Nurture Campaign** that introduces Agora to prospective families through a series of 5 e-mails and landing pages focusing on different topics encouraging them to call or apply online.
- One-off emails** that are sent to communicate important information concerning school news, upcoming events and contests, enrollment and re-registration milestones, and many other initiatives.



Social Media

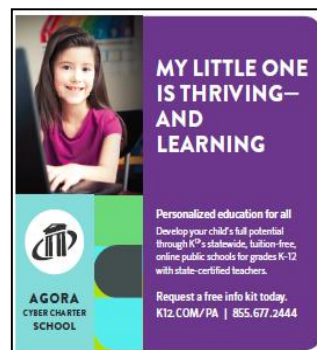
- Facebook:** Ad units in newsfeed and right-hand rail targeting mothers and users with similar lifestyles to current Agora enrollees. Also targets users who visit the Agora website but do not submit a request for more information.
- Twitter:** Ad units in tweet timeline targeting mothers and users conversing about Agora or relevant education topics.

Offline Advertising

- a. **Television:** Short (:30) and long (:60) format television spots on both cable and local broadcast stations are used to generate sufficient message frequency and properly explain the offering.



- b. **Radio:** Most radio spots are :60 in length; however, a :30 version is also available for use with time-restricted channels such as Pandora music.
- c. **Print:** Insertions are typically placed in Parenting Publications and other parenting and education-focused publications.



- d. **Direct Mail:** Used to re-engage existing, inactive leads, as well as connect with prospective families new to online learning and/or the school.
- e. **Out-of-Home:** Where appropriate, but typically in urban markets with established mass transit systems, the school advertises using billboards, bus shelters and kiosks, etc.
- f. **Sales Enablement Materials:** School-specific literature and materials are provided to prospective families during all school events, promotional events, sponsorships and partnerships. In addition to events, many of the established relationships that result from the Influencer Outreach initiative allow for the display and distribution of student recruitment materials. Examples include point-of-purchase (POP) displays at libraries, YMCAs and churches.



Local Outreach

- a. **Event Marketing:** In-person and online information events are held throughout the state to introduce Agora to interested families and students. During these events, school representatives review school basics, policies and procedures, how online learning works and a number of additional topics focused on ensuring interested parents are well-informed about the program.



- b. **Influencer Outreach:** School representatives actively seek out and engage organizations, community leaders, groups and other educational influencers within the state to introduce Agora and develop mutually beneficial relationships to promote the school.
- c. **Strategic Sponsorships:** School representatives identify organizations and events, typically educational in nature, to secure on-site presence and the ability to engage with the partners established customer base through experiential marketing modules (i.e. interactive lesson demos).

Earned Media

Working alongside a public relations firm, school representatives develop media advisories and engage local media to promote important school milestones and feature stories on the benefits of online learning.



Using the following table, provide the history of student enrollment for each year and discuss trends in student turnover and retention data.

	2009-10	2010-11	2011-12	2012-13	2013-14
Total Student Enrollment at the end of the school year	5,022	6,475	9,004	9,938	10,421
Number of students enrolled in June who were also enrolled in September of the previous year	2,937	4,250	5,433	6,600	7,091
Number of students, excluding graduates, who were enrolled at the end of last year	N/A	4,771	6,075	8,123	8,916
Number of students, excluding graduates, who were enrolled at the beginning of the school year who were also enrolled at the close of the previous school year	N/A	1,741	2,788	7,311	7,849

Provide waiting list data for each year, detailing how many students were on the waiting list at the beginning of the year, how many were extended opportunities to enroll and how many enrolled during the year.

Not applicable; Agora does not have an enrollment cap.

If the school has been under- or over-enrolled, provide an explanation.

Not applicable as there is no enrollment cap for Agora; however, the school has consistently grown over the last five years of the charter and we hire staff and develop budgets accordingly.

Drawing upon exit interviews and other sources, explain why students choose to return or not to return to the school.

There are many reasons families return, but the primary drivers, as determined by annual Satisfaction Survey results, include quality of the curriculum; flexibility in pacing; and the ability for parents to take an active role in their student's education. Conversely, the primary drivers among K through 8 families for leaving during the school year, based on the Exit Surveys conducted in the fall of 2013, are that the program is too time consuming; lack of flexibility; parents have difficulty schooling at home or serving as the Learning Coach for their student. In High School, the primary drivers for leaving during the school year are student motivation; difficulty getting started; and socialization. Families who have the option to return for subsequent school years through the school re-registration process and ultimately decide not to, cite a number of reasons why they choose not to return, but the primary drivers include student's wishing to return to their local brick-and-mortar school to be with friends; concerns with student achievement; time commitment for students; and Learning Coach no longer being available.

C. Policies and Procedures

a. Technology and Support

In the virtual learning environment, the Learning Management System (LMS) is the engine that supports the learning experience. An effective LMS must be designed with an understanding of curriculum and content, pedagogical strategy, instructional models, and adjacent systems for the input/output/integration of data. The learning management systems used to support the curriculum.

Learning Management Systems

- Provide a suite of tools that enable teachers, academic administrators, and learning coaches to create outstanding learning experiences to help Agora students reach their potential both academically and personally.
- Provide tools that support grading and data reporting in a variety of ways, and allow high school teachers to determine how to set up reports that best reflect Agora's approach to evaluation.
- Give users multiple tools for communication and collaboration through both synchronous and asynchronous exchanges.

- Include a series of alerts and reminders that help Agora’s teachers and families keep track of attendance, progress through lessons, and cumulative mastery.
- Allow students and teachers quick access to courses and lessons through easy-to-navigate interfaces.
- Enable teacher-augmented instruction, especially in high school, where new tools will give teachers the ability to create their own content, activities, and assessments.
- Embody best practices in instructional design research, and meet universal design principles.

Integrated Tools and Comprehensive Support

The learning management systems;

- Are designed with a comprehensive, end-to-end user experience in mind, from registration through course completion to high school graduation and beyond.
- Are supported by a series of services, including training for teachers and school staff, parent and student seminars, and dedicated technical support.
- Are enhanced by providing Agora teachers and staff access to knowledge banks and systems experts via the Teacher Help Desk, Academic Services, and the School Operations and Regional Operations teams.

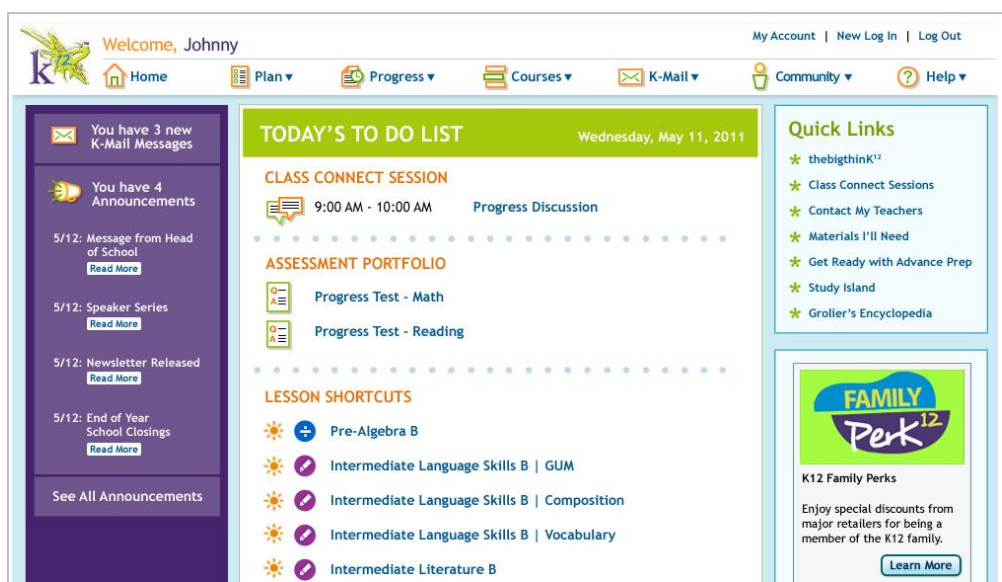
Developmentally Appropriate Design

- The learning environment is designed to be both age and developmentally appropriate for students from pre-k through high school. For younger learners, the K-8 Online School LMS, provides ease of use for younger learners and peace of mind for parents who are just embarking in their online school experience.
- At the high school level, Agora is launching a new state-of-the-art LMS platform in the SY15-16. Agora will utilize experience in the development and implementation over the last five years to provide a seamless experience for students and parents.
- Due to the unique developmental needs of students in grades 6-8, Agora is creating a Next Generation platform and curriculum to create a learning environment that best supports the developmental and academic needs of increasingly autonomous Middle School students in the SY15-16.
- Agora is committed to creating online learning experiences that work for students with different learning style and accessibility needs, and accommodate students who work at varying paces. Our learning management systems and complementary platforms support this commitment.

K-8 Platform Landing Page

Upon sign in, the K through 8 platform landing page helps students, parents, and teachers find the information they want quickly and easily. The K through 8 landing page is customized to meet the needs of different Agora users: students, teachers, and parents. On the landing page, pertinent information is provided as are links to tools, courses, and settings. At a glance, students can easily access their classes, access their email and Class Connect sessions, check announcements, easily understand their progress, and check their plan, among other daily activities that are key to their learning experience. The K through 8 landing page is designed to be easy to navigate and used by younger students, allowing students to spend more time focused on their schoolwork.

K-8 Scheduling and Lesson Planning Tools



Example school landing page in K-8 platform

The lesson planning and scheduling tools enable K through 12 teachers and parents to establish a schedule for completing lessons. K through 8 learning environment is designed to accommodate students who work at varying paces and these tools are designed to update the plan as a student progresses through each lesson and course, allowing flexibility to increase or decrease the pace at which the student moves through the curriculum while ensuring that the student progresses towards completion in the desired time frame. For a single course, teachers and administrators have the ability to set expected completion goals for individual students, as well as provide additional time to complete a course. Furthermore, each student, in all grades, has the ability to view a custom Plan that displays what is expected to be completed on a given day or week.

The Daily Plan shows all of the lessons scheduled for the Student's current day. For each scheduled lesson, the Daily Plan provides:

- A description of each lesson by course

- Whether the class is online or offline
- Assessment Status
- Completion Status
- Advance Prep for today's lessons

The Weekly Plan shows all of the lessons scheduled for the current week for the student. For each scheduled lesson, the Weekly Plan provides a link to the Course, and the Quick Links box provides links to course materials and any advance prep for the week's lessons.

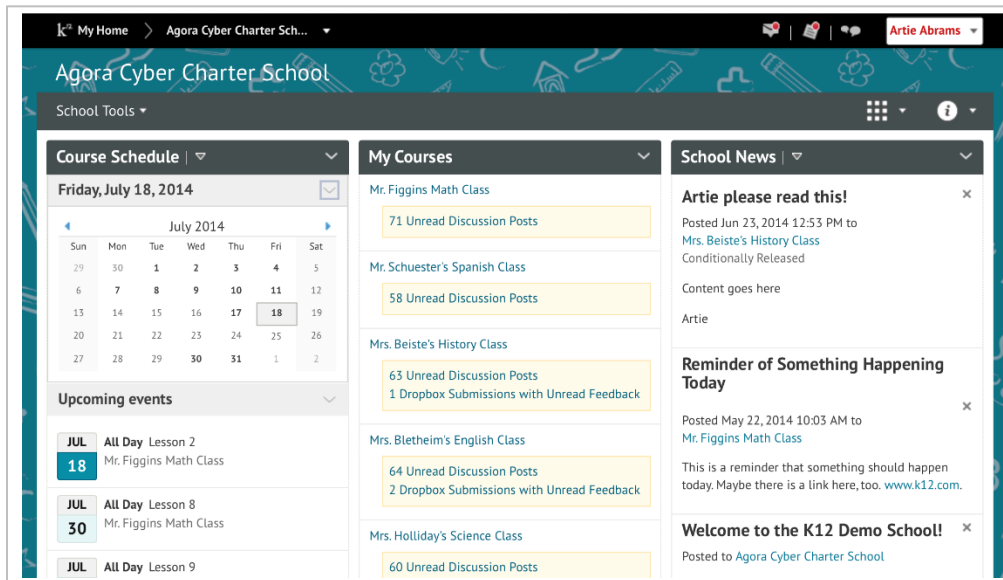
All of these abilities occur in real-time to allow a student to concentrate on their school activities and not be distracted managing their calendar on a day-to-day basis.

The screenshot displays the 'K-8 OLS Weekly Plan' interface. At the top, a navigation bar includes a welcome message 'Welcome, Holly' and links for 'Home', 'Plan', 'Progress', 'Courses', 'K-Mail', 'Community', and 'Help'. Below this, the '1st Grade's Plan' section is shown, with tabs for 'Daily Plan' and 'Weekly Plan'. The 'Weekly Plan' tab is active, displaying a calendar view for the week of January 24 to 28, 2011. The calendar shows lessons for each day, including Math, Language Arts, Phonics, Science, History, Art, and Music. A 'Print Weekly Plan' button is located in the top right corner of the plan area.

K-8 OLS Weekly Plan

High School Platform Landing Page

The High School landing page is customized to meet the needs of different Agora users: students, teachers, parents, etc. This is accomplished through the use of widgets – tools that provide information and links to tools, courses, and personal settings. Course Homepages also feature user-specified widgets and tools. The landing page can provide access to supplemental tools and resources such as college and career services, Scantron, Study Island and others.



Example school landing page in High School platform

Upon reaching the School Landing Page, Agora parents can immediately see the names of their students and a quick summary of their current performance and activity in the course. Agora students can see what work is scheduled for the day across all of their courses, whether there are posts or assignments to review, and every announcement from every course that they have not yet dismissed. Agora teachers can see which courses have unread dropbox items to grade, and discussion posts to moderate.

The system's look and feel is effective in different displays and focuses a user's attention on the most important content of a page. Users have consistent access to courses, course alerts and personal settings.

The minibar holds three separate streams of notifications:

- **Messaging:** Provides access to email and instant messenger.
- **Course Activity:** Provides access to announcements, newly released grades, and due dates.
- **Subscriptions:** Provides access to the discussion board posts and blogs to which the user has subscribed.

Notifications on the mini-bar also provide a fast and easy way for users to get to the most important tasks to complete quickly and easily. Students can immediately access new announcements, Dropbox assignment feedback, and discussion posts by clicking the notifications from anywhere in the platform.

Describe the teaching methods that are used to deliver instruction and to assess academic performance. How is the cyber charter school improving student learning through the effective use of technology?

Please see I. Student Achievement, section B for a comprehensive overview of both Agora's teaching methods used to deliver instruction and to assess academic performance and how it is improving student learning through the effective use of technology.

How is the "school day" defined and how is the student's attendance for the day monitored?

It is the expectation of Agora that all students can and will achieve academic success and that consistent attendance and engagement in regular coursework is essential to that success. At Agora, attendance involves regular log in to each course and attendance at all mandatory sessions. Engagement involves completion of assigned assessments, participation in Class Connect sessions, and completion of assigned lessons, which includes submission of assigned coursework.

Daily Interaction Provided Across all Grade Levels

Live Class Connect Sessions are conducted each day by Agora's Pennsylvania certified and highly qualified teachers in all grade levels K through 12. A Student's instructional path is determined during the development of the student's Individualized Learning Plan (ILP). Some students have a daily rigorous synchronous class connect schedule including remediation small group or 1 on 1 sessions with a reading or math specialist or special education teacher, while other students are placed on a more independent, self-paced, asynchronous path where they may have less frequent 1 on 1 time with a teacher because their self-discipline and independence warrants such a determination. All students are carefully monitored daily, provided meaningful and comprehensive feedback on assignments and if a student's performance level changes, the ILP is reopened and the instructional path could be changed.

School Calendar

Each year Agora is committed to recommending a student and staff calendar for the Board of Trustees' consideration. The calendars in Appendix 3 provides the current SY14-15 and a draft of the SY15-16 that includes all school holidays, recommended Professional Development, and Department Collaboration Days during which teachers and staff will review and analyze student performance data and develop action plans to address student deficits, gaps and opportunities to enrich instruction. Other half days can be used for parent conferences, home visits, and/or participation in Agora Days Out opportunities that may include parent workshops, student socialization through skating, bowling or other student centered activities.

School Day Schedule

School leaders work collaboratively to develop an appropriate school day schedule that meets the needs of all learners. Below is an example of a K through 5 and middle school schedule that takes into account

Class Connect synchronous sessions, small group /1-on-1 intervention time, and Professional Development or Professional Learning Community data meeting. Leaders will ensure that student schedules are balanced and appropriate to meet the needs of all learners. The ILP should not only illustrate learning objectives and goals, but will cite the students’ asynchronous or synchronous learning path. Although the criteria below specifies the criteria to determine the learning path, parents may “apply” via the following survey if they have extending circumstances such as a medical or health impairment that may interfere with a synchronous schedule. Leaders will recommend that the school permit most extenuating circumstances as long as families understand that the teachers and family coaches will be closely monitoring daily attendance and progress and an asynchronous status could be revoked and a student will be expected to attend class daily synchronously and will be marked absent if the student does not attend.

K– 5th grade specialist schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:00 -8:15	Progress Monitoring (60min)	Progress Monitoring (60min)	Progress Monitoring (60min)	Progress Monitoring (60min)	Progress Monitoring (60min)	
8:15-8:30						
8:30 - 8:45						
8:45- 9:00						
9:00 - 9:15	WIN (45min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (180 min)	Planning (45 min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (180 min)	Planning (45 min)	
9:15 - 9:30						
9:30 - 9:45						
9:45 - 10:00	Planning, Documentation (60min)		WIN (45min)		WIN (45min)	WIN (45min)
10:00 - 10:15						
10:15 - 10:30						
10:30 - 10:45						
10:45- 11:00	Math PM (30min)		Planning (45 min)		WIN (45min)	Planning (45 min)
11:00 - 11:15						
11:15 - 11:30	Planning, Documentation (60min)		WIN (45min)		WIN (45min)	WIN (45min)
11:30 - 11:45						
11:45- 12:00						
12:00 -12:15	Reading PM (30min)		LUNCH		LUNCH	LUNCH
12:15 - 12:30						
12:30 - 12:45		Planning,	WIN BLOCK:	Planning,	WIN BLOCK:	

12:45- 1:00	Lunch	Documentation (60min)	Targeted Interventions (instructional level small group or 1:1 support) (150 min)	Documentation (60min)	Targeted Interventions (instructional level small group or 1:1 support) (150 min)
1:00- 1:15					
1:15 - 1:30	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (165 min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (90 min)		WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (90 min)	
1:30 - 1:45					
1:45 - 2:00					
2:00 - 2:15					
2:15 - 2:30					
2:30- 2:45					
2:45 - 3:00					
3:00- 3:15		Planning, Documentation (60min)	Planning, Documentation (60min)	Planning, Documentation (60min)	Planning, Documentation (60min)
3:15- 3:30					
3:30 - 3:45					
3:45 - 4:00					

K – 5th Grade General Education Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15	Planning, Documentation	Planning, Documentation	Planning, Documentation	Planning, Documentation	Team/Grade Level Meetings (2 hrs)
8:15-8:30					
8:30 - 8:45					
8:45- 9:00					
9:00 - 9:15		Tier 2 Math-9 students	Writer's Workshop (45 min)	Tier 2 Math-9 students	
9:15 - 9:30					
9:30 - 9:45					
9:45 - 10:00	Math-SI Instruction (60min)	Math SI- Remediation (45min)	Math SI- Remediation (45min)	Math SI- Remediation (45min)	PM (6 hours)
10:00 - 10:15					
10:15 - 10:30		Tier 2 Reading- 15 students	Writer's Workshop	Tier 2 Reading- 15 students	
10:30 - 10:45					
10:45- 11:00	Math PM				

	(30min)		(45 min)	
11:00 - 11:15				
11:15 - 11:30	ELA-SI Instruction (60min)	ELA SI- Remediation (45min)	ELA SI- Remediation (45min)	ELA SI- Remediation (45min)
11:30 - 11:45				
11:45- 12:00				
12:00 -12:15				
12:15 - 12:30	Reading PM (30min)	LUNCH	LUNCH	LUNCH
12:30 - 12:45				
12:45- 1:00	Lunch	Science (60 min)	Tier 3 Reading- Group 3 (6 students)	Science (60 min)
1:00- 1:15				
1:15 - 1:30	Tier 3 Reading- Group 3 (6 students)		Tier 3 Math- Group 1 (8 students)	
1:30 - 1:45			Tier 3 Math- Group 3 (8 students)	
1:45 - 2:00	Tier 3 Math- Group 1 (8 students)	Tier 3 Math- Group 4 (8 students)	Tier 3 Reading- Group 1 (5 students)	Tier 3 Math- Group 4 (8 students)
2:00 - 2:15				
2:15 - 2:30	Tier 3 Math- Group 2 (8 students)	Tier 3 Reading- Group 4 (6 students)	Tier 3 Reading- Group 2 (5 students)	Tier 3 Reading- Group 4 (6 students)
2:30- 2:45				
2:45 - 3:00	Tier 3 Reading- Group 1 (5 students)	Planning, Documentation (60min)	Planning, Documentation (60min)	Planning, Documentation (60min)
3:00- 3:15				
3:15:- 3:30	Tier 3 Reading-			

	Group 2 (5 students)				
3:30 - 3:45					
3:45 - 4:00	Planning, Documentation (60min)				

	Agora Middle School Schedule SY14-15							
	Schedule for all teams (Specialist & PE tentative/options)							
	Math	History	English	Science	Reading Specialist	Math Specialist	PE	
8:00-8:15	Prep (45min)	Prep (45min)	Prep (45min)	Prep (45min)	Small Group 1 (8:05-8:40)	Small Group 1 (8:05-8:40)	Session 1 (8:05-8:40)	
8:15-8:30								
8:30-8:45								
8:45-9:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
9:00-9:15	Session 1 (9:05-9:50)	Session 1 (9:05-9:50)	Session 1 (9:05-9:50)	Session 1 (9:05-9:50)	Prep (60 min)	Prep (60 min)	Prep (60 min)	
9:15-9:30								
9:30-9:45								
9:45-10:00								
10:00-10:15	Intervention	Intervention	WYN	WYN	Small Group 2	Small Group 2	Session 2 (10:05-10:50)	
10:15-10:30						Small Group 3		
10:30-10:45								
10:45-11:00								
11:00-11:15	Session 2 (11:05-11:50)	Prep (60 min)	Prep (60 min)	Session 2 (11:05-11:50)	Prep (60 min)	Prep (60 min)	Prep (60 min)	
11:15-11:30								
11:30-11:45								
11:45-12:00								
12:00-12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	

12:15-12:30							
12:30-12:45	Office Hours	Office Hours	Office Hours	Office Hours	Small Group 3	Small Group 4	Prep (150 Min)
12:45-1:00							
1:00-1:15	Session 3 (1:05-1:50)	Session 2 (1:05-1:50)	Session 2 (1:05-1:50)	Session 3 (1:05-1:50)	Prep (120 min)	Prep (120 min)	
1:15-1:30							
1:30-1:45							
1:45-2:00							
2:00-2:15	Prep (60 min)	Session 3 (2:05-2:50)	Session 3 (2:05-2:50)	Prep (60 min)			
2:15-2:30							
2:30-2:45							
2:45-3:00							
3:00-3:15	Office Hours	Office Hours	Office Hours	Office Hours	Small Group 4	Small Group 5	Session 3* (3:05-3:50)
3:15-3:30							
3:30-3:45	Prep (30 min)	Prep (30 min)	Prep (30 min)	Prep (30 min)		Small Group 6	
3:45-4:00							

High School General Education Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:50	Answer kmails, Plan for the day	Answer kmails, Plan for the day	Answer kmails, Plan for the day	Answer kmails, Plan for the day	Answer kmails, Plan for the day
9:00 – 9:50	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra
10:00 – 10:50	Review classwork from 9:00 session, adjust plans for tomorrow	Review classwork from 9:00 session, adjust plans for tomorrow	Review classwork from 9:00 session, adjust plans for tomorrow	Review classwork from 9:00 session, adjust plans for tomorrow	Review classwork from 9:00 session, adjust plans for tomorrow
11:00 – 11:50	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate
12:00 – 12:30 LUNCH!					
12:30 – 1:20	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra
1:30 – 2:20	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra
2:30 – 3:20	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate
3:30 – 4:00	Eagle Connection- Reaching Your Academic Potential				

ATTENDANCE POLICY

All students will have an Individual Learning Plan that drives their learning.

The Agora attendance policy is designed to promote maximum achievement, develop time management skills and foster success in the online environment.

New students to Agora will spend at least one quarter in our synchronous model of instruction. During this time, teachers will have daily interaction with students in a classroom environment and small group sessions, to learn about the students' strengths and challenges, to build a meaningful individualized learning plan and to ensure that the students have obtained the skillset to be effective online learners.

Returning students who demonstrated success in the online learning model last year and meet the requirements below, will be designated as asynchronous learners that will be indicated on their individualized learning plan. At any time during the school year, if student performance declines, this designation can be changed to synchronous.

Asynchronous requirements: *Returning students*

- K-5: average or highly engaged, on or above target in core courses, completes all required assessments, and demonstrates mastery of grade level standards.
- 6-12: have at least 3.0 grade point average, logs into classes daily and completes all required work on a regular basis.
- Administration will review grades regularly and will remove students from asynchronous status if the grade point average falls below a B. All students are encouraged to attend live sessions and take advantage of highly qualified teacher instruction.

Synchronous requirements: *New or returning students*

- K-5: below target in core courses, does not complete all required assessments and/or does not demonstrate mastery of grade level standards.
- 6-12: have a 79 or C, or lower grade point average.
- must attend scheduled daily sessions in Blackboard Collaborate, log into classes and complete all daily required work. All students are expected to attend ClassConnect sessions and take advantage of highly qualified teacher instruction.

New students:

- K-5: may apply to be part of the asynchronous model or be considered asynchronous upon teacher analysis of performance data.
- 6-12: may apply to be asynchronous after having a successful quarter. A student will remain synchronous until formally approved via kmail.

Returning students:

- K-5: remains average or highly engaged, on or above target in core courses, completes all required assessments, and demonstrates mastery of grade level standards.
- 6-12: attains an 80 or B grade point average may apply for asynchronous attendance after one semester. A student will remain synchronous until formally approved via kmail.

If students miss half of their daily classes, they will be marked absent and will be subject to the attendance laws of Pennsylvania and Agora Policies for truancy.

Process for Attendance Monitoring

Students are required to follow the school calendar, which includes 181 school days. Attendance only occurs on “school days” as listed on the school calendar.

In partnership with families, Agora will identify the best learning path for each student’s academic success. The two paths are Synchronous and Asynchronous. Synchronous means that participation in live sessions and within coursework each school day is required to be considered present. A student on the Asynchronous path will need to log-in to courses each school day to be counted present. An Individual Learning Path will be created for each student to identify which is best for their academic success. Each student will begin their Agora school year as a Synchronous Learner.

A student will be considered truant after three unexcused absences. Agora is mandated to report all truancy cases to the student’s home school district.

Excuse Notes for Absence

In order for an absence to be registered as excused, a parent or guardian must submit a written explanation or medical excuse to “Attendance Office” and the Homeroom Teacher through email.

The excuse must state the student’s name, the date of the absence, and the reason for the absence. The parent or guardian has three school days from the date of absence to submit the excuse to the Attendance Office. If the Attendance Office does not receive an excuse within three days of the absence, the absence will be recorded as an unexcused absence.

A maximum of ten days absences verified by parental notification may be permitted per school year. All absences beyond ten cumulative days require an excuse from a physician or ticket of technical difficulties.

No Internet Access or Power Outage or School-Issued Computer Technical Issues

Students who are unable to log into school or have a power outage must have an alternative plan to go to a public library/public location with computer access to do their school work.

If the student does not have a back-up plan and cannot go to the library, the student must notify the Attendance Office of the reason for the absence.

Students who are absent due to school-issued computer technical issues must contact Technical Support and notify the Attendance Office with the Technical Support ticket number as the reason for absence.

Educational Leave

Pupils may be excused for educational trips not sponsored by the school according to Section 11.26, Annex A, Ch. 11 of the Pennsylvania School Code. It shall be the applicant(s) responsibility to contact the Attendance Office to determine what obligations must be met as a result of this proposed absence. Further understand that:

- No more than ten (10) days of absence will result.
- Experiences such as “Long Weekends” and “Vacations” will not justify any request.
- The request must be completely filled out and submitted five (5) school days to the Attendance Office prior to the trip. Requests will not be approved for time off during the state testing window.

How does the cyber charter school verify the authenticity of a student’s work and how are exams proctored?

At Agora, academic integrity is taken very seriously. The following statement is posted in the high school courses and reinforced in all orientations and school welcome sessions. ExamGuard is used when students take assessments to prevent additional windows from being used during an exam. Assessments, such as quizzes, and tests, are a critical part of any academic program. They offer important information about student progress toward mastery. But this information is helpful only if it is accurate. And it can be accurate only if the assessment represents student work and only student work.

Unless otherwise instructed by the teacher or by a specific assessment, students are expected to honor the following principles while taking assessments:

- You and you alone will take the assessment.
- You will not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- You will treat the assessment as "closed book"—meaning that you may not use any textbooks, references, or other materials (printed or electronic) during the assessment—unless your teacher or the specific assessment otherwise instructs (for example, you are specifically told to refer to certain pages in a book as part of the assessment).
- You will treat the assessment as "single browser"—meaning that during the assessment you may not log in a second time to your course, or open your course or related materials on another browser on another computer.

- Your answers will represent your work and only your work, free of any outside assistance. You will not plagiarize in any way.
- You will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

Students will be asked to submit written assignments for teachers to grade. Student written work must be completely free of plagiarism. See Student Handbook at Appendix 18 for Agora's Plagiarism Policy. Agora has Web tools available to check for student plagiarism.

Students may also be asked to submit oral assignments for teachers to grade. It is expected that oral assignments be completely free of plagiarism.

Unless a teacher or specific directions inform you of exceptions, students are expected to follow these principles while taking assessments and completing written or oral assignments. Only by honoring these principles can students assure both academic and personal integrity.

The system's environment is Family Educational Rights and Privacy Act compliant as outlined at: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

All students' educational records are protected as required by FERPA and state law. As the teaching and learning process increasingly moves online, the importance of data security increases exponentially. Agora recognizes the sensitivity of student related data stored on or passing through our E-learning solution, particularly as the platforms become part of a broader set of integrated instructional and administrative technologies. Additionally, all staff are trained on FERPA to protect student privacy and records.

Proctoring

Mid-semester, mid-year and/or end of course assessments can be proctored in a live in-person environment. Unit tests and end-of-semester assessments are most often used for these sessions. Agora has the option of requiring passing of these assessments to be required before a student may pass the course overall. In some cases, teachers assess students live in an online environment. In these cases, students may or may not be required to have a web-cam set up so the teacher can see the surroundings near the student and to ensure there is not cheating occurring. Most often, however, the teacher uses an original assessment that the student must respond to orally in real time, thus reducing the possibility of academic dishonesty.

All Agora students at the appropriate grade levels are required to participate in the state-mandated achievement tests including the PSSAs and Keystone. Administration of the PSSA tests for Agora students take place in proctored settings at facilities located regionally across the state. The test coordinator and school administration ensure the security of the test administration. Test proctors are trained and hold a valid Pennsylvania teaching license. Agora may contract with intermediate units and/or school districts to have students take the state tests during regular testing days in their districts of residence. In some cases, the school administration has to find other suitable code compliant locations such as rented space in other charter schools and public libraries if, for instance, space is not available in their district of residence.

Restriction of Access

Teachers can restrict the window of time an assessment is available to students to a specific date and time through the use of locking and password protection on the LMS. Limiting the window of access to an assessment reduces the ability of students to cheat on the assessment successfully. Teachers can restrict the time available to students to take an assessment. This prevents students from taking hours to research the answers to a short assessment in the hopes of obtaining a high grade.

Assessment Design

The curriculum uses assessment question banks for unit-level computer-based assessments that provide students with a randomized sample of questions covering all unit objectives. Due to the randomized nature, each student receives a slightly different assessment than the others, reducing the chance of sharing of questions and answers. The curriculum includes open-ended assignments in addition to close-ended activities, which are more difficult for students to cheat on successfully.

Describe the system for maintaining school records and disseminating information as required under the Family Educational Rights and Privacy Act (FERPA).

Title 20 USC §1232g (Family Educational Rights and Privacy Act [FERPA]) protects the privacy of a student's education records. In particular, FERPA affords eligible students the right to inspect and review their education records, the right to seek to have the records amended, and the right to have some control over the disclosure of information from the records. The term "education records" is broadly defined as: "[T]hose records, files, documents, and other materials, which (i) contain information directly related to a student; and (ii) are maintained by an educational agency or institution or by a person acting for such agency or institution." (20 U.S.C. 1232g(a)(4). See also 34 CFR 99.3 "Education records.")

FERPA provides that education records, or personally identifiable information from such records, may be disclosed by educational agencies and institutions only after an eligible student provides prior written consent, except in statutorily specified circumstances. Under FERPA, an LEA must provide notice to parents of the types of student information that it releases publicly. This type of student information, commonly referred to as "directory information," includes such items as names, addresses, and telephone numbers and is information generally not considered harmful or an invasion of privacy if disclosed. The notice must include an explanation of a parent's right to request that the information not be disclosed without prior written consent.

It is important to Agora that all families and staff are familiar with the FERPA requirements and that student data has the appropriate security and safeguards throughout the school student data lifecycle. Educating families of their rights begins during the enrollment process. When each family submits an application to attend Agora, the FERPA statute is reviewed and a signature of understanding is collected prior to the completion of the enrollment process. This information is reinforced annually in the Agora Student Handbook. Teachers and administrative staff also complete a review of FERPA and appropriate safeguards as part of their staff training program. These education efforts are ongoing and core to the school remaining in compliance with this statute during day to day operations.

In addition to the family and staff awareness programs, the security of electronic student data is of the utmost importance to Agora. Student original records and cumulative files are maintained at the school office utilizing the Corrigan Manning digital document solution. This digital document solution ensures that the original student records are maintained in a secure and efficient manner utilizing a permissions-based account management system that ensures access to the student data is compliant with all federal and state laws including the FERPA, HIPAA and CIPA requirements. Agora also utilizes a suite of student information management (SMIS) and learning management (LMS) products provisioned. These SMIS and LMS products are all designed based on secure, web based technology that makes the appropriate student data available to each user (administrators, certificated and non-certificated staff, parents, guardians and students) via cloud-based servers. To ensure student data access is secure, administrators gate the student data visibility based on user role in the system, student association to the adult and specific permission attributes. Agora understands that student data is a frequent target of international hackers and its security is the technology team's number one priority. Each year, public, private and charter schools fail to secure their teachers and students' private data and names, addresses, social security numbers and birthdates have been stolen or mistakenly published online. Agora takes data seriously and invests significantly in people, processes and technology to build and maintain a highly secure and compliant environment, in partnership with Legal experts, to ensure compliance with FERPA regulations and the Children's Online Privacy Protection Act (COPPA).

To guarantee student data remains safe, Agora invests annually in the learning management and student information system security infrastructure that includes sophisticated, multi-layered security defense which includes multi-level firewalls, intrusion detection and prevention systems, personal data encryption, Distributed Denial of Service (DDoS) attack detection and mitigation services, along with many other services to protect our school operations and data. Agora also maintains strong strategic partnerships with best in class IT providers and continually invests in efforts to ensure all systems utilize up-to-date, "leading edge" technology. Internal Information Security team consists of industry recognized, certified professionals. Agora has comprehensive Security Policies in place which are strictly enforced. Logs are reviewed daily for system health, security, and security compliance. Internal and annual external audits are also performed at regular intervals to ensure compliance. In the event of a security issue, we have a robust Security Incident Response Plan in place, along with a leading security vendor partnership agreement to ensure a timely and "best in class" response.

- Monthly Management Risk Reviews
- Quarterly Internal Vulnerability Assessments
- Annual Third-party Vulnerability Assessment
- Annual Third-party Penetration Testing

This strong education and technological program ensures Agora's students remain protected under the full FERPA provisions.

How is technical support provided to students and parents (i.e. during what times of the day, how is it provided, etc.)?

The Customer Support team provides round the clock assistance (24/7) to our Students and Learning Coaches for a variety of issues. Support is roughly divided between two main functions: customer care and technical support.

Customer Care	Technical Support
Materials – Replace missing, damaged or lost items	Hardware – Troubleshoot student devices and replace provided hardware as necessary
Online School Account Setup	Software – Troubleshoot all software (BbCollaborate, QuickTime, Java, Adobe Flash Player and Reader, etc.)
Online School and 3 rd Party Software Login Assistance	Identify and troubleshoot software bugs and work with IT teams to resolve
Online School Navigation & Getting Started Inquiries	Connectivity – Troubleshoot home networking issues and refer to Internet Service Providers as necessary
Reclamation Assistance for Materials and Hardware	Peripherals – Troubleshoot and replace as necessary
Direct customers to appropriate contacts for assistance outside of our scope	Remote access capability if needed

Support Channels

Support is are available **24 hours a day, 7 days a week, 361 days a year** via:

- Telephone at (866-512-2273)
- Web Ticket (webform.k12.com)
- Online at K12.com/Support for Self-Help using our extensive Knowledge Base

Customer Support Metrics

Metric	Value
Case Volume (Agora)	49,654
Customer Satisfaction	88%
First Call Resolution (FCR)	95%
Number of Agents (Seasonal)	50 -220

Data based on SY13-14 actuals

Customer Support receives approximately 450,000 calls per year, handling 94% with an average Satisfaction Score of 88%, First Call Handle Rate (FCR) of 95% and an Average Speed of Answer of 58 seconds. Providing Customer Support to a majority of the K12 schools allows K12 to identify issues more quickly and decipher between anecdotal versus critical in nature. K12 uses their experience to recommend improvements to the student device (computer) image, to the Online School, onboarding, etc. to continually improve the student experience.

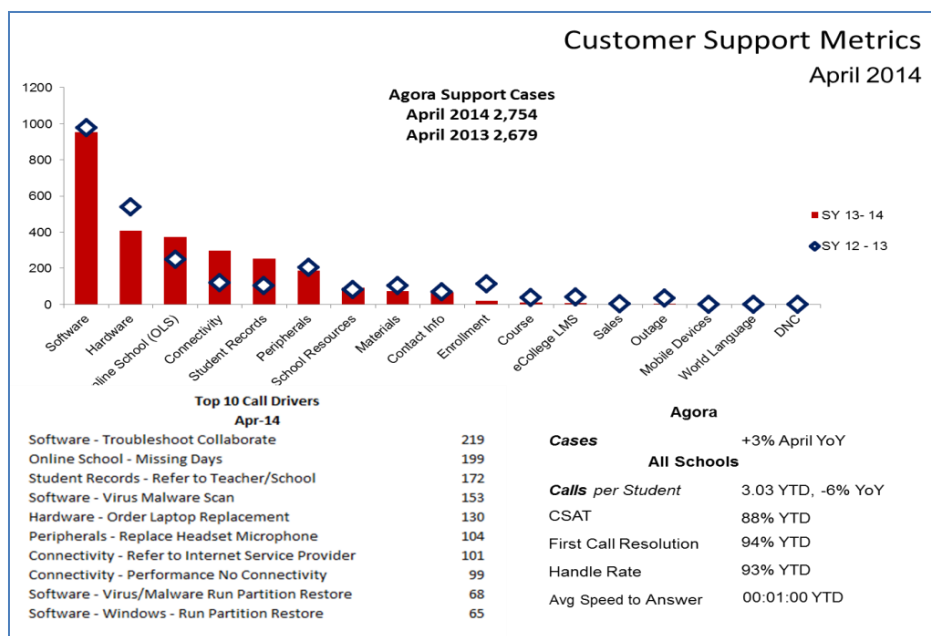
Level 2 Support/Escalation Team

We also maintains a Level 2 support team of tenured staff who are very knowledgeable about the systems and support issues who are available Monday – Friday, 8am – 6pm Eastern. These agents comprise our “School Escalations” team, who addresses any Customer Support concern that has been raised to the School’s attention. Level 2 agents work directly with the customer *and* the School to resolve the issue to everyone’s satisfaction. This team also provides “support history reports” to schools, when asked, which outline *all* support cases for a student.

Reporting

Using a categorization method, we are able to classify each case on three levels. They are then able to track and report on call drivers, which we can drill down further by school, support channel, family account, student, etc. We provide a daily report of the support cases to Agora.

A monthly case summary to Agora’s Board of Trustees which summarizes Agora-specific data, top ten call drivers, year over year comparison of cases and overall Customer Support metrics.



Knowledge Base (KB)

Agora families contact Customer Support for assistance with a wide range of issues, including:

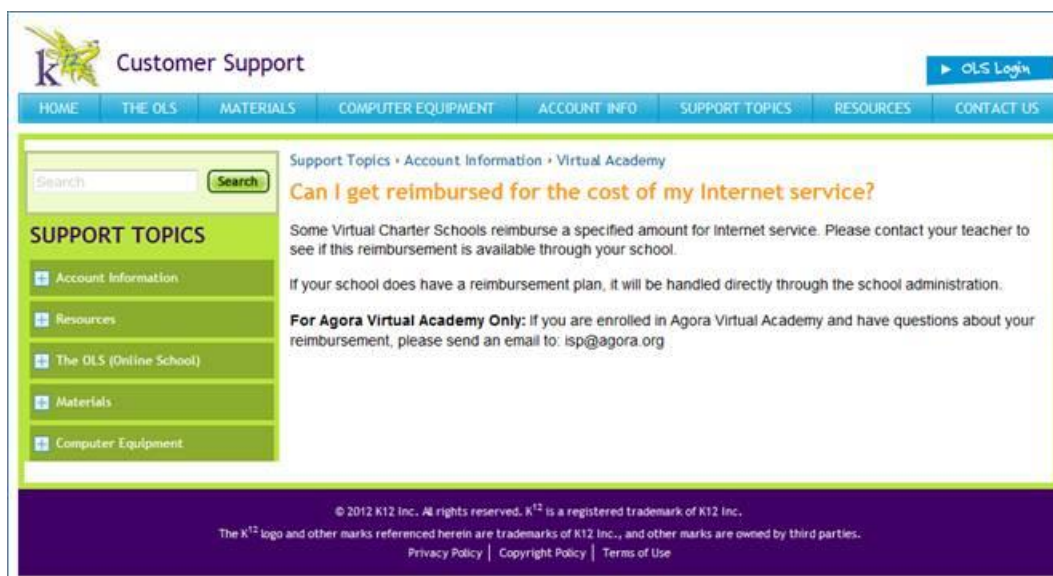
- How to use the Curriculum and Online School
- Receiving Materials
- Returning Materials and Computers
- How to Contact School and Teacher
- Questions about School-provided Services (i.e., Internet Reimbursement)
- School Attendance Policies
- How to Enroll or Status of Enrollment
- How to Update Contact Information
- Troubleshoot Computer Issues
- Access to Class Connect Sessions

We maintain two Knowledge Management Systems to support train and support both staff and families:

- **Internal:** *Salesforce Knowledge Base* (KB) used by Customer Support agents (766 articles)
- **External:** *Support Topics on K12.com/Support* is a public site available to all K12 Families (270 articles)

Customer Support Webpages

Support Topics available at K12.com/Support provide valuable self-help resource for Agora families. These articles are conveniently organized into a hierarchy of categories and sub-categories. Families can browse the categories by using the left-hand navigation or they can use the Search tool to locate the needed information.



Throughout the year, important Support Topics are also featured on the front page of the Customer Support website. Articles on both systems are reviewed and updated on a regularly. New articles are added as needed.

Describe the hardware, software and Internet connections, and technical support provided.

Device Features and Accessories

Below is a listing of the hardware components provided with both the new and refurbished Agora student computer for 2014.

Component	HP 255 G3 (new) & HP 255 (refurbished)
Processor	Dual core @ 1.5 GHz; *G3 has 1.35 GHz
Memory	4 GB DDR3 SDRAM
Hard Drive	400 GB; *G3 has 250 GB

Optical Drive*	DVD±RW (±R DL) / DVD-RAM
Networking	Gigabit Ethernet
Monitor	15.6 inch laptop screen. Affixed/applied to each screen is an additional, after-market, transparent protection layer designed to reinforce against/prevent cracks and breakage
Spectrum	Standard Wi-Fi connectivity
Connection type	Wireless (Ralink 802.11 b/g/n (1x1)) and Ethernet
Bluetooth	Bluetooth 4.0 HS
Internal Storage	20 GB
Speaker	Built-in internal
Microphone	Built-in internal
Headphone jack	3.5mm port
Input/Output	1 VGA;
	1 HDMI;
	1 Microphone input; *G3 does not have a mic input
	1 Headphone output;
	1 LAN;
	3x USB 2.0; *G3 has 1 USB 3.0 and 2 x USB 2.0
	1 Memory Card SD Reader
Printing capability	Printer drivers pre-loaded

Multilanguage Keyboard support	Yes.
Component	HP 255 G3 (new) & HP 255 (refurbished)
Built-in Mouse	touchpad with multi-touch gestures support
Physical Keyboard	Integrated. Industry standard keyboard with full pitch key layout.
Min. 10-inch display	n/a (tablet)
Protective case	Optional
Factory reset	K12 Partition restore (restores unit to custom image active at time unit was received by customer)
Document reader PDF, Word, Power Point, Excel, RTF, JPG, PNG, etc.	MS Office, Adobe Reader, JPG/PNG compatible
Built-in email client	K-mail, Microsoft Outlook 2010
Quick boot/wake time	Hibernate mode
External Ports: Min of 2 USB ports	3 x USB 2.0; *G3 has 1 USB 3.0 and 2 x USB 2.0
Video RAM: 256 MB	1903 MB; *G3 has 1770 MB
Operating System:	Windows 7 Professional 64 (available through downgrade rights from Windows 8.1 Pro 64)
Anti-virus software	McAfee

Operating System and Software

Below is the OS, software and driver configuration used for both new and refurbished devices. This configuration (the “image”) has been designed to optimally support the learning technology stack.

Operating System	Software	Driver Configuration
Windows 7 Professional	Adobe Flash player 13	<ul style="list-style-type: none"> • MS AC adaptor driver • MS composite battery driver • Bluetooth adaptor driver • PCACPI drivers • Hard disc device driver • AMD Radeon HD Display driver • DVD/CD rom driver • Keyboard (standard) driver • Realtek memory driver • Synaptics touchpad driver • Ralink Wi-Fi adaptor driver • Realtek Wi-Fi adaptor driver • AMD Radeon HD graphics driver • AMD Hi-def audio driver • Realtek audio driver • Standard USB driver • Adobe Flash player 13 plugin • MS Office Pro+ 2010 language packs: <ul style="list-style-type: none"> ✓ Chinese (PRC and Traditional) ✓ French ✓ German ✓ Japanese ✓ Korean ✓ Spanish
	Adobe Air 3.7	
	Adobe Reader 11	
	Adobe Shockwave Player 12	
	Adblock 1.1	
	Audacity 2.0.3	
	BlueGriffon 1.7.2**	
	WebDwarf 2**	
	GIMP 2.8.10**	
	HP Power Manager	
	HP Quick Launch	
	HP Audio Drivers	
	Google Chrome 33 (default browser, others loaded as well)	
	Graph 4.4.2	
	Java 2, runtime environment 1.4.2	
	Java 7, update 51	
	McAfee Virus Scan Enterprise	
	Microsoft IE 10	
	Microsoft Office Pro+ 2010	
	Mozilla Firefox 22	
	Picasa 3.9	

	QuickTime 7.73*	
	RealPlayer 16*	
	VLC Video Player 2*	
	TeamViewer 9***	
	LogMeIn 123***	

*Three players loaded because different portions of content uses different default players

**Software required for various assignments in selected HS courses.

***Remote access enabling software (for tech support)

If “spyware” is used on student computers describe the type of spyware used and explain the purpose of the use.

We do not install any type of Spyware on student computers ie, programs that unknowingly captures and stores all user activity. We install and maintains McAfee antivirus and standard web filtering software on all student computers. As part of the web filtering features of this product, which blocks access to various types of websites, McAfee is able to track web sites that are accessed.

Does the cyber charter school have a written policy on cyber bullying and how is the policy made known to parents and students?

Agora does have a written policy on cyber bullying. It is reproduced below and is also included in the School’s Student Handbook found in Appendix 18.

Prohibition of Harassment, Intimidation, and Bullying

Agora is committed to a safe and positive learning environment for all students, employees, volunteers and parents, free from harassment, intimidation or bullying. All forms of bullying and cyber bullying are hereby prohibited. Anyone engaging in bullying or cyber bullying is in violation of the Policy and shall be subject to appropriate discipline.

“Bullying” shall mean unwelcome verbal, written or physical conduct directed at a student /parent/staff member/employee by another student/parent when the intentional act:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education;
- Is placing another in reasonable fear of physical, emotional or mental harm;

- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

“Cyber bullying” includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidation, threatening or terrorizing another student/parent/ staff member/employee by way of any technological tool, such as sending inappropriate or derogatory emails, instant messages, text messages, pictures or website postings that would include blogs, when the intentional act is: Physically, emotionally or mentally harming to a student/parent/staff member/employee

- Substantially interfering with the student’s education;
- Placing a student/parent/staff member/employee in reasonable fear of physical, emotional or mental harm;
- Is severe, persistent, or pervasive to the extent that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this policy requires the affected student/parent/staff member/employee to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristic.

All forms of bullying are unacceptable and when such actions are disruptive to the education process of Agora, offenders shall be subject to appropriate staff intervention, which may result in administrative discipline or action.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules.

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy. The Head of School is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation.

b. Truancy Policies

Describe the cyber charter school's policy on truancy. What constitutes truancy (number of days not attending, number of days inactive?) When are parents contacted? How is contact made (phone call, email, home visit, etc.)? Attach copies of all forms used.

Attendance and Truancy

As an on-line public school, Agora is required to monitor student attendance in accordance with all applicable statutes and State Board of Education Rules. Agora teachers/family coaches and administration monitor student attendance daily.

Upon written request from a parent or guardian, the principal or designee may excuse a student's absence from school according to state law for the following reasons:

- Student illness
- Quarantine
- Death in the immediate family
- Religious holidays (24 hr. advance request only)
- Educational tour/trip (24 hr. advance request only)

Responsibility for compliance with state attendance statutes and regulations belongs to the parents, but the school is obligated to keep an accurate record of daily attendance. An Agora student is considered truant if he or she fails, without a legitimate excuse, to attend school (Class Connect, submit assignments, etc) for three calendar days.

Attendance is based upon live session attendance submitted by the teacher in Sapphire and the K12 log in report. This is compiled on a master document. The Attendance Master is emailed to all staff daily and is the official record of a student's attendance as of the previous school day. Excuses are accepted from the Learning Coach within three (3) days of the absence by email. After 3 days, a doctor's note or tech ticket is required to adjust an absence to excused.

Agora follows a targeted Truancy Elimination Plan ("TEP") to support families and students to remove all barriers to learning. The TEP substantiates efforts made by the school, the family and other vested third parties to assist the student in addressing and resolving school attendance issues. This comprehensive system of supports and services provides documentation of the "good faith" effort between the school and the student's family should future action be required (e.g. citation to the magisterial district judge and referral to the county children and youth agency upon the fourth unexcused absence).

Students with Excessive Unexcused Absences

After a student accumulates three unexcused absences, a school-family conference will be set up to implement a Truancy Elimination Plan as pursuant to the BEC 24 P.S. 13-1327.

The purpose of the school-family conference is to discuss the cause(s) of the truancy and to develop a mutually agreed upon plan to assure regular school attendance. The school-family conference provides both parties with the opportunity to identify, understand and explore all issues contributing to the student's truant behavior. Participation by the student and family is an integral component for this

conference. In addition, representatives from relevant and/or involved community-based agencies, community and school services, and school personnel are invited to participate. During the school-family conference, a TEP is typically developed cooperatively with the student and other meeting participants as described in Section IV (A)(3) BEC 24 P.S. 13-1327.

Issues to be addressed at the school-family conference include but are not be limited to:

- Appropriateness of the student's educational environment;
- Possible elements of the school environment that inhibit student success;
- Student's current academic level and needs;
- Social, emotional, physical, mental and behavioral health issues;
- Issues concerning family and home environment and;
- Any other issues affecting the student's attendance.

Parent Notification of Absences/Truancy

Parents are notified on the first day of an unexcused absence and every unexcused absence thereafter. The first two days, notification occurs by the Agora attendance office via phone and via the school's internal email system. On the third unexcused day of absence the family coach also attempts to contact the family and begins the process of setting up a TEP meeting to try to interrupt the pattern of unexcused absences. The school district of residence is also notified upon the third unexcused absence pursuant to 24 P.S. §17-1701-A. Upon 10 consecutive unexcused absences, students are removed from the roles and the school district of residence is notified.

See Appendix 19 for forms relating to Agora's policy on truancy.

Explain in detail the process and procedures the cyber charter school uses to notify a student's school district of residence of a student's truancy. How often has the cyber charter school provided such notification to resident school districts in the previous school year? Attach copies of all forms used.

Agora takes our responsibility for truancy prevention and the partnership needed with the local school district to enforce magisterial action very seriously. Consistent communications to our parents, as well as, a strong, transparent relationship with a student's school district of residence are essential elements to tracking and monitoring. Below, please find the detailed process that is followed to notify families and school districts in the event truancy occurs.

Notification to families at each unexcused absence:

- *1st* unexcused absence: kmail sent to the student and guardian and phone contact attempted by Family Coach.
- *2nd* unexcused absence: kmail sent to the student and guardian and phone contact attempted by Family Coach.

- **3rd** unexcused absence: kmail sent to the student and guardian and Family Coach calls and attempts to complete the Truancy Elimination Plan (TEP).
- **4th** unexcused absence: kmail sent to the student and guardian and Family Coach calls and schedules a face to face meeting to review the Truancy Elimination Plan (TEP).
- **5th** unexcused absence: kmail sent to the student and guardian and Family Coach attempts an unannounced home visit to review the Truancy Elimination Plan (TEP).
- **6th unexcused absence and more:** kmail sent to the student and guardian and phone contact attempted by Family Coach. Truancy Prevention Coordinator sends a letter to the legal guardian notify that action may be pursued with the local district.

Additional steps:

- **5 consecutive:** Escalated to the Engagement Team to contact via mail and possible phone contact.
- **8 cumulative:** Escalated to the Engagement Team to contact via mail and possible phone contact.
- **10 consecutive:** Family sent kmail and autodialer notifying of possible withdrawal if a doctor's note or technical support ticket is not submitted within 72 hours. If excuses are not received the student is withdrawn. The district and parent are notified of the withdrawal.

Mailed Correspondence:

- **3 cumulative** unexcused absences: Mailing to the district of residence with dates and contact information of the Attendance Office. 8,019 of these notices were sent in the 2013-14 school year.
- **6 cumulative** unexcused absences: Mailing to the parents with dates and contact information of the Truancy Prevention Coordinator.
- **Monthly:** Mailing to the district of residence updating of additional unexcused absences and contact information of the Truancy Prevention Coordinator. 25,493 of these notices were mailed were mailed in the 2013-14 school year.

Partnerships with District of Residence:

- Attendance and Truancy Coordinator provides updates of unexcused absences and grades as requested by the District.
- Truancy Prevention Coordinator provides copies of the Truancy Elimination Plan (TEP). They will appear in court or meet with the district/Philadelphia DA's Office and family to address truancy concerns.
- Truancy Prevention Coordinator may contact the district to request action be taken when efforts such as home visit, meeting with staff and family to review the Individual Learning Plan (ILP),

Student Assistance Program (SAP), CYS referrals, police wellness checks and/or air card provided have not been successful as student continues to accumulate unexcused absences.

Agora places a lot of important on the efforts to strengthen the definition of attendance while working with parents to eliminate the barriers to attending classes. These strategies have been incorporated in the School Improvement Plan over the years as well as working with districts to enforce truancy when all efforts by Agora have been exhausted.

Example of email correspondence with PDE regarding an attendance matter:

Good morning [REDACTED]

As you know, the Pennsylvania Department of Education is responsible for the intake, investigation and resolution of complaints concerning students enrolled in cyber charter schools. After receiving a complaint, the Department will forward the written complaint to the charter school for a response. After the cyber charter school issues a written response to the Department, the Department will determine whether the complaint is resolved, or if further investigation is required.

This morning, the Department's Charter Schools Office received a parent complaint. The parent, [REDACTED], said that Agora Cyber Charter School (Agora) has withdrawn her daughter [REDACTED], from Agora due to 10 consecutive unexcused absences. [REDACTED] claims that her daughter was absent because her computer kept freezing and she could not log into the learning management system to record her attendance. Furthermore, [REDACTED] alleges that she reached out to several people, including her daughter's learning coach, about the issue of her daughter's computer freezing; however, no one provided the family with any assistance.

Please provide me with a written response to this parent complaint.

Thank you for your prompt attention to this matter.

Regards,
Liz

Elizabeth A. Anzalone | Executive Assistant
Commonwealth of Pennsylvania | Department of Education
333 Market Street, 10th Floor | Harrisburg, PA 17126
Phone: 717.395.9434 | Fax: 717.787.7222
Email: eanzalone@pa.gov
www.education.state.pa.us/

From: Christina Rivera [<mailto:crivera@agora.org>]
Sent: Friday, May 24, 2013 10:22 AM
To: 'Anzalone, Elizabeth'
Subject: RE: Pennsylvania Department of Education--Parent Complaint

Hello Liz,

I apologize for the delayed response. We had Keystone testing and that meant being out of the office and at the test sites.

██████ has been withdrawn for 10 consecutive days of unexcused absences. The 10th unexcused absence was 4/26/13. Attached please the kmail that was sent to the student and parent informing of the possible withdrawal. An e-mail and autodialer were also sent.

We have kmails from the parent on 4/25 and 5/6. The teachers were cc'd and made allowances for computer issues to the live sessions but still expected work to be turned in but the student did not open any kmails or turn in work to all her classes even after given extensions. Work can but submitted on any computer with internet access using the student's log in. ██████ sibling is also enrolled at Agora and we have not been informed of computer issues with that computer. The parent reported in the kmails that ██████ computer was freezing upon starting but wouldn't call back the Family Coach when she attempted to trouble shoot. The Family Coach reports that 4/25 was the first time the parent reached out to her that there were current computer issues. The Attendance Office responded to each kmail by providing the phone number for Technical Support and explained that since the student was on the Academic Plan we needed the technical ticket number or a doctor's note to excuse the date. We kept holding off the withdrawal hoping to get the technical ticket and the Family Coach attempted to call the family but could only leave voice mails and did not get a response. On 5/10 the parent kmailed stating they had a doctor's appointment and we again asked for documentation but none was received. Attached is a copy of the TEP draft as the Family Coach hasn't been able to meet with the family. There had been computer issues in October that were addressed and replacement laptops sent to ██████ and her sibling. On 5/3 a Guidance Counselor did have success in getting hold of ██████ and explained what work was needed. ██████ didn't mention any computer issues at that time but rather said she would do work to catch up yet after that date work was not done for all her classes.

██████ was placed on the Academic Plan because she was not engaging in classes. Attached please find the kmail notice to the parent when ██████ was first placed on the Academic Plan. Neither parent nor student opened the kmail. The notice was also mailed via US Postal and autodialer with e-mail. Once on the Plan she continued to not respond to kmails or even open them or participate in classes. Only after the withdrawal was processed did ██████ reach out to the Family Coach and Attendance Office by phone. The Attendance Office referred her to the Family Coach and Grade Level Program Support. Both attempted to call back but could only leave voice mails. The Family Coach's last attempt was on 5/21/13. The Program Support's last attempt was on 5/17/13. The Attendance Office reports that ██████ kept calling very upset because no one was calling her back but our staff kept reporting they were attempting to call but no response. The number the parent provided was ██████. The Attendance Office attempted to review that she could contacting Enrollment to begin the reinstatement process but ██████ perseverated on no one calling her and was upset to hear that ██████ would be placed back on the Academic Plan once we are sure all technical issues were addressed.

I would be happy to contact [REDACTED] directly to help find the best next step for [REDACTED] but await your response if you believe that would be helpful at this time. We are very much working with families every school day to reinstate especially because we are hearing from parents that some school districts are refusing enrollment at this late date. We would want to review with [REDACTED] and [REDACTED] the responsibilities of our school to their family as well as [REDACTED] to her schoolwork and especially address any technical issues.

Please let us know if you need any additional information. We want what is best for [REDACTED] academic success.

Christina

Christina Rivera

Federal Programs Coordinator

995 Old Eagle School Road, Suite 315

Wayne, PA 19087

ph (610) 230-0775

crivera@agora.org

From: Anzalone, Elizabeth [<mailto:eanzalone@pa.gov>]

Sent: Wednesday, June 05, 2013 2:33 PM

To: Christina Rivera

Subject: RE: Pennsylvania Department of Education--Parent Complaint

Hi Christina,

[REDACTED] called me as well last week. Before I call her back, I was wondering whether you have had the chance to speak with her?

Thank you.

Liz

From: Christina Rivera [<mailto:crivera@agora.org>]

Sent: Wednesday, June 05, 2013 3:26 PM

To: Anzalone, Elizabeth

Subject: RE: Pennsylvania Department of Education--Parent Complaint

Hello Liz,

Yes, sorry I should have updated you. I had a chance to speak to [REDACTED] and [REDACTED] last week. We discussed that we needed the family to be in contact with us and if they run into tech issues they must contact K12 Tech support. With the ticket number we can not only work on a solution to the computer issue but excuse the day. The Family Coach picked up a new charter school enrollment form and proof of residency and we have reenrolled [REDACTED]. We had hoped to have courses running yesterday but the course start date had defaulted to next school year. That was fixed and as of noon today [REDACTED] should have had access to her classes. I just called [REDACTED] and [REDACTED] tried to log in and was she was successful. I asked [REDACTED] to contact each of her teachers today so they know she is back and can work on make up plans.

Please let me know if you need any additional information.

Christina

From: Anzalone, Elizabeth [<mailto:eanzalone@pa.gov>]
Sent: Wednesday, June 05, 2013 3:48 PM
To: Christina Rivera
Subject: RE: Pennsylvania Department of Education--Parent Complaint

Hi, Christina.

Thank you for the update. I just spoke with [REDACTED] to confirm that she no longer needed the Department's assistance and that she believes the matter has been resolved. She is very pleased with the way in which Agora Cyber Charter School, particularly yourself, has worked with her and [REDACTED] to get [REDACTED] back on track with her schooling. Thank you for your efforts. They do not go unnoticed by the Department, parents, students and the community.

Have a great day.

Liz

Provide a copy of the cyber charter school's policies and procedures regarding attendance, truancy and withdrawal.

See Appendix 20 for a copy of Agora's policies and procedures regarding attendance, truancy and Appendix 18, the Student Handbook for Agora's procedures for withdrawal.

c. Extracurricular Activities

Does the cyber charter school maintain any agreements with local school districts regarding participation of cyber charter school students in extracurricular activities? If so, please explain the agreement(s)?

Pennsylvania Public School Code (24 P.S. § 17-1719-A- 14) requires that students be permitted to participate in extracurricular activities offered by their home school district, provided that they are not offered by Agora. Students must comply with policies and meet the specific eligibility criteria set forth by their home school district. Student athletes must also satisfy eligibility requirements established by the Pennsylvania Interscholastic Athletic Association. Student members of a sports team with their home school district must continue to meet grade requirements to be part of the team. Coaches needing academic information from Agora must make a request in writing to the Head of School. Whenever possible, Agora will assist students and parents to secure the opportunity to participate in extracurricular activities. School Districts invoice Agora for all students who participate in extracurricular activities that attend Agora.

Does the cyber charter school host any social events for enrolled students? If so, explain. Are they available to all students.

A wide-variety of social and informative events are made available to all Agora families across the state of Pennsylvania on a regular basis. Agora has five community coordinators that are dedicated to building relationships, bringing families together and creating social and educational opportunities for students to meet one another and connect with staff members. A few examples include:

- Back to School events
- Bowling
- Dr. Seuss Celebrations
- Ice Skating
- Meet the Orchestra
- Movie Nights
- Museum and factory tours

A Sampling of Family Events – Western PA	
Tall Ships(Erie)	Sled Riding(Erie)
Back to School(Erie)	Bowling(Bentleyville)
Back to School(Pittsburgh)	Bowling(Girard)
Back to School(Monroeville)	Carnegie Science Center(Pittsburgh)
Back to School(Johnstown)	Roller Skating(Pittsburgh)
Skating(Butler)	Bowling(Meadville)
Kids Chance 5k(South Park)	Skiing(Boyce Park)
Spooky Mini Golf(Washington)	Bowling(Pittsburgh)
Paper Mache Mask Making(Pittsburgh)	Olympic Fun Center(Hermitage)
Roaring Run Hike(Apollo)	Counselors on the Run(Irwin)
Ohiopyle Hike(Ohiopyle)	Dr.Seuss Celebration(Robinson)
Frick Park Hike(Pittsburgh)	Dr.Seuss Celebration(Pittsburgh)
Phipps Conservatory Tour	Dr.Seuss Celebration(Erie)
Skating(Hooversville)	Dr.Seuss Celebration(Greensburg)
Renshaw Family Farm	Dr.Seuss Celebration(Johnstown)
Roads to Arabia	Dr.Seuss Celebration(Punxsutawney)
Trax Farms(Finleyville)	Clarion University Tour(Oil City)
Terror Town(Pittsburgh)	Pittsburgh Youth Symphony(Pittsburgh)
Rich Farms(Smithfield)	US Army Field Band(Johnstown)
Cedar Creek Park(Belle Vernon)	Foodbank Volunteers(Pittsburgh)
Faranda Farms(Hollsopple)	Movie Night(Pittsburgh)
Schramm's Pumpkin Patch	3 Author Assemblies(Author)
Kindness Matters(Pittsburgh)	St Patrick's at DQ(Uniontown)
Kindness Matters(Erie)	DQ Meet n Greet(Brownsville)
Allegheny Observatory(Pittsburgh)	Bowling(Butler)
Alpaca Farm(Eighty Four)	Frozen(Somerset)
Joy Cone Factory Tour(Hermitage)	Frozen(Waynesburg)
Movie Night(Somerset)	Bowling(Washington)
Art Museum(Erie)	Kidapalooza(Pittsburgh)


Book Signing and Lecture	Frozen(Pittsburgh)
Mattress Factory Art Museum	Trolley Tour(Erie)
Bowling(Connellsville)	Violin Concert(Pittsburgh)
International Games 2013(Somerset)	Harlansburg Station(New Castle)
Bowling(Pittsburgh)	3 Inventionland Tours(Pittsburgh)
Bowling(Johnstown)	Allegheny Observatory(Pittsburgh)
Musicalympics at Heinz Hall	Bill's Golfland(Belle Vernon)
Pittsburgh Penguins Practice(Southpointe)	YMCA Healthy Kids Day(Erie)
Bowling(Butler)	Bugs Bunny At the Symphony(Pittsburgh)
Bowling(Greensburg)	Pitt Kids Football Clinic
Bowling(Belle Vernon)	YMCA Health Bee(Pittsburgh)
YMCA Volunteers(Pittsburgh)	History is Fun(Fort Ligonier)
Disney/Pixar Planes (Somerset)	Bowling(Hermitage)
Winterland(Pittsburgh)	Science Day(Presque Isle)
Winterland(Erie)	Night Paddle and Campout(Raccoon State Park)
Winterland(Johnstown)	Healthy Kids Day(Pittsburgh)
Ice Skating(NewCastle)	Dairy Queen(Waynesburg)
Foodbank Volunteers(Duquesne)	Omnimax Movies(Pittsburgh)
Arcade(Pittsburgh)	Laurel Caverns Tour(Farmington)
Ice Skating(Connellsville)	Meet the Orchestra(Pittsburgh)
The Hobbit 2	One Book One Community(Johnstown)
Skating(Glenshaw)	Venture Outdoors(Point State Park)
Movie Night(Johnstown)	Kennywood(Pittsburgh)
The Secret Life of Walter Mitty(N. Versailles)	Idlewild(Ligonier)
Sled Riding(Hooversville)	Waldameer(Erie)
Beethoven-His Life In Music(Heinz Hall)	DelGrosso(Tipton)
National School Choice Week(Johnstown)	Bradford Formal
National School Choice Week(Erie)	Pittsburgh Prom
National School Choice Week(Pittsburgh)	Schenley Park Picnic(Pittsburgh)
Sled Riding(Greensburg)	End of the Year Picnic(Erie)
Wendell August Tour(Mercer)	Pymatuning State Park Picnic
Movie Night(Somerset)	Ice Cream Social(Washington)
Assembly with an Olympian	Ice Cream Social(Pittsburgh)
Clarion University Tour(Oil City)	Sled Riding(Erie)
Pittsburgh Youth Symphony(Pittsburgh)	Bowling(Bentleyville)
US Army Field Band(Johnstown)	Bowling(Girard)
Foodbank Volunteers(Pittsburgh)	Carnegie Science Center(Pittsburgh)
Movie Night(Pittsburgh)	Roller Skating(Pittsburgh)
3 Author Assemblies(Author)	Bowling(Meadville)
St Patrick's at DQ(Uniontown)	Skiing(Boyce Park)
DQ Meet n Greet(Brownsville)	Bowling(Pittsburgh)
Bowling(Butler)	Olympic Fun Center(Hermitage)
Frozen(Somerset)	Counselors on the Run(Irwin)
Frozen(Waynesburg)	Dr.Seuss Celebration(Robinson)
Bowling(Washington)	Dr.Seuss Celebration(Pittsburgh)
Kidapalooza(Pittsburgh)	Dr.Seuss Celebration(Erie)
Frozen(Pittsburgh)	Dr.Seuss Celebration(Greensburg)
Trolley Tour(Erie)	Dr.Seuss Celebration(Johnstown)

Violin Concert(Pittsburgh)	Dr.Seuss Celebration(Punsxutawney)
Harlansburg Station(New Castle)	
3 Inventionland Tours(Pittsburgh)	
Allegheny Observatory(Pittsburgh)	
Bill's Golfland(Belle Vernon)	
YMCA Healthy Kids Day(Erie)	

Examples of event flyers:


Join us for

Back to School Night

 **AGORA**
CYBER CHARTER SCHOOL™
powered by K12

Berks County: Calvary Baptist Church
Thursday, September 26th 6:00pm-8:00pm
510 Park Avenue, Reading, PA 19611

Sign in begins at 5:45 and the opening welcome starts at 6:15pm. Join us for lite refreshments as we mingle with families and Agora staff!

 Students can have their health screening requirement completed, meet local teachers and classmates and engage in a variety of activities. Parents can sit in on grade-level workshops that can help make the 2013/2014 school year a roaring success!

Tons of great Raffle Prizes and a School Spirit Contest!
RSVP: <http://tinyurl.com/BackToSchool2013-2014>

Back to School 2013

SOAR with AGORA this year and show your school spirit!

Students and staff members can take part in some great contests at our upcoming back to school events in Allentown and Reading!

Choose a category, dress to impress and maybe you will go home with a great prize!!

- Most school spirit (get your blue on)
- Favorite college
- Craziest Hat (the bigger and sillier the better)



AGORA!

START YOUR ENGINES!

Kids Day @ Pocono Raceway

 Saturday, June 7th
9am-1pm Kids Day
(NASCAR practice and ARCA race to follow)


Pocono Raceway is hosting Kids Day behind the Grandstands and the event is FREE for Agora Families! Join us for face painting, bouncing fun, entertainment, games and goodies for all!

You must Pre-Register for Tickets.

Fine Print:

- Agora students and family members will need a ticket for admission
- There are a limited number of tickets available, please only request what you plan to use. If you request tickets, please use them or you will not be awarded tickets for future events
- Paper tickets will be mailed to you the week of May 19th, 2014
 - NO tickets will be given out the day of the event
- Each ticket has a barcode that is specific to Agora and the family that it is assigned to
 - Ticket registration ends Friday, May 16th at 11:30pm

Register Here: <https://www.eventbrite.com/e/agora-cyber-charter-school-kid-day-at-pocono-raceway-tickets-11200010538>




A Fall Day at Presque Isle

When: October 26th 12PM – 4PM


What: Please put on your best family friendly costume join your Agora friends at the Tom Ridge Environmental Center and Shelter 3 on Presque Isle for a day of fun. We will start out at the Tom Ridge Environmental Center for TREC or Treat activities at noon. You are free to enter the Nature Shop's costume contest. Families can also watch Disney's Super Buddies on the Big Green Screen.

What Next: At 2PM, Agora families are invited to Shelter 3 on Presque Isle for some Anti-bullying activities, snacks, and take part in our video production!

Where: Tom Ridge Environmental Center, 301 Peninsula Drive, Suite 1, Erie, PA 16505-2042 and Presque Isle Shelter 3 (number 3 on the map below and directions listed)



Shelter 3: Proceed 3.1 miles from park entrance gates and turn left at intersection with Marsha Road. Go straight at the first stop sign and bear left at the next intersection. Continue for approximately 1/4 mile and the shelter parking lot will be on the left.



ROADS OF ARABIA
ARCHAEOLOGY AND HISTORY OF THE KINGDOM OF SAUDI ARABIA

Carnegie Museum of Natural History is one of only five North American venues to host *Roads of Arabia: Archaeology and History of the Kingdom of Saudi Arabia*.

Please join Agora's History Teachers and staff at the **Carnegie Museum of Natural History 4400 Forbes Ave., Pittsburgh, PA 15213** on **October 17th**. The cost is \$5 per person. The time is **12:30 PM**. Younger students are welcome to explore the museum with an adult. All attendees are welcome to walk through the museum after the tour.

Please complete this survey if you are attending this exciting Agora Days Out:
<http://www.surveymonkey.com/s/KQRB8BH>

This landmark exhibition presents more than 7,000 years of largely unknown cultural history of the Arabian Peninsula. *Roads of Arabia* examines the impact of ancient trade routes that traversed the peninsula, carrying precious frankincense and myrrh to the Mediterranean and Greco-Roman world and allowing for a vibrant exchange of both objects and ideas. With the latest view of Islam, polytheistic roads converged on Mecca (Makkah) and gradually replaced the well-traveled incense roads.

Roads of Arabia is an unprecedented assembly of more than 200 recently excavated objects, none of which had been seen outside of Saudi Arabia until 2010. These objects include:

- prehistoric tools
- vessels in ceramic, stone, glass, and bronze
- inscriptions, seals, and tablets in a variety of media
- jewelry of bone, shell, gold, precious stones, and silver
- stela, commemorative slabs made of stone or wood
- funerary objects
- figural sculpture in stone, bronze, and ceramic, ranging in size from miniature to monumental
- bas-relief and architectural sculpture
- incense burners, lamps and other household items
- silver
- coins
- inscribed touchstones
- silk and textiles



AGORA CYBER CHARTER SCHOOL PRESENTS AGORA DAY OUT

Adventure Aquarium
1 Riverside Drive
Camden, NJ 08103
FRIDAY May 9, 2014

BUY YOUR TICKETS ONLINE HERE: CLICK ON LINK BELOW
TICKETS ARE ONLY \$12.00 PER PERSON PLUS A MINIMAL PROCESSING FEE
<https://www.eventbrite.com/e/adventure-aquarium-tickets-1888516667>

All admission ticket payments are due by April 1, 2014.


Must bring your Eventbrite Receipt

You will receive your wrist bands when you sign in at the Adventure Aquarium

All Agora families will supply their own transportation to and from the event.

All Agora families will pay for all expenses incurred such as parking, gas, tolls, etc., to and from event.


There will be **NO REFUND** once the payment has been submitted to Eventbrite as we need to pay for this event in advance and we do not receive refunds for any reason.



End of the Year Event!
Tuesday, June 10th, 2014

A great day of food, fun and fantasy for Agora families, teachers and staff. Again, we'll have the special school "plan B" discount. Four hours of unlimited rides from 11am to 3pm. Cost: \$15 for adults and \$12 for kids 45" and under. Stop at Pavilion "B" to pick up your coupon to receive the discounted price. The sky ride and haunted mansion are not included in the unlimited rides price. We will also be holding a book swap at the pavilion! Please see the additional flyer for details.

SEE YOU AT THE PARK!



Families can also purchase individual ride tickets or all day passes from the park ticket office. Plan B coupons are a "school only" plan offered by Knoebels.



VISIT THE ZOO
BINGHAMTON ZOO AT ROSS PARK

When? Thursday, June 5th
We'll explore the zoo beginning at 1:00pm.
The cost is only \$4.50 per person. See otter pups, howler monkeys, red wolves, snow leopards and much more! The zoo is located at 60 Morgan Road, Binghamton, NY, 13903.

RSVP: DGarrison@agora.org or bkoch@agora.org



Service Learning Projects

Agora is committed to making meaningful connections to the local and global community through several service learning opportunities.

Service Through National Honor Society

Agora initiated its Chapter of the National Honor Society, for students in grades 10 through 12 in January 2010. Agora was the first cyber school in the nation to charter a chapter. Membership in the program has grown from 17 students to approximately 100 active members for the SY14-15. In the spring of 2011,

Agora was approved to host a chapter of the National Junior Honor Society for students in grades 7-9. Currently there are over 70 active members of the NJHS program.

All students are required to maintain a 3.5 GPA to receive an invitation to apply. Acceptance is based on a written application which clearly demonstrates a strong dedication to community service, excellent leadership skills, and a solid ethical foundation for each student. Once accepted, the students are invited to attend an induction ceremony, which is centrally located, and also streamed online. The members receive school wide recognition and a certificate to honor their accomplishments.

As active members students attend monthly meetings, and commit to serving 40 hours of community service on a local and national level. Over the past 4 years Agora has partnered with the Make a Wish Foundation, Big Brothers & Big Sisters Program, Habitat for Humanity, Holiday Card for Heroes, local children's hospitals, and several local food banks across the state. During the 2014-2015 school year Agora administrators and staff will be challenging students in all grades level to step out of their comfort zones and use their unique leadership skills to dream big, work hard, and have a monumental influence on a local, national, and global level. As part of the school wide service learning campaign, Agora has already partnered with the Pencils of Promise organization to do our part in impacting education across the world. The goal is to raise funds and awareness to build a fully functioning school which will help a community of students who have the passion to learn, but who lack the resources to achieve their aspirations.

Graduation Service Project (co-curricular)

Requirements for the Agora Graduation Project:

Hours: Each student will be required to complete 20 hours of community service and/or a job shadow to be submitted for their guidance counselor's approval. They will show proof of this service by having a host evaluation form filled out (this has been made clear that the signature must be written and that an electronic signature will not be accepted).

Surveys: There will be two surveys provided to our students during the 2014-2015 School Year. The pre-survey will be filled via google surveys with expectation that it will be completed prior to the graduation meeting. The survey will contain pertinent information in order for students to set goals for their post-graduation outcomes. The post survey will contain similar information, but will include updates and be administered at the end of the school year.

Graduation Meeting: Each student will be required to schedule a meeting with his or her counselor, preferably in his or her blackboard room or on the phone. There is an expectation that the student has already reviewed the project overview and filled out their fall survey before this meeting takes place. This can be accomplished by either attending a live session or by watching the recording. During the meeting the student's counselor will review graduation requirements, any questions about the project, post-graduation plans, and any other questions that may come up. This meeting should occur before the December Break.

Post-Graduation Plan/Overview of Hours Completed Essay:

Requirements of the Essay

1. Must be at least 3 pages
2. Must be typed and double spaced in Times New Roman size 12 font
3. No plagiarizing, any sources used must be cited properly
4. Proper grammar and writing skills need to be exhibited throughout the entire essay

Topics that need to be included in your Essay

1. Education plans for after high school – do you plan on going to college, community college, trade school, or straight into the workforce? Explain your plan and why you plan on pursuing your educational plans.
2. Career goals – what are you hoping to pursue career wise after you finish your educational goals (if you are going into the workforce, explain why going straight into the workforce met your career goals)? Please utilize the PathFinder tool in order to better discuss this topic in your essay.
3. Future career goal's job title - what job title do you hope to hold in the future and using the Bureau of Labor Statistics Occupational Outlook Handbook: <http://www.bls.gov/ooh/>, what outlook does that job title have?
4. Community Service/Job Shadowing experience –what did you learn during your experience while completing your hours and how can you take what you learned and apply it to your future goals?

d. School Safety

Please attach a copy of Agora's School Safety Plan.

See Appendix 21 for a copy of Agora's School Safety Plan.

Describe the cyber charter school's student assistance programs (SAP). Include in the discussion information about agreements with county agencies to provide mental health and drug abuse counseling, when necessary.

The goal of the Agora Student Assistance Program (SAP) is to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success and help families overcome these barriers. After conferencing with the SAP Program Manager in the Safe School Office, the Agora SAP program has been modified. Beginning in September 2013 Family Coaches, Family Support Coaches and the Family Assistance Coordinator comprise the core SAP Team. This transition allows the team to maximize the knowledge of a student's environment as well as the relationship the Family Coach has nurtured with a family to better identify areas of concern and support our families.

Coordinator and Family Support Coaches have been trained and are SAP certified. The team members are trained to identify problems, determine if they lie within the responsibility of the school, and to make recommendations to assist the family. When problems are beyond the scope of the school, the Family Assistance Coordinator is contacted to identify resources in the student's community. The members do

not diagnose, treat, or refer to treatment. Rather the family may be provided information for a crisis screening or an assessment for treatment. The Family Assistance Coordinator identifies resources as needed based on the student's local area and identified concern. The Family Coach then works with the family to follow through on the plan or may assist in identifying if additional resources are needed.

Anyone can refer a student for Family Assistance when there is concern of a student's behavior. This includes school staff, a student's friends, family, or community members. Also, students can seek help for themselves by informing a staff member.

Parents have the right to be involved in the process and have full access to all school records under the applicable state and federal laws and regulations. Involvement of parents is expected and integral to the successful identification of barriers and implementation of supports.

Describe the cyber charter school's expectations for student behavior and discipline. Explain how the cyber charter school's discipline policy complies with Chapter 12 of the Pennsylvania Education Regulations, Title 22, particularly with respect to due process for students.

The goal of Agora is to provide the best possible educational experience for each student. The instructional program, partnership of parents and teachers, clubs, outings, and competitions all help to increase student success. Coupled with the advantages of these educational opportunities is the need for students to assume personal responsibility for their behavior. Students share with the school community responsibility for developing Agora Cyber into a school that exemplifies high standards and excellence. Agora's Code of Student Conduct is based upon this responsibility. Understanding the information that follows is an essential responsibility of each student. The Agora Student Code of Conduct shall apply to all school supplied equipment and materials and in all school sponsored environments, home and community and at any school location.

In accordance with Chapter 12 of the Pennsylvania Education Regulations, Exclusion from school may take the form of suspension or expulsion.

- (1) Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.
 - (a) Suspensions may be given by the principal or person in charge of the charter school.
 - (b) A student may not be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.
 - (c) The parents or guardians shall be notified immediately in writing when the student is suspended.
 - (d) When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements of the Pennsylvania Code.
 - (e) Suspensions may not be made to run consecutively beyond the 10 school day period.

- (f) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the governing board.
- (2) Expulsion is exclusion from school by the governing board for a period exceeding 10 school days and may be permanent expulsion from the school rolls. Expulsions require a prior formal hearing pursuant to the Pennsylvania Code.
 - (a) During the period prior to the hearing and decision of the board in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).
 - (b) If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days. A student may not be excluded from school for longer than 15 school days without a formal hearing unless mutually agreed upon by both parties. Any student so excluded shall be provided with alternative education, which may include home study.
 - (c) Students who are under 17 years of age are still subject to the compulsory school attendance law even though expelled and shall be provided an education.
 - (d) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, tutorial or correspondence study, or another educational program approved by the district's superintendent.
 - (e) Within 30 days of action by the board, the parents or guardians shall submit to the school written evidence that the required education is being provided as described in paragraph (1) or that they are unable to do so. If the parents or guardians are unable to provide the required education, the school entity shall, within 10 days of receipt of the notification, make provision for the student's education. A student with a disability shall be provided educational services as required by the Individuals With Disabilities Education Act 2004.
 - (f) If the approved educational program is not complied with, the school entity may take action in accordance with 42 Pa.C.S. Chapter 63 (relating to the Juvenile Act) to ensure that the child will receive a proper education. See § 12.1(b) (relating to free education and attendance).

Hearings

- (1) *General.* Education is a statutory right, and students shall be afforded due process if they are to be excluded from school. In a case involving a possible expulsion, the student is entitled to a formal hearing.
- (2) *Formal hearings.* A formal hearing is required in all expulsion actions. This hearing may be held before the board or an authorized committee of the board, or a qualified hearing examiner appointed by the board. When a committee of the board or a hearing examiner conducts the hearing, a majority vote of the entire board is required to expel a student. The following due process requirements shall be observed with regard to the formal hearing:
 - (a) Notification of the charges shall be sent to the student's parents or guardians by certified mail.

- (b) At least 3 days' notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- (c) The hearing shall be held in private unless the student or parent requests a public hearing.
- (d) The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
- (e) The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- (f) The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- (g) The student has the right to testify and present witnesses on his own behalf.
- (h) A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
 - (i) The proceeding shall be held within 15 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
 - (ii) Laboratory reports are needed from law enforcement agencies.
 - (iii) Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals With Disabilities Education Act 2004 (20 U.S.C.A. § § 1400—1482).
 - (iv) In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- (i) Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.
- (j) *Informal hearings.* The purpose of the informal hearing is to enable the student to meet with the appropriate school official to explain the circumstances surrounding the event for which the student is being suspended or to show why the student should not be suspended.
- (k) The informal hearing is held to bring forth all relevant information regarding the event for which the student may be suspended and for students, their parents or guardians and school officials to discuss ways by which future offenses might be avoided.
- (l) The following due process requirements shall be observed in regard to the informal hearing:
 - (i) Notification of the reasons for the suspension shall be given in writing to the parents or guardians and to the student.

- (ii) Sufficient notice of the time and place of the informal hearing shall be given.
- (iii) A student has the right to question any witnesses present at the hearing.
- (iv) A student has the right to speak and produce witnesses on his own behalf.
- (v) The school entity shall offer to hold the informal hearing within the first 5 days of the suspension

All hearings will take place before a qualified hearing examiner or authorized committee of the Board who will consider the evidence presented by Administration and the student in connection with a formal hearing and will make a recommendation to the Board of Trustees.

Non-Discrimination Equal Educational Opportunity Policy

Agora shall not discriminate in its educational programs, activities, or employment practices based on race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Pennsylvania Human Relations Act. Information relative to special accommodation, grievance procedure, and the designated responsible official for compliance with Title VI, Title IX, and Section 504 may be obtained by contacting the school.

Student Infractions and Consequences

Disciplinary procedures shall be consistent with applicable requirements of the Pennsylvania Code and IDEIA. Student offenses dictate the severity of the consequence Agora will impose. In addition to the specific offenses set forth below, Agora has the right to discipline any student who engages in conduct that threatens the health, safety, or welfare of others or disrupts the learning environment. The appropriate consequence will be determined at the sole discretion of Agora in accordance with the law. A student has the right to certain discipline procedures as outlined in final section of this code.

Rule	Possible Consequence or Intervention for Infraction
Attendance at Required Classes Students in a required session track shall attend all sessions <ul style="list-style-type: none"> Attend class on time Actively Participate in on line sessions Complete follow up activities/assessments in a timely manner 	<ul style="list-style-type: none"> Lack of participation points – could lead to failure in course Academic action plan implemented Hold a disciplinary meeting with parents/guardians, student, and staff members. Face to face learning at a learning center or other designated destination
Interaction with Family Teacher Coach Students shall interact with family teacher coaches and keep lines of communication open <ul style="list-style-type: none"> Participate in home visit / face to face 	<ul style="list-style-type: none"> Failure in courses Hold a disciplinary meeting with parents/guardians, student, and staff members. Non compliance, lack of communication

<p>meetings as requested</p> <ul style="list-style-type: none"> • Update family teacher coach on progress • Reach out to family teacher coach with questions or concerns 	<p>could ultimately lead to truancy and removal from the active roles of Agora</p>
<p>Prohibition of Disruption of School Students shall act in a courteous manner toward all members of the school and shall not disrupt any education or school-related program:</p> <ul style="list-style-type: none"> • fails to obey directions • uses beepers, cell phones, or telephonic/music devices during school function or in class • fails to attend class without a valid excuse 	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. • Failure to attend school without a valid excuse also holds student to truancy violations. These are outlined in the Attendance Policy.
<p>Compliance with Dress Code Students shall dress in accordance with the standards described below:</p> <ul style="list-style-type: none"> • pants must be worn on the waist so no undergarments are showing • no halter tops, strapless garments, or garments revealing midriff may be worn to a school event • no garments that reveal undergarments or that are see through may be worn to a school event • no hats, stocking caps, doo rags, bandanas may be worn inside buildings at school events • no clothing that has profanity, drug or offensive slogans may be worn to school events <p>Note: This section is enforced for students when attending a school function such as testing, Agora Days Out, orientations, or other face-to-face events.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Offensive Language Students shall not use offensive language. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> • curses, uses vulgar, obscene language 	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members.

<ul style="list-style-type: none"> • sending or forwarding offensive, sexually-oriented, or threatening messages, pictures or symbols of offensive nature. 	<ul style="list-style-type: none"> • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Mandate of Academic Honesty Students are expected to maintain the highest standards of honesty in their work. Violation of this includes but is not limited to:</p> <ul style="list-style-type: none"> • copying work from another person • plagiarizing work of another • using answer keys provided for learning coach • copying work from internet sources without proper citations • forging notes • sharing test questions with others 	<p>First Incident</p> <ol style="list-style-type: none"> 1. Express concerns and provide concrete examples of dishonesty. 2. (K-9) Allow students to redo assignment and resubmit for a grade. (9-12) Assignment can be resubmitted. Citation submissions can be resubmitted. Notify learning coach and/or parent. <p>Second Incident</p> <ol style="list-style-type: none"> 1. Hold a disciplinary meeting with parents/guardians, student and staff members. 2. Teacher and team discretion about redoing the assignment. All second incident assignments receive a zero (0) with no opportunity to make up. <p>Third Incident</p> <ol style="list-style-type: none"> 1. Hold a face-to-face disciplinary meeting to discuss ways to eliminate academically dishonest behaviors.
<p>Abuse of Computer or Internet Privileges Students shall respect the computer privileges granted to them. Violations include:</p> <ul style="list-style-type: none"> • giving his/her password to another individual or uses another individual's account • illegally downloading copyrighted materials from the internet • visiting sites on the internet which contain sexually explicit material • harming or destroying data of another student or person, the internet or other networks • creating, downloading, or uploading computer viruses; or • violating any rule outlined in the Acceptable Use Policy 	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. • In addition to above measures students will be required to pay full restitution for acts of deliberate damage or graffiti. Costs for damage to school district property will include labor, materials, consulting fees and other costs associated with replacing or restoring the damaged property.
<p>Prohibition of Threats</p>	<ul style="list-style-type: none"> • Discuss incident with student.

<p>A student shall not communicate, directly or indirectly, any threat to another member of the school community that places him/her in fear of injury, pain, or ridicule. Serious threats to life or safety are included in the Bully Policy.</p>	<ul style="list-style-type: none"> • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. • If the threat is serious to an individual's life or safety, a student could be presented to the board for expulsion. • Explicit threats may also be reported to local police authorities or where the threat took place.
<p>Prohibition of Fighting Students shall refrain from mutual confrontations involving physical contact with any members of the school community.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Tobacco Products and Paraphernalia A student may not possess or use any tobacco product, cigarette lighters, matches, rolling papers, pipes, or other such paraphernalia.</p>	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
<p>Prohibition of Drugs or Alcohol for Personal Use Students shall not have, use or be under the influence of any alcohol, drugs, or unauthorized prescription or non-prescription medication.</p>	<ul style="list-style-type: none"> • Hold a disciplinary meeting with parents/guardians, student, and staff members. Refer to Student Assistance Team. • Suspend student from school privileges. • Suspend from school if above interventions are not effective. • Follow up with the SAP team to get invention measures in place.
<p>Prohibition of Bullying and Serious Threats Students shall not intimidate or bully members of the school community. A student violates this rule if he or she participates in the following behaviors directly or indirectly:</p> <ul style="list-style-type: none"> • Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone; 	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend student from school if above interventions are not effective. • Expulsion is also possible when the

<ul style="list-style-type: none"> • Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumors; or • Non-verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber bullying. 	nature of the incident is serious or repeated.
Prohibition of Harassment Students shall not harass members of the school community. A student violates this by demanding sexual favors, threatening, intimidating or creating a hostile environment because of someone's gender, age, race, color, sexual orientation (known or perceived), national origin, religion, disability, socioeconomic status and/or political beliefs.	<ul style="list-style-type: none"> • Discuss incident with student. • Hold a disciplinary meeting with parents/guardians, student, and staff members. • Suspend student from school privileges. • Suspend from school if above interventions are not effective.
Prohibition of Possession of a Weapon Students shall not possess any weapon as defined in this code's glossary. A student violates this rule even if he/she did not intend to use such thing as a weapon.	<ul style="list-style-type: none"> • Students in possession of a weapon will go to an expulsion hearing. • Local police authorities will also be informed.

Search and Seizure Policy

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student's backpack or student automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

Flag Salute, Pledge Of Allegiance And Opening Exercises

A student may refuse to recite the Pledge of Allegiance or salute the flag based on the student's religious conviction or personal belief. A student who declines to participate in this exercise shall stand quietly and respect the rights and interests of classmates who do wish to participate.

Provide a copy of the Student Handbook and/or other materials that are used to detail behavior and consequences for students.

As referenced above, please see Appendix 18 for a copy of the Student Handbook.

School Wide Positive Behavior Support Programs (SWPBS)

School Wide Positive Behavior Supports is a proven researched-based practice that can lead to increases of student engagement and achievement. As such, Agora developed a SWPBS program under the direction of Dr. Chad Antonio whose doctoral research focused on best practices of SWPBS and Response to Intervention and Instruction (RTII). Through regular meetings and collaboration with

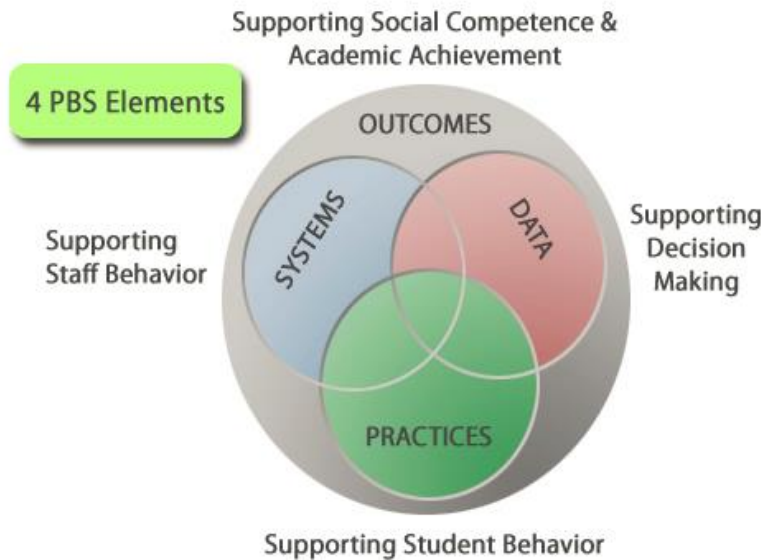
teachers and staff, Agora developed STOMP which is Agora's version of SWPBS. STOMP stands for Student of the Month Program and exists at the 9 through 12 level. The program was developed and teachers trained to consistently model and recognize the behaviors that the teachers deem essential to student success.

- STOMP is Agora's Cyber Charter School's version of the universal level of SWPBS (School Wide Positive Behavior Support) for grades 9 through 12.
- STOMP is a proactive approach to discipline that promotes appropriate student behavior and increased learning.
- The word "approach" is key in that STOMP takes that foundation of SWPBS and provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs.
- Families are proactively engaged as parents are contacted and in attendance when students receive recognition for exhibiting best practice in the academic and social indicators developed by the team.

STOMP established the following goals for the program:

- Develop a continuum of scientifically based behavior and academic interventions and supports.
- Use data to make decisions and solve problems.
- Arrange the environment to prevent the development and occurrence of problem behavior.
- Teach and encourage pro-social skills and behaviors.
- Implement evidence-based behavioral practices with fidelity and accountability.
- Screen universally and monitor student performance & progress continuously.

Additionally, STOMP focuses on four key positive behavior support elements as illustrated below:



Over 50 teachers volunteered to be part of the committee and took the elements of PBS and combined them with the essential understandings of RTII. With the STOMP program serving as the universal tier for which all students could be eligible.

As a result of the collaboration and efforts four committees were formed with staff members choosing to participate. The committees were as follows:

- Common Goals: Develop behavioral goals that we as a school value that can be modeled and recognized.
- Universal Tier: For this first tier ensure all students have access to the program and check for feasibility issues in terms of implementation.
- Data: To discern which data is relevant to the success of the program including tracking and gathering data.
- Student Recognition: Locate avenues to recognize students

Teachers and staff members had the opportunity to choose which particular committee they would like to be a part of. The chart below illustrates those committees:

Common Goals Committee	Universal Tiers	Data Committee	Incentive
Administrator and Organizer: Dr. Chad Antonio			
Bob Galonski Shila Cramer Tim Mazer Rebecca Adams Sam Bonniger Tara Walker Trisa Lesczynski Noelle Wayne Barbara Thayer Katie Mild Michele Elchiask Alan Crawford Michael Schirer Gabrielle LaVenja	Samantha Mellon Allison Read Gabbi Novia Rhonda Williams Diane Kunitsky Gina Grady Rosalyn Finlayson Lori Andrews	Emily Nugent Julie McCrea Juliet McCleary Kelly Hammond Frank Nagy Tricia Steckel Marianne Keck Gil McGlynn Joanne Mulvey Daniel Berkey	Mike Hinshaw Tristan Zelinka Nicole Camaioni Crystal Long Sarah Rau Joe Bart Sarah Ronosky Pam Heard Anita Brucker Jenn Vogel

Meetings occurred regularly with faculty on Friday mornings throughout the months of October through February. The recording sessions for a portion of those meetings are listed below:

10/25/13

<https://sas.illuminate.com/p.jnlp?psid=2013-10-25.0545.M.B57F06D6AC6AF9B4255C65F95EB450.vcr&sid=559>

11/1/13

<https://sas.illuminate.com/p.jnlp?psid=2013-11-01.0548.M.B57F06D6AC6AF9B4255C65F95EB450.vcr&sid=559>

11/8/14

<https://sas.illuminate.com/p.jnlp?psid=2013-11-08.0554.M.B57F06D6AC6AF9B4255C65F95EB450.vcr&sid=559>

11/15/14

<https://sas.illuminate.com/p.jnlp?psid=2013-11-15.0522.M.B57F06D6AC6AF9B4255C65F95EB450.vcr&sid=559>

The following DARE themes were developed by the STOMP team:

Dream/Vision:

- Utilizing tools/resources/quizzes to learn more about themselves (such as personality or aptitude tests)
- Exploring career options with you
- Exploring college options with you
- Setting clear goals and discussing them with you

Action/Effort

- Displaying enthusiasm
- Attends live sessions consistently
- Actively participating during live sessions
- Demonstrating effective strategies to others
- Willingness to take on challenges
- Willing to take risks and possibly make errors in order to ultimately be successful
- Completes Assignments

Results

- Demonstrates acceptable communication in chat/mic/whiteboard/kmail/phone
- Values opinions of others
- Resists distractions
- Recognizes importance of respecting others
- Asks questions & engages in learning
- Believes they are “connected” to the school (ILP process, kmail communication, engaging classrooms)
- Actively pursues ways to get involved (clubs, school events)
- Develops an “unshakeable” vision of greatness for their own future and the world
- Daily measures their own user activity & grade status in LMS courses
- Attends and participates in live session
- Actively reaches out for help when needed

Expect/Optimism

- Consistently striving to improve grades
- Asking for help when necessary
- Overcoming frustrations and setbacks quickly (including but not limited to technology issues, poor scores on assessments, etc.)
- Not accepting failing scores and desire to retake assessments after remediation
- Speaking up in an assertive manner for oneself
- Taking pride in what one has accomplished
- Attending school consistently despite problems at home or illness

- Knowing when to take a break and when to celebrate success in the little things

Students are eligible to be recognized based on:

- Highest GPA: Students with combined highest GPA. If there is a tie other factors are considered.
- Academic Growth Rate: Students who show the strongest growth over the month.
- Teacher Nominations: 2 per grade level. Based on teacher referral and the big 4/DARE criteria.
- Recognition is based on the premise of “catching students doing something good” or in other words when students exhibit the behaviors we model and value and part of the DARE themes included in STOMP.

Recognition is displayed by:

- 1 Monthly winner per class receives phone call from their teacher and a hard certificate from Admin.
- Monthly winners are put into a pool and 20 winners are selected to receive recognition rewards.
- We hold a 9-12 school wide assembly to recognize all students nominated by their teacher and those who receive the recognition rewards parents are invited and messaging is sent home to parents and families.

Students recognized this year:

- 226 students and families were recognized as part of the STOMP program this year.
- 40 students of the 226 eligible were selected by the committee to be recognized by receiving an Agora sweatshirt.
- One student in particular was recognized as our top STOMP winner and was accompanied on a trip to visit Princeton University and be part of the information session and campus tour.
- In the SY14-15 STOMP will expand to grades K through 12 and we anticipate recognizing over 3,000 students for their outstanding work in demonstrating exemplary executive and academic skills.

Discuss the cyber charter school’s suspension/expulsion history. Describe the interventions/processes put into place to reduce the number of suspensions and expulsions to affect this progress. If there are concerns regarding suspensions/expulsions, describe the steps/adjustments being made to address these concerns.

Agora has a strong Student Handbook that addresses most issues faced by students and schools. Agora really does not have major discipline issues or a long history of suspensions or expulsions. Below is the most recent Safe Schools Report for the SY13-14. The Agora Board held four hearings during the SY13-14 resulting in one expulsion and three in school suspensions. In each case all students were reissued the Student Handbook/Student Code of Conduct, were properly notified of the hearings, and were provided the regulation (22 Pa. Code section 12.8) that explains and informs students of their rights during these proceedings. All infractions occurred at Agora’s Learning Center where students come daily for instruction and remediation. The Learning Center team has a laser focus on student discipline and has developed stronger positive discipline systems to promote positive student behavior and eliminate negative

behaviors that interfere with student achievement. Students are encouraged to participate in positive activities

LEA: Agora Cyber CS

School Year: 2013 - 2014

Safe Schools ACS and LEA Profile

Enrollment 9,490 Incidents Involving Local Law Enforcement 2

Incidents 35 Total Arrests 0

Offenders 30 Assignments to Alternative Education 0

Misconduct Type	Incidents Associated with the	Percent of Total	Incidents per 100
Minor Altercation	10	28.57%	0.11
Stalking	1	2.86%	0.01
Threatening School	5	14.29%	0.05
Disorderly Conduct	15	42.86%	0.16
Possession of Knife	2	5.71%	0.02
Possession of Other Weapon	1	2.86%	0.01
Possession/Use of a Controlled Substance	1	2.86%	0.01

I. Student Achievement

A. Progress toward Initial Goals and Objectives

Describe how the cyber charter school has met or made reasonable progress toward initially established goals defined in the current charter application. If goals were revised, discuss why and how the new goals provide a better fit with the overall mission of the cyber charter school. Provide a concise explanation and use data whenever possible.

Agora Cyber Charter School's ("Agora") mission and commitment is to provide an innovative, intense academic program that inspires and educates students to achieve the highest levels of academic knowledge and skills and develop proficiency in the design and use of new computer technologies and scientific research. The school strives for continual improvement and sets a high bar for achievement despite the challenges faced with a highly transient population, rapidly growing enrollment, including substantial growth within our special needs population, and the risk factors associated with students in poverty. The chart below shows the student population of Agora over the last two years as compared with the state average and percentages of those populations as economically disadvantaged and those with special needs.

AGORA DEMOGRAPHICS	Enrollment as of December 1, 2012	Enrollment as of December 1, 2013	PA State Average
Enrollment	9175	9490	NA
% Economically Disadvantaged based on Federal Guidelines	71.5%	73%	43%
% Students with Special Needs	21.1%	23.1%	16%
% NEW Students	60%	33%	NA
NUMBER of Students who Graduated	885	1057 = January, June and August graduates in 2014	NA

The price that children in poverty must sometimes pay is often times too high. Children in poverty generally achieve at lower levels than their classmates in higher income brackets. This is true of Agora's students whose PSSA and Keystone Proficiency scores are less favorable overall. All too often students are labeled "at risk" due to their social circumstances as poverty is considered a major risk factor (Leroy & Symes, 2001). Realizing that all students are unique, research shows that many students in poverty, including many students who arrive at Agora, have not had the learning opportunities that they deserve. These students have experienced academic and behavioral problems that have interfered with their success in school. Among such behaviors are:

- Delay in language development
- Social withdrawal
- Delay in reading development
- Substance abuse
- Aggression
- Irregular attendance
- Violence
- Depression

It's also been found that the students do not:

- Complete assignments
- Study for tests
- Come to school prepared to learn
- Attend school regularly

These children may be unable to concentrate or focus. They may be unwilling or unable to interact with peers and/or adults in school in an effective manner. These issues not only have an impact on the learning of the child of poverty but can also impact the learning of other children.

High-mobility is also a key symptom of poverty and its surrounding social factors. Children of poverty may live in places that rent by the week or even day. They may move from town to town as their parent searches for work or runs from problems (such as an abusive spouse, criminal record, financial responsibilities). They may live in homeless shelters or battered women's shelters that only allow brief stays. They may live on the streets. The conditions they live in and their day-to-day life experiences can have a significant effect on their education and achievement. Moving is a very emotional event for children. Combine this issue with the multitude of other issues faced by mobile and homeless children and the impact on their emotional, social and cognitive development can be overwhelming. Looking at the tenure rate of students below, it's clear that this factor also plays a significant role for our struggling students, school proficiency, and meeting the overall standards of growth.

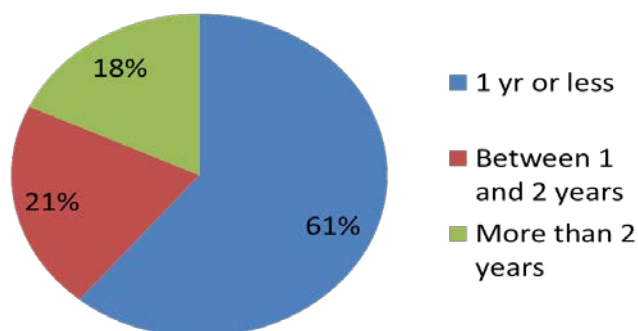
Despite the research and the reality of what could happen to children in poverty, Agora believes that one of the few ways to break the cycle of poverty is to offer an extraordinary education with the most passionate teachers and staff. Agora accepts the challenges of all of our students and provides social, emotional and academic support by striving to remove all barriers to student learning. The necessary gains to show proficiency in a short period of time (6-12 months) is a challenge, but Agora takes closing the achievement gap very seriously and uses data driven instruction and individualized learning plans to intentionally impact student performance.

At Agora students have a team of supports including:

- | | |
|--|--------------------------------------|
| • General and Special education teachers | • Social Workers |
| • Family Coaches | • Academic Coaches and Principals |
| • Math and reading specialists | • Parent Coordinators |
| • Strong Start Coaches (orientation) | • Engagement Administrators |
| • Counselors | • Community Development Coordinators |
| • Truancy Prevention Coordinators | • Student Assistance Team |

Agora is a public school of choice open to all students in grades K through 12 across Pennsylvania. Agora has open enrollment throughout the school year and welcomes any and all Pennsylvania residents without discrimination. Many parents make choices for their child's education for different reasons. We have found that our parents stay with the school to fulfill a particular need and will remain devoted to Agora so long as the need remains. However, once there is no longer the particular need to fulfill, many of those parents move on from Agora and cyber charter school all together. Most students stay with Agora less than 2 years. Since Agora has a very transient population, it's difficult to completely close the achievement gaps with which students enter.

Tenure at Agora



The following goals appeared on Agora's last renewal application dated November 16, 2009:

Academic Goals

1. All students will meet or exceed the state mandated performance thresholds in reading measured by PSSA.
2. All students will meet or exceed the state mandated performance thresholds in mathematics measured by PSSA.
3. All students will meet or exceed the state mandated performance thresholds in writing measures by PSSA.
4. All students will meet or exceed the state mandated performance thresholds in science measured by PSSA.
5. All students will meet or exceed the state mandated attendance and/or graduation requirements measured annual by the department of education. Students will meet graduation requirements according to Chapter 4 by (a) earning a minimum of 22 credits; (b) demonstrating mastery of standards on the PSSA and/or a local assessment aligned to Pennsylvania anchors; and (c) by successful completion of a culminating activity.
6. All students will take the PSSA.
7. At the end of each year of operation, all students will increase their grade level proficiency on other standardized tests (e.g. Scantron, AIMSweb, etc.) by at least one grade level above that shown at the beginning of the school year.

As years have progressed these goals have been altered to meet the report card format, not only looking at proficiency but a keen focus has also been on growth and closing the significant achievement gap of which so many Agora students come to Agora.

The charts below illustrate student proficiency by number of years at Agora. The longer a student stays, the better they perform.

READING PROFICIENCY	Total Students Assessed	Proficient # Students	%
Less than 1	2231	920	41%
1 full academic years but less than 2	754	321	43%
2 full academic years but less than 3	358	175	49%
3 full academic years but less than 4	262	133	51%
4 full academic years but less than 5	170	84	49%
5 full academic years but less than 6	88	52	59%
6 or more academic years	31	22	71%

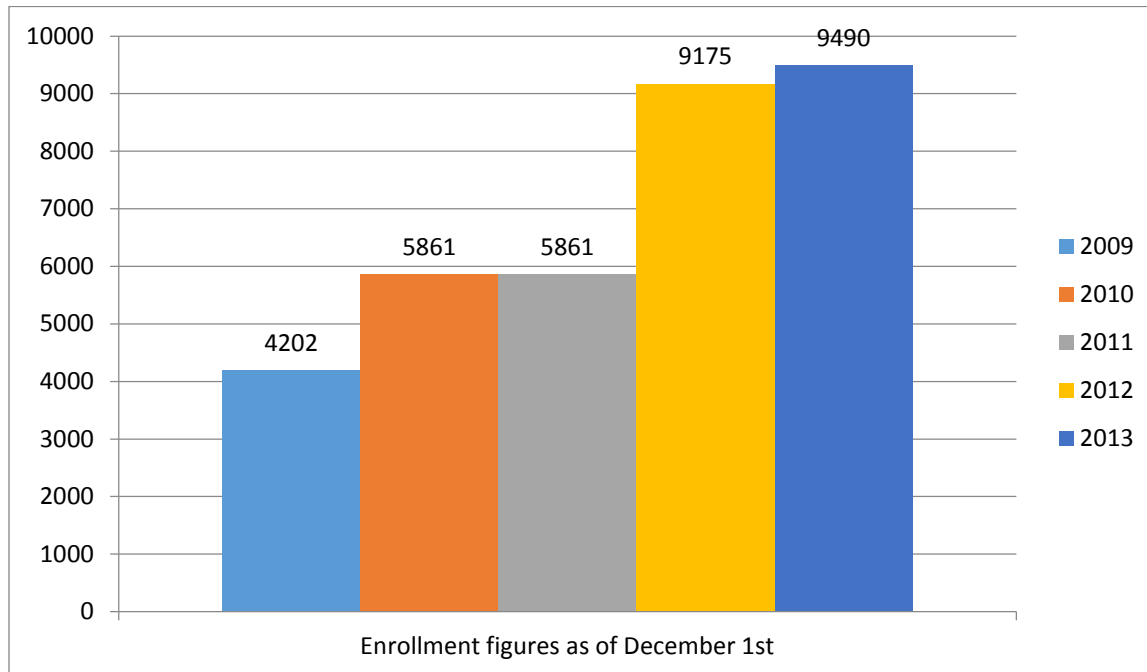
MATHEMATICS PROFICIENCY	Total Students Assessed	Proficient # Students	%
Less than 1	2235	836	37%
1 full academic years but less than 2	758	277	37%
2 full academic years but less than 3	359	147	41%
3 full academic years but less than 4	263	118	45%
4 full academic years but less than 5	169	82	49%
5 full academic years but less than 6	88	48	55%
6 or more academic years	31	18	58%

A rigorous analysis of student performance data is conducted regularly in order to inform decisions to target instruction for students to achieve mastery in all content areas. Below is the analysis conducted against the goals from the 2009 Renewal.

Academic Growth versus Static Academic Achievement Student Population

Since its founding in 2006, Agora has grown steadily. Agora's growth in enrollment from SY09-10 through SY13-14, shown below, has increased by more than two hundred twenty five percent (225%).

Growth in Agora Enrollment since 2009

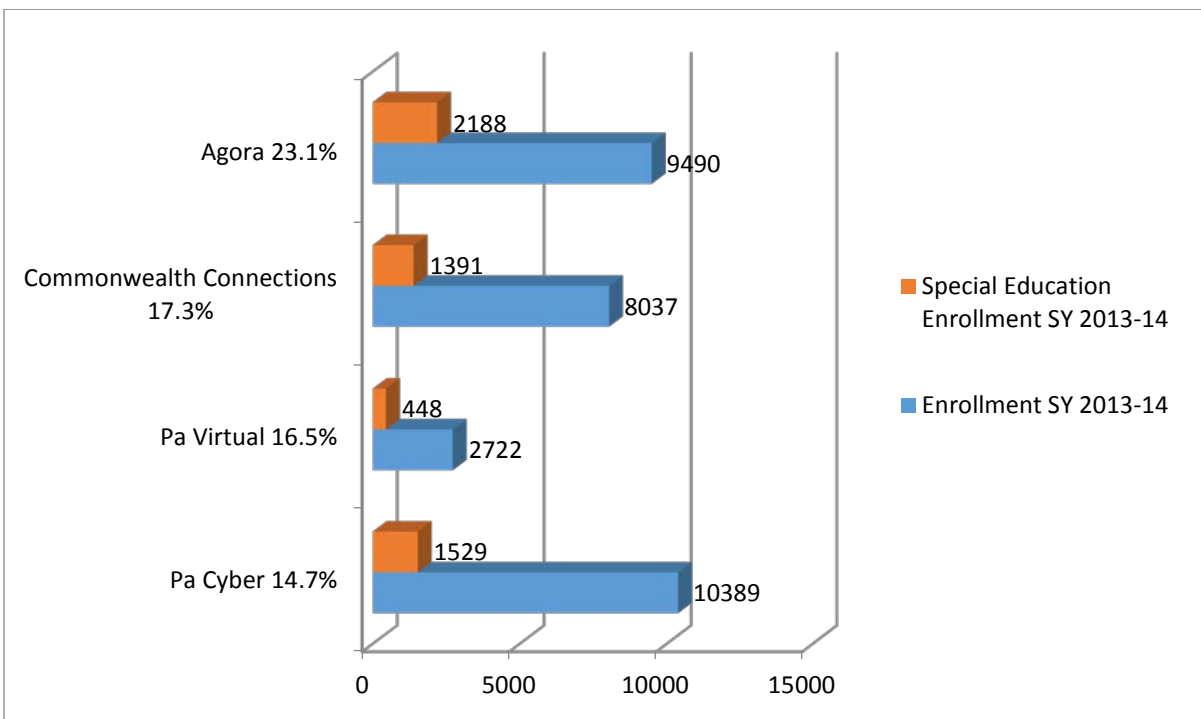


Source: http://penndata.hbg.psu.edu/BSEReports/DP_AlphaList.aspx

As enrollment at Agora has grown, so has the diversity of the student population:

- Based on self-reported family data, approximately 73% of Agora students are eligible for free or reduced-price lunches.
- Relative to other online charter schools in the state, Agora has the highest population of special needs students.
- Special education services are provided to 23.10% of Agora students, compared to 15.4% across all public schools in Pennsylvania (based on the most recent available data).

Special Education Percent of Total Enrollment in 2013-2014 at Cyber Charter Schools in Pennsylvania serving Grades K through 12 with a Total Enrollment Exceeding 2,500 Students.



Source: http://penndata.hbg.psu.edu/BSEReports/DP_AlphaList.aspx

Academic Achievement According to Pennsylvania System of School Assessment (PSSA)

Mathematics: The percentage of Agora students scoring at or above the proficiency level on the PSSA assessment in Mathematics declined from SY10-11 to SY11-12. However, with the exception of the results in fourth grade, these results began to trend positive in SY12-13. In SY09-10, 50% of Agora students were at or above the proficiency cut score. This percentage declined to 33% in SY11-12 at a time when the school enrollment grew from 6221 to 8667, but then improved to 36% in SY12-13 when enrollment grew to 10,291. This trend suggests that Agora is effectively addressing how to meet the academic needs of large numbers of new students while sustaining the progress of returning students.

By static end-of-year academic achievement measures, relative to the SY11-12, Agora in SY12-13 improved the percentage of students at or above proficiency in Mathematics, while in Reading, Agora improved in grades 3 and 8 while declining in other grades.







Agora's Academic Growth Measure on the State Value-Added Model

While PSSA scores offer static end-of-year academic achievement measures, Agora also evaluates the Pennsylvania Value Added Assessment System (PVAAS) value-added growth model data that presents a picture of student academic results over time.

Following the Race to the Top guidelines, Pennsylvania established a new base year as the “growth standard,” specifying SY12-13 as the base year for the requirement to identify effective educators. In

2011 PVAAS moved to a scale including five growth descriptors (in contrast to the earlier four-level scale), indicated by five different colors.

PVAAS Growth Descriptors By Color

	Color	Significance	Explanation ¹
	dark blue	Highly effective	Achieved when “the Growth Measure is 2 standard errors or more above the standard for PA Academic Growth (0)”; indicates “ <i>significant</i> evidence of <i>exceeding</i> the standard.”
	light blue	Greater than expected growth	Achieved when “the Growth Measure is at least 1 but less than 2 standard errors above the standard for PA Academic Growth (0)”; indicates “ <i>moderate</i> evidence of <i>exceeding</i> the standard.”
	green	Expected growth	Achieved when “the Growth Measure is less than 1 standard error above the standard for PA Academic Growth (0) and no more than 1 standard error below it (0)”; indicates that “there is evidence of meeting the standard.”
	yellow	Approaching but not at expected growth	Achieved when “the Growth Measure is more than 1 but no more than 2 standard errors below the standard for PA Academic Growth (0)” indicates “ <i>moderate</i> evidence of <i>not meeting</i> the standard.”
	red	Ineffective	Reflects situations in which “the Growth Measure is more than 2 standard errors below the standard for PA Academic Growth (0)” indicates “ <i>significant</i> evidence of <i>not meeting</i> the standard.”

As indicated below, the numbers in each cell represent normal curve equivalents, or NCEs. A normal curve equivalent of zero means students have achieved the expected growth standard—that is, a value of zero means no difference for the mean or average of students in their relative rank in the distribution from one year to the next. To illustrate: Students who achieved at the 50th percentile in Reading in fourth grade would be expected to achieve at the same percentile in fifth grade—assuming they achieved a year’s worth of academic growth during a year’s worth of instruction. Thus they would remain at the same point on the curve when assessed as fifth graders. Remaining at the expected relative rank from one year to the next translates statistically to the NCE difference of zero.

A positive NCE means more than one year’s worth of growth for one year’s worth of instruction. A negative NCE means less than one year’s worth of growth for one year’s worth of instruction. The statistical significance of these results depends on standard error, which is a function of sample sizes—the larger the sample, the more precise the estimate of growth. (Note that growth tables below present data starting with grade 4 because value-added results for each grade are calculated using, among various factors, test scores from the prior grade. Since state testing begins in grade 3, value-added results are available for grades 4 and up.)

¹ District Value Added Summary Report (PDF), available at Pennsylvania State Department of Education website http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965/p/1426529

Mathematics: As shown below, in SY11-12 Agora students demonstrated less than one year's worth of growth in Mathematics for one year's worth of instruction (denoted by red at all grades except grade 7). The value-added results for SY012-13, however, show that students in all grades improved relative to expected academic growth. Although the NCE for grade 8 remains a negative value, the amount of negative growth was reduced by 5.8 NCEs relative to SY11-12.

**Agora Value-Added Results 2011-2012 and 2012-2013
in Mathematics as Measured on the PSSA**

Grade	4	5	6	7	8
2012 growth	▼	▼	▼	■	▼
NCE gain	-1.8	-8.9	-4.4	-0.5	-8.7
2013 growth	■	▲	■	▲	▼
NCE gain	-0.2	1.8	0.5	1.8	-2.9

Reading: As shown below, in SY11-12 Agora students demonstrated less than one year's worth of growth in Reading for one year's worth of instruction (denoted by red at all grades except grade 8). In the value-added results for SY12-13, students in all grades except grade 4 improved in Reading relative to expected academic growth.

**Agora Value-Added Results 2011-2012 and 2012-2013
in Reading as Measured on the PSSA**

Grade	4	5	6	7	8
2012 growth	▼	▼	▼	▼	▲
NCE gain	-5.2	-4.6	-4.6	-1.9	-0.7
2013 growth	▼	■	▲	▲	■
NCE gain	-5.3	0.0	1.9	1.0	-0.4

Comparison with Commonwealth Connections Academy

According to publicly available data on the PVAAS website, Agora's overall growth measures for grades 3 through 8 in SY12-13 exceed the growth measures of Commonwealth Connections Academy²:

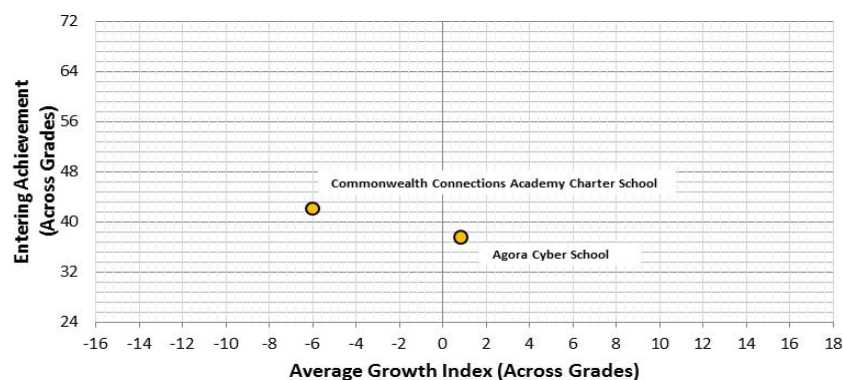
Growth Measure 2012-2013	Agora	Connections
Mathematics	+0.2	-5.96
Reading	- 0.6	-4.93

² Agora chose to compare itself to Commonwealth Connections Academy because of the three largest cyber charter schools in Pennsylvania, it is the only one that was up for charter renewal in the last several years.

According to the PVAAS website, the negative growth statistics, while indicating that both Agora and Connections have room for improvement, indicate that Agora “met the standard for PA Academic Growth” while Commonwealth Connections Academy’s results showed “significant evidence that the school did not meet the standard for PA Academic Growth.”³

Other information on the PVAAS website allows further comparison of Agora and Commonwealth Connections Academy by means of a scatterplot. As indicated on the scatterplots below, Agora’s and Commonwealth Connections’ composite (the mean of grades 4 through 8 reported in value-added measures) relative to both academic achievement and growth. This visual representation shows both prior academic achievement (Y axis) and academic growth (X axis) for both Agora and Commonwealth Connections.

Comparison of Mathematics Combined Measures of Academic Achievement and Growth for Grades 4-8 for both Agora and Commonwealth Connections Academy



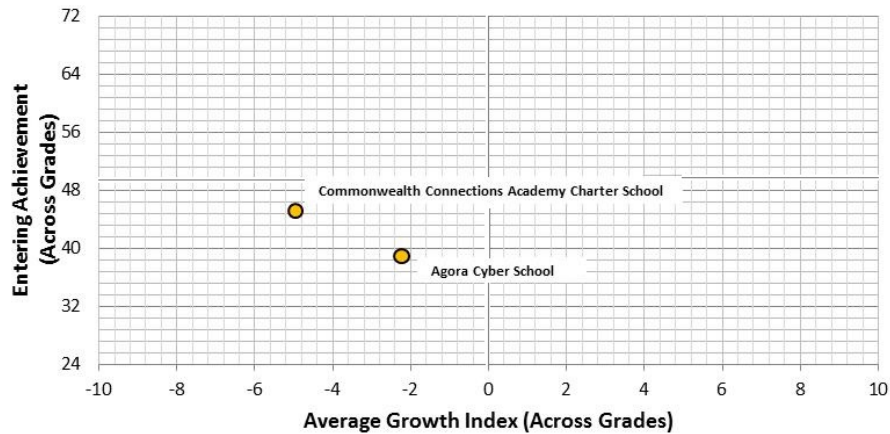
The scatterplot above shows that, in Mathematics, while Commonwealth Connections has higher mean composite prior year achieving students than Agora, Agora has higher growth. In other words, in the SY12-13, Agora accelerated student progress more than Connections Academy. Because Connections students enter at a higher level of academic achievement than Agora students, one can infer that Connections should be able to move them forward faster than a school that has students who enter at lower levels of achievement.⁴ In SY12-13, that was not the case.

The comparison below reveals a similar pattern in Reading. Agora students have lower mean composite prior achievement levels, but those students make greater progress than Commonwealth Connections students.

³ PVAAS website, Public Access, December 26, 2013, <https://pvaas.sas.com/>

⁴ Lower prior achievement is calculated by the value-added provider (SAS®) based on the available prior test scores (minimum of three or more scores) provided by the state. Note that these three prior scores may come from the same school year, e.g., one score for Reading, one for Mathematics and one for science. They may also come from multiple prior years. All available prior test scores are used for each student.

Comparison of Reading Combined Measures of Academic Achievement and Growth for Grades 4 through 8 for both Agora and Commonwealth Connections Academy



Conclusions

Despite dramatic increases in the numbers of students enrolling in Agora, including a high percentage of low-income and special education or special needs students, Agora is demonstrating improving percentages of students at or above proficiency in Reading and in Mathematics in many grades for the SY12-13. Perhaps more significantly, Agora students are showing notable improvement relative to expected academic growth. Moreover, according to key growth measures, in SY12-13 Agora outperformed another large virtual academy (that is in the first couple of years of a renewed charter), Commonwealth Connections, even though Agora serves a higher percentage of students with lower prior achievement levels compared to students at Connections.

Provide any other relevant information about progress toward academic goals. If reference has been made to test scores or other testing outcomes, include the name of the test and the dates administered. Include a rationale for using that particular test.

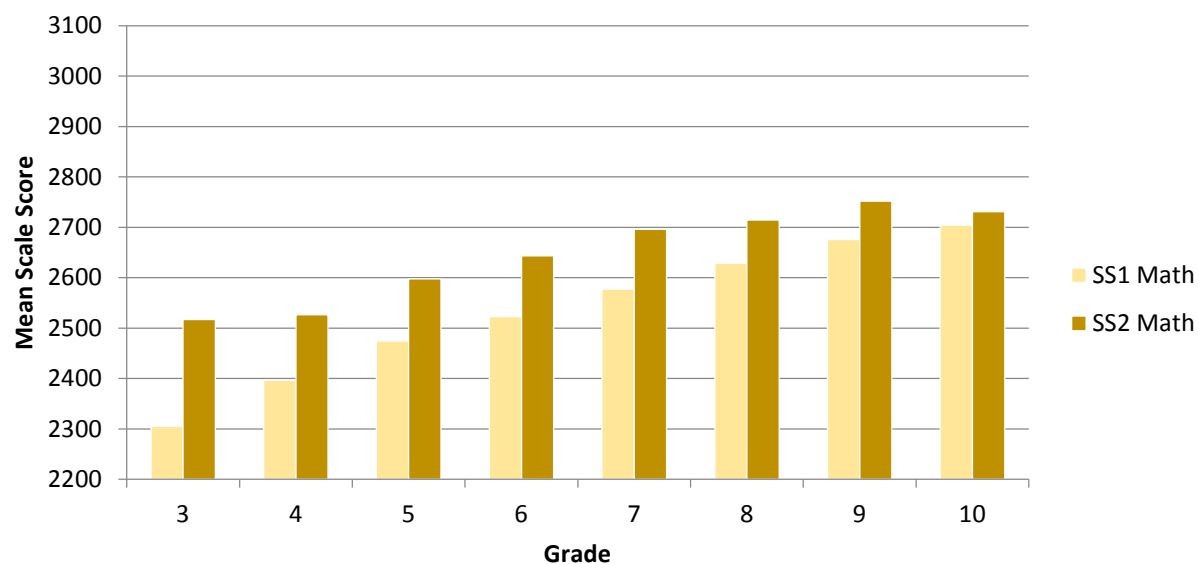
SCANTRON PERFORMANCE SERIES EXAMS—MATH AND READING 2013 PERFORMANCE REPORT

The Scantron Reading and Math Performance assessment establishes a benchmark and is taken during the beginning and at the end of the school year to show student growth over the course of the year.

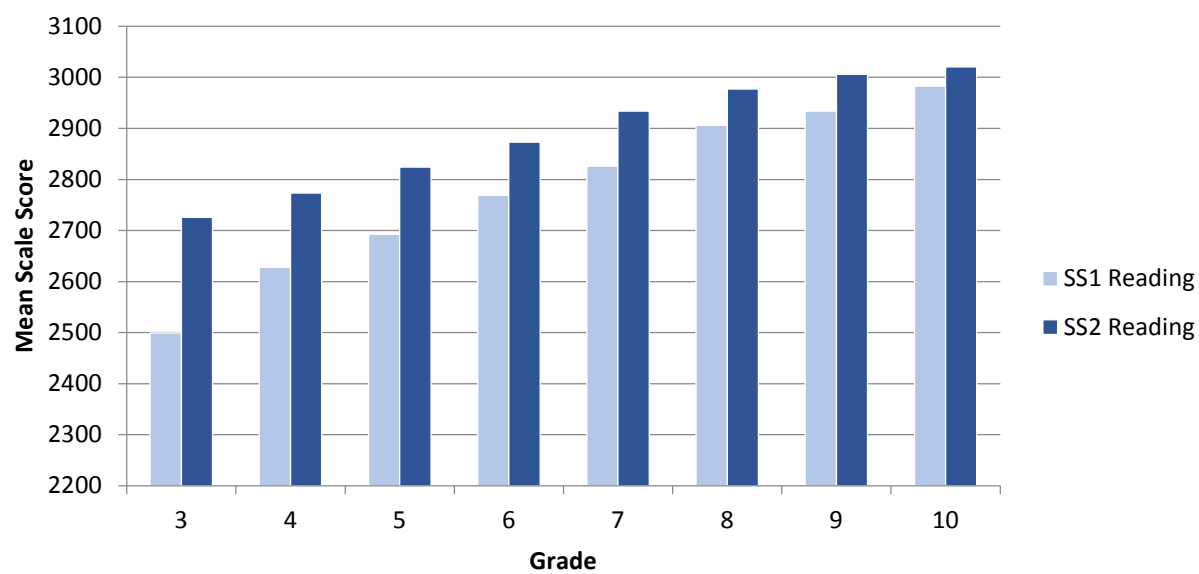
General Findings:

- Agora students exceeded the 95% participation threshold for both math and reading.
- Regardless of subject, Agora students achieved positive growth year-over-year.

Agora Math Scantron Scale Scores Comparison

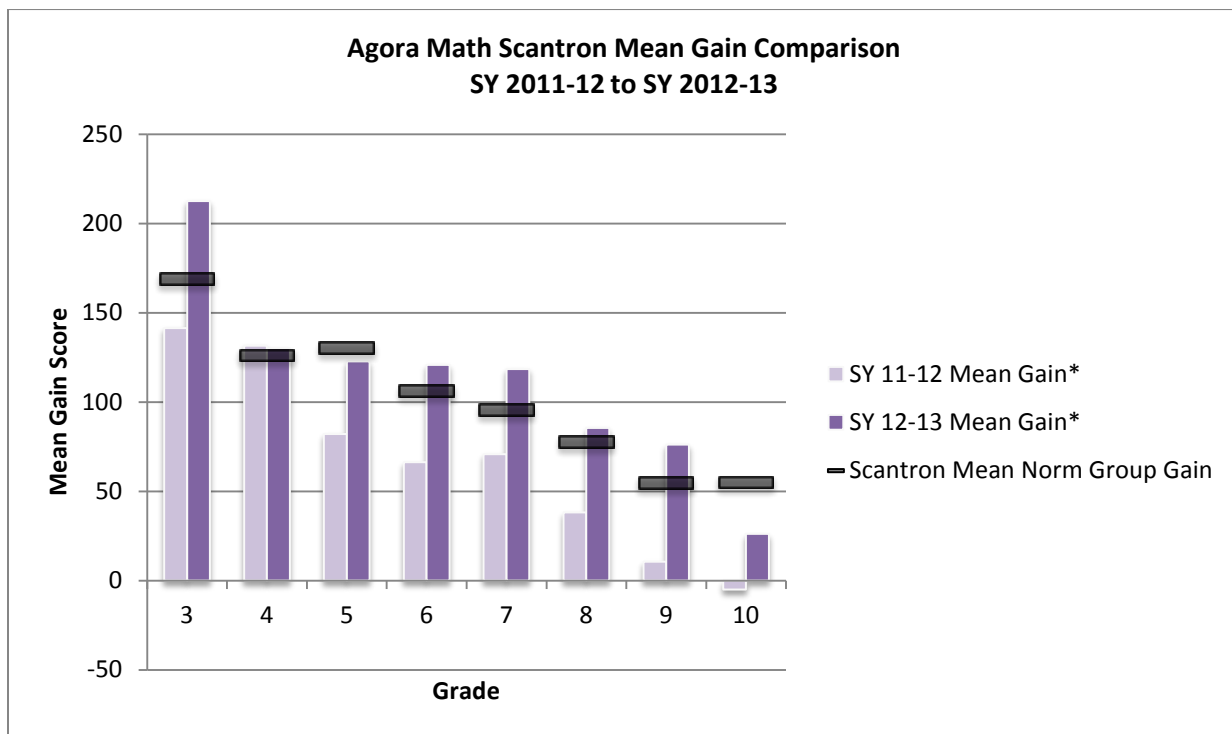


Agora Reading Scantron Scale Scores Comparison



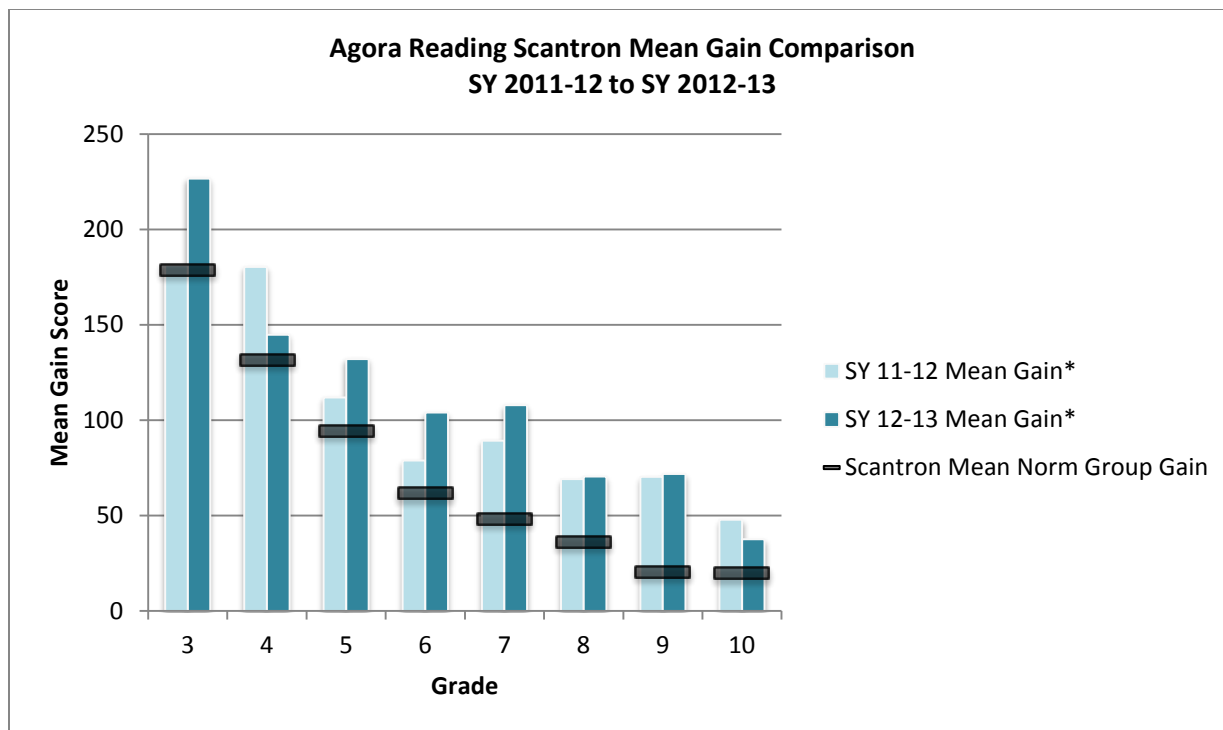
Agora Math:

- Overall, Agora students achieved higher math gains than the Scantron Norm Group mean gains.
- Overall, SY12-13 gains were higher than SY11-12 gains. The average increase was by 32%.
- Agora 9th-graders showed almost a year and a half's worth of growth in math.



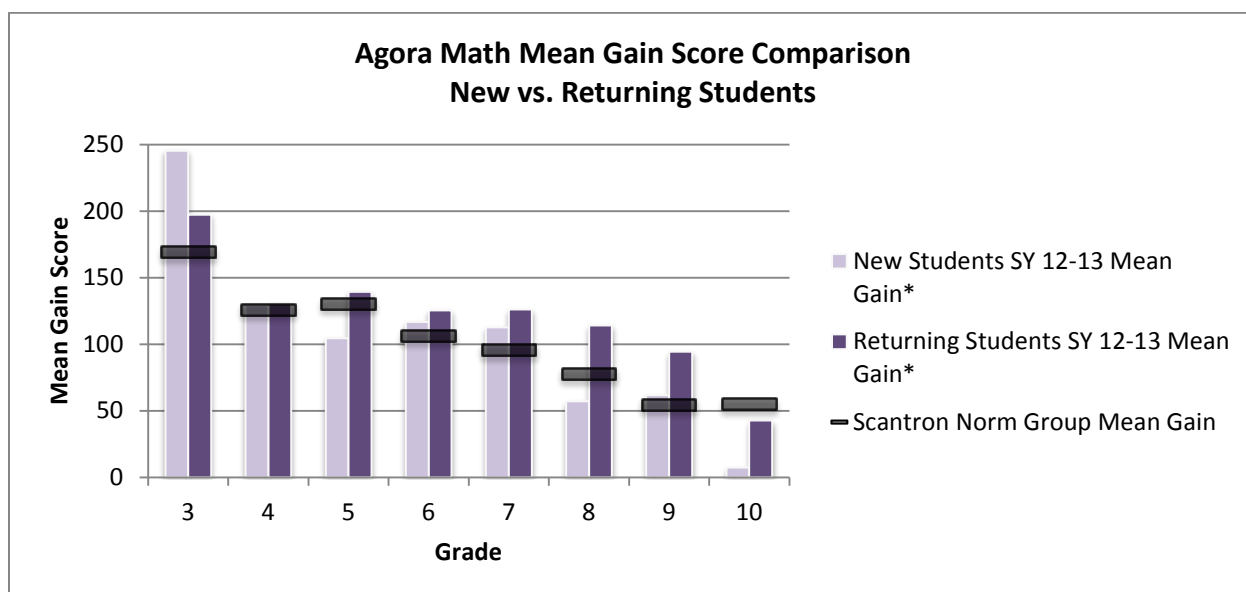
Agora Reading:

- Agora students achieved higher reading gains than the Scantron Norm Group mean gain in all grades.
- High school students showed incredible growth, growing nearly two full years when compared to the National Norm Group.
- Agora 9th-graders showed almost three and a half years of growth in reading.
- Overall, Agora students showed greater growth year-over-year in reading.



New and Returning Students in Math:

- On average, returning students achieved higher gain scores in the critical middle school and high school years.
- Overall, returning students outperform new students in math growth measures, suggesting that students who persist with Agora show greater growth than new enrollees.



STUDY ISLAND and STUDENT ACADEMIC PERFORMANCE

Goal

The goal of this analysis was to examine the relationship between the Study Island (SI) pathway exposure and the student academic performance measured by both the Scantron Performance Series test and the Pennsylvania System of School Assessment (PSSA).

Analysis Questions

1. What was the SI pathway exposure distribution by grade in math and reading?
2. How did the average PSSA scores and proficiency rates compare across different SI pathway exposure groups in math and reading?
3. How did the average Scantron Performance Series gain scores compare across different SI pathway exposure groups in math and reading?

Definition of Terms

We parsed the students into five exposure groups based on the following guidelines:

- Exposed to 100% of content in the pathway: a student completed at least 10 questions in every topic assigned in the pathway
- Exposed to over 76% of content in the pathway, but not yet to 100%: a student completed at least 10 questions in 76-99% of the assigned topics in the pathways
- Exposed to between 51% to 75% of content in this pathway: a student completed at least 10 questions in 51-75% of the assigned topics in the pathways
- Exposed to between 1% to 50% of content in this pathway: a student completed at least 10 questions in 1-50% of the assigned topics in the pathways
- Exposed to no content in this pathway: a student did not complete at least 10 questions in any of the assigned topics in the pathways.

Data Preparation

1. Received Agora's SI data file (Final CORE agora. Xlsx) and confirmed that this file was the same as what we pulled from the SI system.
2. Pulled the Agora Scantron performance series gain report from the Scantron website.
3. Received the Agora PSSA student level raw data
4. Obtained the Agora demographic data
5. Merged all above mentioned files and created one tab for math and one tab for reading. Each tab had SI data, state test scale scores, and Scantron PS gain scores along with demographic variables such as grade, fulltime status, and special education status.

Analysis

1. Only grades 3 through 8, fulltime and non-special education students with a PSSA score/Scantron gain score were included in this report.
2. To answer the first analysis question, we examined the number of students in each SI exposure group and presented the distribution below.
3. To answer the second research question, we used Analysis of Covariance (ANCOVA) and compared the average PSSA scores across the five SI exposure groups after controlling for fall Scantron scores. We used alpha level equals .05 for our significant test. Students' fall Scantron scores were controlled because Scantron gains tended to be closely related with the initial achievement level. We also calculated the proficiency rates for each exposure group to examine if a trend existed.
4. To answer the third research question, we used Analysis of Covariance (ANCOVA) and compared the average Scantron PS gain scores across the five SI exposure groups after controlling for fall Scantron scores. We used alpha level equals to .05 for our significant test. Students' fall Scantron scores were controlled because students' end-of-year achievement level tended to be closely related with the initial achievement level.

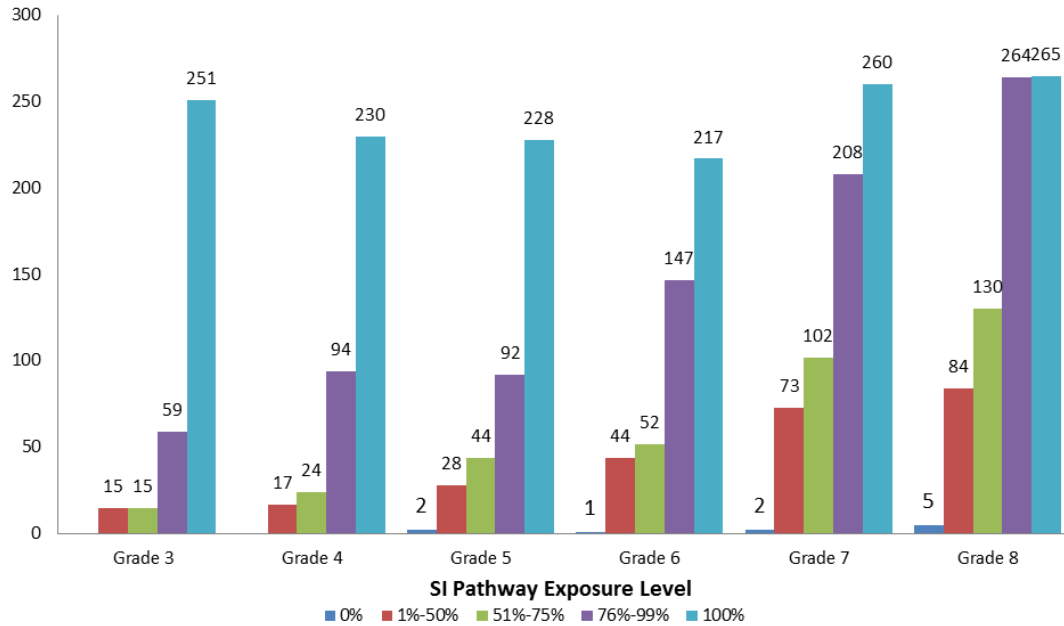
Results

1. A large percentage of Agora students were exposed to 100% of the pathway content in grades 3 to 8 for both math and reading.
2. Students who were exposed to 100% of the content had significantly higher PSSA scores. The proficiency rate result also shows that students who were exposed to 100% of the content had higher proficiency rates. These trends were found in grades 3 to 8 for both math and reading.
3. Students who were exposed to 100% of the content had significantly higher Scantron gain scores in grades 3 to 8 for both math and reading.

Math

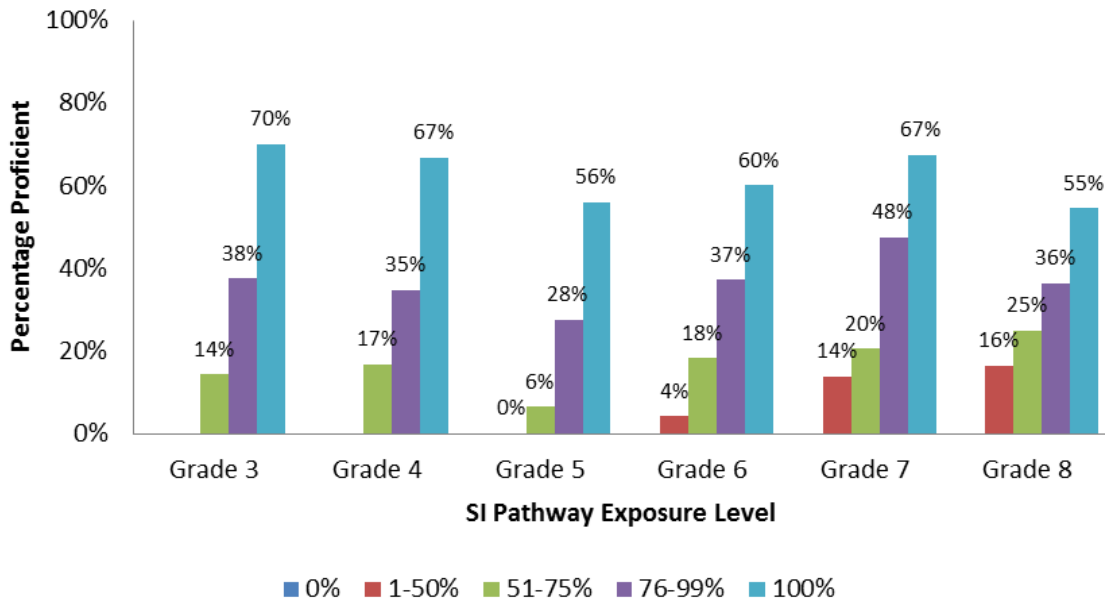
As shown below, the majority of the students were exposed to 100% of the math SI pathway.

Number of Students by SI Pathway Exposure Level - Math



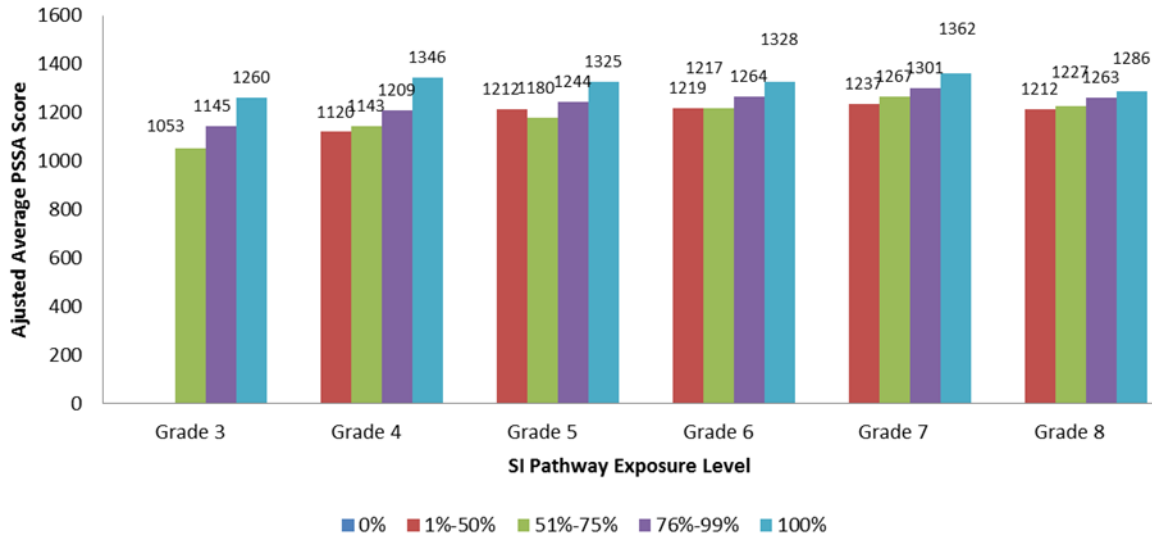
As shown below for all grades 3 through 8, as SI pathway exposure level went up, percentage of proficient/advanced students increased as well.

Percentage of Proficient/Advanced Students by Exposure Level by Grade - Math



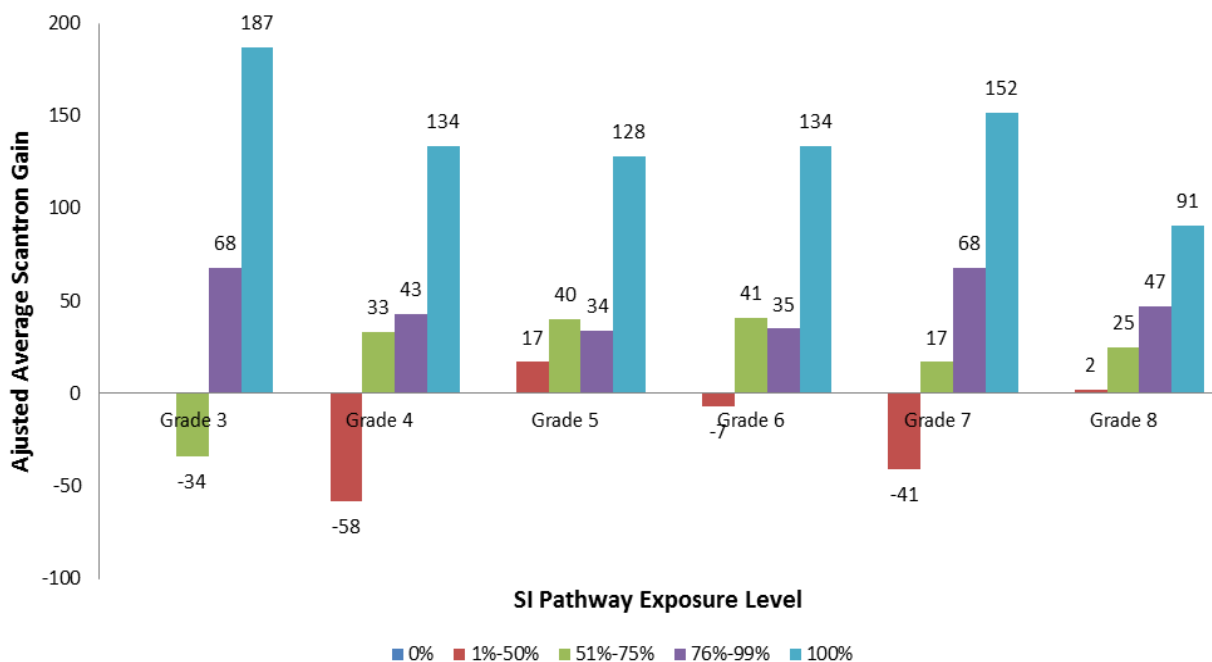
As shown below, students who were exposed to 100% of the math SI pathway content had significantly higher average PSSA scores. The differences were significant at $p=.05$ for all grade levels examined.

Adjusted Average PSSA Score by Exposure Level by Grade - Math



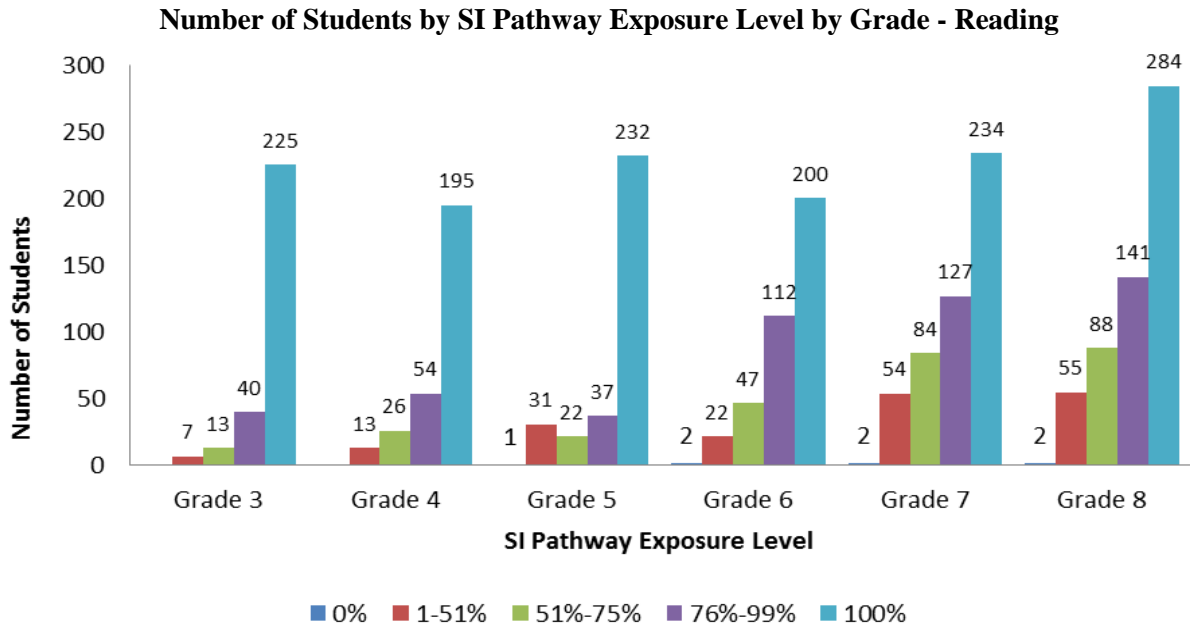
As shown below, students who were exposed to 100% of the math SI pathway content had significantly higher Scantron gain scores. The differences were significant at $p=.05$ for all grade levels examined.

Adjusted Average Scantron Performance Series Gain by Exposure Level by Grade - Math

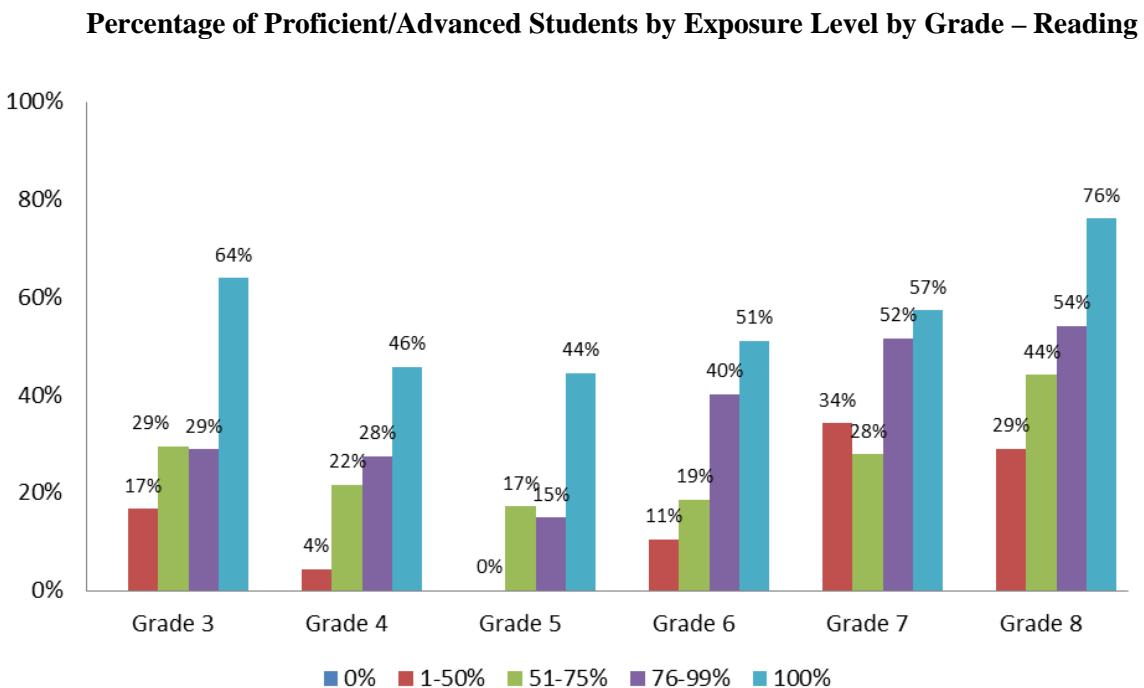


Reading

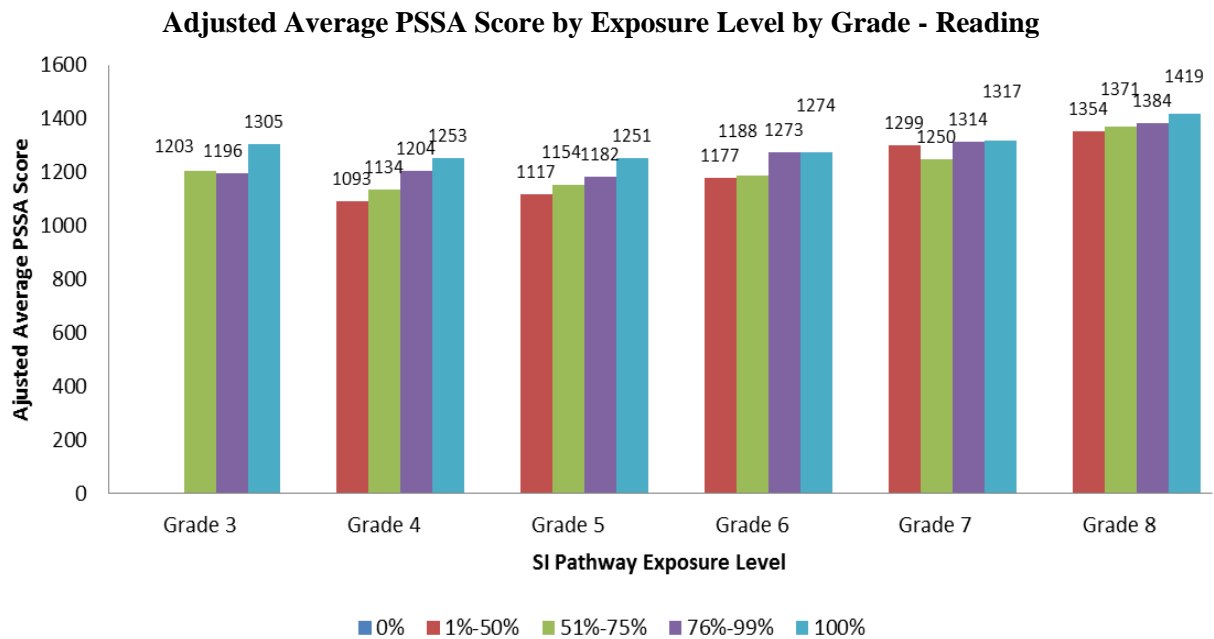
As shown below, the majority of the students were exposed to 100% of the reading SI pathway.



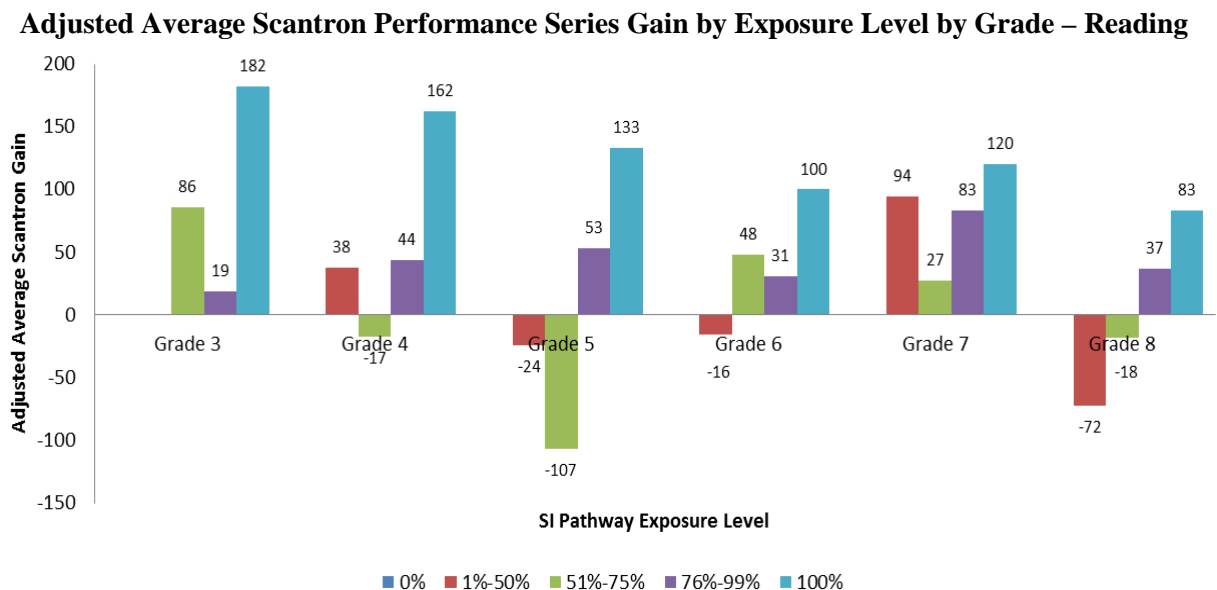
As shown below, in grades 3, 4, 6 & 8 as SI pathway exposure level went up, percentage of proficient/advanced students increased as well.



As shown below, students who were exposed to 100% of the reading SI pathway content had significant higher average PSSA scores. The differences were significant at $p=.05$ for all grade levels examined.



As shown below, students who were exposed to 100% of the reading SI pathway content had significantly higher Scantron gain scores. The differences were significant at $p=.05$ for all grade levels examined.



Has the cyber charter school made Adequate Yearly Progress (“AYP”) for each of the last five years? If not, discuss why and what steps are in place to remedy the situation. Reference information from the cyber charter school’s School Improvement Plan where applicable

Over the course of the last five school years, Agora has met some but not all of their targets in the calculation for Adequate Yearly Progress. Due to this, the school has been moving through the levels of Corrective Action and working on a School Improvement Plan to remedy the situation.

AYP Overall Proceeding Level 2012	Corrective Action 2 (third year)
AYP Overall Proceeding Level 2011	Corrective Action 2 (second year)
AYP Overall Proceeding Level 2010	Corrective Action 2 (first year)
AYP Overall Proceeding Level 2009	Corrective Action 1
AYP Overall Proceeding Level 2008	School Improvement 2

With the adoption of the School Performance Profile and as part of being a Title I School, Agora is now considered a Focus school due to some unmet Annual Measurable Objectives. Out of this status, the school has adopted a School Improvement Plan (“SIP”) that will begin to be implemented in the 2014-2015 school year. The SIP details numerous strategies Agora will implement over the next several years with the ultimate goal of significantly improving student achievement. A number of these strategies are more fully described below. In addition, see “Plans for the Future” for a detailed description as to how changes at Agora will positively impact not only academic achievement but also school operations, management and overall school design.

The following strategies and procedures are currently part of Agora’s School Improvement Plan (SIP)

Comprehensive Communication Procedures

This strategy will focus efforts to communicate with staff and family the expectations and responsibilities of all partners in order to attain academic success for every student. The Planning Committee identified the need to communicate school policies, intervention efforts and the critical role of the Learning Coach (adult with the primary responsibility for working with the student on a daily basis) in our model as crucial given Agora's very transient population. Each year over half of our student body is comprised of first year enrollees while historically most students have remained with Agora less than 2 years. Parents make choices for their child’s education for different reasons and stay with our school for as long as the need remains. Many families who remain longer with Agora do so based on an understanding of our model and opportunities for engagement and student services. Through these action steps families will have an understanding of our educational model including the responsibilities of the student, legal guardian and learning coach. Our support staff, upon enrollment will have a process to identify at-risk students for interventions.

Dropout Prevention Expansion

This strategy will include programs to decrease student dropout rate by identifying low engaged families and intervening to support academic success. Agora is a public school of choice open to all students in grades K through 12 across Pennsylvania. We have open enrollment throughout the school year and welcome any and all age appropriate Pennsylvania residents without discrimination. This means that in addition to being a path for advancement and acceleration for some students we have many students who enroll after not finding academic success in their previous educational environment, are overcoming financial and medical hardships, or may have left public education for a period of time and now see Agora as a final opportunity to earn a diploma. The focus on high school reflects our concerns of lower attendance rates at these grade levels and the graduation rate, which is impacted by students who enter Agora off cohort or leave public education prior to their senior year. Through the following four programs we will lay the foundation for a strong partnership between student, parent, staff and community:

- Expand Family Support Program for Identified Returning At-risk/Low engaged Families
- Summer Strong Start Orientation Program for New Families
- High School Program to identify, instruct, and support students at risk of dropping out
- Student Career and Internship Program

In addition to the four new programs Agora will continue to provide families support of the Reading and Math Specialists. We will continue to identify students in need of this intervention with the goal of improving academic success. We will also continue to provide opportunities for parent engagement and relationship building through the support of the Family Support Coaches, Family Assistance Coordinator and Engagement Coordinators. These partnerships increase the likelihood that a student will remain enrolled at Agora.

Implementation Steps:

Compilation of School Policies, Procedures, Roles and Expectations onto a single location and yearly review

Two committees will be identified to compile school policy and procedures currently in place onto a single location. One committee will be charged with a review of the student handbook and clarifying student, family and staff roles and responsibilities. The second will focus on staff operational procedures and identification of programs dedicated to each department. Each committee will compile the information into one location for reference with the first team dedicated to parent communication and the second to staff. The information and location will be reviewed annually for updates and additions.

Implement student escalation plan for concerns of truancy, academics, behavior, and lack of engagement are established and communicated

Procedures will be in place so each Agora staff member has a clear path for escalating concerns such as truancy, academics, behavior, or lack of engagement. A comprehensive professional development plan will include a review of scenarios and an understanding of the importance of each staff member in the process and their role.

Expand Family Support Program for Identified Returning At-risk/Low engaged Families

The Family Support Program will be geared to identified returning high-risk /low engaged/off-cohort students and determine necessary steps to get them back on-track and consistently engaged in academics. At the high school level, student courses needed for graduation, course adjustments and electives that may engage the student will be reviewed.

Identification of Summer Strong Start Team, the Team's Roles and Responsibilities

In our model, family engagement is a key to a student's academic success. Over 90% of parents choose to act as their child's Learning Coach. The Learning Coach is a crucial partner in our model as this person monitors progress, maintains a safe learning environment, troubleshoots technology difficulties with the K12 Help Center, monitors student engagement in live sessions and communicates with staff of the student's strengths and weaknesses. The summer of 2014 will implement a concerted effort to target communication with new families. The members of this team will be charged with developing virtual and face-to-face sessions geared toward imparting critical skills needed for success and full engagement at Agora. The team will include staff that will be hired in the summer of 2014 and the guidance counselors. The Guidance Counselors will make up the high school team.

Development of Strong Start Milestones

In order to foster engagement in learning at Agora, new families will be introduced and instructed on accessing our curriculum, communication tools, assessment tools, policies and basic computer literacy skills during the summer strong start sessions, first week of school strong start sessions and reinforced during the school year. The Summer Strong Start team will develop milestones to identify skills necessary for a family to be successful in our model, how this information will be disseminated, and how it is monitored to assure understanding by the student and Learning Coach.

Implement Summer Strong Start Orientation Program for New Families

The mission of the Summer Strong Start Orientation Program will be to better prepare newly enrolled students with skills necessary to start the new school year on-time and prepare them with appropriate online learning skills and behaviors. There will be dedicated staff assigned to all students enrolled by August 12th. Outreach will include providing information through mail, email and live events as well as individual phone conference. We will offer virtual sessions to supplement the face-to-face sessions.

Yearly Review of Summer Strong Start Program

At the end of each school year there will be a review of the effectiveness of the strong start program. Feedback will include parent surveys and overall attendance.

Identify staff and resources to implement High School Redirection Program

Principal and staff will be identified to support the High School Redirection Program. The team will be charged with identifying alternative methods to help a student complete needed credits for graduation, interventions for barriers to learning, course modifications and engagement interventions.

Implementation of a High School Program to identify, instruct, and support students at risk of dropping out

The high school program will utilize alternative methods to help identified students complete needed credits for graduation, provide interventions for barriers to learning, implement course modifications and engagement interventions based on each student's individual need.

Implementation of Student Career and Internship Program

The program will be charged with identifying opportunities for internships and transition opportunities for post high school.

Yearly Review of Student Career and Internship Program

At the end of each school year there will be a review of the effectiveness of the Student Career and Internship Program. Feedback will include overall participation and engagement.

Continue to provide supplemental instruction of identified students through the Math and Reading Specialist Program

Reading and Math Specialists provide supplemental instruction focusing on remediating Math and Reading skills.

Continue parent engagement outreach and dropout prevention efforts by Family Coaches, Family Support Coaches, Engagement Coordinators and Family Assistance Coordinator.

Positions have been created and charged with family engagement and building relationships by identifying barriers to learning, creating parent workshops and opportunities for engagement and identifying resources. Mission, job responsibilities and performance targets will be reviewed yearly for implementation and effectiveness.

Describe the strategies that are in place to ensure that students with special needs, those at risk of failure and those not making reasonable progress are meeting – or are being given the opportunities and reasonable accommodations to meet – the academic goals. Provide clear evidence and use data to document how those strategies are proving effective for students in terms of improved academic performance.

Student Individualized Learning Plans

Instruction for *all* students begins with the Individualized Learning Plans (ILP).

The ILP is a student centered, laser focused plan, which recognizes the students' strengths, challenges, and current academic abilities and is customized for the cyber school setting. Individualized educational

goals for ALL students are housed within their ILP. The ILP process is centered on the idea that all students are unique and serves as the compass for all services and support provided to the student. The ILP drives ongoing dialogue between Agora staff, students and Learning Coaches throughout the student's entire life cycle at Agora.

Together, the student, the learning coach, the family coach, teacher, counselor, special education teacher, and additional specialists, determine the most appropriate academic goals based on the students' instructional needs. These needs are determined thorough review of student school records, including benchmark assessments, prior PSSA/Keystone test scores, teacher observation and learning coach input. Students are then monitored and guided as they work through state mandated core standards aligned to the curriculum. They are evaluated throughout the school year and progress is represented in Standards Based Progress Report cards (K-5) and more traditional report cards in grades 6-12. The Individualized Learning Plan is updated regularly according to student needs.

Agora is made up of unique students with multi-dimensional learning styles and come to Agora with unique instructional needs. School staff responds by serving every student in an academic program appropriate to individual student needs. Leaders, support all teachers, including specialized teachers such as including Special Education and math /reading, through a data driven instructional (DDI) model. This model as illustrated by Paul Bambrick-Santoyo focuses instruction through four key elements:

1. **Assessment:** Define the roadmap for rigor
2. **Analysis:** Determine where students are struggling and why
3. **Action:** Implement new teaching plans to respond to this analysis

All Instructional leaders have been trained and mentored on the DDI method and will continue to drive a culture of coaching into each Agora academic department. The core idea to effective instruction "is not about whether we taught it. It's about whether the students learned it." (Bambrick-Santoyo, Paul. *Leverage Leadership*. San Francisco: Jossey-Bass, 2012. Print.) This philosophy is be carried across all academic departments creating an effective framework for coaching and teacher development. Leaders know that every minute matters and set out to build effective instructional talent across all virtual classrooms by observing classroom instruction bi-weekly and providing feedback focused on student learning (The Data) and instructional practices observed in Class Connect sessions. Leaders also drive teachers to item analysis on interim assessments to help teachers develop effective data analysis skills in order to determine and employ the most appropriate and effective instructional strategies in the online classroom.

Academic Leaders also facilitate Professional Learning Communities (PLCs) where staff members gather weekly (virtually) to conduct item analysis of student performance on test assessments following the Data Driven Instruction Framework. These teams will collaborate to share best practices and develop more sophisticated conversations around student achievement striving each week to reach the root cause of student deficits and develop stronger remediation practices to intentionally impact learning.

All students will be given ILPs, in addition to the ILP, which build community and self reflection into each students short and long term goals, students identified with special needs will also receive additional services in line with their respective Individualized Education Programs (IEP).

2013-2014 Special Education Student Growth Data

AIMSWEB: During the 13-14 school year the special education department utilized AIMSWEB as the primary tool to determine student baselines and progress monitor. Once baselines were determined, goals

were included within a student's IEP based on specific needs identified. Teachers progress monitored bi-weekly on each student for each area of need to ensure students were making progress.

Early Literacy assessments include LNF (Letter Naming Fluency), LSF (Letter Sound Fluency), PSF (Phoneme Segmentation Fluency), and NWF (Nonsense Word Fluency). Of those students that were monitored on their early literacy skills, an average of 68% showed growth during the school year based on the progress monitoring administered by the special education teachers. Specific growth per measure can be seen below.

- LNF = 80% growth / LSF = 64% growth / PSF = 71% growth / NWF = 59% growth

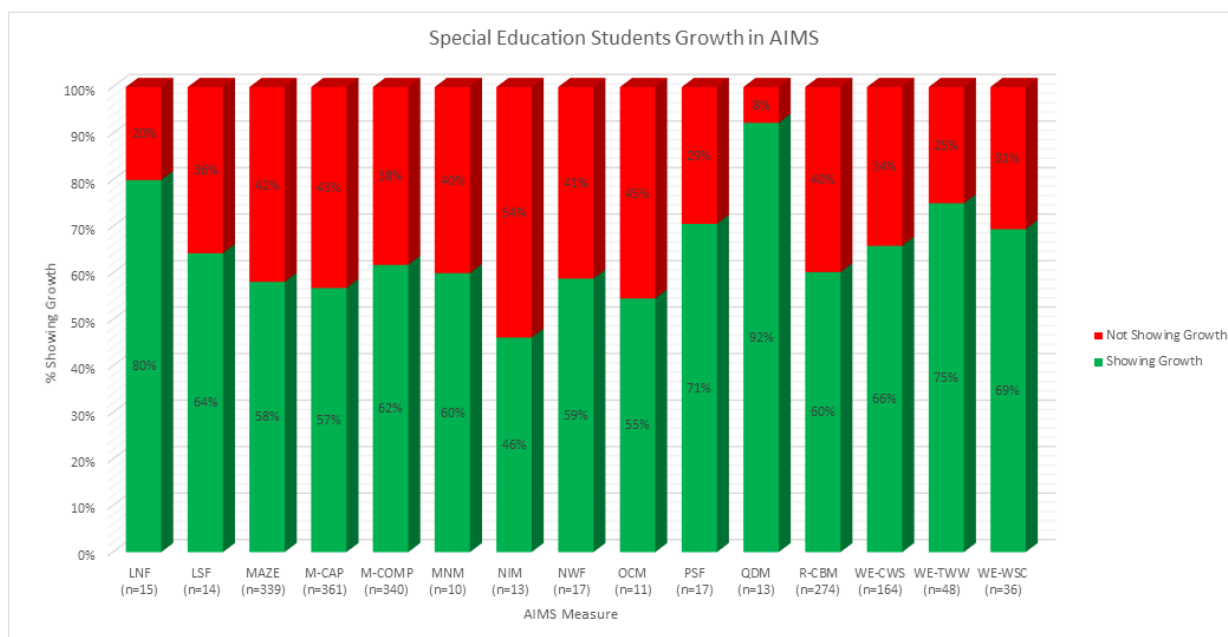
Oral reading fluency and reading comprehension were also monitored for those students that showed these as an area of deficit. Data shows that 60% of students showed growth in R-CMB (Reading fluency) and 58% showed growth in MAZE (Reading comprehension).

AIMSweb also identifies and monitors those students that show a written expression deficit WE-CWS (Correct Writing Sequence), WE-TWW (Total Words Written) and WE-WSC (Words Spelled Correct). Of the students with a written expression need, an average of 70% showed growth based on their progress monitoring data. Specific growth per measure can be seen below.

- WE-CWS = 66% growth / WE-TWW = 75% growth / WE-WSC = 69% growth

In regards to progress with math, AIMSweb was utilized to monitor those students that showed a deficit in M-CAP (Math Applications) and M-COMP (Math Computation). In regards to M-CAP, 57% of students showed growth and 62% showed growth with M-COMP.

Teachers monitor student growth bi-weekly to determine if the instructional strategies and curriculum used is making a positive impact on their educational growth. If a student is not showing expected growth over time, the team discusses changes in how the instruction is delivered or if the curriculum used is appropriate for that individual student.



DORA/ADAM: Students that were exempt from the Scantron assessments due to their functional levels were administered alternative beginning and end of year assessments to indicate if educational growth was shown based on their functional level. DORA (Diagnostic OnLine Reading Assessment) and ADAM (Adaptive, Diagnostic Assessment of Mathematics) were administered in the fall of 2013 and again in the spring of 2014.

DORA assesses students in the areas of high frequency words, word recognition, phonics, spelling, vocabulary and comprehension. The indicators are listed as above, proficient and emergent. The % indicated as emergent decreased in all areas assessed from the fall to the spring while the percent proficient and above increased in all areas.

Developmental Gain Report A for DORA K-12

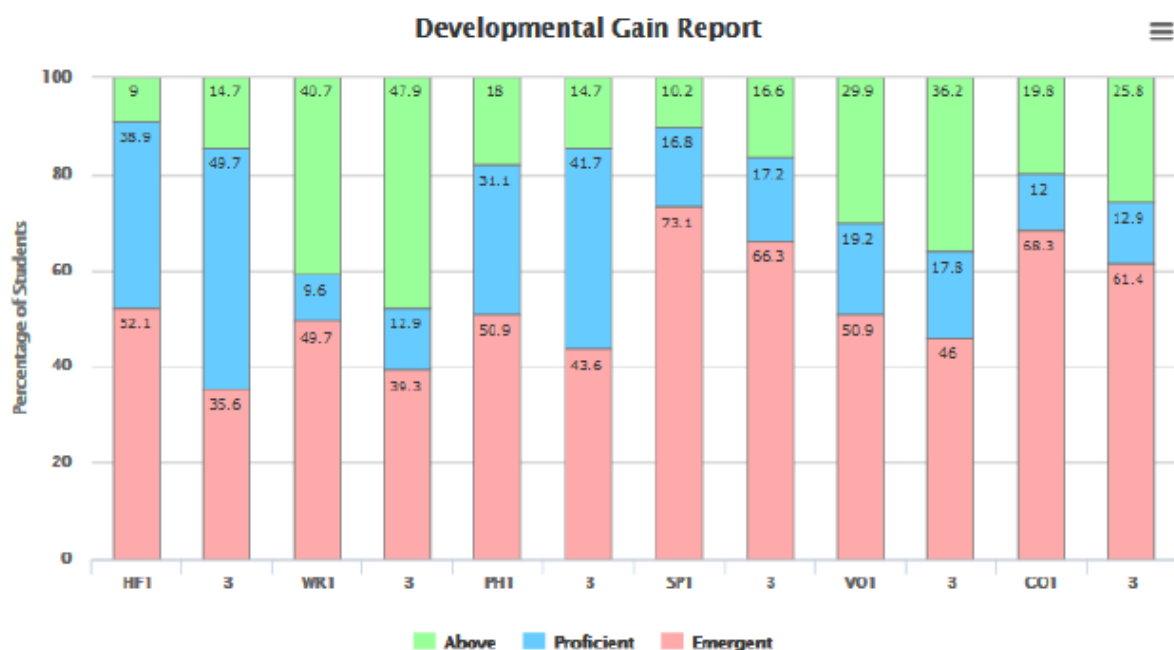
Teachers: Multiple * - Grade Range: PreK - 13+

Number of Students With Completed Assessments in Each Period:

P1) Pre-Test 8/01/2013 to 12/01/2013: 167

P2) Mid-Test Not Selected

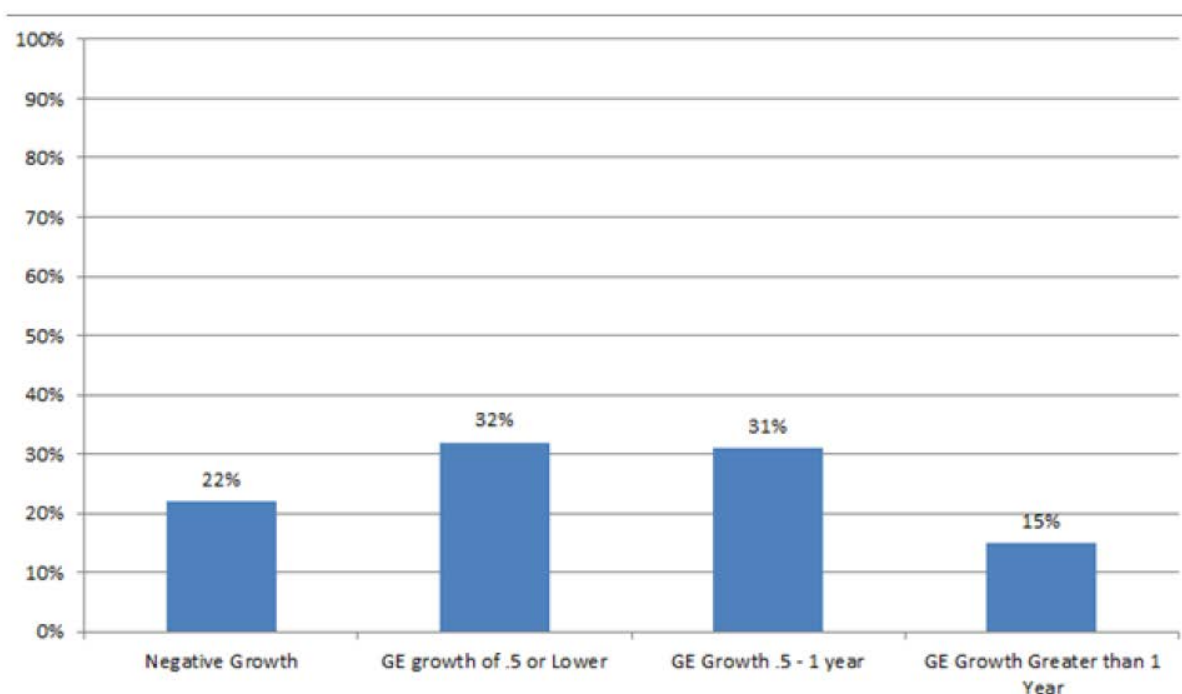
P3) Post-Test 3/01/2014 to 6/30/2014: 163



Status	High-Freq. Words		Word Rec.		Phonics		Spelling		Vocabulary		Comprehension	
help	P1	P3	P1	P3	P1	P3	P1	P3	P1	P3	P1	P3
% Above	9	14.7	40.7	47.9	18	14.7	10.2	16.6	29.9	36.2	19.8	25.8
% Proficient	38.9	49.7	9.6	12.9	31.1	41.7	16.8	17.2	19.2	17.8	12	12.9
% Emergent	52.1	35.6	49.7	39.3	50.9	43.6	73.1	66.3	50.9	46	68.3	61.4

ADAM assesses Numbers and Operations, Measurement, Geometry, Data Analysis and Algebraic Thinking. Of the students that took both the fall and spring assessments 78% showed positive growth based on GE (Grade Equivalency) scores, 32% showed a half of year's growth or less, 31% showed a growth of greater than a half of a year but less than 1 full year's growth and 15% showed greater than 1 full year's growth (5% of those students showed a GE growth of 1.75-2.68).

Percentage ADAM Growth



Special Education Services and Support

Students with disabilities are served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities Amendment Act. A free and appropriate education is provided to students with disabilities in accordance with their Individualized Education Programs (IEPs). The administrative team ensures that Agora accommodates students with all disabilities who are using the web-based courses. Agora offers necessary accommodations by procuring the technology and other services required in the student's IEP to aid these students in navigating through their courses. Further, our experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Child Find

Child Find questions begin with the enrollment application, a conference call with a placement counselor, and conference calls with the school's general education teacher provide a query for the parent to indicate a special education or gifted education student. In addition, there is a careful review of previous school records, after enrollment approval, by the school's special education director/designee to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. Agora's general education teachers receive professional development prior to and during the school year about their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. As Agora enrolls students in communities across the state, posting and public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities is on the school website, in addition to being sent via electronically to all enrolled families.

All identified students with a disability have an Agora IEP meeting upon enrollment with the appropriate team members in attendance. The appropriate notices/invitations are issued addressing the virtual nature of the school setting. The IEP includes a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency is aligned to the Pennsylvania Common Core Standards. Assessment accommodations or alternative instruction procedures are based on the objectives in the student's IEP.

Agora also uses a variety of supplemental materials to support the unique learning needs of the special education population. This will include but is not limited:

- Adapting Math
- AGS Life Skills Math
- Conover Life Skills
- Dollars/Cents/Time software
- Help Kidz Learn – switch access
- K¹² Embark
- Math U See
- PCI Reading
- Reading Horizons
- Reading Wonders (McGraw Hill)
- Real World Reading, Writing, Vocabulary
- Saxon math
- Social Skills (multiple levels)
- Social Skills builder products (multiple)
- Transition curriculum
- Unique Life Skills

If a student has a behavioral need, Agora staff implements a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team considers, when appropriate, strategies including positive behavioral interventions, strategies and support to address that behavior through the IEP process.

Students with special needs are also supported by their general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP determines the type and amount of services necessary to meet the goals of the IEP. Agora uses a tiered placement and instructional plan for students with disabilities. This four-tiered model ensures students on all ends of the spectrum are served in the least restrictive environment possible based on their individual needs. Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contracts with a private agency/provider. Some related services may include virtual delivery when applicable and appropriate for the student.

Agora believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP is reviewed at a minimum of once per year and upon evaluation/re-evaluation.

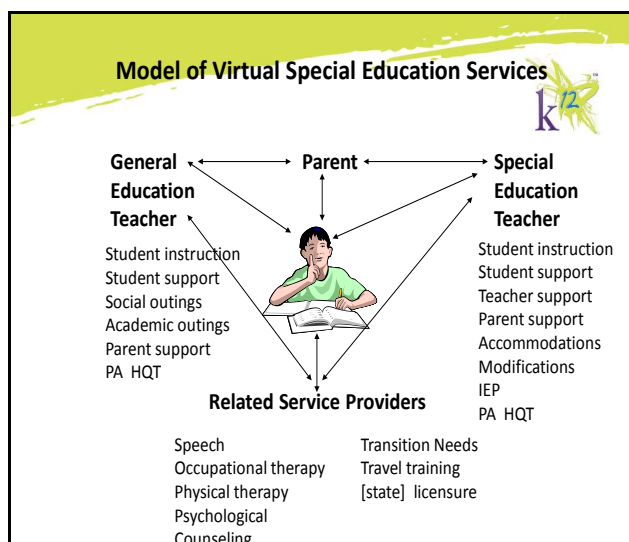
All Agora special education teachers support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact, which may include phone conferencing, email, and direct "real-time" interaction through web-conferencing tools. With web conferencing, the special education teacher/general education teacher provides real time support to the student and assessment of progress towards IEP goals.

Students with disabilities fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation is provided to accommodate the special needs of the student as determined by the IEP team.

Oversight and compliance monitoring for all students, including students with needs, in this distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data. Most of this data is collected through the online school by Agora's highly qualified general education teacher and files are reviewed and timelines are monitored by Agora's special education department and director.

Special education teachers are included in all aspects of professional development. In order for teachers to support the development of effective IEPs with appropriate content, instructional modifications, and measurable goals, teachers of students with special needs must be very knowledgeable about the content the special needs students are studying. In some cases, assessments are modified to meet the terms of a student's IEP. Cases like these demand that special education, and general education teachers are familiar with the scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modification.

Agora believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties will be delivered through phone conferencing, notes, emails and web conferencing tools. The following illustration depicts this team model.



Accommodations

In addition to the team approach to serving all students and students with disabilities, there may be necessary accommodations that will ensure that students achieve Pennsylvania Common Core Standards. The following table provides examples of those accommodations which are instructional and assessment enhancements.

Instructional Enhancements	Assessment Enhancements
<ul style="list-style-type: none"> • Use interactive groupings of students in structured and purposeful settings. • Draw on student background and knowledge. • Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context. • Use graphic organizers to model organization skills and to engage students in the process. • Use manipulatives and connect learning experiences to real life. • Use community experts as resources and as models. • Minimize interruptions and distractions during time-on-task. • Check often for understanding among students. • Teach students' organizational and study skills. • Ensure access to resources in the languages, reading levels, and interests of the students. 	<ul style="list-style-type: none"> • Use multiple forms of assessment such as performance-based assessments. • Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks; use calculators and dictionaries; and minimize distractions and interruptions. • Integrate technology into a variety of assessment settings. • Remind students to use self-monitoring strategies and clarify directions. • Ensure that language and academic skills are assessed appropriately. • Take dictation for students; allow for tape and/or video recordings. • Use multiple measures of assessment to access language and academic skills of two language learners. • Include samples of second language learners' work as anchors when developing rubrics and other scoring devices.

Response to Instruction and Intervention (RTII)

Agora believes in providing the highest quality of education for every student. To meet this goal we have continued to utilize Response to Instruction and Intervention or RtII. This is a proven approach to identify and provide early intervention and evidenced based strategies to help all students succeed. Response to Instruction and Intervention (RtII) is a collaborative, problem-solving, framework designed to identify and target student progress in a standards aligned system. The framework allows for the identification of students who may need extra assistance and provide them with research-based interventions in order to help them achieve grade level proficiency. Student movement through the tiers is flexible and fluid.

RtII has three tiers, or levels, and each tier/level provides evidenced based and targeted instruction for each child.

Tier 1-Benchmark:

Student is making expected progress in the core curriculum.

Tier 2-Strategic:

Student is given additional support in smaller group in order to make effective progress in the core curriculum. Progress is monitored monthly.

Tier 3-Intensive:

Student is given intensive small group instruction during Target Time (K-5) or Intervention Block (6-8) in order to make effective progress in the core curriculum. Target Time/Intervention Block is an intervention that provides reading and/or math support to students by targeting specific skills identified through data collection.

Kindergarten through Eighth Grade RtII Model		
Tier 1	Tier 2	Tier 3
Access to curriculum	Access to curriculum	Access to curriculum
	Additional support through supplemental programs	Additional support through supplemental programs
	Additional time as needed in small group remediation	Additional time as needed in small group or one-on-one remediation
	Progress Monitoring on a monthly basis	Progress Monitoring on a weekly basis
		Possible Reading and/or Math Specialist support

All students K-8 are a part of the RtII framework. Data from face-to-face assessments (i.e. AimsWeb), grade level skill checks, writing assignments, reading comprehension checks, teacher feedback and observation, state testing, Scantron and historical RtII data are all used to tier students at the onset of the school year. Learning groups are established and teachers assigned to provide support based on student needs. Our RtII team meets frequently to review student progress and develop learning groups.

An RtII team will track each child's progress. Depending on student need and progress, the team may change the intervention or increase the frequency, time or intensity of the intervention. Monitoring student's progress continues on a weekly to monthly basis.

If it is determined that a student is not responding to instruction and intervention data is compiled and submitted to the school psychologist. The school psychologist will then make a recommendation to pursue an evaluation. The results of the evaluation will determine if a student is eligible for special education services.

Evaluation

When screening (Child Find) indicates that a student may be eligible for special education services, Agora will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. The report is completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. Parents may request an evaluation if they suspect their child has a disability. As discussed above, Agora uses a three tiered Response to Intervention (RTII) and all students will be served appropriately based on their placement within these tiers. Parents have the right to request an independent educational evaluation. When requested by parents, Agora will provide them with information about where an independent evaluation may be obtained.

In order to ensure that all students receive individualized attention to any academic needs they bring to Agora, the instructional plan builds on continual efforts to grow and strengthen relationships between Agora and families. With hard work, commitment and dedication, we believe we will continue to see additional improvements in academic progress, the graduation rate and attendance every year. Below are the strategies Agora has to ensure academic growth for all students above and beyond the PSSA thresholds so all students can reach their academic potential.

- Year after year we have data that clearly shows struggling learners who participate in live direct instruction, in addition to their self-paced coursework, find success in Agora's model. There is a significant increase in synchronous sessions offered in all grade levels where approximately 75-80% of students attend direct instruction lessons daily with Agora's highly qualified, PA certified teachers.
 - Students who scored basic or below basic on the PSSA are required to participate in daily direct instruction for the school year.
 - Newly enrolled students are also required to attend live direct instruction for the

first quarter of the school year. Students who are identified as struggling with attendance and participation after the first quarter will continue with live session support.

- Attendance is based on attendance to class connect for all synchronous learners.
- Students identified as “asynchronous” and participate in more self-paced coursework, are required to maintain a “ B” Average and required to make daily progress by submitting assignments according to mandated due dates.
- Family Coaches continue to work with Agora families to identify each student’s path for success. We believe that it’s essential to build the relationship between home and school, as this strong link is a critical ingredient to achievement. To that end, each newly enrolled student and identified at-risk learner will receive a visit by a Family Coach. To support all students during the year the Family Coach will work with parents, learning coaches and students to eliminate barriers to academic achievement and attendance. We look for this relationship to improve attendance, engagement, school drop-out and graduation rates.
- Initial assessments provide parents and teachers feedback and guide the development of individualized learning plans and instructional paths for each student:
 - Students in grades 3-12 will continue to participate in Scantron Performance testing. The Performance assessment establishes a benchmark and is taken during the first week of school and at the end of the school year to show student growth throughout the year.
 - Students in grades K-8 participate in face-to-face AIMSweb benchmarking in the fall, winter and spring.
 - Families are provided training on interpreting the scores on all assessments and how to work with their child’s teacher to address academic strengths and challenges.
- All students participated in Study Island/Standards based assessments throughout the school year.
 - Students complete assigned monthly “Pathway Assignments” each month from October to March aligned to daily instruction. Students who do not master blue ribbons will work on Study Island assigned building blocks and be provided supplemental remedial support by their classroom teacher. This web-based PA standards aligned program provides practice and instruction on math, reading and science standards.

- Agora uses a Response to Instruction and Intervention (RtII) process to assist students who are not mastering skills. Through this process students are identified for and provided intervention strategies; increased direct instruction with teachers and if needed, supplemental programs to address academic concerns. Students will be identified for attendance in tutoring sessions in order to close achievement gaps.
- Eligible students will receive tutoring to help students improve in reading, mathematics and science.

There is a lot of pride in the Agora school community for the work that is accomplished that does not appear in any of the measures of test scores or School Performance Profile. Agora students graduate when they may have never graduated from their local high school. Agora special needs students find comfort in the online model and have many more opportunities to be included in a least restrictive environment with their peers. Students in urban districts who have had unfortunate experiences with severe bullying have been able to begin to thrive with the safe environment that Agora provides. The individualized learning plans guarantee that the needs of each student will be specifically met. Students who come to Agora behind have the opportunity to catch up; advanced students can soar at their own pace; while average students can truly realize their true potential with the targeted attention provided based on entrance benchmark assessments and diagnostic exams. Countless letters of affirmation and commendation for the dedicated staff at Agora clearly illustrate the importance and value of Agora. See Appendix 1.

Using the chart on the following page, report the school's PSSA scores for each of the preceding years. Report out for subgroups, including, at a minimum, students with IEPs, students who are limited English proficient (LEP), race/ethnicity and economically disadvantaged. Explain how the scores correspond to the goals identified in the current charter. Discuss how the scores correspond to AYP as established in the Pennsylvania Accountability System.

PSSA Report for Previous Years

Grade: 3rd Grade

Subject: Math

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1 (08-09)	How did this affect AYP determination?
All Students	% Below Basic	24.6	27.3	21.9	14.8	16.3	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	22.6	28.9	21.1	25.7	23.7	
	% Proficient	37	28.3	36.4	40.4	43.3	
	% Advanced	15.8	15.5	20.6	19.1	16.7	
IEP	% Below Basic	57.1	46.7	29.4	27.8	39.4	
	% Basic	20	28.3	44.1	27.8	12.1	
	% Proficient	20	20	17.6	33.3	42.4	
	% Advanced	2.9	5	8.8	11.1	6.1	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	29	32.7	28.2	19.3	19.1	
	% Basic	22.6	31.8	22.4	31.9	30.0	
	% Proficient	37.1	27.2	33.3	35.3	40.9	
	% Advanced	11.3	8.3	16.0	13.4	10.0	
White	% Below Basic	17.9	21.4	14.7	8.5	13.3	
	% Basic	18.5	22.9	20.2	23.1	19.3	
	% Proficient	41	34.4	36.8	44.4	46.0	
	% Advanced	22.6	21.4	28.2	23.9	21.3	
Black	% Below Basic	37.3	40	39.6	28.9	29.2	
	% Basic	29.1	42	30.2	31.1	39.6	
	% Proficient	30	15	30.2	28.9	27.1	
	% Advanced	3.6	3	0.0	11.1	4.2	
Latino/Hispanic	% Below Basic	27.8	17.6				
	% Basic	11.1	41.2				
	% Proficient	50	23.5				
	% Advanced	11.1	17.6				
MultiRacial	% Below Basic	18.8		21.4	0.0		
	% Basic	37.5		14.3	36.4		
	% Proficient	25		42.9	54.5		
	% Advanced	18.8		21.4	9.1		

Grade: 3rd Grade

Subject: Reading

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	36	37.4	25.3	23.5	23.0	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature Math/Algebra 1, Science/Biology and Writing.
	% Basic	10.6	12.5	12.7	14.8	12.2	
	% Proficient	41	37.4	44.1	39.3	47.4	
	% Advanced	12.4	12.8	18.0	22.4	17.4	
IEP	% Below Basic	69.6	65	42.4	50.0	53.1	
	% Basic	8.7	11.7	21.2	11.1	12.5	
	% Proficient	20.3	20	24.2	22.2	28.1	
	% Advanced	1.4	3.3	12.1	16.7	6.3	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	39.4	43.1	28.4	31.9	33.0	
	% Basic	12.6	14.4	14.2	16.0	14.7	
	% Proficient	38.2	34.3	45.2	37.8	43.1	
	% Advanced	9.8	8.3	12.3	14.3	9.2	
White	% Below Basic	26.8	29.5	19.8	17.9	18.1	
	% Basic	8.8	9.5	9.3	13.7	10.7	
	% Proficient	46.9	43.7	46.9	38.5	47.7	
	% Advanced	17.5	17.4	24.1	29.9	23.5	
Black	% Below Basic	53.2	52.5	39.6	33.3	40.4	
	% Basic	11.9	16.8	18.9	20.0	19.1	
	% Proficient	31.2	26.7	39.6	33.3	40.4	
	% Advanced	3.7	4	1.9	13.3	0.0	
Latino/ Hispanic	% Below Basic	38.9	41.2				
	% Basic	16.7	23.5				
	% Proficient	33.3	23.5				
	% Advanced	11.1	11.8				
MultiRacial	% Below Basic	31.3		23.1	18.2		
	% Basic	12.5		23.1	18.2		
	% Proficient	50		38.5	63.6		
	% Advanced	6.3		15.4	0.0		

Gade: 4th Grade

Subject: Mathematics

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	40.5	20.3	33.5	22.5	24.9	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	12.4	29.5	16.7	10.7	14.6	
	% Proficient	25.3	16.9	26.5	29.4	34.6	
	% Advanced	21.8	33.2	23.3	37.4	25.9	
IEP	% Below Basic	65.9	47.8	50.0	16.7	52.2	
	% Basic	10.2	15.2	20.6	25.0	13.0	
	% Proficient	15.9	26.1	17.6	16.7	17.4	
	% Advanced	8	10.9	11.8	41.7	17.4	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	45.2	37.8	39.8	35.6	32.3	
	% Basic	12.5	18.9	18.7	12.2	20.2	
	% Proficient	24	27.9	24.6	33.3	32.3	
	% Advanced	18.3	15.4	17.0	18.9	15.2	
White	% Below Basic	32.9	25.9	23.5	12.1	21.9	
	% Basic	8.7	16.1	16.1	8.3	10.2	
	% Proficient	26.6	31.1	28.2	33.3	35.0	
	% Advanced	31.9	26.9	32.2	46.2	32.8	
Black	% Below Basic	53.3	50.7	48.6	55.6	44.1	
	% Basic	18.3	19.4	20.8	16.7	23.5	
	% Proficient	24.2	23.9	19.4	13.9	26.5	
	% Advanced	4.2	6	11.1	13.9	5.9	
Latino/ Hispanic	% Below Basic	47.4	50	50.0			
	% Basic	15.8	11.1	14.3			
	% Proficient	26.3	27.8	28.6			
	% Advanced	10.5	11.1	7.1			
MultiRacial	% Below Basic	30	33.3	35.3	40.0		
	% Basic	10	25	11.8	20.0		
	% Proficient	20	25	35.3	0.0		
	% Advanced	40	16.7	17.6	40.0		

Grade: 4th Grade

Subject: Reading

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	41	34.9	33.5	24.8	21.5	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	22.6	19.7	16.9	22.8	19.4	
	% Proficient	26.7	29.8	31.9	28.2	34.4	
	% Advanced	9.6	15.6	17.7	24.3	24.7	
IEP	% Below Basic	67	53.2	60.6	51.6	47.8	
	% Basic	18.2	19.1	15.2	25.8	17.4	
	% Proficient	14.8	25.5	21.2	12.9	30.4	
	% Advanced	0	2.1	3.0	9.7	4.3	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	45.6	39.3	41.5	34.7	29.0	
	% Basic	22.4	22.4	19.3	28.7	23.0	
	% Proficient	24	26.9	28.1	23.8	34.0	
	% Advanced	8	11.4	11.1	12.9	14.0	
White	% Below Basic	35.7	26.9	24.3	19.6	19.0	
	% Basic	19.3	21.8	19.6	18.9	17.5	
	% Proficient	30.9	31.1	32.4	29.7	35.0	
	% Advanced	14	20.2	23.6	31.8	28.5	
Black	% Below Basic	51.7	53.7	47.9	45.9	28.6	
	% Basic	25	16.4	12.7	29.7	28.6	
	% Proficient	21.7	25.4	29.6	21.6	34.3	
	% Advanced	1.7	4.5	9.9	2.7	8.6	
Latino/ Hispanic	% Below Basic	47.4	55.6	42.9			
	% Basic	36.8	5.6	21.4			
	% Proficient	15.8	27.8	35.7			
	% Advanced	0	11.1	0.0			
MultiRacial	% Below Basic	20	33.3	37.5	9.1		
	% Basic	30	16.7	12.5	45.5		
	% Proficient	20	33.3	31.3	27.3		
	% Advanced	30	16.7	18.8	18.2		

Grade: 5th Grade

Subject: Math

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	36.3	38.9	29.6	28.7	26.3	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	26.7	27.6	27.1	26.2	27.2	
	% Proficient	22.9	20.8	24.3	26.7	27.6	
	% Advanced	14.1	12.7	18.9	18.3	18.9	
IEP	% Below Basic	58.5	64.5	47.2		61.1	
	% Basic	18.3	17.7	19.4		25.0	
	% Proficient	17.1	12.9	27.8		11.1	
	% Advanced	6.1	4.8	5.6		2.8	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	38.4	46.2	35.5	36.3	33.3	
	% Basic	29.5	28.5	36.8	31.9	30.8	
	% Proficient	22.9	16.5	16.8	26.5	21.4	
	% Advanced	9.2	8.8	11.0	5.3	14.5	
White	% Below Basic	26.9	28.4	23.0	25.0	23.1	
	% Basic	26.5	27.9	26.2	23.6	24.4	
	% Proficient	26	24.9	26.7	28.6	29.5	
	% Advanced	20.5	18.8	24.1	22.9	23.1	
Black	% Below Basic	53.5	57.7	45.1	46.2	38.9	
	% Basic	29.3	24.0	32.4	28.2	30.6	
	% Proficient	14.1	13.5	18.3	23.1	22.2	
	% Advanced	3	4.8	4.2	2.6	8.3	
Latino/ Hispanic	% Below Basic	55.2	42.9		30.0	26.7	
	% Basic	24.1	35.7		30.0	40.0	
	% Proficient	17.2	14.3		30.0	26.7	
	% Advanced	3.4	7.1		10.0	6.7	
MultiRacial	% Below Basic	38.1	40.0				
	% Basic	19	35.0				
	% Proficient	33.3	20.0				
	% Advanced	9.5	5.0				

Grade: 5th Grade

Subject: Reading

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	42.4	42.0	35.9	39.1	25.5	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	23.2	24.4	22.0	18.7	20.4	
	% Proficient	26.4	25.6	30.7	32.9	41.7	
	% Advanced	8	8.0	11.5	9.3	12.5	
IEP	% Below Basic	72	67.8	65.1	68.8	61.1	
	% Basic	9.8	23.7	16.3	18.8	19.4	
	% Proficient	17.1	8.5	16.3	9.4	16.7	
	% Advanced	1.2	0.0	2.3	3.1	2.8	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	47.6	47.8	47.2	46.8	33.3	
	% Basic	24.4	23.9	23.3	22.2	23.9	
	% Proficient	23.6	23.1	23.9	25.4	35.0	
	% Advanced	4.4	5.3	5.7	5.6	7.7	
White	% Below Basic	32.6	33.2	28.8	35.9	21.3	
	% Basic	22.9	26.9	22.5	15.4	20.0	
	% Proficient	32.6	29.5	34.0	37.2	43.2	
	% Advanced	11.9	10.4	14.7	11.5	15.5	
Black	% Below Basic	58	61.3	50.7	56.8	36.1	
	% Basic	27	18.9	20.5	20.5	22.2	
	% Proficient	15	14.2	27.4	20.5	41.7	
	% Advanced	0	5.7	1.4	2.3	0.0	
Latino/ Hispanic	% Below Basic	69	40.7	54.5	27.3	26.7	
	% Basic	17.2	33.3	18.2	54.5	20.0	
	% Proficient	10.3	25.9	0.0	18.2	40.0	
	% Advanced	3.4	0.0	27.3	0.0	13.3	
MultiRacial	% Below Basic	42.9	30.0				
	% Basic	19	20.0				
	% Proficient	28.6	45.0				
	% Advanced	9.5	5.0				

Grade: 6th Grade

Subject: Mathematics

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	44.1	41.1	45.5	30.2	30.4	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	15.9	23.6	18.6	17.6	21.0	
	% Proficient	22.9	19.4	18.9	27.6	24.3	
	% Advanced	17	15.9	16.9	24.6	24.3	
IEP	% Below Basic	66.1	67.7	67.6	62.5	64.4	
	% Basic	13.6	16.9	13.5	6.3	11.1	
	% Proficient	12.7	10.8	8.1	6.3	6.7	
	% Advanced	7.6	4.6	10.8	25.0	17.8	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	48.1	48.8	54.8	39.5	38.3	
	% Basic	16.7	24.1	20.8	20.9	21.9	
	% Proficient	22.4	16.5	16.2	25.6	25.8	
	% Advanced	12.8	10.7	8.1	14.0	14.1	
White	% Below Basic	32.7	34.9	35.9	20.6	25.0	
	% Basic	18.4	24.5	18.8	17.6	21.6	
	% Proficient	27.8	20.7	21.0	32.4	27.7	
	% Advanced	21.1	19.9	24.3	29.4	25.7	
Black	% Below Basic	65.1	59.3	65.8	53.8	46.3	
	% Basic	13.2	18.6	19.0	23.1	24.4	
	% Proficient	13.2	16.1	12.7	10.3	17.1	
	% Advanced	8.5	5.9	2.5	12.8	12.2	
Latino/ Hispanic	% Below Basic	51.4	32.3	56.5	46.2	60.0	
	% Basic	16.2	35.5	21.7	7.7	0.0	
	% Proficient	21.6	16.1	17.4	30.8	20.0	
	% Advanced	10.8	16.1	4.3	15.4	20.0	
MultiRacial	% Below Basic	47.1					
	% Basic	5.9					
	% Proficient	29.4					
	% Advanced	17.6					

Grade: 6th Grade

Subject: Reading

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	31.9	37.6	34.4	25.9	25.8	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	27.4	22.6	24.6	24.6	22.1	
	% Proficient	26.9	23.3	22.3	28.5	28.6	
	% Advanced	13.8	16.4	18.7	21.1	23.5	
IEP	% Below Basic	60.7	64.3	63.4	53.3	64.4	
	% Basic	22.2	21.4	17.1	22.2	17.8	
	% Proficient	10.3	10.0	7.3	17.8	4.4	
	% Advanced	6.8	4.3	12.2	6.7	13.3	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	34.6	44.0	40.8	32.4	33.6	
	% Basic	26	22.2	27.4	29.7	22.7	
	% Proficient	26.6	22.5	20.4	25.0	27.3	
	% Advanced	12.8	11.3	11.4	12.8	16.4	
White	% Below Basic	22.6	31.4	25.5	21.0	23.8	
	% Basic	28.6	21.2	22.3	22.8	21.8	
	% Proficient	33.5	26.5	26.6	32.7	27.2	
	% Advanced	15.4	20.8	25.5	23.5	27.2	
Black	% Below Basic	49.2	50.8	50.6	47.5	36.6	
	% Basic	24.2	26.7	29.1	22.5	22.0	
	% Proficient	16.4	16.7	13.9	17.5	26.8	
	% Advanced	10.2	5.8	6.3	12.5	14.6	
Latino/ Hispanic	% Below Basic	37.8	41.9	50.0	20.0	40.0	
	% Basic	37.8	22.6	29.2	40.0	30.0	
	% Proficient	16.2	19.4	16.7	13.3	10.0	
	% Advanced	8.1	16.1	4.2	26.7	20.0	
MultiRacial	% Below Basic	29.4					
	% Basic	23.5					
	% Proficient	23.5					
	% Advanced	23.5					

Grade: 7th Grade

Subject: Mathematics

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	37.9	37.8	31.8	28.8	27.4	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	20.9	20.5	19.0	14.2	23.8	
	% Proficient	23.3	22.1	25.6	21.7	25.8	
	% Advanced	17.9	19.7	23.6	35.4	23.0	
IEP	% Below Basic	64	57.7	66.0	51.6	55.0	
	% Basic	17.6	21.1	11.3	9.7	20.0	
	% Proficient	14.7	9.9	15.1	9.7	20.0	
	% Advanced	3.7	11.3	7.5	29.0	5.0	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	40.7	41.6	38.3	36.6	36.2	
	% Basic	22.9	24.5	19.6	15.3	26.2	
	% Proficient	22.9	22.1	23.8	22.9	21.3	
	% Advanced	13.4	11.8	18.3	25.2	16.3	
White	% Below Basic	34.4	30.9	24.2	23.7	25.0	
	% Basic	18.9	20.6	18.6	11.8	21.8	
	% Proficient	25.2	22.7	28.6	21.1	30.3	
	% Advanced	21.5	25.8	28.6	43.4	22.9	
Black	% Below Basic	47.2	48.9	47.4	33.3	37.0	
	% Basic	24.4	19.9	20.5	21.4	28.3	
	% Proficient	18.2	24.1	15.4	26.2	10.9	
	% Advanced	10.2	7.1	16.7	19.0	23.9	
Latino/ Hispanic	% Below Basic	41.2	43.2	52.0	50.0	40.0	
	% Basic	26.5	27.3	12.0	16.7	30.0	
	% Proficient	17.6	13.6	32.0	16.7	10.0	
	% Advanced	14.7	15.9	4.0	16.7	20.0	
MultiRacial	% Below Basic	29.4	57.9	31.3	45.5		
	% Basic	17.6	10.5	25.0	9.1		
	% Proficient	35.3	10.5	25.0	27.3		
	% Advanced	17.6	21.1	18.8	18.2		

Grade: 7th Grade

Subject: Reading

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	28.9	25.3	21.8	19.1	14.9	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	26.4	20.8	20.4	19.1	23.4	
	% Proficient	30.3	34.3	31.1	29.1	34.7	
	% Advanced	14.5	19.6	26.7	32.7	27.0	
IEP	% Below Basic	60.3	49.3	53.1	51.8	47.5	
	% Basic	25.7	26.0	21.9	23.2	20.0	
	% Proficient	8.1	12.3	12.5	16.1	22.5	
	% Advanced	5.9	12.3	12.5	8.9	10.0	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	33.7	29.7	24.3	23.5	17.7	
	% Basic	28	22.1	22.6	20.1	32.6	
	% Proficient	26.3	33.2	31.3	31.5	30.5	
	% Advanced	12	15.0	21.8	24.8	19.1	
White	% Below Basic	27.5	18.2	16.9	13.8	14.4	
	% Basic	23.2	20.9	19.8	17.4	19.7	
	% Proficient	31.2	35.3	32.9	30.5	38.3	
	% Advanced	18.1	25.7	30.5	38.3	27.7	
Black	% Below Basic	34.7	39.3	32.1	30.0	15.2	
	% Basic	29.5	20.7	24.4	20.0	39.1	
	% Proficient	28.4	32.9	20.5	26.0	21.7	
	% Advanced	7.4	7.1	23.1	24.0	23.9	
Latino/ Hispanic	% Below Basic	29.4	34.8	37.5	35.0	30.0	
	% Basic	41.2	19.6	20.8	30.0	20.0	
	% Proficient	20.6	28.3	33.3	25.0	30.0	
	% Advanced	8.8	17.4	8.3	10.0	20.0	
MultiRacial	% Below Basic	11.8	21.1	18.8	18.2		
	% Basic	29.4	21.1	12.5	18.2		
	% Proficient	35.3	42.1	50.0	36.4		
	% Advanced	23.5	15.8	18.8	27.3		

Grade: 8th Grade

Subject: Mathematics

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	41.5	51.0	32.9	34.1	35.4	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	24	19.7	24.1	26.3	28.9	
	% Proficient	22.4	19.2	21.9	18.9	19.8	
	% Advanced	12.1	10.1	21.1	20.7	16.0	
IEP	% Below Basic	77.8	75.5	60.7	69.0	69.2	
	% Basic	10.1	12.3	16.1	13.8	19.2	
	% Proficient	8.9	7.5	12.5	10.3	11.5	
	% Advanced	3.2	4.7	10.7	6.9	0.0	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	47.8	59.3	38.7	38.9	42.8	
	% Basic	23.8	19.3	27.0	27.2	30.3	
	% Proficient	20.3	15.9	21.2	19.8	15.9	
	% Advanced	8	5.6	13.1	14.2	11.0	
White	% Below Basic	39.6	43.6	25.1	30.5	32.0	
	% Basic	22.9	21.6	25.1	27.3	29.8	
	% Proficient	22.4	21.6	22.6	18.2	20.4	
	% Advanced	15.1	13.2	27.2	24.1	17.7	
Black	% Below Basic	46.5	66.4	50.0	40.0	48.1	
	% Basic	23.8	13.7	19.0	27.3	25.9	
	% Proficient	25	15.8	21.4	18.2	16.7	
	% Advanced	4.7	4.1	9.5	14.5	9.3	
Latino/ Hispanic	% Below Basic	44.1	67.4	45.5	50.0	29.4	
	% Basic	25.4	23.9	40.9	21.4	29.4	
	% Proficient	22	6.5	0.0	14.3	23.5	
	% Advanced	8.5	2.2	13.6	14.3	17.6	
MultiRacial	% Below Basic	38.9	31.3	33.3	42.9		
	% Basic	27.8	12.5	20.0	14.3		
	% Proficient	11.1	31.3	40.0	35.7		
	% Advanced	22.2	25.0	6.7	7.1		

Grade: 8th Grade

Subject: Reading

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic	23	23.1	19.0	21.5	16.3	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic	17.4	21.9	17.1	14.9	20.5	
	% Proficient	29.1	25.8	26.2	36.1	31.9	
	% Advanced	30.5	29.2	37.7	27.5	31.2	
IEP	% Below Basic	54.8	54.5	43.1	52.5	44.2	
	% Basic	16.6	21.4	27.7	19.7	23.1	
	% Proficient	22.9	11.6	15.4	21.3	30.8	
	% Advanced	5.7	12.5	13.8	6.6	1.9	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic	26	27.4	20.6	24.9	19.3	
	% Basic	18.9	25.5	20.6	16.4	23.4	
	% Proficient	29.3	25.8	29.8	36.0	32.4	
	% Advanced	25.8	21.3	28.9	22.8	24.8	
White	% Below Basic	22.9	20.2	14.8	19.6	17.7	
	% Basic	15.3	19.0	13.5	14.0	16.0	
	% Proficient	28.8	26.5	26.6	37.9	33.1	
	% Advanced	33	34.3	45.1	28.5	33.1	
Black	% Below Basic	23.7	30.8	27.3	25.9	14.8	
	% Basic	22	25.3	25.0	12.1	27.8	
	% Proficient	30.1	25.3	23.9	37.9	35.2	
	% Advanced	24.3	18.5	23.9	24.1	22.2	
Latino/ Hispanic	% Below Basic	28.8	26.1	22.7	13.3	17.6	
	% Basic	22	34.8	22.7	33.3	41.2	
	% Proficient	25.4	21.7	40.9	20.0	11.8	
	% Advanced	23.7	17.4	13.6	33.3	29.4	
MultiRacial	% Below Basic	11.1	12.5	26.7	40.0		
	% Basic	11.1	18.8	20.0	20.0		
	% Proficient	33.3	12.5	20.0	20.0		
	% Advanced	44.4	56.3	33.3	20.0		

Grade: 11th Grade

Subject: Mathematics

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic		68.7	54.3	48.6	53.2	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic		17.2	17.8	20.4	24.6	
	% Proficient		10.6	19.5	21.5	15.8	
	% Advanced		3.5	8.3	9.4	6.4	
IEP	% Below Basic		92.9	79.2	100.0	84.6	
	% Basic		4.0	17.0	0.0	7.7	
	% Proficient		2.0	1.9	0.0	7.7	
	% Advanced		1.0	1.9	0.0	0.0	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic		72.9	61.9	56.1	58.7	
	% Basic		15.3	15.8	22.4	15.2	
	% Proficient		8.9	15.8	16.3	18.5	
	% Advanced		3.0	6.4	5.1	7.6	
White	% Below Basic		65.2	51.9	44.2	50.8	
	% Basic		18.6	20.9	19.0	25.4	
	% Proficient		11.9	18.2	25.2	16.9	
	% Advanced		4.3	8.9	11.6	6.9	
Black	% Below Basic		75.2	69.4	81.0	66.7	
	% Basic		15.2	9.7	14.3	18.5	
	% Proficient		8.3	16.1	4.8	7.4	
	% Advanced		1.4	4.8	0.0	7.4	
Latino/ Hispanic	% Below Basic		79.2	43.8			
	% Basic		8.3	12.5			
	% Proficient		8.3	43.8			
	% Advanced		4.2	0.0			
MultiRacial	% Below Basic		70.4				
	% Basic		18.5				
	% Proficient		7.4				
	% Advanced		3.7				

Grade: 11th Grade

Subject: Reading

Subgroup		Year 5 (12-13)	Year 4 (11-12)	Year 3 (10-11)	Year 2 (09 – 10)	Year 1(08-09)	How did this affect AYP determination?
All Students	% Below Basic		35.7	27.1	27.1	21.6	Students have not consistently met the state proficiency targets. However, with the NCLB waiver, Agora is now focusing on all indicators of Academic Performance and closing the achievement gap in all content areas: Reading/Literature, Math/Algebra 1, Science/Biology and Writing.
	% Basic		25.6	23.6	18.4	24.6	
	% Proficient		26.2	29.9	33.3	38.0	
	% Advanced		12.5	19.4	21.3	15.8	
IEP	% Below Basic		71.3	67.2	68.4	46.2	
	% Basic		21.8	24.1	23.7	15.4	
	% Proficient		4.0	6.9	7.9	38.5	
	% Advanced		3.0	1.7	0.0	0.0	
LEP	% Below Basic						
	% Basic						
	% Proficient						
	% Advanced						
Econ. Disadvantaged	% Below Basic		39.4	31.4	33.3	21.7	
	% Basic		28.1	25.5	20.5	31.5	
	% Proficient		22.4	27.9	28.2	34.8	
	% Advanced		10.1	15.2	17.9	12.0	
White	% Below Basic		34.3	29.5	24.3	21.5	
	% Basic		25.6	21.5	20.1	23.8	
	% Proficient		25.8	28.4	32.0	36.9	
	% Advanced		14.3	20.7	23.7	17.7	
Black	% Below Basic		40.0	21.0	45.8	25.9	
	% Basic		27.6	35.5	12.5	25.9	
	% Proficient		23.4	37.1	29.2	37.0	
	% Advanced		9.0	6.5	12.5	11.1	
Latino/ Hispanic	% Below Basic		45.8	18.8			
	% Basic		18.8	25.0			
	% Proficient		25.0	18.8			
	% Advanced		10.4	37.5			
MultiRacial	% Below Basic		22.2				
	% Basic		29.6				
	% Proficient		37.0				
	% Advanced		11.1				

While Agora is not satisfied with its failure to make AYP during the term of its current charter, it takes great pride in the fact that Agora students who remain enrolled in the school achieve and do so at high levels both in Reading and Mathematics.

READING PROFICIENCY	Total Students Assessed	Proficient # Students	%
Less than 1	2231	920	41%
1 full academic years but less than 2	754	321	43%
2 full academic years but less than 3	358	175	49%
3 full academic years but less than 4	262	133	51%
4 full academic years but less than 5	170	84	49%
5 full academic years but less than 6	88	52	59%
6 or more academic years	31	22	71%

MATHEMATICS PROFICIENCY	Total Students Assessed	Proficient # Students	%
Less than 1	2235	836	37%
1 full academic years but less than 2	758	277	37%
2 full academic years but less than 3	359	147	41%
3 full academic years but less than 4	263	118	45%
4 full academic years but less than 5	169	82	49%
5 full academic years but less than 6	88	48	55%
6 or more academic years	31	18	58%

Over the course of the last five school years, Agora has met some but not all of their targets in the calculation for Adequate Yearly Progress. Due to this, the school has been moving through the levels of Corrective Action and working on a School Improvement Plan to remedy the situation. Over the last 5 years, the school has met all but one of the participation targets from the SY11-12 and has struggled more on the performance targets. With the steady growth the school has seen each school year, many of the students assessing with the school are brand new to the school for that school year have opted out of their previous school due to academic struggles.

Agora is working hard to identify the areas of gap the students are showing early in the year and to address those areas in the best way possible and as quickly as possible. The state has recognized that achievement gaps can take time to close and this can be seen in the measures built into the School Performance Profile where half of the achievement gap must be closed over a six-year period. It is the hope of the school that given time to work with the students in closing the identified achievement gap, great strides can be made to meet this measure.

B. Educational Programs

Provide a detailed description of the curriculum offered and how it meets the requirements of 22 Pa. Code Ch. 4 (relating to academic standards and assessment). Also, provide a random sampling of lesson plans from different grade levels and academic disciplines.

The Agora Board contracts with K12 for curriculum which offers comprehensive, innovative, standards-aligned K¹² curriculum, which offers a comprehensive catalog of courses for students from pre-kindergarten through 12th grade to meet 22 Pa. Code Ch.4 requirements.

- The K¹² curriculum is aligned with both Pennsylvania Core Standards (PCS) and Common Core State Standards.
- The K¹² curriculum combines innovative online technology (games, virtual labs, audio, and video) with high-quality offline instructional materials (maps, textbooks, workbooks, reference books, anthologies, learning coach and teacher guides).
- The K¹² curriculum provides assessments built into almost every lesson to evaluate mastery and point the way to remediation or enrichment where appropriate.
- The K¹² curriculum is carefully integrated with learning management systems to allow automated capture of assessment data and student progress through each course.
- The K¹² curriculum is designed to integrate the efforts of students, learning coaches, and teachers to promote their mutual interaction and engagement, focused on helping all students meet or exceed all proficiency and competency standards.

The K¹² Curriculum is Research Based

Extensive and ongoing research ensures that the K¹² curriculum is based on sound principles of instructional design and delivery. The research base includes:

- cognitive science research into how children learn.
- work with subject area experts (including mathematicians, scientists, historians, writers, and others) to map the relationships among big ideas, facts, and skills in each subject area.
- empirically-tested principles of online instruction using multimedia resources.
- studies of effective teaching strategies to help students overcome misconceptions related to complex instructional objectives.
- standards published by the International Association for K-12 Online Learning (iNACOL) , which outline quality guidelines for online courses, including content, instructional design, student assessment, technology, and course evaluation and support.

Agora Offers Supplements Recommended by K¹²

- To complement and augment the K¹² curriculum, K¹² provides various programs to support engagement and academic growth for students at different levels across all grades. These programs include Study Island (a standards-based online program that prepares students for state tests) and K¹²'s National Math Lab (daily synchronous instructional sessions that focus on changing the culture of learning mathematics by promoting self-confidence through real life applications of mathematical concepts).
- K¹² is systematically studying these programs to gather data on student academic growth, and then use this data to assess and improve the effectiveness of curriculum and instruction.

- To assess the effectiveness of curriculum and instruction, K¹² uses Scantron, a series of web-based norm-referenced adaptive tests that measure student achievement against a national norm group mean gain. For SY13-14, Scantron results for grades 3-10 show that:
 - In Mathematics, Agora students achieved higher math gains than the Scantron Norm Group mean gains. Agora 9th graders showed almost a year and half's worth of growth in math.
 - In Reading, in all grade levels, Agora achieved higher gains than the Scantron Norm Group, while 9th graders showed almost three and a half years of growth in reading.
- An effective school needs a strong curriculum and teachers who are dedicated to accelerating student learning, especially for students who enter behind grade level. An analysis of the SY12-13 data from the Pennsylvania Value Added Assessment System (PVAAS) demonstrates that:
 - Agora educators have accelerated the academic growth of struggling students, and that, even as Agora serves a rapidly increasing number of students and an increasingly diverse student population, academic achievement levels and growth results are improving in most grades.
 - For example, from SY11-12 to SY12-13, the percentage of students at or above the proficiency cut score improved in grades 3 and 8 in both reading and mathematics and in grades 5, 6 and 7 in mathematics. In fact, the increases in grades 5, 6, 7 and 8 in mathematics show double digit improvements.
 - Agora is building on year over year improvements when students remain enrolled longer. Students who remain enrolled longer perform better on the state assessments in grades 3 through 8. These improvements link Agora's focus on improving student learning while increasing engagement/retention.
 - Moreover, according to key growth measures, in SY12-13 Agora outperformed another large Pennsylvania virtual academy, Commonwealth Connections, even though Agora serves a higher percentage of students with lower prior achievement levels compared to students at Connections.

The K¹² Curriculum is Tailored to Agora's Needs

- In addition to being aligned to the Pennsylvania Core Standards, the K¹² curriculum is also aligned to Agora's mission to equip every student with the academic and nonacademic foundations needed for any postsecondary opportunity they wish to pursue by utilizing research-based technology applications, meaningful teacher/student/parent involvement, and engaging, individualized learning.
- The new generation of Pennsylvania state testing is unfolding in a national context of challenging assessments, driven by the two national consortia creating assessments for the Common Core State Standards. In Pennsylvania, both the state-specific PSSA and Keystone assessments reflect these evolving and more sophisticated assessment models. To properly prepare students for this new testing environment, K¹² is rolling out more performance tasks and human-graded constructed response assessment items in the SY14-15 school year.
- Since a significant percentage of Agora's students are considered at-risk, K¹²'s instructional aim is to match teaching methods to individual needs and performance. This approach coordinates curriculum and systems with the support of Agora's certified teachers online and, as needed, face-to-face at local physical sites for remediation. Student services (such as diagnostic achievement testing, contracted health services, or college and career counseling), coordinated with a detailed instructional model and intensive academic intervention programs, will help Agora's at-risk students succeed.

- From the beginning, the K¹² Product Development group has partnered with teachers and administrators at Agora to customize courses according to the needs and specifications of the school.

The K¹² Curriculum is Designed to Meet Diverse Needs

- Each K¹² course follows a carefully organized scope and sequence articulating measurable unit-level goals and lesson-level objectives that clearly state what students should know and be able to do at the end of the course. To help students master the objectives, K¹² creates and assembles a wide variety learning components to satisfy the diverse needs of students in multiple learning environments.
- K¹² lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. The online curriculum is designed in a rich, multimedia format to engage different learning intelligences, particularly visual and kinesthetic learners who are often harder to engage through traditional teaching methods.
- Online and offline activities within the K¹² curriculum can be adapted in ways to accommodate student needs, and new tools allow high school teachers to adjust and augment curriculum for individual students.
- The K¹² curriculum includes several types of activities to enhance students' critical thinking. As students develop factual knowledge, problem-solving skills, and conceptual understanding, they practice critical thinking through a variety of tasks that require them to reflect on what they've learned and how it applies to new tasks and situations.
- K¹² is committed to delivering a curriculum that is multicultural, pluralistic, and inclusive. Curriculum developers are trained in how to guard against demographic, geographic, political, racial, and intellectual bias.

The K¹² Curriculum Offers Multiple Assessment Tools and Strategies

- K¹² assessments employ a variety of formats, allowing students to demonstrate what they have learned in a variety of ways, from online computer-scored multiple choice tests to extended performance tasks evaluated by the teacher. In many courses, teachers are provided detailed rubrics to guide evaluation.
- K¹²'s assessments are consistently linked to clearly-stated learning objectives designed to capture varying depths of knowledge, including recall of factual information, deep understanding of concepts, strategic application of concepts and skills, and metacognitive knowledge. Instructional activities are built directly from the objectives and related to the assessment items, ensuring coherent alignment of objectives, instruction, and assessment.
- With 24/7 access to course progress tracking tools, students can monitor their progress and make informed decisions on whether to review content or advance in the course.

The K¹² Curriculum is Integrated with K¹² Systems and Support

- Curriculum—systems—teachers: by careful design, all work together, and work both with and for Agora's families, to help students succeed academically.
- Agora's certified teachers are key to engaging students in the coursework, motivating them, monitoring their progress, evaluating their efforts, and providing instructional feedback.

- Communication tools integrated with K¹²'s learning management systems (including KMail and Class Connect synchronous instructional sessions), as well as frequent telephone conversations, help develop constructive working relationships between the teacher, student, and learning coach.

K¹² Pennsylvania Core State Standards Alignment

The K¹² curriculum is aligned to the Pennsylvania Core Standards (PCS), and Agora is committed to holding K¹² accountable as updates to its curriculum are required to remain fully aligned to the PCS as they continue to evolve.

Additional resources listed below attached as Appendix 2:

1. PA Core Alignments for:
 1. English Language Arts – Grades K through 12
 2. History – Grades K through 12
 3. Mathematics – Grades K through 12
 4. Science – Grades K through 12
2. PA Standards alignments for:
 - Civics and Government – Grades K through 8
 - Economics – Grades K through 8
 - Geography – Grades K through 8
3. Random sampling of lessons

K¹² Core and Elective Curricula

The K¹² curriculum combines innovative online technology with, when appropriate, high-quality offline instruction and materials. Students in grades K through 12th grade receive online lessons and assessments, as well as hands-on materials kits shipped directly to the student. These kits include related books (textbooks, workbooks, reference books, anthologies, learning coach and teacher guides), maps, and other hands-on activity materials such as phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.

Most K¹²-produced print materials are delivered online as well—as PDFs or in eBook formats—and can be printed by the student. This dual format allows Agora's family, and student to have online access to materials that would otherwise be available solely in offline formats.

Elementary/Middle School Core Curriculum

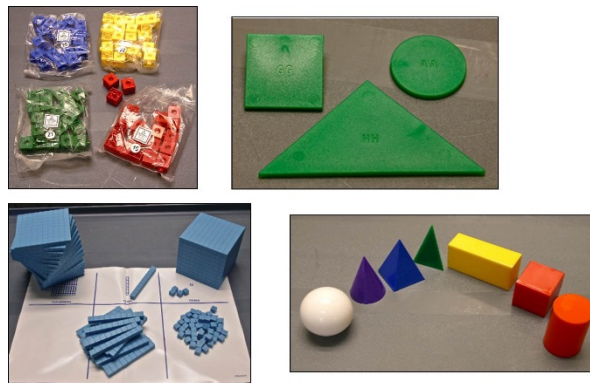
From kindergarten through 8th grade, K¹² courses are categorized into six core subject areas: Language Arts/English, Mathematics, Science, History, Art, and Music. (See K through 8th grade curriculum descriptions below.) In addition, K¹² provides multiple levels of World Languages. The proprietary K¹² curriculum includes all of the courses that students need to complete their core kindergarten through 8th grade education—embodied in more than 700 engaging lessons in each subject. All of these courses

develop fundamental skills and teach the key knowledge building blocks or schemas that each student will need to master the major subject areas, meet state standards and complete more advanced coursework. The curriculum for K through 8th grade is mastery-based, with assessments built into every lesson to evaluate mastery and point the way to remediation or enrichment where appropriate.

Enhancements to the K¹² K through 8th grade curriculum include a variety of innovative games.— As of summer 2014, there are full “stand-alone” but instructionally integrated games in over 500 locations throughout core subjects in grades K through 8—plus countless smaller, game-like interactives. The K¹² inventory of games is growing each semester. K¹² has also launched mobile applications for the iOS and Android devices, available as free downloads on iTunes and Google Play. The K¹² inventory of games is growing each semester.

Math: K¹²'s current elementary Math program is designed to establish fluency in arithmetical computation (daily-life, functional math) while also deepening the ability to reason mathematically (conceptual math). A suite of courses collectively called Math+ represents K¹²'s second generation of research and development into effective approaches in early mathematics instruction and current e-learning instructional design.

K¹²'s Math courses emphasize an active, multi-sensory approach to ensure that students understand the concrete realities that underlie mathematical concepts. Regular practice and review ensures mastery of basic skills. Online games and animations motivate students and help illustrate concepts, while challenge problems help develop critical thinking skills. In Math+ courses, many lesson assessments are linked to backup adaptive lessons for students needing extra practice. The engaging approach features colorful graphics and animation; learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and focused support for families at home to help their children succeed. From helping younger students make the link between the concrete and the abstract to immersing older students in the symbolic manipulations of Algebra, K¹² Math provides a thorough mathematical grounding.



Science: K¹² offers real science for young students. The program balances hands-on experience with systematic study of scientific terms and concepts. Students receive lab supplies and materials that give them a hands-on experience to enhance their understanding of experimental procedures and scientific concepts. Exploring life, earth, and physical sciences in each grade, K¹² science nurtures curiosity, analytical skills, and an appreciation of how the world is shaped by ongoing scientific and technological advances. Students learn about the human body, plants and animals, rocks and minerals, stars, matter, motion, electricity, magnetism, and much more. Through hands-on experiments, the program helps students develop skills of observation and analysis, and learn how scientists understand our world, using materials shipped to students in kits. This fundamental instructional practice of applied science has set the K¹² science courses up well to be ready for the Next Generation Science Standards, with their notable emphasis on applied science in the NGSS's newly explicit engineering strand.



Language Arts/English: K¹² Language Arts/English courses help students develop important reading and writing skills, while also inspiring a love of literature. Combining Phonics, Literature, Language Skills, and Spelling lessons, the Language Arts/English program emphasizes classic works from a diverse range of cultures and traditions, documentary and non-fiction texts, and writing as a process, and so prepares students well for standardized tests in the areas of language skills and reading comprehension. Younger children learn the basics of phonics and grammar and prepare for reading through systematic, multi-sensory activities; while older students develop literary analysis and comprehension skills by reading novels and nonfiction works. For students who need remediation, MARK¹² Reading uses individualized adaptive technology to improve reading for elementary students reading two or more grades below grade level. The three stages of the MARK¹² Reading program provide students with the important foundational skills that so often constitute the root of reading difficulties in upper elementary grades.



History: K¹² emphasizes the story in History—a story that includes not only great women and men but also everyday people. With integrated topics in Geography and Civics, K¹² History opens young minds and imaginations to far-off lands, distant times, and diverse cultures. The kindergarten History program takes students on a world tour of the seven continents, and provides an overview of American History through a series of biographies of famous Americans. The History program in grades 1–4 tells the story of civilization from the Stone Age to the Space Age, while students in grades 5 and up explore major themes and topics in greater depth through survey courses in American and World History. Lessons for state specific history requirements are embedded in Grade 4. History courses also include lessons on Social Studies topics as required by Pennsylvania state standards.



Art: Following timelines parallel to those of the History lessons, K¹² Art lessons introduce students to great works of art from different cultures and eras, while engaging them in creative activity, including painting, drawing, sculpting, and weaving using materials such as oil pastels, crayons, molding clay, plaster, yarn, and more. Students are introduced to the elements of art—line, shape, color—and identify different types of artworks such as portrait, landscape, and still life as they learn about important paintings, sculpture, and architecture. They study the works of famous artists and learn about different artistic movements such as Impressionism and Cubism, and explore artistic traditions of diverse lands and cultures. Students also create their own works of art similar to those they have learned about, such as mobiles, collages, and stained glass.



MusicK¹²: Music teaches basic music concepts at different, age-appropriate levels, so that all music students have a consistent understanding of the essential concepts governing music. Musical instruments such as a slide whistle and tambourine are included in K¹² materials students receive. The curriculum builds quickly, in a structured, sensible way. The concepts in the lessons are critical to fostering both music appreciation and music comprehension, an approach that helps students train their ears, voices, and bodies in the fundamental building blocks of music.



World Languages: K¹² offers the only online language-learning program designed specifically for students in the lower elementary grade levels. The K¹² offering in World Languages, Middlebury Interactive Languages, gives students a choice of World Language courses and helps students to read, write, speak, and listen for meaning in the languages they choose to study, with an overall emphasis on proficiency. Combining a variety of games, simple narratives, and regular writing and speaking challenges, the World Language program highlights common vocabulary terms and phrases, introducing younger students to a wide range of grammar patterns, while helping older students master numerous grammar principles. Courses prepare students to generate language—to put their new language to use—incorporating the vocabulary and patterns they have learned.

In addition, culture lessons challenge younger students to recognize different cultural manifestations, while older students analyze and compare practices and perspectives of various cultures. Because learning a language involves a variety of learning skills, studying a foreign language can enhance a student's ability to learn and function in several other areas. Children who have studied a language at the elementary level score higher on tests in reading, language arts, and math. People who have learned foreign languages show greater cognitive development in areas such as mental flexibility, creativity, and higher order thinking skills, such as problem-solving, conceptualizing, and reasoning.

In addition to cognitive benefits, the study of foreign languages leads to the acquisition of some important life skills. Because language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations. In addition, the encounter with cultures different from one's own leads to tolerance of diverse lifestyles and customs. And it improves the learner's ability to understand and communicate with people from different walks of life. (source: American Council on Teaching of Foreign Languages)

High School Core Curriculum

Whether targeting a top-tier, four year university; a local community college; or an immediate career, Agora high school students choose from an array of appropriately paced course offerings in order to maximize their post-high school success.

K¹² courses meet all graduation requirements, and the diversity of electives (from Anthropology to World Languages to Web design and a new broader array of vocational and STEM courses) is designed both to help students earn their high school diploma and find their own path to post-high school success. Math, English, Science, and History courses are offered in a range of levels (Core, Comprehensive, Honors, and Advanced Placement; see details below). The K¹² program allows students to chart their own course, choosing from among the levels of courses to match their aptitude and goals. So, if a student excels in Math and Science, they may take all Honors/AP courses in those subjects, while choosing from among Core or Comprehensive versions of English and History courses. Or that pattern can be reversed, and mixed and matched. These multiple course levels prevent students from being “locked in” to one level of a particular subject, and reflect and support the natural progress and growth of each student.

Foundational and credit recovery courses are offered to meet the needs of diverse learners. (See high school course catalog and curriculum descriptions below.)

K¹² continues to improve accessibility and interoperability with mobile devices. Most K¹²-produced textbooks, reference guides, literature readers, and lab manuals are now offered in a digital, online format (PDFs, eBooks) and are optimized for use with mobile devices. Plus, K¹² has launched new mobile applications for the iOS and Android devices, available as free downloads on iTunes and Google Play. These apps include “K¹² Algebra I Study and Review” and “K¹² Periodic Table,” which students can use to reinforce course concepts. The catalog of apps is growing quarterly.

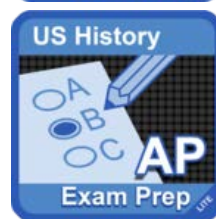
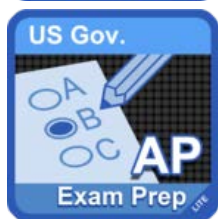
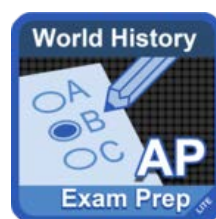
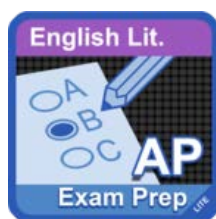
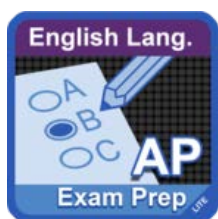
Students are able to choose from the following levels of Math, English, Science, and History courses:

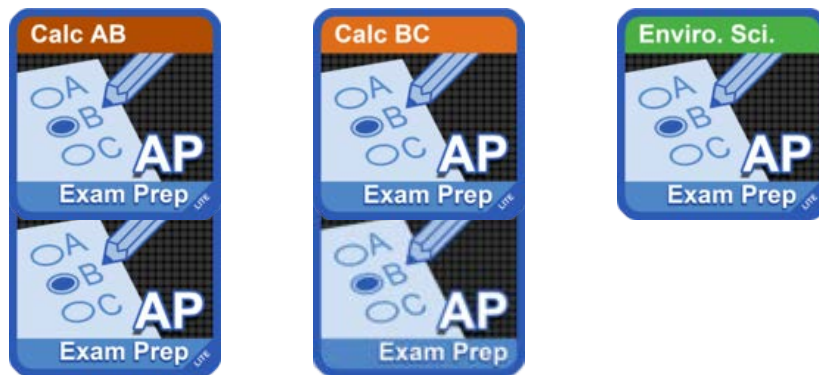
- **Core courses:** Topics are broken into discrete modules that are taught in tandem with the framework students need to develop strong study skills. Rich, engaging content with interactive demonstrations and activities help students absorb and retain information.
- **Comprehensive courses:** Students do more extensive writing and research projects, and tackle problems that require more analytical thinking. Course projects and activities also demand more independent thinking and self-discipline than projects in Core courses.
- **Honors courses:** Students are held to a greater degree of accountability in which they must show even greater independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources. Honors projects—emphasizing duration over time, group and collaborative work, and communication skills—are inspired by the principles embodied in the 21st Century Skills Initiative.
- **Advanced Placement (AP) Courses:** The K¹² curriculum offers an AP array that far larger than that in most conventional brick-and-mortar schools. K¹² re-evaluates their AP catalog of courses in accordance with changing College Board guidelines, and student and school requests. AP courses are college-level courses that follow curriculum frameworks specified by the College Board. These courses are designed to prepare students for success on AP exams, providing students the opportunity to earn credit at many of the nation's colleges and universities.

K¹² currently offers 19 Advanced Placement courses that have been authorized by the College Board. These courses were officially re-approved through the AP audit process in July 2014 for the SY 2014-15. K¹² shoulders the responsibility for ensuring that these courses maintain their official approved status with the College Board, reducing this burden on the individual school administration and faculty members.

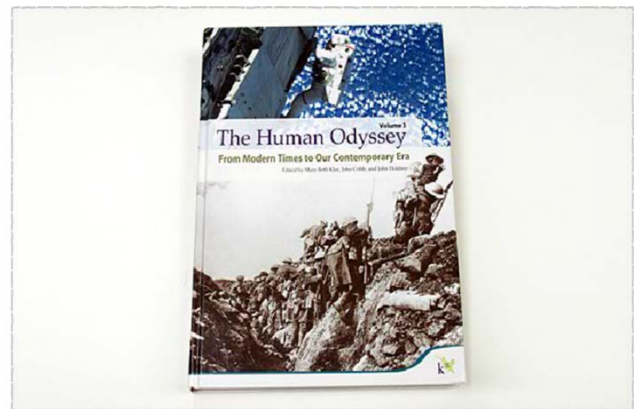
- Mobile Apps for AP Exams

K¹² has developed AP Exam Review Apps to help students prepare for success on AP Exams. Apps available include:





History: K¹² high school History emphasizes the narrative of History—a narrative story that includes great historical figures as well as everyday people, and the governments, arts, belief systems, and technologies they have developed in various cultures over time. These History courses meet state and national standards for content and skills and are offered at levels appropriate to the student’s needs. Courses in World History, Modern World History, United States History, and Modern United States History combine stunning textbooks (in both conventional and online formats) published by K¹², integrated with interactive online lessons that guide students’ reading, reinforce major concepts, allow students to practice the skills of the historian, and enrich student learning through virtual field trips, discussion boards, and a variety of research and skills activities. Online lessons also integrate topics in Geography, Civics, and Economics into the study of history. Economics and U.S. Government courses are also offered to meet graduation requirements.



English: K¹² High School English courses are designed to engage students in reading quality literature, writing in diverse genres, and communicating ideas in a variety of media. All courses, in the Core, Comprehensive, and Honors curricula offer students the opportunity to read short stories, novels, dramas, poetry, and nonfiction from classic and contemporary authors. Students demonstrate their mastery of literal and inferential comprehension and then progress to more complex tasks of literary analysis and interpretation. K¹² English courses focus on the craft of writing and the development of oral and written communication skills in standard (formal) English through structured lessons in composition, which include opportunities for teachers to provide frequent feedback so that students may revise and refine their work. By engaging in systematic practice in vocabulary, grammar, usage, and mechanics, and reading comprehension, students hone critical skills which are frequently found in standardized assessments.

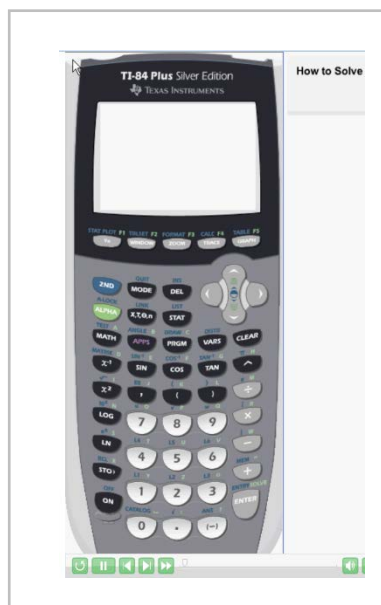
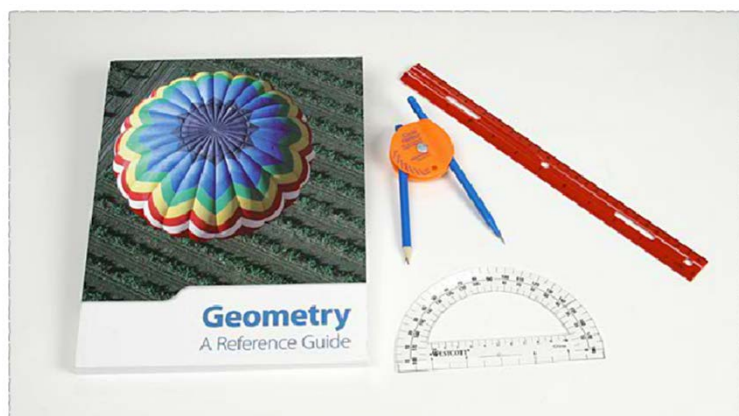


Science: K¹² offers a complete high school curriculum in science. The curriculum includes courses in physical science, biology, earth science, chemistry, physics and environmental science. K¹² science courses provide hands-on exploration: courses have the option to use real materials to conduct scientific laboratory investigations at home. Options also exist to take these courses using virtual laboratories that reflect actual laboratory experience in a virtual setting. Throughout the sweep of K¹² high school science courses, students become familiar with, and practice using, science processes and scientific methods. They develop skills in areas such as questioning, hypothesizing, data collection and analysis, and forming scientific conclusions. Each K¹² high school science course prepares students for college science courses, not only by providing solid, scientifically accurate content but also by developing laboratory awareness and skills, and by firmly anchoring students in scientific principles.



Math: K¹² high school Math balances mastery of fundamental skills with critical thinking and problem-solving. The program emphasizes an active, research-based approach to ensure that each student understands the mathematical concepts, but also is able to master critical skills. Each course has both online and offline components. Online exploration, narration, and interactive activities help students develop and hone understanding of key concepts and skills. Online lessons also include worked examples that provide guidance and scaffolding to help students make connections between the concepts and the skills. Some worked examples are narrated by experienced teachers, while others provide students with the ability to interact with a structured, partially-completed problem.

The textbooks (in both offline and digital formats) provide reference information, more worked examples, and robust, well-sequenced problem sets so students can learn by practicing. Each lesson also includes resources that help teachers and mentors support students. Formative assessments come in the form of computer-scored quizzes. Summative assessments include computer-scored as well as teacher-graded components with robust rubrics.



Virtual calculator

Elective Curriculum

K¹²'s core curriculum is enhanced by a wide array of electives that enriches students' education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will leave Agora students well-prepared for the world beyond high school.

K¹²'s elective curriculum includes courses in:

- **World Languages:** World Languages are increasingly important in the economy today, and students can take up to four years (including college-level AP) from a variety of World Languages. K¹²'s online language courses include recording technology so students' speaking ability can be accurately assessed by their teachers. Languages include: Spanish, French, German, Latin, Japanese, and Chinese.
- **Science:** Special interests in science can be pursued in Environmental Science or Forensic Science, a course that guides students through the application of the scientific process to forensic analysis, procedures and principles of crime scene investigation, and the law and courtroom procedures from the perspective of the forensic scientist.
- **Social Science:** Students interested in the social sciences can elect to explore Anthropology, Psychology, Economics, Civics, Sociology, or Contemporary World Issues.
- **Fine Arts:** Electives in the arts include Fine Art, Music Appreciation, and AP Art History.
- **Technology and Computer Science:** A variety of technology and computer science courses are offered, ranging from basic Computer Literacy to AP Computer Science. Students may explore career avenues with courses including Digital Art, Image Design and Editing, Audio Engineering, Engineering Design/CAD, C++ Programming, and Web Design. Technology and computer science courses are heavily project-based, and students complete the courses with portfolios of completed work.
- **Business:** Students are given additional opportunities to explore careers with Introduction to Marketing I and II and Accounting. They can get practical experience in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses with Personal Finance. Consumer Math's comprehensive review and study of arithmetic skills has both personal and vocational applications.
- **Health and Physical Education:** Students can earn credit and learn essential skills with the courses Skills for Health and Physical Education. Physical Education, which may be repeated for additional semesters as needed to meet state standards, requires daily physical activity, verified by a parent or mentor. Both courses are also available as credit recovery.
- **Communications:** Students can pursue their interests in communications with courses in Journalism, Public Speaking, or Creative Writing.
- **Elective Advance Placement courses:** Including Macroeconomics, Microeconomics, and Psychology.
- **Students may receive college credit.**
- **Career Readiness:** Students are guided through high school with a series of courses called Finding Your Path. These courses, which include K¹²'s school-counseling tool, help students navigate the unique challenges of each year of high school, plan ahead, and meet their goals. Other courses that focus on study skills, school success, and future plans include Reaching Your Academic Potential and Achieving Your Career and College Goals. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning.

Career Technical Education

K¹² recently augmented their catalog and will continue to expand offerings in the area of Career Technical Education (CTE) to increase students' career and industry readiness in advance of high school graduation. Examples of these CTE offerings extend from individual courses that are part of our catalog to sequences of courses in programs that result in preparedness to earn industry-recognized certifications.

Agora students will have the opportunity to enroll students in 13 new courses ranging from Introduction to Agriscience to Careers in Criminal Justice. These courses provide students with an opportunity to explore occupations in addition to learning valuable content.

Additionally, K¹² offers at least two (2) and as many as six courses providing in depth content in 30 of the Career Pathways™ in the 16 National Career Clusters,™ with courses that span all 6 of the more generalized Career Fields.

K¹² now offers a set of intensive course pathways to prepare students with work-ready skills and credentials. These pathways can allow students to leave high school with qualifications in demand in today's labor market. The pathways currently being implemented are in the fields of Manufacturing, Business, Healthcare and Web Design. Future implementation of similar programs in other high-demand fields, such as STEM-related fields, is planned.

An example of this is the K¹² four-year manufacturing pathway program. This consists of an exploratory experience in manufacturing, and six, one-semester courses in automated manufacturing. This pathway prepares students for credentials associated with CNC manufacturing, including multiple certification opportunities. These courses will be available to Agora in the coming school year and, in the future, K¹² will be fulfilling requirements needed to meet the rigorous standards to qualify as an Accepted CTE Program in the state. This designation will in turn provide an opportunity for improvement in Agora's Building Level Academic Score on our Academic Performance Measure.

Course Updates and Pennsylvania State-Specific Course Customizations

K¹² reviews course content on a regular basis to update and enhance course content and materials. Every student and teacher benefits from courses that take advantage of the newest standards, proven instructional methods and the latest technology.

Each year K¹²'s content development group prepares a development plan for new course development and course enhancements based on emerging needs, client feedback, and input from our teaching staff. In general, courses are revised or redeveloped every 3-5 years, depending on age and changes in academic standards. State and national standards are subject to review and change for any given year due to real world contexts. Regardless of the reason, K¹² is committed to maintain up-to-date, standards-based, fully aligned courses.

K¹² has an in-house product development team that stays in touch with changes and can quickly act to keep courses current. Courses are continually updated as new information is needed and based on user feedback. User feedback is reviewed daily and minor changes are made throughout the year based on the feedback. Feedback is a crucial part of the course development process and maintenance of the courses.

The K¹² Product Development group has partnered with teachers and administrators at Agora to customize courses according to the needs and specifications of the school. Within the last two school years alone, K¹² Product Development has created these Agora-specific course customizations:

Six Agora Math courses (grades 3-8) were customized for Agora based on the following criteria

- Content in the courses that addressed the PA Assessment Anchors and/or the PA Common Core standards must remain in the courses.
- Content in the courses that related to PA state standards and did not relate directly to either the PA Assessment Anchors or the PA Common Core was removed from the courses, unless required for internal sequence/scaffolding.
- The course content was reviewed, modified or re-written, even down to the activity level.
- All curriculum gaps between the current courses and PA Assessment Anchors and/or PA Common Core standards were filled.
- The review/remediation loops were retained to help reinforce student success.
- All content references to other grades were edited as necessary.

The K¹² program/course design rests on a solid foundation of research-based instructional design from several areas of study.

K¹² bases key principles of curriculum development on more than fifty years of cognitive science research in the following areas:

- how students learn;
- the structure of expert knowledge in school subject areas;
- general instructional design principles, including research-based e-learning methods; and
- methods for teaching specific topics and addressing possible misconceptions on those topics.

To ensure that K¹² course developers draw on methods shown by scientific research to be effective in improving learning, K¹² has dedicated an Assessment and Research team to reviewing and synthesizing cognitive science research and working with course development teams to implement it. The Assessment and Research team, which is guided by Ph.D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curricula. In addition to the cognitive science research that goes into K¹² curricula, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K¹² curricula.

An Overview of the K¹² Curriculum Structure

The program/course is organized into themes and lessons:

For any given lesson, the curriculum development team at K¹² creates and assembles different learning components to satisfy the diverse needs of students in multiple learning environments. Larger themes are handled at the unit-level; component elements of those themes are structured at the lesson-level. The team strategically chooses the appropriate interactive activities, printed material, assessment, video, laboratory, essay assignment, or hands-on exercise to provide a well-coordinated and purposeful learning experience. The mosaic of these individual components forms a lesson; related lessons are collected into units, and units into courses. Ultimately, all of the lesson components work together to create a rich K¹² experience that is unlike any other. For example, Integrated Math I, has seven units per semester and an average of 13 lessons per unit.

Course

Author

MT1147A: Integrated Mathematics I
UNIT 1: Expressions and Problem Solving

The English word *algebra* and the Spanish word *algebrista* both come from the Arabic word *al-jabr*, which means "restoration." A barber in medieval times often called himself an *algebrista*. The *algebrista* also was a bonesetter who restored or fixed bones. Mathematicians today use algebra to solve problems. Algebra can help you find solutions and "fix" certain problems that you encounter.

Integrated Math I can also be broken into each of the eight common core themes. The sample below includes the themes of Number and Quantity and Algebra.

Common Core Standards for Integrated Mathematics Pathway 1 Compared to K ¹² Scope and Sequence for MTH147				
Standards	Unit Number	Unit Name	Lesson Number	Lesson Name
High School: Number and Quantity				
Quantities*				
Reason quantitatively and use units to solve problems.				
HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	1	Expressions & Problem Solving	12 13	Dimensional Analysis Precision and Accuracy
HSN.Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.	1	Expressions & Problem Solving	13	Precision and Accuracy
HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities	1	Expressions & Problem Solving	13	Precision and Accuracy
High School: Algebra				
Seeing Structure in Expressions				
Interpret the structure of expressions.				
HSA.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.*	1	Expressions & Problem Solving	14	Core Focus: Structure and Meaning
HSA.SSE.A.1.a Interpret parts of an expression, such as terms, factors, and coefficients.	1	Expressions & Problem Solving	14	Core Focus: Structure and Meaning
HSA.SSE.A.1.b Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .	1	Expressions & Problem Solving	14	Core Focus: Structure and Meaning


8 common core themes within Integrated Math I

Each lesson includes an overview, content, and activities, assignments and assessments to provide multiple learning opportunities for students to master the content.

Each lesson in the K¹² course contain a lesson opener, goals for the lesson, materials needed, direct instruction & interactive activities, individual practice assignments, and an assessment. The lesson opener provides a summary of the lesson. Goals for each lesson are clearly stated in actionable terms. Students and parents are provided detailed materials lists for adequate advance preparation, which maximizes learning time. Engaging interactive activities are provided as a way to review previously learned content, serve as a method of scaffolding and a path for delivering new content. Students have opportunities for individual practice that varies from offline learning activities, practice with instant computer feedback, hands on lab activities, and teacher scored feedback. Assessments in each lesson may be in the form of multiple choice questions, true/false questions, matching, short answer, essay, or open ended responses.

Unit 7
Lesson 6: **We the People**

"We the People..." begins the Preamble to the Constitution—the document written to put the ideals of the people of this new country into practice. But just who are "the people"? And what were their ideals for government?



Every lesson in the K¹² contain a lesson opener that is an overview

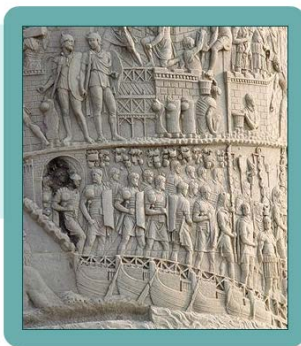
HST102A: World History | Unit 3: The Western Classical World

Lesson 9: Rome's Expansion and Crisis

As a republic, Rome expanded its borders and by 270 B.C., it controlled most of the Italian Peninsula. The republic next set its sights on territory that lay beyond Italy, including that held by Carthage, a powerful North African city-state. With its powerful and well-disciplined army, Rome was able to defeat Carthage. By 146 B.C., Rome controlled territory in Spain, northern Africa, and Greece. But Rome's expansion brought changes and caused problems at home. Would the republic be able to survive these changes?

GOALS FOR THIS LESSON

- Identify the major causes, events, and results of the Punic Wars.
- Trace on a map the Roman Republic's expansion.
- Explain the changes in Rome that led to the demise of the republic.



Unit 1 | Lesson 12

INVESTIGATION: Using a Microscope

You've read about different microscopic organisms. Let's see if you can find any. Click Using a Microscope to begin.

Materials

- [Using a Microscope](#)
- [Using a Microscope Answer Key](#)

coverslips
eyedropper - or pipette, or straw
microscope slides
microscope, compound
soil
water
water - pond
zipper-close bags - or jar

Unit 14 | Lesson 6

WORKED EXAMPLES: Solving Quadratic Equations, Part 1

Before you look at examples, here are three very important ideas to carry with you through the rest of the lesson.

Tips for Solving Quadratic Equations with Perfect Squares

You can solve a quadratic equation using any method you like, as long as you get the correct answer.

When in doubt, you can always rely on the quadratic formula. Just make sure the equation is in the form $ax^2 + bx + c = 0$.

Back 1 of 2 Next

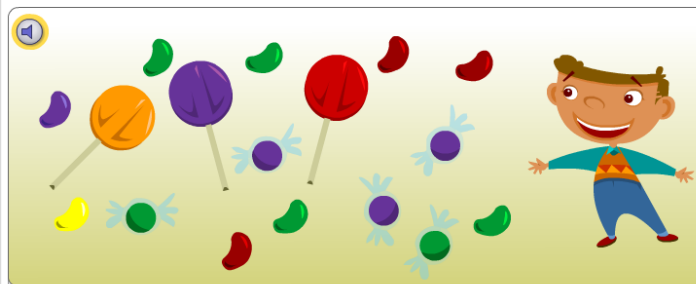
PRACTICE: Color Words

The second part of this lesson is online. Students will spend about 15 minutes completing an online Vocabulary activity.

1. Go to the next screen to begin the activity.
2. After students complete the activity, go to the final screen and mark the lesson complete.



Interactive individual practice

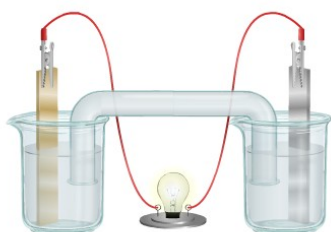
PRACTICE: Color Words

1 of 8

Check

Interactive individual practice

3. In the diagram, if electrons flow from the right half-cell to the left one through the wire, which of the following statements is true?



(Points : 1)

- ☐ The metal strip on the left is the anode.
- ☐ The glass tube connecting the beakers is the cathode.
- ☐ The metal strip on the right is the anode.
- ☐ The beakers are filled with the same solution.

Computer scored assessment item

(6 points)

2. A large rectangle is divided into four smaller rectangles.

	x	7
3	A	B
x	C	D

(a) Write expressions for the areas of each of the four smaller rectangles, A , B , C , and D .

(b) Use your expressions to write a simplified polynomial, in standard form, for the area of the large rectangle.

(c) How can you get the same simplified polynomial as in Part (b) by multiplying the length and the width of the large rectangle? Show your work.

Answer:

Teacher scored assessment

The course goals and objectives are measurable and clearly state what the students will know or be able to do at the end of the course

Each course has unit goals and instructional lesson-level objectives that clearly state what the students will know and be able to do at the end of the course. Clearly defined objectives provide the student the means to evaluate his/her own progress at any place along the route of instruction.

MTH413: Probability and Statistics

Unit 2: Representing Data Numerically

Tue, Sep 05, 2011 16:13



Scientists at Hawaii Volcanoes National Park use a webcam to observe the hazardous PuuOo Cone of the Kilauea Volcano. What kinds of data do you think scientists can gather with this webcam?

In this unit, you will work with real data from 55 national parks in the United States. In the process, you will learn how to represent an entire set of data by using single numbers that describe where the center of the distribution is located and how the data are spread.

Unit Objectives - Mozilla Firefox

ktwelvecontent.next.ecollege.com/Content/lessonPopUpSmall.h

UNIT OBJECTIVES

Unit objectives

Fundamentals of Geometry and Algebra

Course Progress

Unit 7: Angles and Circles

Lesson List: Materials Objectives

Lesson 7: Foundations

State and recognize the definitions of a right angle, an acute angle, an obtuse angle, and a straight angle.

Demonstrate understanding that a ray is a part of a line and an angle is formed by two rays that have the same endpoint.

Identify, measure, and draw angles with appropriate tools.

Demonstrate understanding of the definition of a circle.

Solve problems involving radii and diameters of circles.

Find the values of a cylinder through use of a formula.

Demonstrate understanding of the similarities and differences between the volume formula for cylinders and the volume formula for prisms.

Determine whether two angles are supplementary, complementary, or vertical and define those terms.

Use properties of adjacent angles to find angle measures.

Find the side lengths of a regular polygon when given its perimeter.

Demonstrate understanding of the relationship between diameter and circumference.

Use properties of complementary and supplementary angles and the sum of the angles of a triangle to find missing angle measures.

Find the circumference of a circle, either in terms of π or using an approximation of π .

Find the area of a circle, either in terms of π or using an approximation of π .

Lesson Objectives

Unit Objectives - Mozilla Firefox

ktwelvecontent.next.ecollege.com/Content/lessonPopUpSmall.h

UNIT OBJECTIVES

- Find the mean, median, and mode of a data set.
- Determine whether the mean or median is a better representation of the center of a data set.
- Find the range of a data set.
- Find the five-number summary for a data set.
- Create box plots.
- Determine outliers for a data set.

The program/course instruction includes activities that engage students in active learning and address a variety of learning styles and preference.

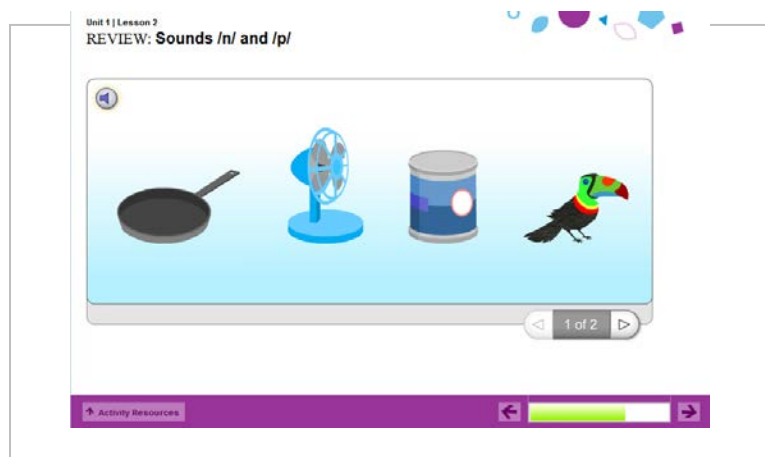
K¹² lessons address multiple learning styles, including auditory, visual, and kinesthetic modalities. K¹²'s online curriculum is designed to engage the new generation of digital natives. Designed in a rich, multi-media format, our online courses effectively engage students who might otherwise be tuned out. The graphic elements appeal to different learning intelligences, particularly to visual and kinesthetic learners who are often harder to engage through traditional teaching methods.

K¹² uses a variety of user-tested, educationally sound multimedia throughout each curriculum to teach and apply content, and to assess knowledge. The foundation and use of multimedia is based on several factors:

- Offer a consistent, informative, and rewarding learning experience.
- Impart the right level of detail and a balanced age-appropriate cognitive load.
- Engage students to provide valuable learning opportunities and encourage reflective thinking.

Several types of multimedia are used in the K¹² curricula:

- Audio: maximize the learner's ability to process information without being overwhelmed by visuals.



Audio of the instructions

- Photographs/illustrations: help represent, organize, and interpret the content.

SC.9030: Physics | Unit 1: Momentum

Lesson 2: Linear Momentum and Impulse

Impulse and momentum help us understand collisions.

When two objects collide, the force that each exerts on the other may be known only approximately or in a time-averaged way. An alternative to calculating the acceleration at each instant is to define the momentum as the mass times velocity of each object and then to use the result presented in this lesson—that the average force times the time of interaction, which is called the impulse, equals the change in momentum it causes.

GOALS FOR THIS LESSON

- Compare and contrast momentum and impulse.
- Explain the momentum-impulse theorem.
- Interpret force-time graphs.
- Solve problems using the equation for momentum.

Mastery Map

```

graph TD
    impulse -- is --> force
    impulse -- changes --> momentum
    force -- applied over --> time
    momentum -- product of --> mass
    momentum -- product of --> velocity
  
```

Lesson Resources

Go to page 1 of 10

- Animations/interactive activities: used to segment content, personalize learning, promote interaction, and show relationships.

Unit 4: Trace Evidence 2 | Lesson 5

Learn: Footwear and Tire Mark Impressions

Footwear and tires leave impressions.

Depending on the surface, footwear and tires leave one of three different types of impressions:

- **Patent impressions** are easily visible, two-dimensional impressions. They are made when a material like soil or blood sticks to the sole of a shoe or a tire, and then is transferred to another surface.
- **Plastic impressions** are three-dimensional impressions made when a shoe or a tire sinks into a soft material like mud, sand, or snow.
- **Latent impressions** are hidden, two-dimensional impressions made by transferring oil, fine soil, dust, or fine debris onto a clean surface. Investigators use special techniques to reveal a latent impression.

These plastic, or three-dimensional, impressions were created by tires and shoes, with the shoeprints being created after the tire tracks were made.

Patent Plastic Latent

- Videos: used as concrete modeling of behavioral learning objectives.

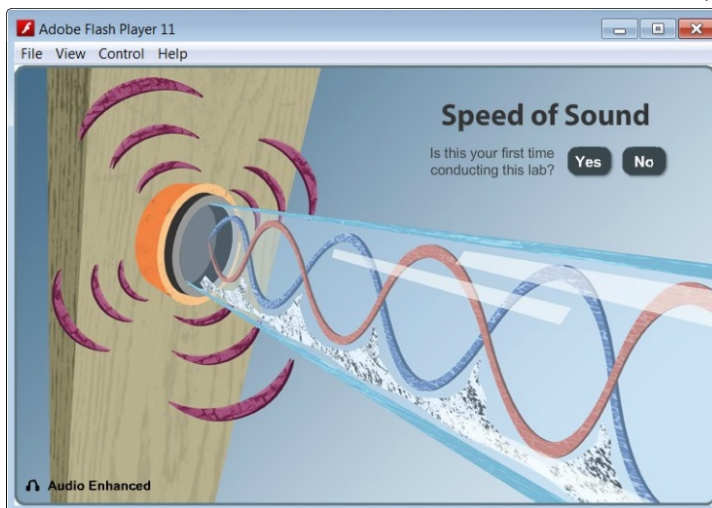
MTH123A: Algebra I

UNIT 2: Properties of Real Numbers

Reptile Room

Video player controls: play, pause, stop, volume, full screen.

As an example of interactive activities, many K¹² science courses now include interactive vLabs (virtual labs). These highly engaging online experiments enable students to demonstrate the scientific method, test a hypothesis, witness various outcomes, and examine sources of error. Course vLabs can be used to reinforce concepts learned in the hands-on labs or, when appropriate, supplement or replace certain onsite labs.



In addition to the online curriculum, the curriculum utilized by Agora involves students interactively offline in a number of ways, including:

- Multiple ways to complete questions, self-assessments and study guides.
- A variety of hands-on manipulatives and supplies to encourage investigation and make the course as much about offline learning as online learning.
- Live web-based teacher-student interactions provide for 1:1 and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

The teacher can adapt learning activities to accommodate students' needs.

Online and offline activities within the K¹² curriculum can be adapted in ways to accommodate student needs. At the most basic level, teachers can assist students in customizing the timeline based on the students' progress. Many activities are constructed in ways that have multiple paths and can be used and re-used for additional practice, for re-teaching or remediation. Lessons contain optional activities that give teachers opportunities to reach students in new ways.

The curriculum features additional activity suggestions (outside of the standard lesson) for the teachers to use at their discretion. Teachers can (and do) provide teacher led activities to support and accommodate the needs of individual students and/or student cohorts. K¹² Product Developers have provided whiteboard files, presentations, activities and activity ideas for use on collaboration tools. These additional curricula activities further empower teachers to conduct live teaching sessions with students. These teacher-led activities have been helpful for students who need more structure or routine, for students needing remedial work or more challenging work. The teacher uses his/her own experience and creativity to implement the K¹² curriculum in ways that facilitate the most successful outcome for their student(s). In addition to the K¹² curriculum, the Anywhere Learning System (ALS) Library provides summative and formative assessments that make it easy for teachers to create customized learning paths for struggling students who need remediation as well as advanced learners who need accelerated coursework.

ALS allows instructors to customize and personalize their classroom. K¹² offers access to over 5,500 lessons from the Anywhere Learning System (ALS) including Study, Practice, Mastery, and Essay content items in ALS as well as adaptive assessments and the ability to create assessments. Teachers and support personnel will be able to identify student performance against standards, and immediately understand where their students need the most help. Instructors can also build adaptive assessments to their exact specifications, or select from hundreds of pre-built adaptive assessments. The diverse course catalog allows school and district teachers to easily adjust curriculum to meet the needs of all learners.

Readability levels, written language assignments, and mathematical requirements are appropriate for the course content and the students.

With a wide range of readability levels at each grade, the curriculum utilized by Agora provides age- and grade level-appropriate text, along with plenty of nonfiction (informational) text selections to choose from (up to Lexile® measure 1080). Math courses are standards based for Pennsylvania Core Standards. For complex problems, the curriculum applies a research-inspired scaffolding approach: students review examples of expert problem solving, then try to solve partially worked examples, working up gradually to solving whole problems. Following the worked examples, students practice solving problems, moving from accuracy to speed (if necessary) and automaticity (in some cases).

In addition to synthesizing research on learning and instruction that applies across subject areas, the Assessment and Research team (or in some cases content specialists) puts together summaries of research on teaching strategies and misconceptions related to specific instructional objectives or topics, such as “Demonstrate that addition and subtraction are inverse operations” or “Identify the theme of a story.” Some examples of this type of research for different subject areas are given below.

Design of the reading program, for instance, is consistent with key findings of the National Reading Panel (2000):

- Results of a meta-analysis show that “systematic phonics produces significant benefits for student in kindergarten through 6th grade and for children having reading difficulty” (p. 9). Accordingly, K¹²’s reading program has a strong and systematic phonics component, and it focuses as well on skills that low-achieving third through fifth graders often lack, according to literacy researchers such as Louisa Moats: that is, phonological awareness, syllabification, morphology, and reading fluency.
- “Guided repeated oral reading ...had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels” (p.12) The K¹² reading program provides frequent opportunities for students to read aloud from poetry, fiction, nonfiction, and dramatic texts.
- “Teaching a combination of reading comprehension techniques is the most effective” (p. 15). K¹²’s instructional methods include question generation, summarization and use of organizers, mirroring techniques recommended by the National Reading Panel.

Describe the curriculum delivery method. Provide specific information pertaining to the hours of instruction, availability of teachers for direct assistance, method of instructional delivery, etc.

Daily Interaction Provided Across all Grade Levels

Live Class Connect Sessions are conducted each day by Agora's Pennsylvania certified and highly qualified teachers in all grade levels K through 12. A Student's instructional path is determined during the development of the student's Individualized Learning Plan (ILP). Some students have a daily rigorous synchronous class connect schedule including remediation small group or 1 on 1 sessions with a reading or math specialist or special education teacher, while other students are placed on a more independent, self-paced, asynchronous path where they may have less frequent 1 on 1 time with a teacher because their self-discipline and independence warrants such a determination. All students are carefully monitored daily, provided meaningful and comprehensive feedback on assignments and if a student's performance level changes, the ILP is reopened and the instructional path could be changed.

School Calendar

Each year the school is committed to recommending a student and staff calendar for the Board of Trustees' consideration. The calendars in the attachment provides the current SY14-15 and a draft of the SY15-16 (to be considered by Agora's Board of Trustees prior to that academic year) that includes all school holidays, recommended Professional Development, and Department Collaboration Days during which teachers and staff will review and analyze student performance data and develop action plans to address student deficits, gaps and opportunities to enrich instruction. Other half days can be used for parent conferences, home visits, and/or participation in Agora Days Out opportunities that may include parent workshops, student socialization through skating, bowling or other student centered activities.

See Appendix 3 for copies of Agora's SY14-15 and draft SY15-16 School Calendar.

School Day Schedule

School leaders work collaboratively to develop an appropriate school day schedule that meets the needs of all learners. Below is an example of a K through 5th grade, middle and high school schedule that takes into account Class Connect synchronous sessions, small group /1-on-1 intervention time, and Professional Development or Professional Learning Community data meeting. Leaders will ensure that student schedules are balanced and appropriate to meet the needs of all learners. The ILP should not only illustrate learning objectives and goals, but will cite the students' asynchronous or synchronous learning path. Although the criteria below specifies the criteria to determine the learning path, parents may "apply" via the following survey if they have extending circumstances such as a medical or health impairment that may interfere with a synchronous schedule. The Leaders will recommend that the school permit most extenuating circumstances as long as families understand that the teachers and family coaches will be closely monitoring daily attendance and progress and an asynchronous status could be revoked and a student will be expected to attend class daily synchronously and will be marked absent if the student does not attend.

K– 5th grade specialist schedule:

K-5 grade specialist schedule:							
	Monday	Tuesday	Wednesday	Thursday	Friday		
8:00 -8:15	Progress Monitoring (60min)	Progress Monitoring (60min)	Progress Monitoring (60min)	Progress Monitoring (60min)	Progress Monitoring (60min)		
8:15-8:30							
8:30 - 8:45							
8:45- 9:00							
9:00 - 9:15	WIN (45min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (180 min)	Planning (45 min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (180 min)	Planning (45 min)		
9:15 - 9:30							
9:30 - 9:45							
9:45 - 10:00	Planning, Documentation (60min)		WIN (45min)		WIN (45min)		
10:00 - 10:15							
10:15 - 10:30							
10:30 - 10:45							
10:45- 11:00	Math PM (30min)		Planning (45 min)		WIN (45min)		
11:00 - 11:15							
11:15 - 11:30	Planning, Documentation (60min)		WIN (45min)		WIN (45min)		
11:30 - 11:45							
11:45- 12:00							
12:00 -12:15	Reading PM (30min)		LUNCH		LUNCH	LUNCH	LUNCH
12:15 - 12:30							
12:30 - 12:45	Lunch	Planning, Documentation (60min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (150 min)	Planning, Documentation (60min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (150 min)		
12:45- 1:00							
1:00- 1:15	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (165 min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (90 min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (90 min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (90 min)	WIN BLOCK: Targeted Interventions (instructional level small group or 1:1 support) (90 min)		
1:15 - 1:30							
1:30 - 1:45							
1:45 - 2:00							
2:00 - 2:15							
2:15 - 2:30							
2:30- 2:45							

2:45 - 3:00		min)		min)	
3:00- 3:15		Planning, Documentation (60min)	Planning, Documentation (60min)	Planning, Documentatio n (60min)	Planning, Documentatio n (60min)
3:15:- 3:30					
3:30 - 3:45					
3:45 - 4:00					

K – 5th Grade General Education Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday					
8:00 -8:15	Planning, Documentation	Planning, Documentation	Planning, Documentation	Planning, Documentation	Team/Grade Level Meetings (2 hrs)					
8:15-8:30										
8:30 - 8:45										
8:45- 9:00										
9:00 - 9:15		Tier 2 Math-9 students	Writer's Workshop (45 min)	Tier 2 Math-9 students						
9:15 - 9:30										
9:30 - 9:45										
9:45 - 10:00	Math-SI Instruction (60min)	Math SI- Remediation (45min)	Math SI- Remediation (45min)	Math SI- Remediation (45min)	PM (6 hours)					
10:00 - 10:15										
10:15 - 10:30		Tier 2 Reading- 15 students	Writer's Workshop (45 min)	Tier 2 Reading- 15 students						
10:30 - 10:45										
10:45- 11:00	Math PM (30min)									
11:00 - 11:15										
11:15 - 11:30	ELA-SI Instruction (60min)	ELA SI- Remediation (45min)	ELA SI- Remediation (45min)	ELA SI- Remediation (45min)						
11:30 - 11:45										
11:45- 12:00										
12:00 -12:15		LUNCH	LUNCH	LUNCH						
12:15 - 12:30	Reading PM (30min)	Science (60 min)	Tier 3 Reading- Group 3 (6 students)	Science (60 min)						
12:30 - 12:45										
12:45- 1:00	Lunch		Tier 3 Math- Group 1 (8 students)							
1:00- 1:15										
1:15 - 1:30	Tier 3 Reading- Group 3 (6 students)	Tier 3 Math- Group 3 (8	Tier 3 Math- Group 2 (8	Tier 3 Math- Group 3 (8						
1:30 - 1:45										

		students)	students)	students)	
1:45 - 2:00	Tier 3 Math-Group 1 (8 students)				
2:00 - 2:15		Tier 3 Math-Group 4 (8 students)	Tier 3 Reading-Group 1 (5 students)	Tier 3 Math-Group 4 (8 students)	
2:15 - 2:30	Tier 3 Math-Group 2 (8 students)				
2:30- 2:45		Tier 3 Reading-Group 4 (6 students)	Tier 3 Reading-Group 2 (5 students)	Tier 3 Reading-Group 4 (6 students)	
2:45 - 3:00	Tier 3 Reading-Group 1 (5 students)				
3:00- 3:15					
3:15:- 3:30	Tier 3 Reading-Group 2 (5 students)	Planning, Documentation (60min)	Planning, Documentation (60min)	Planning, Documentation (60min)	
3:30 - 3:45					
3:45 - 4:00	Planning, Documentation (60min)				

	Agora Middle School Schedule SY14-15						
	Schedule for all teams (Specialist & PE tentative/options)						
	Math	History	English	Science	Reading Specialist	Math Specialist	PE
8:00-8:15	Prep (45min)	Prep (45min)	Prep (45min)	Prep (45min)	Small Group 1 (8:05-8:40)	Small Group 1 (8:05-8:40)	Session 1 (8:05-8:40)
8:15-8:30							
8:30-8:45							
8:45-9:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:00-9:15	Session 1 (9:05-9:50)	Session 1 (9:05-9:50)	Session 1 (9:05-9:50)	Session 1 (9:05-9:50)	Prep (60 min)	Prep (60 min)	Prep (60 min)
9:15-9:30							
9:30-9:45							
9:45-10:00							
10:00-10:15	Intervention	Intervention	WYN	WYN	Small Group 2	Small Group 2	Session 2 (10:05-10:50)
10:15-10:30						Small Group 3	
10:30-10:45							
10:45-11:00							
11:00-11:15	Session 2 (11:05-11:50)	Prep (60 min)	Prep (60 min)	Session 2 (11:05-11:50)	Prep (60 min)	Prep (60 min)	Prep (60 min)
11:15-11:30							
11:30-11:45							
11:45-12:00							
12:00-12:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:30							
12:30-12:45	Office Hours	Office Hours	Office Hours	Office Hours	Small Group 3	Small Group 4	Prep (150 Min)
12:45-1:00							
1:00-1:15	Session 3 (1:05-1:50)	Session 2 (1:05-1:50)	Session 2 (1:05-1:50)	Session 3 (1:05-1:50)	Prep (120 min)	Prep (120 min)	
1:15-1:30							
1:30-1:45							
1:45-2:00							
2:00-2:15	Prep (60	Session 3	Session 3	Prep (60			

2:15-2:30	min)	(2:05-2:50)	(2:05-2:50)	min)			
2:30-2:45							
2:45-3:00							
3:00-3:15	Office Hours	Office Hours	Office Hours	Office Hours	Small Group 4	Small Group 5	Session 3* (3:05-3:50)
3:15-3:30							
3:30-3:45	Prep (30 min)	Prep (30 min)	Prep (30 min)	Prep (30 min)		Small Group 6	
3:45-4:00							

Sample High School Teacher Agora Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:50	Answer kmails, Plan for the day	Answer kmails, Plan for the day	Answer kmails, Plan for the day	Answer kmails, Plan for the day	Answer kmails, Plan for the day
9:00 – 9:50	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra
10:00 – 10:50	Review classwork from 9:00 session, adjust plans for tomorrow	Review classwork from 9:00 session, adjust plans for tomorrow	Review classwork from 9:00 session, adjust plans for tomorrow	Review classwork from 9:00 session, adjust plans for tomorrow	Review classwork from 9:00 session, adjust plans for tomorrow
11:00 – 11:50	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate
12:00 – 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:20	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra
1:30 – 2:20	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra	Developing Algebra
2:30 – 3:20	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate	Meet with students in small group to remediate
3:30 – 4:00	Eagle Connection- Reaching Your Academic Potential				

Instructional Leaders and Staff recognize that many students require alternative schedules because they may have work requirements, they are teen parents or have health impairments prohibiting early morning class attendance. Many staff members host alternative schedules to maximize more hours in the evening and even on Saturdays for live help or tutoring beyond the “typical” school day.

Since Agora has a significant number of credit deficient high school students, counselors recommend that this cohort of students spend more time in school closing the gap and work on an alternative schedule that includes summer school in order to close the achievement gap and catch them up in order to graduate on time. It will require a dedicated team of instructors, counselors, and family coaches, however it is believe

that if students can quickly begin to see gaps closed, there is a better chance that a drop-out may be evaded.

Elementary and Middle School

Teachers of K-5 students monitor individual student progress by setting goals, reviewing/grading assignments, giving support and advice, and direct instruction through synchronous sessions. This approach, integrated with assessments and a comprehensive learning system, will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in “real time” through the Learning Management System. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until the lesson objectives are mastered.

In the middle school program (grades 6th through 8th), students have one subject-specific teacher for each subject studied, and these teachers will be responsible for reviewing all student work and providing instructional feedback. The teachers will work together on a teaching team, and employ a cooperative team-teaching approach. Middle school subject area teachers “share” the same students. While they teach all of the same students (each in their own subject area), each teacher is also a homeroom teacher for a portion of those students. During team planning and meeting time they may collaborate on ILPs, review Response to Instruction and Intervention (RtII) status, etc. This approach will allow the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence. Students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

High School

In the high school program, students have one subject-specific teacher for each subject studied, and these teachers are responsible for reviewing all student work and providing instructional feedback. Each high school student also has an advisor or homeroom teacher who fills many roles: initially welcomes the student; sends out progress reports and other school communications; monitors attendance; and hosts a weekly “Advisor/homeroom” period facilitating instruction building executive skill capacity in all high school students. The homeroom teacher may also be one of the student’s subject area teachers. Students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions with each other about key topics and ideas being covered.

The high school courses make use of a weekly schedule of activities and assignments. The student has the flexibility to decide when work gets done during the week. Each week, however, there are due dates, and assignments and mandatory online discussion sessions designed into the program to:

- Allow a class to move through material at the same time or in close proximity.
- Enable teachers to run online group activities as needed for each section of students, helping many students to overcome the same often complex obstacles at the same time.
- Free learning coaches from detailed academic support burdens at the high school level.
- Encourage students, with help from family and teachers, to acquire the experience of planning their work and lives day by day, which is a key skill later in life.

The most successful online learning environments are those in which groups form a “community of learners” with their teacher. Students come to know each other, respect each other’s differences and contributions, and work together. Students will participate in online, teacher-monitored discussions providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these discussions.

Differentiated Instruction—Teacher Interaction

Teachers will regularly review data from school based and state assessments to determine a student’s need for differentiated instruction. Based on data, teachers may direct students to attend one-on-one tutoring sessions, complete additional assignments in the online school or through Study Island, or assignments created directly from Scantron assessments. Teachers have the ability to access data immediately and at any time. This allows teachers to provide point in time assistance to students and affords the implementation of true differentiated instruction to occur at the point that will have the most impact for students.

Differentiated Instruction—At Risk Students

Since a significant percentage of Agora’s student body is “at risk,” differentiated instruction is the baseline of all instruction at Agora. Each student is viewed as an individual and teachers match teaching methods to individual learning styles and student performance. This plan is based on a National Instructional Model (NIM) plus an intervention plan, which adds the support of the School’s certified teachers online and, as needed, face-to-face at local physical spaces for remediation.

Student services such as diagnostic achievement testing, contracted health services, college and career counseling, coordinated with a detailed instructional model and intensive academic intervention programs, is a part of Agora’s approach.

Students take the Scantron Performance Series, or a comparable assessment, in the fall of each school year. The scaled score identifies those students not performing at grade level and provides information on subject area deficit(s). The Scantron Performance Series is given again in the spring in order to ensure that all students are making one year’s growth in one school year as measured by Scantron. The Performance Series is a key aspect of the school’s goal to measure annual value-added gains.

Following up on the Performance Series, students also take Study Island benchmark assessments, or a comparable assessment, to assess each student’s mastery of Pennsylvania grade appropriate standards. Study Island is an online tool used to help Agora identify at-risk students in need of additional remediation and support. The assessment tool is aligned with the Pennsylvania Core Standards and is an effective test mastery program. Study Island Pathways will be organized and assigned based on the Pennsylvania State Standards. Students answer a targeted number of questions which are scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provided a prediction of success on the state tests. Study Island content is available in English Language Arts (grades 2 – 12 Mathematics (grades 2 – 12 Reading (grades 2 – 8), Math (grades 2-8), Science (grades 3 – 8 FCAT 2.0), Social Studies (grades 3-8), Algebra I (EOC), Biology I (EOC), Geometry (EOC), and U.S. History (EOC).

Students complete the assigned Study Island Pathways that assess students on all state standards. Students will earn blue ribbons to show mastery. If students do not earn a blue ribbon, building block activities are automatically assigned as remediation. Those students who cannot earn the blue ribbons and do not

demonstrate mastery attend instructional intervention sessions specific to the deficient standard (unless IEP designation provides for an alternative plan). The interventions are targeted, synchronous, teacher-led, and web-based. Teachers provide intense targeted instruction on specific state standards to ensure mastery. Students are reassessed on all state standards to ensure mastery.

EmbarK¹²

For students in kindergarten who are at-risk, Agora is able to offer the award winning EmbarK¹² program. By placing students at their appropriate level, students are able to demonstrate content mastery and not become frustrated.

The EmbarK¹² program is a comprehensive curriculum package that includes multidisciplinary learning experiences for children who are four to five years old. The program consists of 18 thematic units that highlight topics relevant to young children. Each thematic unit contains instructional modules in the following subjects: language arts, math, science, social studies, art, and music.

The EmbarK¹² program engages learners through direct experience, interactive media, and a variety of activities guided by a teacher or learning coach. The curriculum aims to develop foundational concepts, mathematical reasoning, basic literacy, scientific observation, investigative skills, experiences in nature, awareness of the local community, knowledge of the wider world, and appreciation for the fine arts. Thematic content supports English language development and vocabulary, and the cross-curricular approach reinforces meaningful relationships among concepts. Interactive technology, storytelling, personal narrative, and functional communication are key aspects of EmbarK¹².

The purposeful design of EmbarK¹² as a thematic program ensures that content and learning objectives overlap across subject areas. For example, as children learn how to count and sequence numbers from 1 to 6, they apply these concepts to reading dates on a calendar, counting wheels on vehicles, identifying hearts on Valentine's cards, finding numbers in phone numbers and addresses, and telling time to the hour.

K¹² National Math Lab

National Math Lab (NML) is an innovative program aimed at addressing students' weaknesses in math—a national concern. Designed by a team of curriculum and instruction specialists at K¹², in cooperation with school leaders and launched as a pilot at the beginning of the SY11-12.

NML provides twice the usual coverage of math instruction to Agora students in grades 5th through 10th who are identified as academically at-risk in math. In addition to the students' regular math coursework, students attend targeted synchronous mathematical instruction provided by highly trained math teachers four days per week. NML sessions are offered many times throughout the day and are designed to meet students where they are, provide remediation, and, over time, bring them to grade level.

Describe how students are evaluated and how the evaluation is used to improve student achievement and attain learning objectives.

The program makes use of a variety of formative and summative assessment instruments:

- English Language Arts 3-8 has item pools for most objective questions and rubric based grading for most extended responses. Math 3-8 provides lesson and Unit assessments with question pools (3 deep) to ensure that students retaking assessments do not receive the same assessment. Science and History 5-8 have question pools at the Unit and semester assessment level.
- K¹² Lesson Assessments are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or all of the lesson is advisable.
- K¹² Semester Assessments verify student mastery of key learning objectives for the semester.
- K¹² Unit Assessments show whether or not the student has retained key learning objectives for the unit, and identify specific objectives students may need to review before moving on.
- Scantron PERFORMANCE SERIES tests in reading and math are administered each fall and spring to measure growth from beginning to end of each academic year, and to identify students who may need additional instruction before taking the state assessment. Students perform a variety of activities and assessments appropriate to the courses being studied, including labs, journals, written assignments, discussion questions, group and individual projects, formative assessments, objective tests, and written exams.

Scantron

Scantron Gains Results: Agora is committed to assessing the effectiveness of curriculum and instruction. We adopted the Scantron Performance Series® in order to provide a common measure of academic growth in reading and mathematics. The Scantron assessments are web-based norm-referenced adaptive tests students can take at home.

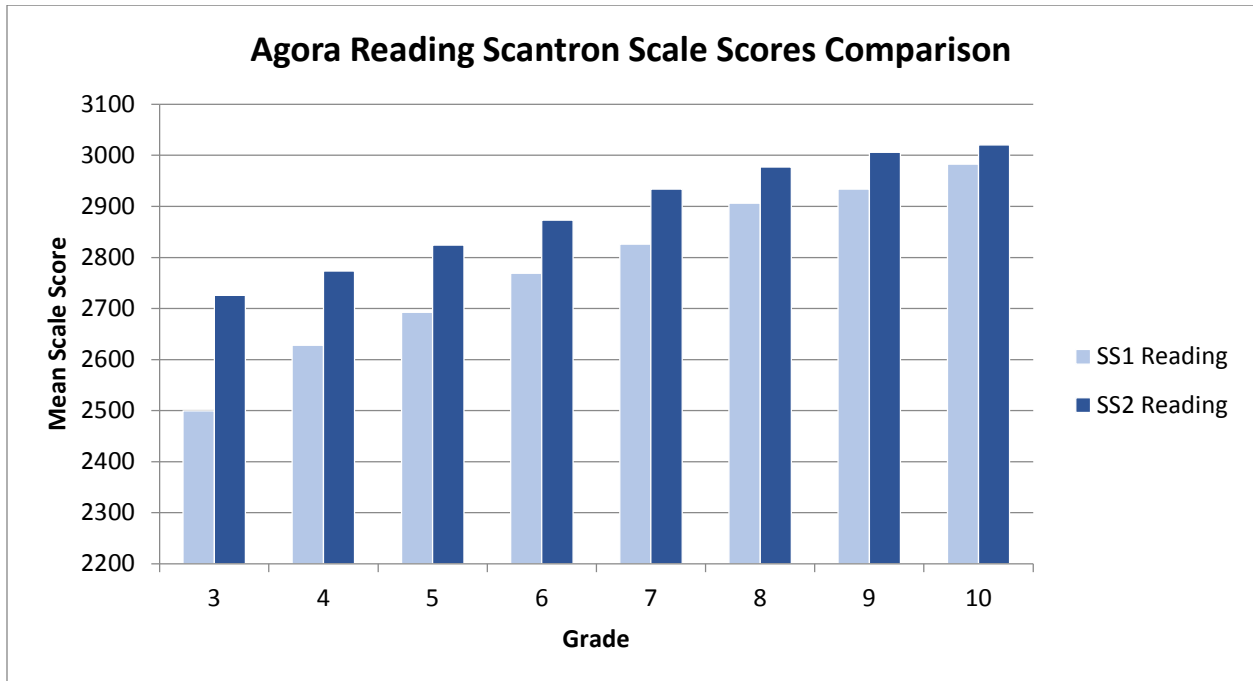
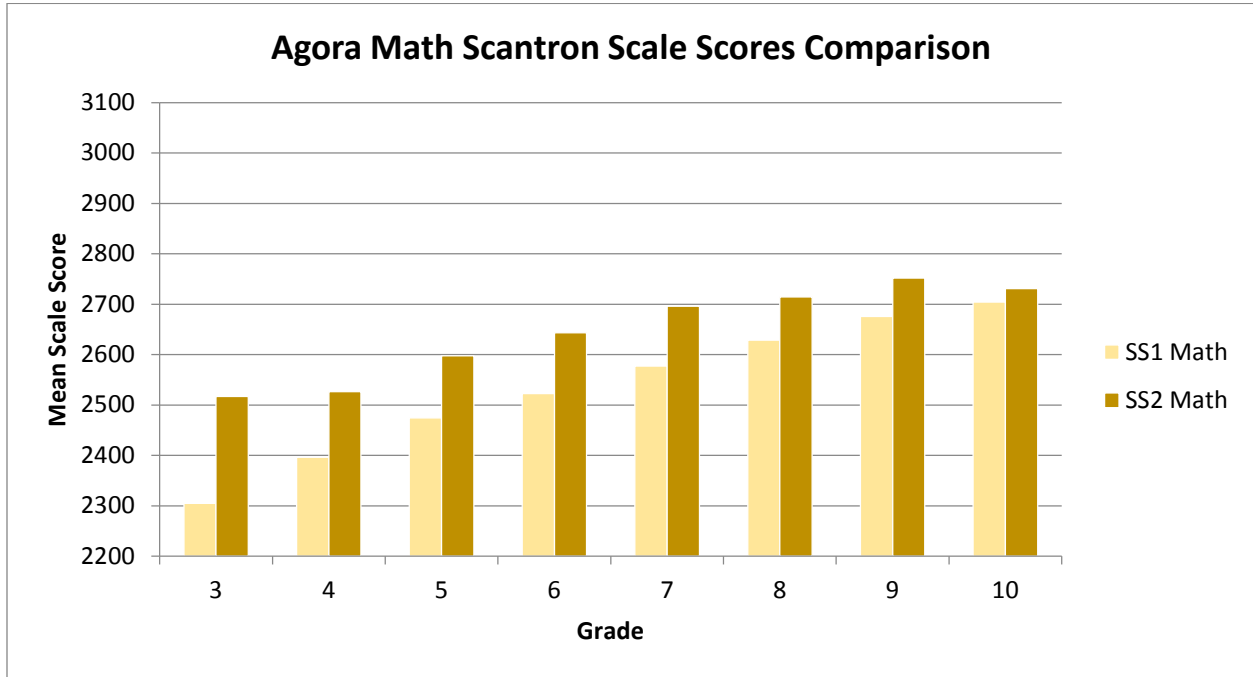
As an adaptive test, Scantron adjusts in real time in response to a student's answers, and thus more accurately reveals the student's level of mastery. In addition, since Agora administers Scantron in both fall and spring, the testing provides a precise measure of academic growth for individual students across a single school year. State tests tied to grade level content standards provide only marginally useful insight into the academic performance of students who are significantly below or above grade level. But Scantron gives the school a better understanding of academic growth for every student, whether below, at, or above grade level.

Scantron measures Agora students' academic growth against the mean growth of a national norm group, using fall to spring score gains. The tables below provide an overview of Scantron results at Agora in the SY13-14.

**AGORA CYBER CHARTER SCHOOL
SCHOOL YEAR 2012-13 SCANTRON HIGHLIGHTS**

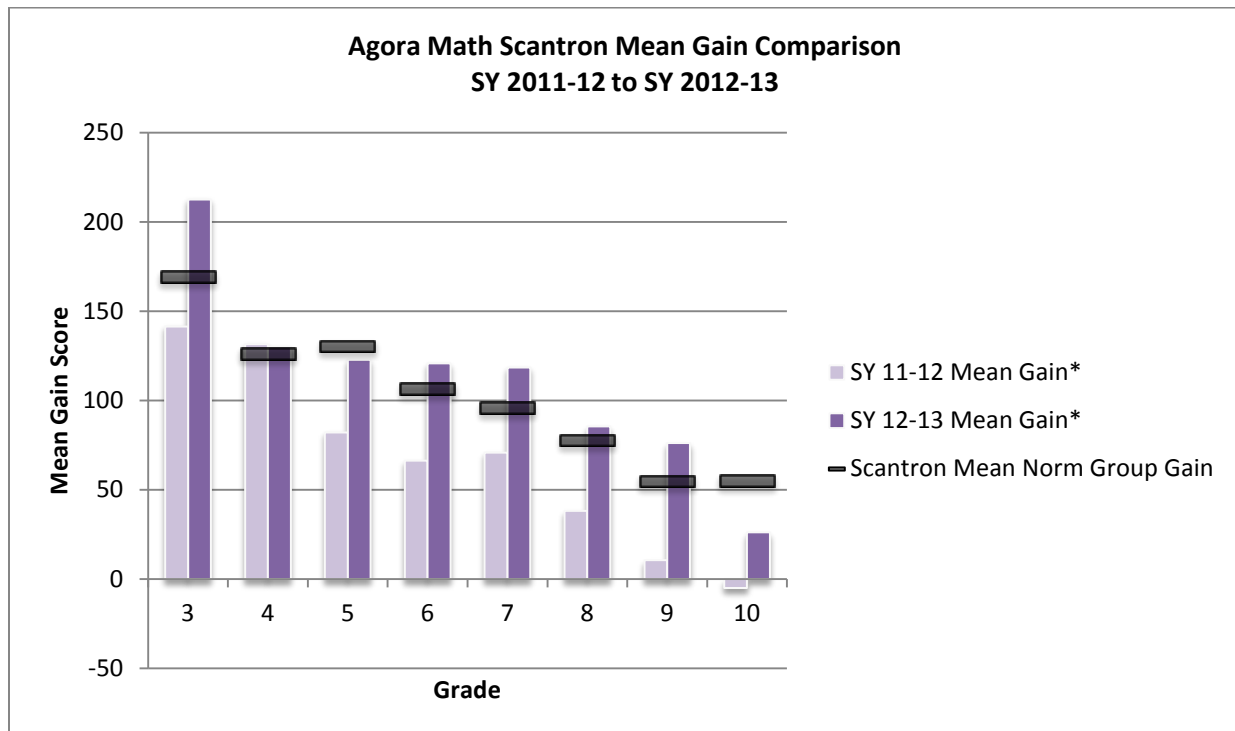
General Findings:

- Agora students exceeded the 95% participation threshold for both math and reading
- Regardless of subject, Agora students achieved positive growth year-over-year



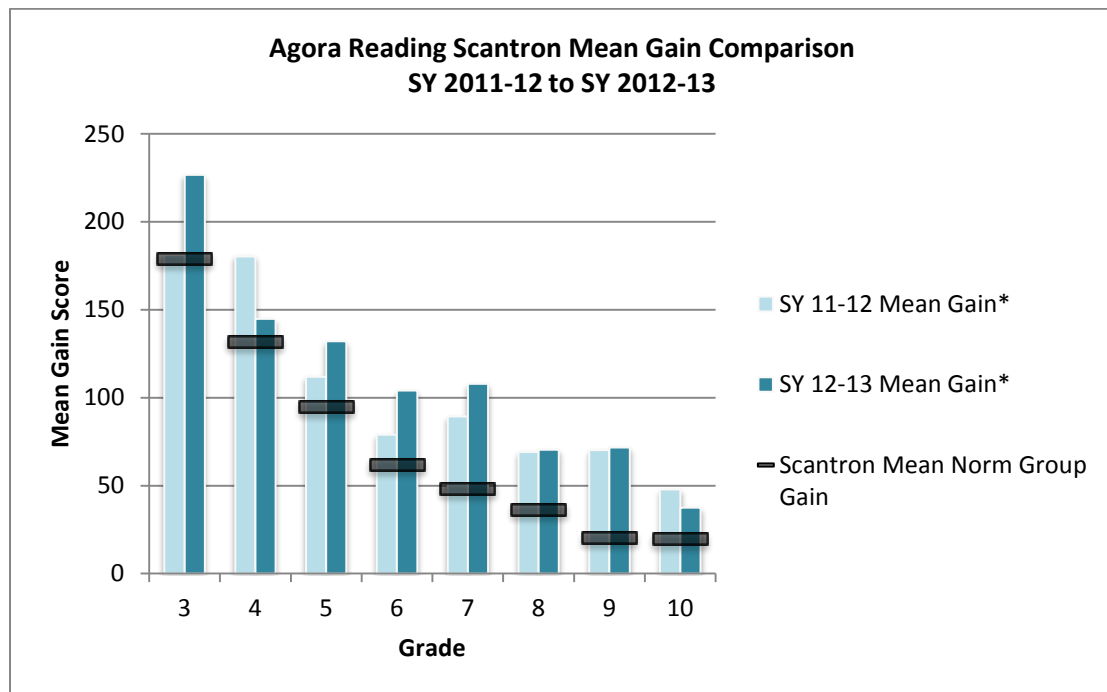
Agora Math:

- Overall, Agora students achieved higher math gains than the Scantron Norm Group mean gains.
- Overall, SY12-13 gains were higher than SY11-12 gains. The average increase was by 32%.
- Agora 9th-graders showed almost a year and a half's worth of growth in math.



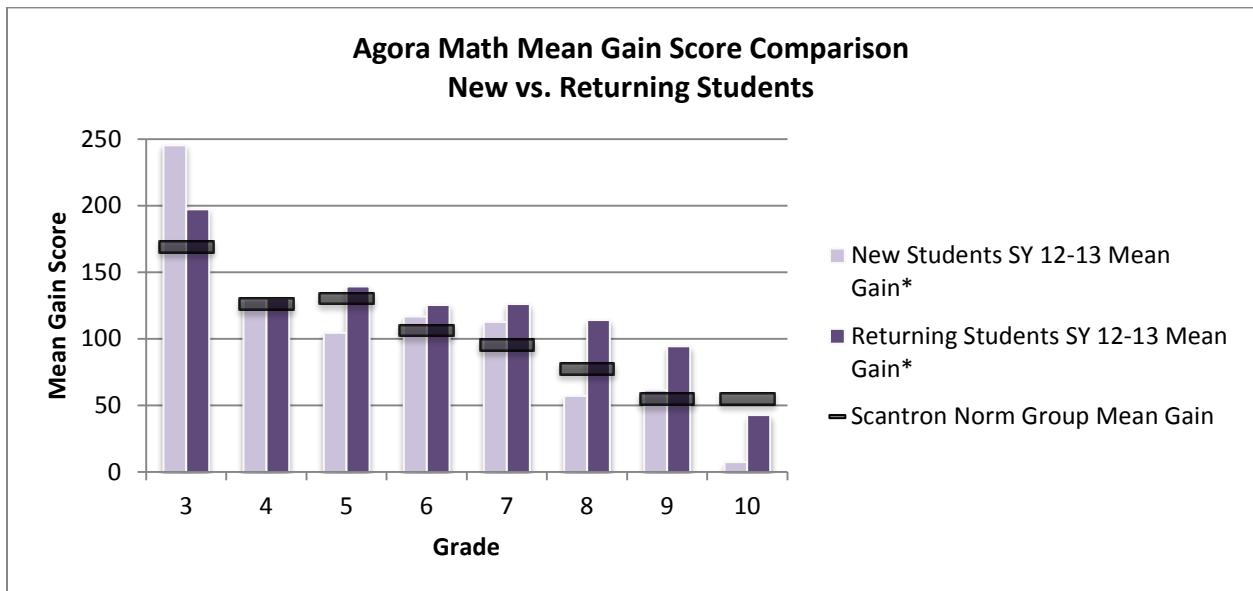
Agora Reading:

- Agora students achieved higher reading gains than the Scantron Norm Group mean gain in all grades.
- High school students showed incredible growth, growing near two full years when compared to the National Norm Group.
- Agora 9th-graders showed almost three and a half years of growth in reading.
- Overall, Agora students showed greater growth year-over-year in reading.



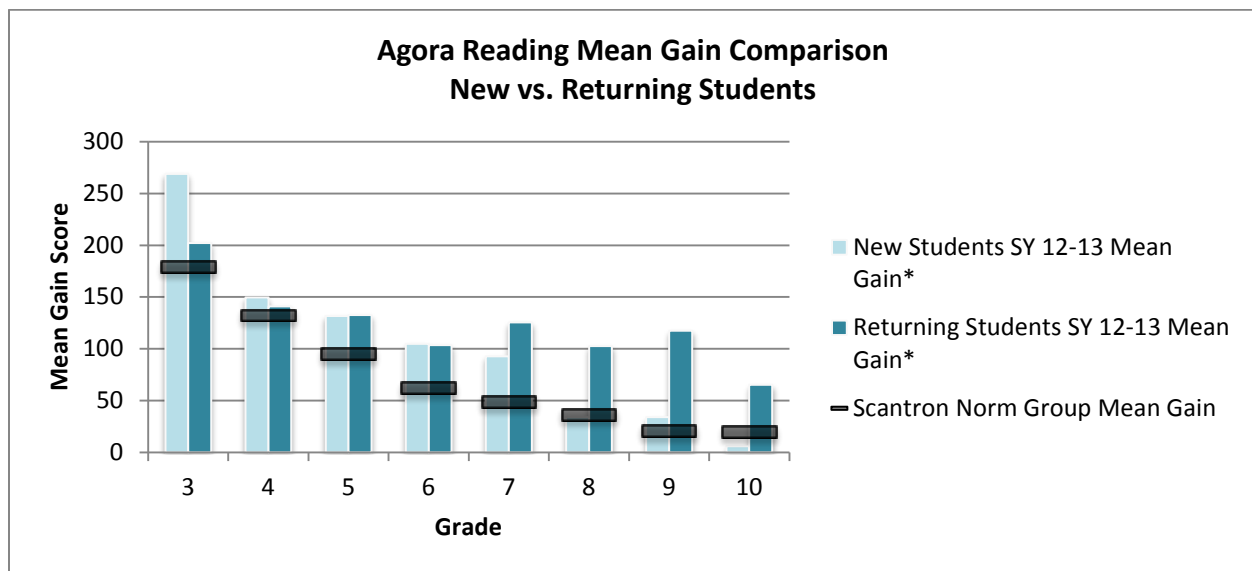
New and Returning Students in Math:

- On average, returning students achieved higher gain scores in the critical middle school and high school years.
- Overall, returning students outperform new students in math growth measures, suggesting that students who persist with Agora show greater growth than new enrollees



New and Returning Students in Reading:

- In middle school and high school, returning students achieve higher mean gain scores than new students.
- Similarly, returning students in middle and high schools notably outperform the Scantron Norm Group.
- Overall, returning students outperform new students in reading growth measures, suggesting that students who persist with Agora show greater growth than new enrollees



Academic Growth at Agora, SY12-13: In Pennsylvania, the Department of Education has adopted a value-added model—the Pennsylvania Value Added Assessment System (PVAAS)—to measure growth on the PSSAs and Keystone exams. While many Agora students continue to struggle in achieving proficiency as measured by state tests, such tests are static measures, offering only a snapshot of achievement at a single point in time. That is why many states, including Pennsylvania, are using value-added growth models—in effect, a method for interpreting students’ academic growth over time, typically by comparing a student’s scores on standards-based achievement tests from one school year to the next, and (in more complex models) factoring in other data as well.

An analysis of PVAAS results for SY12-13 demonstrates that Agora educators have accelerated the academic growth of struggling students. The SY12-13 value-added data for Agora show that, even as Agora serves a rapidly increasing number of students and an increasingly diverse student population, academic achievement levels and growth results are improving in most grades.

New K¹² Assessments for Agora in a Changing Assessment Landscape

The new generation of Pennsylvania state testing is unfolding in a national context of new, more sophisticated assessments. The two national consortia creating assessments for the Common Core State Standards—SBAC (Smarter Balanced Assessment Consortium) and PARCC (Partnership for Assessment of Readiness for College and Careers)—have released sample items and full assessments showing a much wider range of types of assessment items than has historically been part of state-based high-stakes testing. While both consortia are still using multiple-choice items, they are also including, at the complex end of the spectrum, long multi-stage items that include several sub-tasks, evaluate much higher-order thinking skills, may be answered correctly in several different ways, and require teacher grading even if they still incorporate some computer-grading. These complex items from both consortia are raising the bar for assessments even among those assessment-developers, and within those states, that are not associated with the CCSS or the two consortia creating assessments for the CCSS. Pennsylvania has adopted the CCSS, but devised its own tests rather than using the national assessments from either consortium. Even in Pennsylvania, however, both the state-specific PSSA and Keystone assessments reflect the evolving and more sophisticated assessment models.

To properly prepare students for this new testing environment, K¹² is rolling out more human-graded constructed response assessment items for the SY14-15. K¹²'s new items are devised, much like Pennsylvania's own assessments, to be independent of both the PARCC and SBAC assessments, and yet to evaluate student success per the same sophisticated criteria. K¹² is using the shorthand label "performance task" to describe these new items.

In each two-semester course in grades 3-8 Math and ELA courses, K¹² is providing performance tasks (with three versions apiece, for a total of nine) to be graded by teachers. Other performance tasks and constructed-response type assessments and assignments will also be included in courses; these can be evaluated, as assignments or assessments, by either the learning coach or the teacher, as Agora deems appropriate.

These teacher-graded performance tasks will be spaced appropriately throughout courses to show progression of student learning and application of skills in a timeline leading up to state testing. Rubrics will be provided to assist with scoring. As previously mentioned, the versions provided will be three-deep to give teachers more choices about how to implement them, and alternate versions to use should academic integrity questions arise.

Course Progress and Checkpoints

Students in high school are provided a Grading Information Document for each course. This document shows a checklist of all assignments in the course along with the point values.

Students in grades K-through 8 are provided grading information on the course landing page in the OLS. (The grading information relates to their progress or mastery of the lesson.) Assessments are identified as Lesson Checkpoints.



American Literature Grading Information

It is important for you to understand how this course is designed and how points will be awarded as you progress through the course or material. Your participation in all the different assignments is crucial to your success. Review the information below and be sure to ask your teacher any questions you may have regarding how your grade will be calculated.

I. Grading Summary for American Literature

Activity	# of Tasks	Points	% of Total
Computer Scored Tests	8	355	24%
Teacher Scored Tests	3	165	11%
Discussions	6	120	8%
Teacher Graded Assignments	4	650	42%
Semester Final Tests	2	220	15%
Totals	23	1510	100%

II. Detailed Grading Checklist for American Literature

Use this checklist to navigate your way through the graded assignments in this course. All assignments are important to your learning and success in this course. Be sure to use the gradebook to keep track of your scores.

Assignment #	Course Assignment (Point Value)	Date Completed
1	Unit 1 - 1.07 Discussion (20)	
2	Unit 2 - 2.06 Discussion (20)	
3	Unit 2 - 2.10 Unit 2 Test Part 1 (45)	
4	Unit 2 - 2.10 Unit 2 Test Part 2 (55)	
5	Unit 3 - 3.06 Unit 3 Test (50)	
6	Unit 4 - 4.01 Creating an American Mythology (200)	
Assignment #	Course Assignment (Point Value)	Date Completed
7	Unit 4 - 4.08 Unit 4 Test (30)	

8	Unit 5 - 5.04 Discussion (20)	
9	Unit 5 - 5.14 Unit 5 Test 1, Part 1 (45)	
10	Unit 5 - 5.14 Unit 5 Test 1, Part 2 (55)	
11	Unit 5 - 5.18 Discussion (20)	
12	Unit 5 - 5.22 Unit 5 Test 2 Part 1 (45)	
13	Unit 5 - 5.22 Unit 5 Test 2 Part 2 (55)	
14	Unit 6 - 6.01 Introduction (100)	
15	Unit 7 - 7.09 Discussion (20)	
16	Unit 7 - 7.11 Unit 7 Test Part 1 (45)	
17	Unit 7 - 7.11 Unit 7 Test Part 2 (55)	
18	Unit 8 - 8.01 The Great Gatsby Session 1 (300)	
19	Unit 8 - 8.05 Discussion (20)	
20	Unit 8 - 8.10 Unit 8 Test (45)	
21	Unit 9 - 9.04 Writing to a Prompt (50)	
22	Unit 9 - 9.05 Unit 9 Test (50)	
23	Unit 10 - 10.05 Semester Test Part 1 (180)	
24	Unit 10 - 10.05 Semester Test Part 2 (40)	

Unit 13 | Lesson 3
Lesson Checkpoint: **Show What You Know**

Students will complete an online Checkpoint. Read the directions, problems, and answer choices to students. If necessary, help students with keyboard or mouse operations.

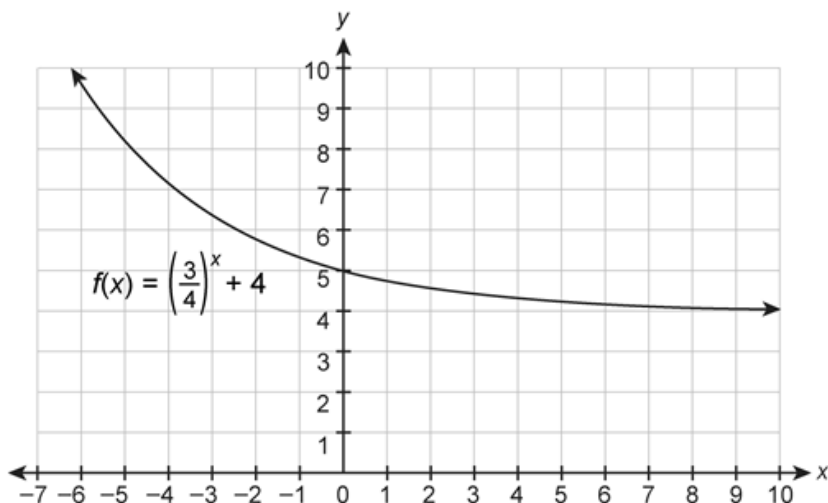
Assessment Information

- Total Points: 5
- Questions: 5
- Estimated Time: 10 min

[Begin Assessment](#)



2. Describe the graph's end behavior.



Model Answer

As x decreases without bound, $f(x)$ increases without bound.

As x increases without bound, $f(x)$ approaches the line $y = 4$.

Award points for specific answers as shown below (for a total of 0–4 points).

Points	Concept Addressed	Feedback for Student Answers
2	Correctly determines the end behavior as x decreases without bound.	As the graph continues to the left, the outputs continue to increase. Go back and review the Features of Exponential Functions lesson to review end behavior.
2	Correctly determines the end behavior as x increases without bound.	As the graph continues to the right, the outputs continue to approach the asymptote. Go back and review the Features of Exponential Functions lesson to review end behavior.

Feedback for completely correct answer:

You correctly described the graph's end behavior.

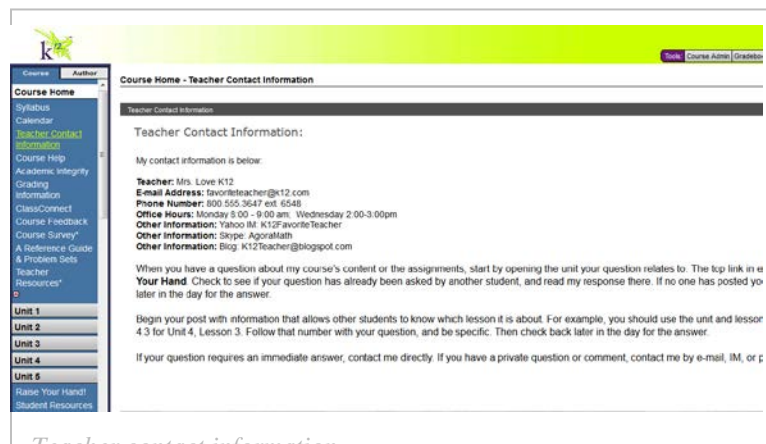
Parents Understanding Student Assessments

Information is provided to students, parents, and mentors on how to communicate with the online teacher and program/course provider, including information on the process for these communications. Academic integrity, privacy issues, and Internet etiquette expectations regarding lesson activities, discussions, e-mail communications, and plagiarism are clearly stated.

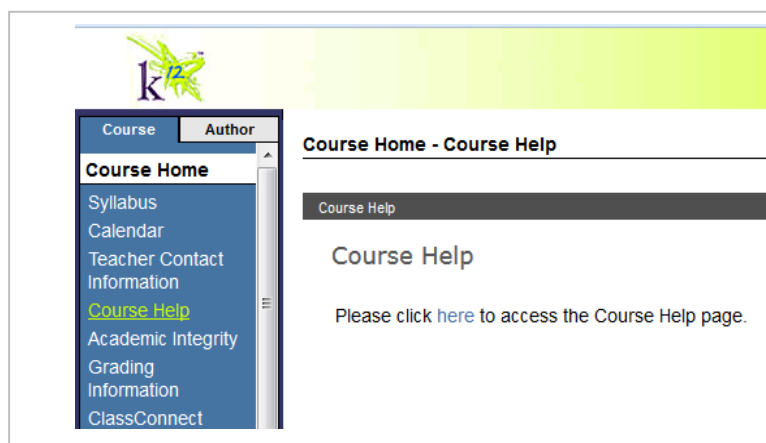
Abundant opportunities for parents and students to learn about the various ways of communicating and accessing information are presented in face to face orientations, introductory to online learning, parent and student forums, and help modules within the online school.

Students may ask questions through Kmail, Raise Your Hand, instant messaging, phone, and during Class Connect Sessions.

Parents also have the ability to email the teacher. Instructions for communicating through Raise Your Hand are provided under Teacher Contact Information. High school teachers use this location to post their complete contact information.



Teacher contact information



Under Course Help, students are provided with tips for the course, including instructions on how to Kmail.

Describe teaching methods used to enhance student learning. Describe professional development provided by the cyber charter school and how the professional development has been used to enhance the delivery of instruction.

Teacher professional learning needs have changed significantly as a result of a confluence of factors, including technological innovations, evolution of the federal government's role in education, and an increase in the demographic composition of today's classroom. Much is still unknown about the role of the online teacher and the instructional practices that can be used to serve the needs of students. To date, what researchers have established is the importance of a positive learner-centered teacher-student relationship as it relates to positive student outcomes. In the virtual classroom, the significance of this relationship continues to be emphasized, as standards call for online teachers to plan, design, and incorporate varying combinations of interactions in variable frequencies to diverse groupings of students to encourage active learning, interaction, and participation in the online environment. The intention of varied interactions is to provide students with equivalent interaction opportunities as those available in traditional face-to-face classrooms, affording opportunities for even greater academic outcomes.

Overwhelmingly, it can be stated that a primary role for a teacher is to be a continual learner and a problem solver who accepts challenges, poses questions, and endeavors to find informed solutions while grappling with uncertainty. The major life transition that moves the teacher from the front of the classroom to guide behind the computer break with traditionally recognized models of teacher professional development. However what is known about both student and teacher learning from research conducted in the traditional face-to-face environment provides the promising framework on which this year's training and professional development focus was built.

Agora has embraced techniques included from Teach Like a Champion, by Doug Lemov, as a focus for training and development. It is to help each teacher to get better faster, to help each teacher love the process of studying teaching and learning and practicing, and to help each teacher—above all—love the work by doing it well. Research has consistently reported that regardless of whether teachers are working with coaches or in professional learning communities, teachers need to be working with the context of which they teach. For Agora teachers a predominant of the context is the online synchronous classroom.

There are 49 Techniques described in Teach Like a Champion. However, of the 49 techniques in Teach Like a Champion, most are important depending on the content area, the time of year and the objective that a teacher is trying to impart on the students. However, Agora teachers seek to nail classroom culture and classroom management from the start. The techniques focused on within this year's training and professional development programs are those that most readily translate high expectations into specific and concrete actions that can be put into practice the very next day.

Through our professional development, we continue to narrate the world we want our students to experience, that is the experience of connectedness, achievement and success afforded by great online teachers that consistently demonstrate high expectations for all students.

Comprehensive training and professional development is offered throughout the year for new and returning teachers. See Appendix 4 for Training and Professional Development Literature.

C. Future Goals and Objectives

What measurable outcomes will the cyber charter school achieve over the next five years?

Academic Goals

1. School will increase its percentage of students scoring proficient or advanced on all required PSSA/Keystone exams during each year of the charter term.
2. The School will meet or exceed the standard for Academic Growth as measured by PVAAS during each year of the charter term.
3. The School will meet or exceed the PSSA participation rate goals each year of the charter term.
4. The School will have an increase in the percentage of 12th grade students that meet or exceed the SAT/ACT college ready benchmark during the charter term as compared to the previous charter term.
5. The School will have an increase in the cohort graduation rate during the charter term as compared to the previous charter term.
6. The School will have an increase in the attendance rate during the charter term as compared to the previous charter term.
7. The School will have an increase in the percentage of 12th grade students taking an AP course prior to graduation during the charter term as compared to the previous charter term.
8. The School will have an increase in the percentage of students who have taken one of the PSAT, PLAN, ASVAB, NOCTI, NIMS exams during the charter term as compared to the previous charter term.

Non-Academic Goals

1. The School will conduct an annual parent survey with results indicating that more than 80% of all Agora families are highly satisfied with Agora's program.
2. The School will conduct an annual staff survey with results indicating that more than 80% of all Agora faculty and staff are highly satisfied.
3. The School will have a decrease in its student turnover rate from year to year during the charter term as compared to the previous charter term.
4. The School will have a decrease in its turnover rate among professional staff from year to year during the charter term as compared to the previous charter term.
5. The School will have greater participation in its student outings during the charter term as compared to the previous charter term.

Use the chart below to respond to academic goals listed and the empty rows to insert your own academic and non-academic goals. Be sure to include goals for any new grades being proposed.

Goals for Future Planning						
	Current Status	Year 1	Year 2	Year 3	Year 4	Year 5
PSSA goals for all grades tested						
1. School will increase its percentage of students scoring proficient or advanced on all required PSSA/Keystone exams during each year of the charter term	37.4 (2012-2013)	>37.4	>Year 1	>Year 2	>Year 3	>Year 4
2. The School will meet or exceed the standard for Academic Growth as measured by PVAAS during each year of the charter term	73.33 (2012-2013)	>73.33	>Year 1	>Year 2	>Year 3	>Year 4
3. The School will meet or exceed the PSSA participation rate goals each year of the charter term.	97.5 (2012-2013)	97.5	97.5	97.5	97.5	97.5
No Child Left Behind AYP goals						
Other, Academic Goals						
1. The School will have an increase in the percentage of 12th grade students that meet or exceed the SAT/ACT college ready benchmark during the charter term as compared to the previous charter term	10.06 (2012-2013)	>10.06	>10.06	>10.06	>10.06	>10.06
2. The School will have an increase in the cohort graduation rate during the charter term as compared to the previous charter term	44.22 (2012-2013)	>44.22	>44.22	>44.22	>44.22	>44.22
3. The School will have an increase in the attendance rate during the charter term as compared to the previous	89.76 (2012-2013)	>89.76	>89.76	>89.76	>89.76	>89.76

charter term						
4. The School will have an increase in the percentage of 12th grade students taking an AP course prior to graduation during the charter term as compared to the previous charter term	1.2	>1.2	>1.2	>1.2	>1.2	>1.2
5. The School will have an increase in the percentage of students who have taken one of the PSAT, PLAN, ASVAB, NOCTI, NIMS exams during the charter term as compared to the previous charter term	2.23 (2012-2013)	>2.23	>2.23	>2.23	>2.23	>2.23
Other, Non-Academic Goals						
1. The School will conduct an annual parent survey with results indicating that more than 80% of all Agora families are highly satisfied with Agora's program		>80%	>80%	>80%	>80%	>80%
2. The School will conduct an annual staff survey with results indicating that more than 80% of all Agora faculty and staff are highly satisfied		>80%	>80%	>80%	>80%	>80%
3. The School will improve its eligible student retention rate by 2% each year.		>2%	>2%	>2%	>2%	>2%
4. The School will increase its staff retention rate yearly until the school reaches the 90% staff retention target.		>82%	>84%	>86%	>88%	90%
5. The School will have greater participation in its student outings during the charter term as compared to the previous years student outings		>10%	>12%	>14%	>16%	>20%

Cyber Charter School Charter Renewal Application

Signature Page

We, the undersigned, have reviewed and approve the submission of this Cyber Charter School Renewal Application to the Pennsylvania Department of Education.



9-22-2014

Chief Executive Officer

Date



9/22/2014

President, Board of Trustees

Date



9/22/2014

Secretary, Board of Trustees

Date

Student Letter

Good afternoon Agora staff. I'm [REDACTED], I'm seventeen and I just finished my junior year with Agora. I've been attending cyber school since the start of kindergarden. I became an Agora student eight years ago.

As this school year winds down, I look back at all my accomplishments over the last few years. While filling out college applications, I'm proud to add my 4.16 GPA and the fact that I've been a part of Agora's chapter of the National Honor Society for two years. In addition, I've been on the Honor Roll for all of my high school career. I was recently elected for Treasurer of the National Honor Society. I've challenged myself through honors courses, in fact, I've taken a couple every year. I'm definitely a perfectionist in everything I do. I'm currently campaigning to start a student government at Agora. I've completed the Define U program multiple times.

I've been and will continue to be an advocate for cyber education. I've gone to Capital Day numerous times and have spoken with several senators about the importance of having a choice when it comes to education. I wrote an argumentative essay disputing an article in the New York Times regarding K12 and cyber education as a whole. I interviewed Senator Piccola for my essay because of his position and views on cyber education.

I was part of several pre-professional dance companies. I danced 15 hours a week and studied numerous dance styles. I was also given the opportunity to be a substitute dance teacher, for children who were just starting and others with more experience. I performed in various dance groups and had the opportunity to dance in Disney World. I have worked with many retired dance professionals and was invited to take summer classes at The University Of The Arts.

Over the years I have participated in a vast range of community service projects. Through dance I was able to bring the arts to different places in the community, such as local nursing homes. I helped teach reading to physically and mentally disabled adults. I assisted with and participated in fundraisers for the local dyslexia center and the National Honor Society.

I am currently involved in two Venturing crews, one is mainly focused on first responder medical training. We learn how to respond in medical emergencies, with and without medical equipment. My goal is to have my EMT certification, which will open doors for me in the future. The other crew that I'm a part of does a wide variety of outdoor activities. Focusing on leadership and survival skills, along with group planning and organizing community events.

.....There is another side to the story. Something that maybe surprising, but has made me who I am today. I've been able to accomplish all of this despite, what I'm about to tell you.

I have an on going list of diagnoses and impairments that I have been conquering through out the years, to get to where I am today. My disabilities were prominent at a very young age, I was impulsive to the extreme and constantly in action. Later on I was diagnosed with Sensory Integration Disorder, Attention Deficit Hyper Activity Disorder and Sensory Processing Disorder. I started Occupational Therapy when I was three.

Once I was finally able to sit down for longer than a few seconds, my parents realized that I had a hard time recalling letter and color names. Day after day my mother would patiently review the same things, without any success. After my parents received my diagnosis of Short and Long Term Memory Disorder, they set out to find the best possible way to educate me.

My parents were determined to find an educational model that was unique and flexible, but would still let me be a kid without hurting my self-esteem. While exploring all possible options, they came across Cyber Education, in the form of K12. This new type of education would prove to be my saving grace, even if we didn't know it at the time.

At the start of kindergarden, my list of learning disabilities would expand. I was diagnosed with Receptive and Expressive Language Disorders and Central Auditory Processing Disorder. My mother jumped right into teaching me Phonics, from the start we hit a roadblock. Even while using a variety of manipulatives and consistent practice, I wasn't making progress. This led us to my next diagnosis, Dyslexia, but then when I started writing and math, along came Dyscalculia and Dysgraphia. Around the same time I was diagnosed with Lyme Disease, specifically of the Central Nervous System.

Even from a young age I was frustrated and discouraged, because I knew I was learning at a slower pace. However with the support of my teachers and parents, even the tiniest amount of progress was something to celebrate. I truly wanted to learn but my parents knew that with my disabilities that I was going to need support from teachers who go above and beyond. During Elementary School, three very compassionate and understanding educators, switched to Agora, with me following after. Carol Canfield, Lori Funk and Sharon Williams.

Even with all the support I didn't fully learn how to read until I was twelve. It was grueling, embarrassing and it made me question if I was ever going to read. It was during that time that I felt like giving up and walking away. I know for a fact that I would have, if I had been in any other school system. At Agora I've always been treated as an individual, not as a walking diagnosis.

At Agora my IEP is completely personalized, highlighting both my strengths and weaknesses. I'm not defined by my IEP, but my IEP is defined by me and what I believe I can handle. I've learned that modifications are not limitations and aren't set in the proverbial stone. I've taken advantage of the fact that Agora approves and supports students with IEP's, who want to take Honors and AP courses. I've always excelled in science and history, they were the course that I felt like my disabilities weren't always on display in and that I could prove to myself that I could handle it. During my honors classes, I've seen how determination and perseverance is recognized by any teacher. My experiences with you, the teachers, has been amazing, you are willing to make modifications when necessary and go above and beyond for every student.

Fast forward to the start of Freshman year, an achievement in and of itself. With more courses, time constraints and pressure, I felt as if I was undertaking something that was unrealistic for a kid with so many disabilities. One of the numerous things that stressed me out about starting high school was my abysmal math skills. I was unable to retain math concepts from one day to the next, let alone from one year to the next. I remember spending hours with my many math teachers working on basic problems and slowly making progress. I knew that I was capable of learning but my obstacles seemed insurmountable. Even though I would get frustrated, never once did my teachers become impatient or give up on me, they willingly worked with me during their own personal time, often late into the night.

I wouldn't have achieved any of my earlier accomplishments without you, my teachers. You set out to get to know each of your students personally and are invested in their academic success, even when they are no longer your student. The passion and enthusiasm you have for the subjects that you teach is absolute infectious. Because you have created a positive learning atmosphere, it is much easier for a student to ask for help without feeling embarrassed. It has always been easy for me to communicate with you and you are always willing to help. Your compassion and dedication, have given and will continue to give students the ability to see a brighter future. I've had the opportunity to get to know many of you and some of you are like a second family to me.

Looking back, I wonder where I would be if fate had dealt a different hand. I personally believe I wouldn't be here today, I think the emotional toll of having so many disabilities, but being bright, and not having a chance to prove it, would have pushed me over the edge. I would have been categorized and left to fend for myself, without being given an opportunity to dream outside of my disabilities and reach my potential.

I am grateful that my parents found cyber education and for the fantastic teachers. Every child deserves the best possible education, that will help them reach their potential. Agora has helped me to see that I am more than a student with special needs. Having an education means a future full of possibilities, having the skills and confidence to face new challenges and knowing who you truly are.

Looking forward, I see myself doing extraordinary things, because I've learned so much about myself through this journey. I've also seen how education is truly the key to the doors of the future and that when people believe in you, you can reach for the goals that once scared you.

"There is always one moment in childhood when the door opens and lets the future in."- Deepak Chopra.



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Re: ONE MORE WEEK UNTIL GRADUATION!!!!

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From: [REDACTED] 9 AM GMT-04:00
To: [REDACTED]
About: [REDACTED]

Good Morning Mrs. Williams,

I came to agora at the age of 19 because I dropped out at 16 due to being diagnosed with Epilepsy. My time at agora has been challenging, but within the past 2 years, I have had the pleasure of working with many wonderful teachers who truly cared about my education. It's been an amazing experience. Also, during my first Spring Break at Agora, I got married to a wonderful man in the U.S Army National Guard and he has helped keep me going through all of my difficulties while attending Agora. For the future, I plan on enjoying being 21 (which I'm turning ON graduation day). I also plan on looking for a good job & spending a lot of quality time with my husband & my family. I've faced many challenges throughout my two years, such as low grades and burning the midnight oil to complete a major assignment. Agora taught me that nothing is impossible to achieve. I love this school & I'm proud to be graduating all the same.

Thank you, so much
-Caitlin [REDACTED] 12th grade, 2014 Graduate



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Special thank you!

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From: [REDACTED] Date: 6/17/2014 11:30 PM GMT-04:00
To: [REDACTED] CC: [REDACTED]
About: [REDACTED]

Mrs. Williams,

My name is Robert [REDACTED] and I just finished my Freshman year. I have been doing a lot of thinking and reflecting on this past school year and I wanted to share my thoughts with you. This has been the most amazing year! I had the most wonderful, caring, compassionate, knowledgeable, fun teachers who really inspired me and helped me grow in so many ways. I want to list those teachers for you and ask you to please personally thank them for me when you see them. I have sent each of them a "thank you" kmail but would appreciate it if when you see them, you would tell them how much they mean to me, thanks! I pray you have a wonderful summer and may God bless you! Robert [REDACTED]

p.s. I sent this kmail to Mr. Eckley as well.

Mr. Bristol, Mr. Bruenn, Mr. Cragle (homeroom), Mrs. Di Gioro (she filled in for Mr Bristol when he was at Keystones), Mr. Donley, Mrs. Fuller (homeroom), Mrs. Grandy, Mr. Mazer, Mrs. McCrea (homeroom)



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From: [REDACTED] Date: 6/13/2014 9:27 AM GMT-04:00
To: [REDACTED] CC: [REDACTED]
About: [REDACTED]

Hello :) I wish I would of got a chance too meet you. hopefully at graduation. My experience with k12 was like no other. Teachers helped me out, too the fullest I always knew I was going too make it with so much love and support from the agora, team I just so appreciate yall and the system. And Ms hoffmaster is my favorite teacher I cant believe its time to say goodbye already. she helped me alot an always made me feel welcum to ask her for help at anytime. she is wonderful and I know everyone else think so too. The hardest part honestly was math, but Ms hoffmaster was by my side again with no complaints always responds too me. and make sure she call too remind me that class is about too start. Sense then I got better at math understands alot more and I am greatful for her support. My plan for the future I want to go to hair school, and nursing school. Hopefully when I am finish, I want to go on a 7 day vacation to delebrate my hard work. I also want to get a good paying job so I can look into owning my own house. I want my own car painted purple and pink with eye lashes thats my dream car and im going to work hard too get it. I also want to take care of my mom because she was always there for me she was always my support packge and I love her with all my heart. Thank you Agora !!! Hope to see you at graduation Ms. Sharon Williams!!! 😊



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From: [REDACTED] Date: 6/13/2014 10:00 AM GMT-04:00
To: [REDACTED] CC: [REDACTED]
About: [REDACTED]





Hello Ms. Williams,

Im Kiera [REDACTED] this is my first year starting agora cyber school .. my reason for deciding to start cyber school was that as a kid I was always moving around school to school, being the new girl I couldnt take it anymore so a friend of my grandmother's told her about this school and we did our research and like what we have researched. I love it! all my teachers was helpful, especially my counselor Ms. Weik I love her so much she is a big help to me, any questions I had she answered them right away. ALSO My family coach, Ms. Honsberger she came out to my house and we set goals for myself this year. Math is not my favorite I always rounded to either a low C or D. But this year I kept a A average and im so proud of myself Math really was a struggle for me but having Mr. Naggy for a teacher he showed me the light! I love math now everyday I was excited to learn math and take quizzes/test ... I really thank this school so much I thought I want going to graduate but I held down my focus and I just stayed determined now im graduating. I thank all my teachers and counselor for everything they had done for me .. now im ready for college and I will always recommend this school to anyone... Thanks for reading my story hope to see you at graduation ...







Kiera [REDACTED]

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From: [REDACTED] Date: 6/12/2014 12:09 PM GMT-04:00
To: [REDACTED]
About: [REDACTED]

Hi!!

For me, I will never forget my experience at Agora. Agora helped show me that anything is possible. It is possible to have a relationship with your teachers. It is possible to have teachers who sincerely care about me and my education and want to do what they can to help me succeed to the best of my abilities. I was incredibly blessed to see that it is actually possible to receive an education that meets the legal requirements, yet is totally individualized to each students own learning abilities. Most of all, Agora helped me realize that I am to anything. It gave me hope and empowered me to rise above my struggle and become the person I am today. Pearl Arredondo said in her TedTalks: "Everyone has a story, everyone has a struggle, and everyone needs help along the way," and for me, Agora was that help. Agora has changed my life and I will always remember my time here and be incredibly thankful for this experience.

I have been so blessed to have such amazing educators here at Agora. To me, there is a difference between an educator and a person in the position to educate. An educator empowers, inspires, and encourages, but a person in the position to educate is just that..they are in the POSITION to educate but do not empower, inspire or encourage, and in some cases, do the complete opposite. I am so blessed to have had MANY MANY MANY absolutely wonderful educators here that I will never forget.

Agora is a n amazing school filled with amazing and beautiful people and I thank each and every one of them for everything.

Natalie [REDACTED]

I deal with RND every day, but I refuse to let it hinder my life! A couple months after my treatment at CIP, I met [REDACTED]. [REDACTED] is a remarkable mentor who has changed my life in so many ways. When I was 12, [REDACTED] founded Assemble, a non-profit art+tech space in Pittsburgh. After learning about my experience with Scratch, the programming language I taught at my old school, she offered me an internship and teaching position at Assemble. I eagerly accepted and have been a teen teacher for the past 3 years. This opportunity provided me with an outlet to overcome RND. I have reached over 1,000 underserved students throughout the Pittsburgh area with my computer science lessons. I even started my own program, Teens as Teachers, which empowers other teens to become teachers. I love seeing the joy on my students' faces when they finish a project and realize their potential in programming; I would like other teens to experience this sense of accomplishment as well.

I have been attending Agora Cyber Charter School, an online school, since 6th grade. Online school gives me the freedom to teach and provides an environment in which I can excel academically. I was able to skip 2 grades and I will be a high school senior in September. I have amazing teachers at my school who truly believe in me and help me succeed. My AP World History teacher last year, [REDACTED], helped my friend, [REDACTED], and I start a project to help victims of human trafficking. Kids of all ages in my school mailed cards of encouragement to the A21 Campaign, a non-profit that helps victims of human trafficking. Because of [REDACTED], my friend and I were able to collect nearly 400 cards and lead a successful humanitarian project. [REDACTED] is starting a social justice club at my school in the Fall and he has invited me to help run it. Dedicated teachers like this inspire me to push through and ignore the pain.

I have also met some wonderful friends through my school and my various extra-curricular activities; friends who understand RND and genuinely care. I lost a lot of friends because of RND, it restricted my physical abilities and hindered my everyday life. I have overcome all of these struggles and now enjoy a well-balanced life with friends and family whom I love, an excellent school environment as well as a meaningful job. I wouldn't wish this disorder on anyone, but I do believe that it pushed me to strive for the best in life. I don't let much get in my way anymore, I power through.

I was bullied and bored at my old school. I often had to leave school because of medical issues and despite being unchallenged academically, I struggled to keep up with the workload. When my mother was diagnosed with cancer, my family decided that brick and mortar school didn't make sense for my brother and me; we needed to be at home with our mother and find an intellectually interesting curriculum. That's when we decided to look at cyber schools.

I entered Agora Cyber Charter School in the 6th grade. Over the past few years I have taken a variety of AP and Honors courses. I also have the flexibility and freedom to manage my doctor appointments and other important out-of-school activities, like teaching computer science classes to underserved youths in my community. I grew up loving computers and have always wanted to help people, now I have the time to teach and go to school.

My brother, [REDACTED], graduated as Agora's Valedictorian in 2012 at the age of 14. He is now a Senior at Carnegie Mellon University and is concurrently in his first year of graduate studies at Carnegie Mellon's Heinz College of Public Policy and Management. [REDACTED] is set to receive his Masters Degree in Public Policy at the age of 18. I'm not quite as advanced as my idiosyncratic brother, but Agora has allowed me to skip a grade and begin taking AP courses at the age of 14 and I am looking forward to college in 2016.

Without Agora, I would not be where I am now and would not be teaching computer science courses at my age. Agora has given me the opportunity to achieve my goals in a challenging and motivating environment.

I love how the curriculum crosses in the content areas especially in the earlier grades. I also like that I can get help for my child from the teachers and staff. They care about the children. My child has made such strides in learning that I do not think would have happened in a traditional school setting.

This school has allowed my son to excel! They never looked at his diagnosis just his abilities. I have no doubt in my mind that had we sent him to a brick and mortar school he would not be where he is today! Thank you so very much!

The absolute caring every single Agora member shows for my son, his high school career and his long term goals. The immediate and helpful feedback are amazing. I recommend Agora to everybody who inquires.
Fantastic.

I love the teachers, the curriculum and the flexibility. I love how involved we are in our children's education. I feel this allows them to get a better education than traditional school, because we can talk about what we learned and make it a part of our everyday life.

I am very thankful to have this type of education for our son. He is on the autism spectrum and just the environment of a brick and mortar school was overwhelming for him. It just was a tough fit for him. With Agora, this is one less issue he had to cope with. Trust me. We had enough issues that if we could find a place where he didn't have to be on pins and needles high alert every single minute of his school day, then we were going to opt in! And we did. That was 8 years ago! He is a completely different kid than how he started. And we have Agora and our terrific teachers we have had along the way as major players to his success!

The school is perfect for my child to work at his own pace! He can spend more time on subjects he might have problems with, or breeze through subjects that are easier for him. The staff is amazing so far and I couldn't ask for a better support group for my child or myself.

It provides children with a quality education while allowing them to avoid the negatives of a brick and mortar school. Our local district is struggling and is over-crowded and understaffed. Thanks to Agora our children are happy, safe, able to interact with other children their age while still having a more personalized education. People who hear that we are homeschooling through Agora have just one thing to say, "I wish I were able to do this for my kids." I am glad we have the opportunity to provide our children with a quality education with the attention that learning children need to thrive.

The school accommodation team for kids with 504 or IEP plans are TOP NOTCH! Most teachers we have dealt with have been extremely helpful and accommodating to our son with his 504 plan and we expect the same for his new IEP. The teaching staff and accommodations team have made this a wonderful experience for us.

agora is an incredible educational opportunity. it is a place where many of the students who have been kicked aside or overlooked in their school districts can finally find a way to have success with their education in an environment free from bullies. the support given by the school and its teachers is one i have never seen before. the teachers do so much to help build up the broken self esteem of so many of the students. kids cant learn if they dont feel good about themselves and the teachers at agora really care about the kids. i come from a family of teachers, was educated in private prep school and had some public school education. i have 5 children, home schooled some of the time, and had some of my children in several different types of schools, but never have i come across so many gifted and caring teachers before as i have had at agora.

My kids are learning SO much!!! I can't understand why our brick and mortar school can't teach the same curriculum. They stress the academics and not the standardized test...yea! My kids do fine on the PSSA and I think it's because they are well prepared through the curriculum. I have also found the teachers and administrators beyond helpful. I have had better relationships with Agora's teachers than any single teacher my child had in brick and mortar public school. Agora rocks!

My compliment. I have struggled for YEARS with my ADHD child. This is the very first time I have seen my son retain knowledge. He is 100% supported by your school and he feels it. He wants to succeed and thanks to Agora - HE WILL! 14 years old and as I said - THE FIRST TIME I HAVE EVER SEEN HIM RETAIN KNOWLEDGE!

Agora curriculum, meets every child's needs individually. This option is best for any child. Having my children enrolled, in the online charter school gives me the satisfaction of knowing their in a healthy and safe environment. I feel, safe knowing my child is getting the best of a education and always safe in the comfort of home!!

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I deal with RND every day, but I refuse to let it hinder my life! A couple months after my treatment at CIP, I met [REDACTED]. [REDACTED] is a remarkable mentor who has changed my life in so many ways. When I was 12, [REDACTED] founded Assemble, a non-profit art+tech space in Pittsburgh. After learning about my experience with Scratch, the programming language I taught at my old school, she offered me an internship and teaching position at Assemble. I eagerly accepted and have been a teen teacher for the past 3 years. This opportunity provided me with an outlet to overcome RND. I have reached over 1,000 underserved students throughout the Pittsburgh area with my computer science lessons. I even started my own program, Teens as Teachers, which empowers other teens to become teachers. I love seeing the joy on my students' faces when they finish a project and realize their potential in programming; I would like other teens to experience this sense of accomplishment as well.

I have been attending Agora Cyber Charter School, an online school, since 6th grade. Online school gives me the freedom to teach and provides an environment in which I can excel academically. I was able to skip 2 grades and I will be a high school senior in September. I have amazing teachers at my school who truly believe in me and help me succeed. My AP World History teacher last year, [REDACTED], helped my friend, [REDACTED], and I start a project to help victims of human trafficking. Kids of all ages in my school mailed cards of encouragement to the A21 Campaign, a non-profit that helps victims of human trafficking. Because of [REDACTED], my friend and I were able to collect nearly 400 cards and lead a successful humanitarian project. [REDACTED] is starting a social justice club at my school in the Fall and he has invited me to help run it. Dedicated teachers like this inspire me to push through and ignore the pain.

I have also met some wonderful friends through my school and my various extra-curricular activities; friends who understand RND and genuinely care. I lost a lot of friends because of RND, it restricted my physical abilities and hindered my everyday life. I have overcome all of these struggles and now enjoy a well-balanced life with friends and family whom I love, an excellent school environment as well as a meaningful job. I wouldn't wish this disorder on anyone, but I do believe that it pushed me to strive for the best in life. I don't let much get in my way anymore, I power through.

Student Letter

Good afternoon Agora staff. I'm [REDACTED], I'm seventeen and I just finished my junior year with Agora. I've been attending cyber school since the start of kindergarden. I became an Agora student eight years ago.

As this school year winds down, I look back at all my accomplishments over the last few years. While filling out college applications, I'm proud to add my 4.16 GPA and the fact that I've been a part of Agora's chapter of the National Honor Society for two years. In addition, I've been on the Honor Roll for all of my high school career. I was recently elected for Treasurer of the National Honor Society. I've challenged myself through honors courses, in fact, I've taken a couple every year. I'm definitely a perfectionist in everything I do. I'm currently campaigning to start a student government at Agora. I've completed the Define U program multiple times.

I've been and will continue to be an advocate for cyber education. I've gone to Capital Day numerous times and have spoken with several senators about the importance of having a choice when it comes to education. I wrote an argumentative essay disputing an article in the New York Times regarding K12 and cyber education as a whole. I interviewed Senator Piccola for my essay because of his position and views on cyber education.

I was part of several pre-professional dance companies. I danced 15 hours a week and studied numerous dance styles. I was also given the opportunity to be a substitute dance teacher, for children who were just starting and others with more experience. I performed in various dance groups and had the opportunity to dance in Disney World. I have worked with many retired dance professionals and was invited to take summer classes at The University Of The Arts.

Over the years I have participated in a vast range of community service projects. Through dance I was able to bring the arts to different places in the community, such as local nursing homes. I helped teach reading to physically and mentally disabled adults. I assisted with and participated in fundraisers for the local dyslexia center and the National Honor Society.

I am currently involved in two Venturing crews, one is mainly focused on first responder medical training. We learn how to respond in medical emergencies, with and without medical equipment. My goal is to have my EMT certification, which will open doors for me in the future. The other crew that I'm a part of does a wide variety of outdoor activities. Focusing on leadership and survival skills, along with group planning and organizing community events.

.....There is another side to the story. Something that maybe surprising, but has made me who I am today. I've been able to accomplish all of this despite, what I'm about to tell you.

I have an on going list of diagnoses and impairments that I have been conquering through out the years, to get to where I am today. My disabilities were prominent at a very young age, I was impulsive to the extreme and constantly in action. Later on I was diagnosed with Sensory Integration Disorder, Attention Deficit Hyper Activity Disorder and Sensory Processing Disorder. I started Occupational Therapy when I was three.

Once I was finally able to sit down for longer than a few seconds, my parents realized that I had a hard time recalling letter and color names. Day after day my mother would patiently review the same things, without any success. After my parents received my diagnosis of Short and Long Term Memory Disorder, they set out to find the best possible way to educate me.

My parents were determined to find an educational model that was unique and flexible, but would still let me be a kid without hurting my self-esteem. While exploring all possible options, they came across Cyber Education, in the form of K12. This new type of education would prove to be my saving grace, even if we didn't know it at the time.

At the start of kindergarden, my list of learning disabilities would expand. I was diagnosed with Receptive and Expressive Language Disorders and Central Auditory Processing Disorder. My mother jumped right into teaching me Phonics, from the start we hit a roadblock. Even while using a variety of manipulatives and consistent practice, I wasn't making progress. This led us to my next diagnosis, Dyslexia, but then when I started writing and math, along came Dyscalculia and Dysgraphia. Around the same time I was diagnosed with Lyme Disease, specifically of the Central Nervous System.

Even from a young age I was frustrated and discouraged, because I knew I was learning at a slower pace. However with the support of my teachers and parents, even the tiniest amount of progress was something to celebrate. I truly wanted to learn but my parents knew that with my disabilities that I was going to need support from teachers who go above and beyond. During Elementary School, three very compassionate and understanding educators, switched to Agora, with me following after. Carol Canfield, Lori Funk and Sharon Williams.

Even with all the support I didn't fully learn how to read until I was twelve. It was grueling, embarrassing and it made me question if I was ever going to read. It was during that time that I felt like giving up and walking away. I know for a fact that I would have, if I had been in any other school system. At Agora I've always been treated as an individual, not as a walking diagnosis.

At Agora my IEP is completely personalized, highlighting both my strengths and weaknesses. I'm not defined by my IEP, but my IEP is defined by me and what I believe I can handle. I've learned that modifications are not limitations and aren't set in the proverbial stone. I've taken advantage of the fact that Agora approves and supports students with IEP's, who want to take Honors and AP courses. I've always excelled in science and history, they were the course that I felt like my disabilities weren't always on display in and that I could prove to myself that I could handle it. During my honors classes, I've seen how determination and perseverance is recognized by any teacher. My experiences with you, the teachers, has been amazing, you are willing to make modifications when necessary and go above and beyond for every student.

Fast forward to the start of Freshman year, an achievement in and of itself. With more courses, time constraints and pressure, I felt as if I was undertaking something that was unrealistic for a kid with so many disabilities. One of the numerous things that stressed me out about starting high school was my abysmal math skills. I was unable to retain math concepts from one day to the next, let alone from one year to the next. I remember spending hours with my many math teachers working on basic problems and slowly making progress. I knew that I was capable of learning but my obstacles seemed insurmountable. Even though I would get frustrated, never once did my teachers become impatient or give up on me, they willingly worked with me during their own personal time, often late into the night.

I wouldn't have achieved any of my earlier accomplishments without you, my teachers. You set out to get to know each of your students personally and are invested in their academic success, even when they are no longer your student. The passion and enthusiasm you have for the subjects that you teach is absolute infectious. Because you have created a positive learning atmosphere, it is much easier for a student to ask for help without feeling embarrassed. It has always been easy for me to communicate with you and you are always willing to help. Your compassion and dedication, have given and will continue to give students the ability to see a brighter future. I've had the opportunity to get to know many of you and some of you are like a second family to me.

Looking back, I wonder where I would be if fate had dealt a different hand. I personally believe I wouldn't be here today, I think the emotional toll of having so many disabilities, but being bright, and not having a chance to prove it, would have pushed me over the edge. I would have been categorized and left to fend for myself, without being given an opportunity to dream outside of my disabilities and reach my potential.

I am grateful that my parents found cyber education and for the fantastic teachers. Every child deserves the best possible education, that will help them reach their potential. Agora has helped me to see that I am more than a student with special needs. Having an education means a future full of possibilities, having the skills and confidence to face new challenges and knowing who you truly are.

Looking forward, I see myself doing extraordinary things, because I've learned so much about myself through this journey. I've also seen how education is truly the key to the doors of the future and that when people believe in you, you can reach for the goals that once scared you.

"There is always one moment in childhood when the door opens and lets the future in."- Deepak Chopra.



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Re: ONE MORE WEEK UNTIL GRADUATION!!!!

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From: [REDACTED] 9 AM GMT-04:00
To: [REDACTED]
About: [REDACTED]

Good Morning Mrs. Williams,

I came to agora at the age of 19 because I dropped out at 16 due to being diagnosed with Epilepsy. My time at agora has been challenging, but within the past 2 years, I have had the pleasure of working with many wonderful teachers who truly cared about my education. It's been an amazing experience. Also, during my first Spring Break at Agora, I got married to a wonderful man in the U.S Army National Guard and he has helped keep me going through all of my difficulties while attending Agora. For the future, I plan on enjoying being 21 (which I'm turning ON graduation day). I also plan on looking for a good job & spending a lot of quality time with my husband & my family. I've faced many challenges throughout my two years, such as low grades and burning the midnight oil to complete a major assignment. Agora taught me that nothing is impossible to achieve. I love this school & I'm proud to be graduating all the same.

Thank you, so much
-Caitlin [REDACTED] 2th grade, 2014 Graduate



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Special thank you!

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From: [REDACTED] Date: 6/17/2014 11:30 PM GMT-04:00
To: [REDACTED] CC: [REDACTED]
About: [REDACTED]

Mrs. Williams,

My name is Robert [REDACTED] and I just finished my Freshman year. I have been doing a lot of thinking and reflecting on this past school year and I wanted to share my thoughts with you. This has been the most amazing year! I had the most wonderful, caring, compassionate, knowledgeable, fun teachers who really inspired me and helped me grow in so many ways. I want to list those teachers for you and ask you to please personally thank them for me when you see them. I have sent each of them a "thank you" kmail but would appreciate it if when you see them, you would tell them how much they mean to me, thanks! I pray you have a wonderful summer and may God bless you! Robert [REDACTED]

p.s. I sent this kmail to Mr. Eckley as well.

Mr. Bristol, Mr. Bruenn, Mr. Cragle (homeroom), Mrs. Di Gioro (she filled in for Mr Bristol when he was at Keystones), Mr. Donley, Mrs. Fuller (homeroom), Mrs. Grandy, Mr. Mazer, Mrs. McCrea (homeroom)



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From: [REDACTED] Date: 6/13/2014 9:27 AM GMT-04:00
To: [REDACTED] CC: [REDACTED]
About: [REDACTED]

Hello :) I wish I would of got a chance too meet you. hopefully at graduation. My experience with k12 was like no other. Teachers helped me out, too the fullest I always knew I was going too make it with so much love and support from the agora, team I just so appreciate yall and the system. And Ms hoffmaster is my favorite teacher I cant believe its time to say goodbye already. she helped me alot an always made me feel welcum to ask her for help at anytime. she is wonderful and I know everyone else think so too. The hardest part honestly was math, but Ms hoffmaster was by my side again with no complaints always responds too me. and make sure she call too remind me that class is about too start. Sense then I got better at math understands alot more and I am greatful for her support. My plan for the future I want to go to hair school, and nursing school. Hopefully when I am finish, I want to go on a 7 day vacation to delebrate my hard work. I also want to get a good paying job so I can look into owning my own house. I want my own car painted purple and pink with eye lashes thats my dream car and im going to work hard too get it. I also want to take care of my mom because she was always there for me she was always my support packge and I love her with all my heart. Thank you Agora !!! Hope to see you at graduation Ms. Sharon Williams!!! 😊



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Add Tag:

From: [REDACTED] Date: 6/13/2014 10:00 AM GMT-04:00
To: [REDACTED] CC: [REDACTED]
About: [REDACTED]





Hello Ms. Williams,

Im Kiera [REDACTED] this is my first year starting agora cyber school .. my reason for deciding to start cyber school was that as a kid I was always moving around school to school, being the new girl I couldnt take it anymore so a friend of my grandmother's told her about this school and we did our research and like what we have researched. I love it! all my teachers was helpful, especially my counselor Ms. Weik I love her so much she is a big help to me, any questions I had she answered them right away. ALSO My family coach, Ms. Honsberger she came out to my house and we set goals for myself this year. Math is not my favorite I always rounded to either a low C or D. But this year I kept a A average and im so proud of myself Math really was a struggle for me but having Mr. Naggy for a teacher he showed me the light! I love math now everyday I was excited to learn math and take quizzes/test ... I really thank this school so much I thought I want going to graduate but I held down my focus and I just stayed determined now im graduating. I thank all my teachers and counselor for everything they had done for me .. now im ready for college and I will always recommend this school to anyone... Thanks for reading my story hope to see you at graduation ...







Kiera [REDACTED]

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From: [REDACTED] Date: 6/12/2014 12:09 PM GMT-04:00
To: [REDACTED]
About: [REDACTED]

Hi!!

For me, I will never forget my experience at Agora. Agora helped show me that anything is possible. It is possible to have a relationship with your teachers. It is possible to have teachers who sincerely care about me and my education and want to do what they can to help me succeed to the best of my abilities. I was incredibly blessed to see that it is actually possible to receive an education that meets the legal requirements, yet is totally individualized to each students own learning abilities. Most of all, Agora helped me realize that I am to anything. It gave me hope and empowered me to rise above my struggle and become the person I am today. Pearl Arredondo said in her TedTalks: "Everyone has a story, everyone has a struggle, and everyone needs help along the way," and for me, Agora was that help. Agora has changed my life and I will always remember my time here and be incredibly thankful for this experience.

I have been so blessed to have such amazing educators here at Agora. To me, there is a difference between an educator and a person in the position to educate. An educator empowers, inspires, and encourages, but a person in the position to educate is just that..they are in the POSITION to educate but do not empower, inspire or encourage, and in some cases, do the complete opposite. I am so blessed to have had MANY MANY MANY absolutely wonderful educators here that I will never forget.

Agora is a n amazing school filled with amazing and beautiful people and I thank each and every one of them for everything.

Natalie [REDACTED]

I was bullied and bored at my old school. I often had to leave school because of medical issues and despite being unchallenged academically, I struggled to keep up with the workload. When my mother was diagnosed with cancer, my family decided that brick and mortar school didn't make sense for my brother and me; we needed to be at home with our mother and find an intellectually interesting curriculum. That's when we decided to look at cyber schools.

I entered Agora Cyber Charter School in the 6th grade. Over the past few years I have taken a variety of AP and Honors courses. I also have the flexibility and freedom to manage my doctor appointments and other important out-of-school activities, like teaching computer science classes to underserved youths in my community. I grew up loving computers and have always wanted to help people, now I have the time to teach and go to school.

My brother, [REDACTED], graduated as Agora's Valedictorian in 2012 at the age of 14. He is now a Senior at Carnegie Mellon University and is concurrently in his first year of graduate studies at Carnegie Mellon's Heinz College of Public Policy and Management. [REDACTED] is set to receive his Masters Degree in Public Policy at the age of 18. I'm not quite as advanced as my idiosyncratic brother, but Agora has allowed me to skip a grade and begin taking AP courses at the age of 14 and I am looking forward to college in 2016.

Without Agora, I would not be where I am now and would not be teaching computer science courses at my age. Agora has given me the opportunity to achieve my goals in a challenging and motivating environment.

I love how the curriculum crosses in the content areas especially in the earlier grades. I also like that I can get help for my child from the teachers and staff. They care about the children. My child has made such strides in learning that I do not think would have happened in a traditional school setting.

This school has allowed my son to excel! They never looked at his diagnosis just his abilities. I have no doubt in my mind that had we sent him to a brick and mortar school he would not be where he is today! Thank you so very much!

The absolute caring every single Agora member shows for my son, his high school career and his long term goals. The immediate and helpful feedback are amazing. I recommend Agora to everybody who inquires. Fantastic.

I love the teachers, the curriculum and the flexibility. I love how involved we are in our children's education. I feel this allows them to get a better education than traditional school, because we can talk about what we learned and make it a part of our everyday life.

I am very thankful to have this type of education for our son. He is on the autism spectrum and just the environment of a brick and mortar school was overwhelming for him. It just was a tough fit for him. With Agora, this is one less issue he had to cope with. Trust me. We had enough issues that if we could find a place where he didn't have to be on pins and needles high alert every single minute of his school day, then we were going to opt in! And we did. That was 8 years ago! He is a completely different kid than how he started. And we have Agora and our terrific teachers we have had along the way as major players to his success!

The school is perfect for my child to work at his own pace! He can spend more time on subjects he might have problems with, or breeze through subjects that are easier for him. The staff is amazing so far and I couldn't ask for a better support group for my child or myself.

It provides children with a quality education while allowing them to avoid the negatives of a brick and mortar school. Our local district is struggling and is over-crowded and understaffed. Thanks to Agora our children are happy, safe, able to interact with other children their age while still having a more personalized education. People who hear that we are homeschooling through Agora have just one thing to say, "I wish I were able to do this for my kids." I am glad we have the opportunity to provide our children with a quality education with the attention that learning children need to thrive.

The school accommodation team for kids with 504 or IEP plans are TOP NOTCH! Most teachers we have dealt with have been extremely helpful and accommodating to our son with his 504 plan and we expect the same for his new IEP. The teaching staff and accommodations team have made this a wonderful experience for us.

agora is an incredible educational opportunity. it is a place where many of the students who have been kicked aside or overlooked in their school districts can finally find a way to have success with their education in an environment free from bullies. the support given by the school and its teachers is one i have never seen before. the teachers do so much to help build up the broken self esteem of so many of the students. kids cant learn if they dont feel good about themselves and the teachers at agora really care about the kids. i come from a family of teachers, was educated in private prep school and had some public school education. i have 5 children, home schooled some of the time, and had some of my children in several different types of schools, but never have i come across so many gifted and caring teachers before as i have had at agora.

My kids are learning SO much!!! I can't understand why our brick and mortar school can't teach the same curriculum. They stress the academics and not the standardized test...yea! My kids do fine on the PSSA and I think it's because they are well prepared through the curriculum. I have also found the teachers and administrators beyond helpful. I have had better relationships with Agora's teachers than any single teacher my child had in brick and mortar public school. Agora rocks!

My compliment. I have struggled for YEARS with my ADHD child. This is the very first time I have seen my son retain knowledge. He is 100% supported by your school and he feels it. He wants to succeed and thanks to Agora - HE WILL! 14 years old and as I said - THE FIRST TIME I HAVE EVER SEEN HIM RETAIN KNOWLEDGE!

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Pennsylvania Core Standards for English Language Arts Grade Kindergarten				
Strand/Topic	Standards	Coverage		
Standard Area - CC.1.1: Foundational Skills	Standard Area - CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.			
	CC.1.1.K.A: Utilize book handling skills.	Blue	LIT Peter Rabbit	3
	CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print.			
	Follow words left to right, top to bottom, and page by page.	Blue	LIT Peter Rabbit	3
	Recognize that spoken words are represented in written language by specific sequences of letters.	Blue	LIT Peter Rabbit	3
	Understand that words are separated by spaces in print.	Blue	LIT Peter Rabbit	3
	Recognize and name all upper and lower case letters of the alphabet.	Blue	PHO Words, Letters & Sounds, and Sentences	2
	CC.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
	Recognize and produce rhyming words.	Blue	LAN Sequences, Growing, and Poems	6
	Count, pronounce, blend, and segment syllables in spoken words.	Blue	PHO Sounds /sh/, /aw/, & /kw/ and Syllables	1-4
	Blend and segment onsets and rimes of single-syllable spoken words.	Blue	PHO Getting Stronger: Letter Sounds	1-4
	Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.	Blue	PHO Getting Stronger: /ă/, /ī/, /ō/, and /ū/	1-4
	CC.1.1.K.D: Know and apply grade level phonics and word analysis skills in decoding words.			
	Demonstrate basic knowledge of one-to one letter-sound correspondence.	Blue	PHO Getting Stronger: /ă/, /ī/, /ō/, and /ū/	1-4
	Associate the long and short sounds with common spellings for the five major vowels.	Blue	PHO Getting Stronger: Short Vowels	1-4
			PHO Getting Stronger: Vowels	1-4
	Read grade level high-frequency sight words with automaticity.	Blue	PHO Words, Letters & Sounds, and Sentences	1-4
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Blue	PHO Words, Letters & Sounds, and Sentences	3
	CC.1.1.K.E: Read emergent-reader text with purpose and understanding.	Blue	LIT Peter Rabbit	9
	Standard Area - CC.1.2: Reading Informational Text	Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making		
CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.		Blue	LIT Peter Rabbit	8-9
CC.1.2.K.B: With prompting and support, answer questions about key details in a text.		Blue	LIT Peter Rabbit	8-9
CC.1.2.K.C: With prompting and support, make a connection between two individual, events, ideas, or pieces of information in a text.		Blue	LIT Peter Rabbit	8-9
CC.1.2.K.D: Intentionally Blank				
CC.1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).		Blue	LIT Helping Hands	4-5
CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.		Blue	LIT Peter Rabbit	9
CC.1.2.K.G: Answers questions to describe the relationship between illustrations and the text in which they appear.		Blue	LIT Helping Hands	2
CC.1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text.		Blue	LIT Helping Hands	2
CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.		Blue	LIT Three Fairy Tales	1-9

Grade K

	CC.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Blue	LIT Peter Rabbit	9
	CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.	Blue	LIT Peter Rabbit	9
	CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.	Blue	LIT Helping Hands	4-5
Standard Area - CC.1.3: Reading Literature	Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas			
	CC.1.3.K.A: With prompting and support, retell familiar stories including key details.	Blue	LIT Peter Rabbit	8-9
	CC.1.3.K.B: Answer questions about key details in a text.	Blue	LIT Peter Rabbit	8-9
	CC.1.3.K.C: With prompting and support, identify characters, settings, and major events in a story.	Blue	LIT Peter Rabbit	8-9
	CC.1.3.K.D: Name the author and illustrator of a story and define the role of each in telling the story.	Blue	LIT Corduroy	1-2
	CC.1.3.K.E: Recognize common types of text.	Blue	LIT Get Moving	1-9
			LIT Peter Rabbit	1-9
	CC.1.3.K.F: Ask and answer questions about unknown words in a text.	Blue	LIT Peter Rabbit	9
	CC.1.3.K.G: Make connections between the illustrations and the text in a story (read or read aloud).	Blue	LIT Helping Hands	2
	CC.1.3.K.H: Compare and contrast the adventures and experiences of characters in familiar stories.	Blue	LIT Three Fairy Tales	1-9
	CC.1.3.K.I: Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.	Blue	LIT Peter Rabbit	9
	CC.1.3.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	Blue	LIT Peter Rabbit	9
	CC.1.3.K.K: Actively engage in group reading activities with purpose and understanding.	Blue	LIT Peter Rabbit	7-9
	Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective			
	CC.1.4.K.A: Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.	Blue	LAN Writing, Manners, and Poems	2 5
	CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic.	Blue	LAN Writing, Manners, and Poems	2 5
	CC.1.4.K.C: With prompting and support, generate ideas and details to convey information that relates to the chosen topic.	Blue	LAN Writing, Manners, and Poems	2 5
	CC.1.4.K.D: Make logical connections between drawing and dictation/writing.	Blue	LAN Writing, Manners, and Poems	2 5
	CC.1.4.K.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
	Capitalize first word in sentence and pronoun I.	Blue	LAN Writing, Manners, and Poems	5
	Recognize and use end punctuation.	Blue	LAN Writing, Manners, and Poems	2
	Spell simple words phonetically.	Blue	LAN Writing, Manners, and Poems	5
	CC.1.4.K.E: With prompting and support, illustrate using details and dictate/write using descriptive words.	Blue	LAN Writing, Manners, and Poems	2 5
	CC.1.4.K.G: Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	Blue	LAN Kitchen, Foods, and Poems	5
	CC.1.4.K.H: Form an opinion by choosing between two given topics.	Blue	LAN Travel, Comparison, and Poems	2
	CC.1.4.K.I: Support the opinion with reasons.	Blue	LAN Travel, Comparison, and Poems	2
	CC.1.4.K.J: Make logical connections between drawing and writing.	Blue	LAN Travel, Comparison, and Poems	2
	CC.1.4.K.K: Intentionally Blank			

Grade K

Standard Area - CC.1.4: Writing	CC.1.4.K.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Blue	LAN Writing, Manners, and Poems	2 5
	CC.1.4.K.M: Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	Blue	LAN Travel, Comparison, and Poems	2
	CC.1.4.K.N: Establish “who” and “what” the narrative will be about.	Blue	LAN Travel, Comparison, and Poems	2
	CC.1.4.K.O: Describe experiences and events.	Blue	LAN Travel, Comparison, and Poems	2
	CC.1.4.K.P: Recount 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.	Blue	LAN Travel, Comparison, and Poems	2
	CC.1.4.K.Q: Intentionally Blank			
	CC.1.4.K.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
	Capitalize first word in sentence and pronoun I.	Blue	LAN Writing, Manners, and Poems	5
	Recognize and use end punctuation.	Blue	LAN Writing, Manners, and Poems	2
	Spell simple words phonetically.	Blue	LAN Writing, Manners, and Poems	5
	CC.1.4.K.S: Intentionally Blank			
	CC.1.4.K.T: With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Blue	LAN Writing, Manners, and Poems	8
	CC.1.4.K.U: With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	Blue	LAN Writing, Manners, and Poems	8
	CC.1.4.K.V: Participate in individual or shared research projects on a topic of interest.	Blue	LAN Music, Reading, and Poems	5 8
			LIT Novel	1-3
CC.1.4.K.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Blue	LIT Get Moving	1-3	
CC.1.4.K.X: Write routinely over short time frames.	Blue	LAN Writing, Manners, and Poems	8	
Standard Area - CC.1.5: Speaking and Listening	Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as			
	CC.1.5.K.A: Participate in collaborative conversations with peers and adults in small and larger groups.	Blue	LAN Opposites and Poems	9
			LIT Among Animals	1-16
			LIT Novel	1-3
			LIT Good Choices	2
			LIT Listen to Learn	1 7
	CC.1.5.K.B: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Blue	LIT The Popcorn Book	1-3
	CC.1.5.K.C: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Blue	LIT Peter Rabbit	8-9
	CC.1.5.K.D: Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.	Blue	LAN Travel, Comparison, and Poems	2 5
	CC.1.5.K.F: Intentionally Blank			
	CC.1.5.K.E: Speak audibly and express thoughts, feelings, and ideas clearly.	Blue	LAN Travel, Comparison, and Poems	2 5
	CC.1.5.K.G: Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.	Blue	LAN Travel, Comparison, and Poems	2 5

Pennsylvania Core Standards for English Language Arts Grade 8

Strand/Topic	Standards	Coverage		
Standard Area - CC.1.1: Foundational Skills	Standard Area - CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.			
	Standard - CC.1.1.8.A: Intentionally Blank			
	Standard - CC.1.1.8.B: Intentionally Blank			
	Standard - CC.1.1.8.C: Intentionally Blank			
	Standard - CC.1.1.8.D: Intentionally Blank			
	Standard - CC.1.1.8.E: Intentionally Blank			
Standard Area - CC.1.2: Reading Informational Text	Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	Standard - CC.1.2.8.A: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.			
	Assessment Anchor - E08.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E08.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E08.B-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
	E08.B-K.1.1.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	LAC	LIT CHOICE NOVEL: Nonfiction	2-4
	E08.B-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	LAC	LIT Choose a Nonfiction Selection	1-3
	Standard - CC.1.2.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.			
	Assessment Anchor - E08.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E08.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E08.B-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
	E08.B-K.1.1.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	LAC	LIT CHOICE NOVEL: Nonfiction	2-4
	E08.B-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	LAC	LIT Choose a Nonfiction Selection	1-3
	Standard - CC.1.2.8.C: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.			
	Assessment Anchor - E08.B-K.1: Key Ideas and Details			

Anchor Descriptor - E08.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
E08.B-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.B-K.1.1.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	LAC	LIT CHOICE NOVEL: Nonfiction	2-4
E08.B-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).	LAC	LIT Choose a Nonfiction Selection	1-3
Standard - CC.1.2.8.D: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.			
Assessment Anchor - E08.B-C.2: Craft and Structure			
Anchor Descriptor - E08.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			
E08.B-C.2.1.1: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	LAC	LIT CHOICE NOVEL: Nonfiction	2-4
E08.B-C.2.1.2: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	LAC	LIT CHOICE NOVEL: Nonfiction	2-4
Standard - CC.1.2.8.E: Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.			
Assessment Anchor - E08.B-C.2: Craft and Structure			
Anchor Descriptor - E08.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			
E08.B-C.2.1.1: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	LAC	LIT CHOICE NOVEL: Nonfiction	2-4
E08.B-C.2.1.2: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	LAC	LIT CHOICE NOVEL: Nonfiction	2-4
Standard - CC.1.2.8.F: Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.			
Assessment Anchor - E08.B-C.2: Craft and Structure			
Anchor Descriptor - E08.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			

E08.B-C.2.1.1: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	LAC	LIT CHOICE NOVEL: Nonfiction	2-4
E08.B-C.2.1.2: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	LAC	LIT CHOICE NOVEL: Nonfiction	2-4
Assessment Anchor - E08.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E08.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E08.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.	LAC	LIT Autobiographically Speaking	2
		LIT To Everything There Is a Season	1
		LIT Critical Skills Practice (Performance task)	3
E08.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	LAC	LIT Choose a Nonfiction Selection	2
		LIT CHOICE NOVEL: Nonfiction	2
		LIT Critical Skills Practice (Performance task)	3
Standard - CC.1.2.8.G: Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.			
Standard - CC.1.2.8.H: Evaluate authors’ arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.			
Assessment Anchor - E08.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E08.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E08.B-C.3.1.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	LAC	LIT Short Research Project	1-4

E08.B-C.3.1.2: Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.	LAC	LIT Critical Skills Practice (Performance task)	1-3
Standard - CC.1.2.8.I: Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			
Assessment Anchor - E08.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E08.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E08.B-C.3.1.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	LAC	LIT Short Research Project	1-4
E08.B-C.3.1.2: Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.	LAC	LIT Critical Skills Practice (Performance task)	1-3
Standard - CC.1.2.8.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Assessment Anchor - E08.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E08.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E08.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.	LAC	LIT Autobiographically Speaking	2
		LIT To Everything There Is a Season	1
		LIT Critical Skills Practice (Performance task)	3
E08.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	LAC	LIT Choose a Nonfiction Selection	2
		LIT CHOICE NOVEL: Nonfiction	2
		LIT Critical Skills Practice (Performance task)	3
Standard - CC.1.2.8.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.			
Assessment Anchor - E08.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E08.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			

	E08.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Determine the meaning of technical words and phrases used in a text.	LAC	LIT Autobiographically Speaking	2	
	LIT To Everything There Is a Season		1		
	LIT Critical Skills Practice (Performance task)		3		
	E08.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	LAC	LIT Choose a Nonfiction Selection	2	
	LIT CHOICE NOVEL: Nonfiction		2		
	LIT Critical Skills Practice (Performance task)		3		
	Standard - CC.1.2.8.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.				
	Standard Area - CC.1.3: Reading Literature	Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
		Standard - CC.1.3.8.A: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.			
		Assessment Anchor - E08.A-K.1: Key Ideas and Details			
Anchor Descriptor - E08.A-K.1.1: Demonstrate understanding of key ideas and details in literature.					
E08.A-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.		LAC	LIT To Everything There Is a Season	6	
E08.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		LAC	LIT CHOICE NOVEL 1	1-4	
E08.A-K.1.1.3: Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.		LAC	LIT Autobiographically Speaking	3	
Standard - CC.1.3.8.B: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.					
Assessment Anchor - E08.A-K.1: Key Ideas and Details					
Anchor Descriptor - E08.A-K.1.1: Demonstrate understanding of key ideas and details in literature.					

E08.A-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	LAC	LIT To Everything There Is a Season	6
E08.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	LAC	LIT CHOICE NOVEL 1	1-4
E08.A-K.1.1.3: Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	LAC	LIT Autobiographically Speaking	3
Standard - CC.1.3.8.C: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.			
Assessment Anchor - E08.A-K.1: Key Ideas and Details			
Anchor Descriptor - E08.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
E08.A-K.1.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	LAC	LIT To Everything There Is a Season	6
E08.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	LAC	LIT CHOICE NOVEL 1	1-4
E08.A-K.1.1.3: Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.	LAC	LIT Autobiographically Speaking	3
Standard - CC.1.3.8.D: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.			
Assessment Anchor - E08.A-C.2 : Craft and Structure			
Anchor Descriptor - E08.A-C.2.1: Demonstrate understanding of craft and structure in literature.			
E08.A-C.2.1.1: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	LAC	LIT The Bible as Literature	2 4
E08.A-C.2.1.2: Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	LAC	LIT Short Stories	6-8
E08.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	LAC	LIT Critical Skills Practice (Performance task)	1-3
Standard - CC.1.3.8.E: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			
Assessment Anchor - E08.A-C.2 : Craft and Structure			
Anchor Descriptor - E08.A-C.2.1: Demonstrate understanding of craft and structure in literature.			

	E08.A-C.2.1.1: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	LAC	LIT The Bible as Literature	2 4
	E08.A-C.2.1.2: Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	LAC	LIT Short Stories	6-8
	E08.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	LAC	LIT Critical Skills Practice (Performance task)	1-3
	Standard - CC.1.3.8.F: Analyze the influence of the words and phrases in a text including figurative and connotative meanings; and how they shape meaning and tone.			
	Assessment Anchor - E08.A-C.2 : Craft and Structure			
	Anchor Descriptor - E08.A-C.2.1: Demonstrate understanding of craft and structure in literature.			
	E08.A-C.2.1.1: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	LAC	LIT The Bible as Literature	2 4
	E08.A-C.2.1.2: Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	LAC	LIT Short Stories	6-8
	E08.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	LAC	LIT Critical Skills Practice (Performance task)	1-3
	Assessment Anchor - E08.A-V.4: Vocabulary Acquisition and Use			
	Anchor Descriptor - E08.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			
	E08.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	LAC	LIT Critical Skills Practice (Performance task)	1-3
		LAC	VOC The Person	2
			VOC Feelings	1
	E08.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	LAC	LIT Stories in Verse	3
		LAC	LIT Autobiographically Speaking	1-4
		LAC	VOC The Head	7

Standard - CC.1.3.8.G: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.			
Standard - CC.1.3.8.H: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.			
Assessment Anchor - E08.A-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E08.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.			
E08.A-C.3.1.1: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	LAC	LIT The Bible as Literature	1-6
Standard - CC.1.3.8.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies and tools.			
Assessment Anchor - E08.A-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E08.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			
E08.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	LAC	LIT Critical Skills Practice (Performance task)	1-3
	LAC	VOC The Person	2
		VOC Feelings	1
E08.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	LAC	LIT Stories in Verse	3
	LAC	LIT Autobiographically Speaking	1-4
	LAC	VOC The Head	7
Standard - CC.1.3.8.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Assessment Anchor - E08.A-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E08.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			
E08.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes	LAC	LIT Critical Skills Practice (Performance task)	1-3

	and roots as clues to the meaning of a word (e.g., precede, recede, secede).	LAC	VOC The Person	2
			VOC Feelings	1
	E08.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	LAC	LIT Stories in Verse	3
		LAC	LIT Autobiographically Speaking	1-4
		LAC	VOC The Head	7
	Standard - CC.1.3.8.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.			
Standard Area - CC.1.4: Writing	Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
	Standard - CC.1.4.8.A: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.			
	Standard - CC.1.4.8.B: Identify and introduce the topic clearly, including a preview of what is to follow.			
	Assessment Anchor - E08.C.1: Text Types and Purposes			
	Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
	E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer’s purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
	E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
	E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
	E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
	E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
	Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
	E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer’s purpose.	LAC	COM Compare and Contrast Essay	1 2
	E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
	E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5

E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6
E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Assessment Anchor - E08.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E08.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LAC	COM Literary Essay: Character	3-5
E08.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	LAC	COM Research Paper	2-5
E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Literary Essay: Theme	1 4
E08.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LAC	COM Compare and Contrast Essay	4 5
E08.E.1.1.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3

E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	LAC	COM Research Paper	8 10 11
Standard - CC.1.4.8.C: Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.			
Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2
E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			

E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6
E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Assessment Anchor - E08.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E08.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LAC	COM Literary Essay: Character	3-5
E08.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	LAC	COM Research Paper	2-5
E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Literary Essay: Theme	1 4
E08.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LAC	COM Compare and Contrast Essay	4 5
E08.E.1.1.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	LAC	COM Research Paper	8 10 11
Standard - CC.1.4.8.D: Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.			
Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			

E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2
E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6

E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Assessment Anchor - E08.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E08.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LAC	COM Literary Essay: Character	3-5
E08.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	LAC	COM Research Paper	2-5
E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Literary Essay: Theme	1 4
E08.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LAC	COM Compare and Contrast Essay	4 5
E08.E.1.1.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	LAC	COM Research Paper	8 10 11
Standard - CC.1.4.8.E: Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Create tone and voice. though precise language. • Establish and maintain a formal style.			
Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3

E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2
E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6
E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6

Assessment Anchor - E08.D.2: Knowledge of Language			
Anchor Descriptor - E08.D.2.1: Use knowledge of language and its conventions.			
E08.D.2.1.1: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).	LAC	GUM Using Verbs	5-6
	LAC	GUM Verbals and Verbal Phrases	1-3
E08.D.2.1.2: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	LAC	COM Argument	8
		COM Making Us See: Descriptive Essay	7
E08.D.2.1.3: Vary sentence patterns for meaning, reader/listener interest, and style.	LAC	COM Memoir	1 3 6
E08.D.2.1.4: Maintain consistency in style and tone.	LAC	LIT Short Research Project	9 10
E08.D.2.1.5: Choose punctuation for effect.	LAC	GUM Other Punctuation	4
E08.D.2.1.6: Choose words and phrases for effect.	LAC	COM Two Great Speeches	4-6
Assessment Anchor - E08.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E08.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LAC	COM Literary Essay: Character	3-5
E08.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	LAC	COM Research Paper	2-5
E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Literary Essay: Theme	1 4
E08.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LAC	COM Compare and Contrast Essay	4 5
E08.E.1.1.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	LAC	COM Research Paper	8 10 11
Standard - CC.1.4.8.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E08.D.1: Conventions of Standard English			
Anchor Descriptor - E08.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			

E08.D.1.1.1: Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.	LAC	GUM Other Punctuation	1-4
E08.D.1.1.2: Form and use verbs in the active and passive voice.	LAC	GUM Using Verbs	4-6
E08.D.1.1.3: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	LAC	GUM Verbals and Verbal Phrases	1-4
E08.D.1.1.4: Recognize and correct inappropriate shifts in verb voice and mood.	LAC	GUM Using Verbs	4-6
E08.D.1.1.5: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	LAC	COM Literary Essay: Character	7
E08.D.1.1.6: Recognize and correct inappropriate shifts in pronoun number and person.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.D.1.1.7: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	LAC	GUM Verbals and Verbal Phrases	1-4
E08.D.1.1.8: Recognize and correct inappropriate shifts in verb tense.	LAC	GUM Using Verbs	2
E08.D.1.1.9: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.D.1.1.10: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.D.1.1.11: Ensure subject-verb and pronoun-antecedent agreement.	LAC	GUM Using Verbs	4-6
Anchor Descriptor - E08.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E08.D.1.2.1: Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.	LAC	GUM End Marks and Commas	2
E08.D.1.2.2: Use an ellipsis to indicate an omission.	LAC	GUM Other Punctuation	4
E08.D.1.2.3: Spell correctly.	LAC	COM Memoir	7
E08.D.1.2.4: Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	LAC	GUM Italics and Quotation Marks	2
E08.D.1.2.5: Use punctuation to separate items in a series.	LAC	GUM End Marks and Commas	2
Standard - CC.1.4.8.G: Write arguments to support claims.			
Standard - CC.1.4.8.H: Introduce and state an opinion on a topic.			
Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6

E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2
E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6
E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Assessment Anchor - E08.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E08.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			

E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LAC	COM Literary Essay: Character	3-5
E08.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	LAC	COM Research Paper	2-5
E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Literary Essay: Theme	1 4
E08.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LAC	COM Compare and Contrast Essay	4 5
E08.E.1.1.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	LAC	COM Research Paper	8 10 11
Standard - CC.1.4.8.I: Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.			
Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2

E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6
E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Assessment Anchor - E08.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E08.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LAC	COM Literary Essay: Character	3-5
E08.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	LAC	COM Research Paper	2-5
E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Literary Essay: Theme	1 4
E08.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and	LAC	COM Compare and Contrast Essay	4 5

events.			
E08.E.1.1.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	LAC	COM Research Paper	8 10 11
Standard - CC.1.4.8.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.			
Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2
E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3

E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6
E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Assessment Anchor - E08.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E08.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LAC	COM Literary Essay: Character	3-5
E08.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	LAC	COM Research Paper	2-5
E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Literary Essay: Theme	1 4
E08.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LAC	COM Compare and Contrast Essay	4 5
E08.E.1.1.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	LAC	COM Research Paper	8 10 11
Standard - CC.1.4.8.K: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities Create tone and voice. though precise language. Establish and maintain a formal style.			

Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2
E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6

E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Assessment Anchor - E08.D.2: Knowledge of Language			
Anchor Descriptor - E08.D.2.1: Use knowledge of language and its conventions.			
E08.D.2.1.1: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).	LAC	GUM Using Verbs	5-6
	LAC	GUM Verbals and Verbal Phrases	1-3
E08.D.2.1.2: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	LAC	COM Argument	8
		COM Making Us See: Descriptive Essay	7
E08.D.2.1.3: Vary sentence patterns for meaning, reader/listener interest, and style.	LAC	COM Memoir	1 3 6
E08.D.2.1.4: Maintain consistency in style and tone.	LAC	LIT Short Research Project	9 10
E08.D.2.1.5: Choose punctuation for effect.	LAC	GUM Other Punctuation	4
E08.D.2.1.6: Choose words and phrases for effect.	LAC	COM Two Great Speeches	4-6
Assessment Anchor - E08.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E08.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LAC	COM Literary Essay: Character	3-5
E08.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	LAC	COM Research Paper	2-5
E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Literary Essay: Theme	1 4
E08.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LAC	COM Compare and Contrast Essay	4 5

E08.E.1.1.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	LAC	COM Research Paper	8 10 11
Standard - CC.1.4.8.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E08.D.1: Conventions of Standard English			
Anchor Descriptor - E08.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E08.D.1.1.1: Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.	LAC	GUM Other Punctuation	1-4
E08.D.1.1.2: Form and use verbs in the active and passive voice.	LAC	GUM Using Verbs	4-6
E08.D.1.1.3: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	LAC	GUM Verbals and Verbal Phrases	1-4
E08.D.1.1.4: Recognize and correct inappropriate shifts in verb voice and mood.	LAC	GUM Using Verbs	4-6
E08.D.1.1.5: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	LAC	COM Literary Essay: Character	7
E08.D.1.1.6: Recognize and correct inappropriate shifts in pronoun number and person.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.D.1.1.7: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	LAC	GUM Verbals and Verbal Phrases	1-4
E08.D.1.1.8: Recognize and correct inappropriate shifts in verb tense.	LAC	GUM Using Verbs	2
E08.D.1.1.9: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.D.1.1.10: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.D.1.1.11: Ensure subject-verb and pronoun-antecedent agreement.	LAC	GUM Using Verbs	4-6
Anchor Descriptor - E08.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E08.D.1.2.1: Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.	LAC	GUM End Marks and Commas	2
E08.D.1.2.2: Use an ellipsis to indicate an omission.	LAC	GUM Other Punctuation	4
E08.D.1.2.3: Spell correctly.	LAC	COM Memoir	7
E08.D.1.2.4: Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	LAC	GUM Italics and Quotation Marks	2
E08.D.1.2.5: Use punctuation to separate items in a series.	LAC	GUM End Marks and Commas	2
Standard - CC.1.4.8.M: Write narratives to develop real or imagined experiences or events.			
Standard - CC.1.4.8.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.			
Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			

E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2
E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6

E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Standard - CC.1.4.8.O: Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2
E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3

E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6
E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Standard - CC.1.4.8.P: Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.			
Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6
E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			

E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2
E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6
E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5
E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Standard - CC.1.4.8.Q: Write with an awareness of the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effect. Use sentences of varying lengths and complexities Create tone and voice. though precise language.			
Assessment Anchor - E08.C.1: Text Types and Purposes			
Anchor Descriptor - E08.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E08.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.	LAC	COM Argument	4-6

E08.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.3: Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	LAC	COM Argument	4 6
E08.C.1.1.4: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	LAC	COM Argument	5 6
Anchor Descriptor - E08.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E08.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	LAC	COM Compare and Contrast Essay	1 2
E08.C.1.2.2: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	LAC	COM Compare and Contrast Essay	2 3
E08.C.1.2.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LAC	COM Compare and Contrast Essay	4 5
E08.C.1.2.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	LAC	COM Compare and Contrast Essay	4 5
Anchor Descriptor - E08.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E08.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	LAC	COM Memoir	3-5
E08.C.1.3.2: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	LAC	COM Making Us See: Descriptive Essay	3 5 6
E08.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.	LAC	COM Memoir	4 5

E08.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	LAC	COM Making Us See: Descriptive Essay	6
Assessment Anchor - E08.D.2: Knowledge of Language			
Anchor Descriptor - E08.D.2.1: Use knowledge of language and its conventions.			
E08.D.2.1.1: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).	LAC	GUM Using Verbs	5-6
	LAC	GUM Verbals and Verbal Phrases	1-3
E08.D.2.1.2: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	LAC	COM Argument	8
		COM Making Us See: Descriptive Essay	7
E08.D.2.1.3: Vary sentence patterns for meaning, reader/listener interest, and style.	LAC	COM Memoir	1 3 6
E08.D.2.1.4: Maintain consistency in style and tone.	LAC	LIT Short Research Project	9 10
E08.D.2.1.5: Choose punctuation for effect.	LAC	GUM Other Punctuation	4
E08.D.2.1.6: Choose words and phrases for effect.	LAC	COM Two Great Speeches	4-6
Standard - CC.1.4.8.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E08.D.1: Conventions of Standard English			
Anchor Descriptor - E08.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E08.D.1.1.1: Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.	LAC	GUM Other Punctuation	1-4
E08.D.1.1.2: Form and use verbs in the active and passive voice.	LAC	GUM Using Verbs	4-6
E08.D.1.1.3: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	LAC	GUM Verbals and Verbal Phrases	1-4
E08.D.1.1.4: Recognize and correct inappropriate shifts in verb voice and mood.	LAC	GUM Using Verbs	4-6
E08.D.1.1.5: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	LAC	COM Literary Essay: Character	7
E08.D.1.1.6: Recognize and correct inappropriate shifts in pronoun number and person.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.D.1.1.7: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	LAC	GUM Verbals and Verbal Phrases	1-4
E08.D.1.1.8: Recognize and correct inappropriate shifts in verb tense.	LAC	GUM Using Verbs	2

E08.D.1.1.9: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.D.1.1.10: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.D.1.1.11: Ensure subject-verb and pronoun-antecedent agreement.	LAC	GUM Using Verbs	4-6
Anchor Descriptor - E08.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E08.D.1.2.1: Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.	LAC	GUM End Marks and Commas	2
E08.D.1.2.2: Use an ellipsis to indicate an omission.	LAC	GUM Other Punctuation	4
E08.D.1.2.3: Spell correctly.	LAC	COM Memoir	7
E08.D.1.2.4: Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	LAC	GUM Italics and Quotation Marks	2
E08.D.1.2.5: Use punctuation to separate items in a series.	LAC	GUM End Marks and Commas	2
Standard - CC.1.4.8.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.			
Assessment Anchor - E08.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E08.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E08.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LAC	COM Literary Essay: Character	3-5
E08.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	LAC	COM Research Paper	2-5
E08.E.1.1.3: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	LAC	COM Literary Essay: Theme	1 4
E08.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LAC	COM Compare and Contrast Essay	4 5
E08.E.1.1.5: Establish and maintain a formal style.	LAC	LIT Critical Skills Practice (Performance task)	1-3
E08.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	LAC	COM Research Paper	8 10 11
Standard - CC.1.4.8.T: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been	LAC	COM Memoir	1 3 6 7

	addressed.			
	Standard - CC.1.4.8.U: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	LAC	COM Memoir	7
	Standard - CC.1.4.8.V: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	LAC	COM Research Paper	1-4
	Standard - CC.1.4.8.W: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	LAC	COM Research Paper	1-4
	Standard - CC.1.4.8.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	LAC	COM Memoir	1-4
Standard Area - CC.1.5	Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.			
	Standard - CC.1.5.8.A: Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.	LAC	LIT Autobiographically Speaking	1
	Standard - CC.1.5.8.B: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	LAC	COM Two Great Speeches	1-2
	Standard - CC.1.5.8.C: Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.	LAC	LIT Voices and Viewpoints	1
	Standard - CC.1.5.8.D: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	LAC	COM Two Great Speeches	4-6
	Standard - CC.1.5.8.E: Adapt speech to a variety of contexts and tasks.	LAC	LIT Short Research Project	9-10

	Standard - CC.1.5.8.F: Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.	LAC	COM Two Great Speeches	4-6
	Standard - CC.1.5.8.G: Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.	LAC	COM Literary Essay: Character	7

Pennsylvania Core Standards for English Language Arts Grade 7

Strand/Topic	Standards	Coverage		
Standard Area - CC.1.1: Foundational Skills	Standard Area - CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.			
	Standard - CC.1.1.7.A: Intentionally Blank			
	Standard - CC.1.1.7.B: Intentionally Blank			
	Standard - CC.1.1.7.C: Intentionally Blank			
	Standard - CC.1.1.7.D: Intentionally Blank			
	Standard - CC.1.1.7.E: Intentionally Blank			
Standard Area - CC.1.2: Reading Informational Text	Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	Standard - CC.1.2.7.A: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.			
	Assessment Anchor - E07.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E07.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E07.B-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	E07.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	E07.B-K.1.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	Standard - CC.1.2.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.			
	Assessment Anchor - E07.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E07.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E07.B-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	E07.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	E07.B-K.1.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	Standard - CC.1.2.7.C: Analyze the interactions between individuals, events, and ideas in a text.			
Assessment Anchor - E07.B-K.1: Key Ideas and Details				

Anchor Descriptor - E07.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
E07.B-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.B-K.1.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Standard - CC.1.2.7.D: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			
Assessment Anchor - E07.B-C.2: Craft and Structure			
Anchor Descriptor - E07.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			
E07.B-C.2.1.1: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Intermediate English B	COM Autobiographical Incident	1
E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.	Intermediate English B	COM Definition Essay	1
E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Standard - CC.1.2.7.E: Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.			
Assessment Anchor - E07.B-C.2: Craft and Structure			
Anchor Descriptor - E07.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			
E07.B-C.2.1.1: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Intermediate English B	COM Autobiographical Incident	1
E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.	Intermediate English B	COM Definition Essay	1
E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Standard - CC.1.2.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.			
Assessment Anchor - E07.B-C.2: Craft and Structure			
Anchor Descriptor - E07.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			

E07.B-C.2.1.1: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Intermediate English B	COM Autobiographical Incident	1
E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.	Intermediate English B	COM Definition Essay	1
E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Assessment Anchor - E07.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E07.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E07.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s VOC Position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.	Intermediate English B	VOC Position	2
		VOC The Shapes of Things	1
	Intermediate English B	GUM Parts of Speech	2
E07.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Intermediate English B	LIT Narrative Poetry	6
	Intermediate English B	VOC Separation	1-3
	Intermediate English B	VOC Joining	4
Standard - CC.1.2.7.G: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).			
Standard - CC.1.2.7.H: Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.			
Assessment Anchor - E07.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E07.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E07.B-C.3.1.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Intermediate English B	COM Letter to the Editor	1

E07.B-C.3.1.2: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Intermediate English B	LIT Scientists Life Stories	1
Standard - CC.1.2.7.I: Analyze how two or more authors present and interpret facts on the same topic.			
Assessment Anchor - E07.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E07.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E07.B-C.3.1.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Intermediate English B	COM Letter to the Editor	1
E07.B-C.3.1.2: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Intermediate English B	LIT Scientists Life Stories	1
Standard - CC.1.2.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Assessment Anchor - E07.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E07.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E07.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's VOC Position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.	Intermediate English B	VOC Position	2
		VOC The Shapes of Things	1
		Intermediate English B	GUM Parts of Speech
E07.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Intermediate English B	LIT Narrative Poetry	6
		VOC Separation	1-3
		Intermediate English B	VOC Joining
Standard - CC.1.2.7.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.			
Assessment Anchor - E07.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E07.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			

	E07.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s VOC Position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Determine the meaning of technical words and phrases used in a text.	Intermediate English B	VOC Position	2
			VOC The Shapes of Things	1
		Intermediate English B	GUM Parts of Speech	2
	E07.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Intermediate English B	LIT Narrative Poetry	6
		Intermediate English B	VOC Separation	1-3
			VOC Joining	4
	Standard - CC.1.2.7.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.			
Standard Area - CC.1.3: Reading Literature	Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	Standard - CC.1.3.7.A: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.			
	Assessment Anchor - E07.A-K.1: Key Ideas and Details			
	Anchor Descriptor - E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
	E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	Standard - CC.1.3.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.			
	Assessment Anchor - E07.A-K.1: Key Ideas and Details			
	Anchor Descriptor - E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
	E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3

E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Standard - CC.1.3.7.C: Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.			
Assessment Anchor - E07.A-K.1: Key Ideas and Details			
Anchor Descriptor - E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Standard - CC.1.3.7.D: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			
Assessment Anchor - E07.A-C.2 : Craft and Structure			
Anchor Descriptor - E07.A-C.2.1: Demonstrate understanding of craft and structure in literature.			
E07.A-C.2.1.1: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Intermediate English B	LIT Julius Caesar	8
E07.A-C.2.1.2: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Intermediate English B	LIT Choice Novel	5
E07.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Intermediate English B	LIT Advice and Instruction	5
Standard - CC.1.3.7.E: Analyze how the structure or form of a text contributes to its meaning.			
Assessment Anchor - E07.A-C.2 : Craft and Structure			
Anchor Descriptor - E07.A-C.2.1: Demonstrate understanding of craft and structure in literature.			
E07.A-C.2.1.1: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Intermediate English B	LIT Julius Caesar	8
E07.A-C.2.1.2: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Intermediate English B	LIT Choice Novel	5
E07.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Intermediate English B	LIT Advice and Instruction	5
Standard - CC.1.3.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.			

Assessment Anchor - E07.A-C.2 : Craft and Structure			
Anchor Descriptor - E07.A-C.2.1: Demonstrate understanding of craft and structure in literature.			
E07.A-C.2.1.1: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Intermediate English B	LIT Julius Caesar	8
E07.A-C.2.1.2: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Intermediate English B	LIT Choice Novel	5
E07.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Intermediate English B	LIT Advice and Instruction	5
Assessment Anchor - E07.A-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			
E07.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's VOC Position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Intermediate English B	VOC Position	2
		VOC The Shapes of Things	1
	Intermediate English B	GUM Parts of Speech	2
E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Intermediate English B	LIT Narrative Poetry	6
		VOC Separation	1-3
	Intermediate English B	VOC Joining	4
Standard - CC.1.3.7.G: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).			
Standard - CC.1.3.7.H: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
Assessment Anchor - E07.A-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E07.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.			
E07.A-C.3.1.1: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Intermediate English B	LIT The Iliad and the Odyssey	12
Standard - CC.1.3.7.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies and tools.			

Assessment Anchor - E07.A-V.4: Vocabulary Acquisition and Use

Anchor Descriptor - E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.

E07.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's VOC Position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Intermediate
English B

VOC Position

2

VOC The Shapes of Things

1

Intermediate
English B

GUM Parts of Speech

2

E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Intermediate
English B

LIT Narrative Poetry

6

Intermediate
English B

VOC Separation

1-3

VOC Joining

4

Standard - CC.1.3.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessment Anchor - E07.A-V.4: Vocabulary Acquisition and Use

Anchor Descriptor - E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.

E07.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's VOC Position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Intermediate
English B

VOC Position

2

VOC The Shapes of Things

1

Intermediate
English B

GUM Parts of Speech

2

E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Intermediate
English B

LIT Narrative Poetry

6

Intermediate
English B

VOC Separation

1-3

VOC Joining

4

	Standard - CC.1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.			
Standard Area - CC.1.4: Writing	Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
	Standard - CC.1.4.7.A: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.			
	Standard - CC.1.4.7.B: Identify and introduce the topic clearly, including a preview of what is to follow.			
	Assessment Anchor - E07.C.1: Text Types and Purposes			
	Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
	E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	COM Letter to the Editor	1 4
	E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	COM Letter to the Editor	2 3
	E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	COM Introduction to the Essay	3
	E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5
	E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
	E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
	E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
	E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
	E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
	E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
	E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
	Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
	E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4

E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Assessment Anchor - E07.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English B	COM Research Report	2
E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English B	LIT Irony	1
E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English B	COM Research Report	1 4
E07.E.1.1.5: Establish and maintain a formal style.	Intermediate English B	COM Research Report	11 12
E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	Intermediate English B	COM Research Report	13
Standard - CC.1.4.7.C: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.			
Assessment Anchor - E07.C.1: Text Types and Purposes			
Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	COM Letter to the Editor	1 4
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	COM Letter to the Editor	2 3
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	COM Introduction to the Essay	3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5

E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Assessment Anchor - E07.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English B	COM Research Report	2

E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English B	LIT Irony	1
E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English B	COM Research Report	1 4
E07.E.1.1.5: Establish and maintain a formal style.	Intermediate English B	COM Research Report	11 12
E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	Intermediate English B	COM Research Report	13
Standard - CC.1.4.7.D: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.			
Assessment Anchor - E07.C.1: Text Types and Purposes			
Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	COM Letter to the Editor	1 4
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	COM Letter to the Editor	2 3
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	COM Introduction to the Essay	3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5
E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3

E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Assessment Anchor - E07.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English B	COM Research Report	2
E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English B	LIT Irony	1
E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English B	COM Research Report	1 4
E07.E.1.1.5: Establish and maintain a formal style.	Intermediate English B	COM Research Report	11 12
E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	Intermediate English B	COM Research Report	13
Standard - CC.1.4.7.E: Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.			
Assessment Anchor - E07.C.1: Text Types and Purposes			

Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	COM Letter to the Editor	1 4
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	COM Letter to the Editor	2 3
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	COM Introduction to the Essay	3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5
E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4

E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Assessment Anchor - E07.D.2: Knowledge of Language			
Anchor Descriptor - E07.D.2.1: Use knowledge of language and its conventions.			
E07.D.2.1.1: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Intermediate English B	COM Cause and Effect Essay	5
E07.D.2.1.2: Vary sentence patterns for meaning, reader/listener interest, and style.	Intermediate English B	COM Research Report	15
E07.D.2.1.3: Maintain consistency in style and tone.	Intermediate English B	COM Cause and Effect Essay	4
E07.D.2.1.4: Choose punctuation for effect.	Intermediate English B	GUM End marks and Commas	1 3 5
E07.D.2.1.5: Choose words and phrases for effect.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	3
Assessment Anchor - E07.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English B	COM Research Report	2
E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English B	LIT Irony	1
E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English B	COM Research Report	1 4
E07.E.1.1.5: Establish and maintain a formal style.	Intermediate English B	COM Research Report	11 12
E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	Intermediate English B	COM Research Report	13
Standard - CC.1.4.7.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E07.D.1: Conventions of Standard English			
Anchor Descriptor - E07.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E07.D.1.1.1: Explain the function of phrases and clauses in general and their function in specific sentences.	Intermediate English B	GUM Verbals and Verbal Phrases	1-6

E07.D.1.1.2: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Intermediate English B	GUM Clauses	5-7
E07.D.1.1.3: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Intermediate English B	GUM Phrases	1-4
E07.D.1.1.4: Recognize and correct inappropriate shifts in pronoun number and person.	Intermediate English B	GUM Using Pronouns	1-4
E07.D.1.1.5: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Intermediate English B	GUM Phrases	1-4
E07.D.1.1.6: Recognize and correct inappropriate shifts in verb tense.	Intermediate English B	GUM Subject and Verb Agreement	1-6
E07.D.1.1.7: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	Intermediate English B	GUM Sentence Fragments and Run-ons	4
E07.D.1.1.8: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.D.1.1.9: Ensure subject-verb and pronoun-antecedent agreement.	Intermediate English B	GUM Subject and Verb Agreement	1-6
Anchor Descriptor - E07.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E07.D.1.2.1: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Intermediate English B	GUM End marks and Commas	3
E07.D.1.2.2: Spell correctly.	Intermediate English B	COM Autobiographical Incident	5
E07.D.1.2.3: Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	Intermediate English B	GUM End marks and Commas	3 5
E07.D.1.2.4: Use punctuation to separate items in a series.	Intermediate English B	GUM End marks and Commas	5
Standard - CC.1.4.7.G: Write arguments to support claims.			
Standard - CC.1.4.7.H: Introduce and state an opinion on a topic.			
Assessment Anchor - E07.C.1: Text Types and Purposes			
Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	COM Letter to the Editor	1 4
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	COM Letter to the Editor	2 3
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	COM Introduction to the Essay	3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5

E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Assessment Anchor - E07.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English B	COM Research Report	2

E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English B	LIT Irony	1
E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English B	COM Research Report	1 4
E07.E.1.1.5: Establish and maintain a formal style.	Intermediate English B	COM Research Report	11 12
E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	Intermediate English B	COM Research Report	13
Standard - CC.1.4.7.I: Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.			
Assessment Anchor - E07.C.1: Text Types and Purposes			
Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	COM Letter to the Editor	1 4
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	COM Letter to the Editor	2 3
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	COM Introduction to the Essay	3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5
E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5

E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Assessment Anchor - E07.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English B	COM Research Report	2
E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English B	LIT Irony	1
E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English B	COM Research Report	1 4
E07.E.1.1.5: Establish and maintain a formal style.	Intermediate English B	COM Research Report	11 12
E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	Intermediate English B	COM Research Report	13
Standard - CC.1.4.7.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.			
Assessment Anchor - E07.C.1: Text Types and Purposes			
Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			

E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	COM Letter to the Editor	1 4
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	COM Letter to the Editor	2 3
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	COM Introduction to the Essay	3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5
E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6

E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Assessment Anchor - E07.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English B	COM Research Report	2
E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English B	LIT Irony	1
E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English B	COM Research Report	1 4
E07.E.1.1.5: Establish and maintain a formal style.	Intermediate English B	COM Research Report	11 12
E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	Intermediate English B	COM Research Report	13
Standard - CC.1.4.7.K: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.			
Assessment Anchor - E07.C.1: Text Types and Purposes			
Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	COM Letter to the Editor	1 4
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	COM Letter to the Editor	2 3
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	COM Introduction to the Essay	3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5
E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			

E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Assessment Anchor - E07.D.2: Knowledge of Language			
Anchor Descriptor - E07.D.2.1: Use knowledge of language and its conventions.			
E07.D.2.1.1: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Intermediate English B	COM Cause and Effect Essay	5
E07.D.2.1.2: Vary sentence patterns for meaning, reader/listener interest, and style.	Intermediate English B	COM Research Report	15
E07.D.2.1.3: Maintain consistency in style and tone.	Intermediate English B	COM Cause and Effect Essay	4
E07.D.2.1.4: Choose punctuation for effect.	Intermediate English B	GUM End marks and Commas	1 3 5

E07.D.2.1.5: Choose words and phrases for effect.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	3
Assessment Anchor - E07.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English B	COM Research Report	2
E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English B	LIT Irony	1
E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English B	COM Research Report	1 4
E07.E.1.1.5: Establish and maintain a formal style.	Intermediate English B	COM Research Report	11 12
E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	Intermediate English B	COM Research Report	13
Standard - CC.1.4.7.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E07.D.1: Conventions of Standard English			
Anchor Descriptor - E07.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E07.D.1.1.1: Explain the function of phrases and clauses in general and their function in specific sentences.	Intermediate English B	GUM Verbals and Verbal Phrases	1-6
E07.D.1.1.2: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Intermediate English B	GUM Clauses	5-7
E07.D.1.1.3: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Intermediate English B	GUM Phrases	1-4
E07.D.1.1.4: Recognize and correct inappropriate shifts in pronoun number and person.	Intermediate English B	GUM Using Pronouns	1-4
E07.D.1.1.5: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Intermediate English B	GUM Phrases	1-4
E07.D.1.1.6: Recognize and correct inappropriate shifts in verb tense.	Intermediate English B	GUM Subject and Verb Agreement	1-6
E07.D.1.1.7: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	Intermediate English B	GUM Sentence Fragments and Run-ons	4
E07.D.1.1.8: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.D.1.1.9: Ensure subject-verb and pronoun-antecedent agreement.	Intermediate English B	GUM Subject and Verb Agreement	1-6

Anchor Descriptor - E07.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E07.D.1.2.1: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Intermediate English B	GUM End marks and Commas	3
E07.D.1.2.2: Spell correctly.	Intermediate English B	COM Autobiographical Incident	5
E07.D.1.2.3: Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	Intermediate English B	GUM End marks and Commas	3 5
E07.D.1.2.4: Use punctuation to separate items in a series.	Intermediate English B	GUM End marks and Commas	5
Standard - CC.1.4.7.M: Write narratives to develop real or imagined experiences or events.			
Standard - CC.1.4.7.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.			
Assessment Anchor - E07.C.1: Text Types and Purposes			
Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	5
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5
E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5

Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer’s purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Standard - CC.1.4.7.O: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			
Assessment Anchor - E07.C.1: Text Types and Purposes			
Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer’s purpose by logically organizing the reasons and evidence.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	5
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5
E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer’s purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1

E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Standard - CC.1.4.7.P: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.			
Assessment Anchor - E07.C.1: Text Types and Purposes			
Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	5
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5
E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			

E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Standard - CC.1.4.7.Q: Write with an awareness of the stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Use sentences of varying lengths and complexities Use precise language. Develop and maintain a consistent voice.			
Assessment Anchor - E07.C.1: Text Types and Purposes			
Anchor Descriptor - E07.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	5
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3

E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.1.4: Establish and maintain a formal style.	Intermediate English B	COM Autobiographical Incident	3-5
E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
Anchor Descriptor - E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English B	COM Definition Essay	1
E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.C.1.2.5: Establish and maintain a formal style.	Intermediate English B	COM Definition Essay	4 5
E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.	Intermediate English B	COM Definition Essay	4 5
Anchor Descriptor - E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English B	COM Fictional Narrative	3-6
E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English B	COM Autobiographical Incident	3 4
E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	Intermediate English B	COM Fictional Narrative	5 6
E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.	Intermediate English B	COM Fictional Narrative	5 6
Assessment Anchor - E07.D.2: Knowledge of Language			
Anchor Descriptor - E07.D.2.1: Use knowledge of language and its conventions.			
E07.D.2.1.1: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Intermediate English B	COM Cause and Effect Essay	5

E07.D.2.1.2: Vary sentence patterns for meaning, reader/listener interest, and style.	Intermediate English B	COM Research Report	15
E07.D.2.1.3: Maintain consistency in style and tone.	Intermediate English B	COM Cause and Effect Essay	4
E07.D.2.1.4: Choose punctuation for effect.	Intermediate English B	GUM End marks and Commas	1 3 5
E07.D.2.1.5: Choose words and phrases for effect.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	3
Standard - CC.1.4.7.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E07.D.1: Conventions of Standard English			
Anchor Descriptor - E07.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E07.D.1.1.1: Explain the function of phrases and clauses in general and their function in specific sentences.	Intermediate English B	GUM Verbals and Verbal Phrases	1-6
E07.D.1.1.2: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Intermediate English B	GUM Clauses	5-7
E07.D.1.1.3: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Intermediate English B	GUM Phrases	1-4
E07.D.1.1.4: Recognize and correct inappropriate shifts in pronoun number and person.	Intermediate English B	GUM Using Pronouns	1-4
E07.D.1.1.5: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Intermediate English B	GUM Phrases	1-4
E07.D.1.1.6: Recognize and correct inappropriate shifts in verb tense.	Intermediate English B	GUM Subject and Verb Agreement	1-6
E07.D.1.1.7: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	Intermediate English B	GUM Sentence Fragments and Run-ons	4
E07.D.1.1.8: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	Intermediate English B	LIT Critical Skills Assessment (Performance task)	1-3
E07.D.1.1.9: Ensure subject-verb and pronoun-antecedent agreement.	Intermediate English B	GUM Subject and Verb Agreement	1-6
Anchor Descriptor - E07.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E07.D.1.2.1: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Intermediate English B	GUM End marks and Commas	3
E07.D.1.2.2: Spell correctly.	Intermediate English B	COM Autobiographical Incident	5
E07.D.1.2.3: Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.	Intermediate English B	GUM End marks and Commas	3 5
E07.D.1.2.4: Use punctuation to separate items in a series.	Intermediate English B	GUM End marks and Commas	5
Standard - CC.1.4.7.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading			

standards for literature and literary non-fiction.			
Assessment Anchor - E07.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English B	COM Research Report	2
E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English B	LIT Irony	1
E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	Intermediate English B	COM Introduction to the Essay	1
E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English B	COM Research Report	1 4
E07.E.1.1.5: Establish and maintain a formal style.	Intermediate English B	COM Research Report	11 12
E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.	Intermediate English B	COM Research Report	13
Standard - CC.1.4.7.T: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.			
Standard - CC.1.4.7.U: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.			
Assessment Anchor - E07.D.2: Knowledge of Language			
Anchor Descriptor - E07.D.2.1: Use knowledge of language and its conventions.			
E07.D.2.1.1: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Intermediate English B	COM Cause and Effect Essay	5
E07.D.2.1.2: Vary sentence patterns for meaning, reader/listener interest, and style.	Intermediate English B	COM Research Report	15
E07.D.2.1.3: Maintain consistency in style and tone.	Intermediate English B	COM Cause and Effect Essay	4
E07.D.2.1.4: Choose punctuation for effect.	Intermediate English B	GUM End marks and Commas	1 3 5
E07.D.2.1.5: Choose words and phrases for effect.	Intermediate English B	LIT Critical Skills Assessment (Performance task)	3
Standard - CC.1.4.7.V: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Intermediate English B	COM Research Report	1 2 9

	Standard - CC.1.4.7.W: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Intermediate English B	COM Research Report	3
	Standard - CC.1.4.7.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Intermediate English B	COM Research Report	1-15
Standard Area - CC.1.5: Speaking and Listening	Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.			
	Standard - CC.1.5.7.A: Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.	Intermediate English B	LIT The Heart's Deep Core	1
	Standard - CC.1.5.7.B: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Intermediate English B	LIT Participating in Discussions	1
	Standard - CC.1.5.7.C: Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Intermediate English B	LIT A Christmas Carol	2
	Standard - CC.1.5.7.D: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Intermediate English B	COM Cause and Effect Essay	6-8
	Standard - CC.1.5.7.E: Adapt speech to a variety of contexts and tasks.	Intermediate English B	COM Cause and Effect Essay	6-8
	Standard - CC.1.5.7.F: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Intermediate English B	COM Cause and Effect Essay	6-8
	Standard - CC.1.5.7.G: Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.	Intermediate English B	GUM Kinds of Complements	1-8

Pennsylvania Core Standards for English Language Arts Grade 6

Strand/Topic	Standards	Coverage		
Standard Area - CC.1.1: Foundational Skills	Standard Area - CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.			
	Standard - CC.1.1.6.A: Intentionally Blank			
	Standard - CC.1.1.6.B: Intentionally Blank			
	Standard - CC.1.1.6.C: Intentionally Blank			
	Standard - CC.1.1.6.D: Intentionally Blank			
	Standard - CC.1.1.6.E: Intentionally Blank			
Standard Area - CC.1.2: Reading Informational Text	Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	Standard - CC.1.2.6.A: Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
	Assessment Anchor - E06.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E06.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E06.B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Intermediate English A	LIT Animals and Their People	10
			LIT Animal Adventures	6
			LIT A Matter of Justice	9
	E06.B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	Intermediate English A	LIT Book Review	3-5
	E06.B-K.1.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).	Intermediate English A	LIT Life Stories	1-5
	Standard - CC.1.2.6.B: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.			
	Assessment Anchor - E06.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E06.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
E06.B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Intermediate English A	LIT Animals and Their People	10	
		LIT Animal Adventures	6	
		LIT A Matter of Justice	9	

E06.B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	Intermediate English A	LIT Book Review	3-5
E06.B-K.1.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).	Intermediate English A	LIT Life Stories	1-5
Standard - CC.1.2.6.C: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.			
Assessment Anchor - E06.B-K.1: Key Ideas and Details			
Anchor Descriptor - E06.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
E06.B-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Intermediate English A	LIT Animals and Their People	10
		LIT Animal Adventures	6
		LIT A Matter of Justice	9
E06.B-K.1.1.2: Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	Intermediate English A	LIT Book Review	3-5
E06.B-K.1.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).	Intermediate English A	LIT Life Stories	1-5
Standard - CC.1.2.6.D: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.			
Assessment Anchor - E06.B-C.2: Craft and Structure			
Anchor Descriptor - E06.B-C.2.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E06.B-C.2.1.1: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Intermediate English A	LIT Animal Adventures	1-5
E06.B-C.2.1.2: Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.	Intermediate English A	LIT Animal Adventures	1
E06.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.	Intermediate English A	LIT Life Stories: Creative Lives	3-5
Standard - CC.1.2.6.E: Analyze the author's structure through the use of paragraphs, chapters, or sections.			
Assessment Anchor - E06.B-C.2: Craft and Structure			
Anchor Descriptor - E06.B-C.2.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E06.B-C.2.1.1: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Intermediate English A	LIT Animal Adventures	1-5
E06.B-C.2.1.2: Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.	Intermediate English A	LIT Animal Adventures	1
E06.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings,	Intermediate English A	LIT Life Stories: Creative Lives	3-5

in a text.				
Standard - CC.1.2.6.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.				
Assessment Anchor - E06.B-V.4: Vocabulary Acquisition and Use				
Anchor Descriptor - E06.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.				
E06.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text.	Intermediate English A	LIT Life Stories: Creative Lives	1-5	
E06.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Intermediate English A	LIT To Everything There Is a Season	4	
	Intermediate English A	VOC Before and After	1	
Standard - CC.1.2.6.G: Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				
Standard - CC.1.2.6.H: Evaluate an author's argument by examining claims and determining if they are supported by evidence.				
Assessment Anchor - E06.B-C.3: Integration of Knowledge and Ideas				
Anchor Descriptor - E06.B-C.3.1: Demonstrate understanding of connections within and/or among informational texts.				
E06.B-C.3.1.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).	Intermediate English A	COM Advertisement	1	
E06.B-C.3.1.2: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Intermediate English A	LIT Stuff and Nonsense	2	
Standard - CC.1.2.6.I: Examine how two authors present similar information in different types of text.				
Assessment Anchor - E06.B-C.3: Integration of Knowledge and Ideas				
Anchor Descriptor - E06.B-C.3.1: Demonstrate understanding of connections within and/or among informational texts.				

E06.B-C.3.1.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).	Intermediate English A	COM Advertisement	1
E06.B-C.3.1.2: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Intermediate English A	LIT Stuff and Nonsense	2
Standard - CC.1.2.6.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Assessment Anchor - E06.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E06.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E06.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases used in a text.	Intermediate English A	LIT Life Stories: Creative Lives	1-5
E06.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Intermediate English A	LIT To Everything There Is a Season	4
	Intermediate English A	VOC Before and After	1
Standard - CC.1.2.6.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.			
Assessment Anchor - E06.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E06.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E06.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Determine the meaning of technical words and phrases	Intermediate English A	LIT Life Stories: Creative Lives	1-5

	used in a text.			
	E06.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Intermediate English A	LIT To Everything There Is a Season	4
		Intermediate English A	VOC Before and After	1
	Standard - CC.1.2.6.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.			
Standard Area - CC.1.3: Reading Literature	Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	Standard - CC.1.3.6.A: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.			
	Assessment Anchor - E06.A-K.1: Key Ideas and Details			
	Anchor Descriptor - E06.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
	E06.A-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Intermediate English A	LIT Lessons Learned	5
			LIT Favorites from Famous Books: The Jungle Book	2
			LIT A Matter of Justice	1
	E06.A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	Intermediate English A	LIT Lessons Learned	1-4
			LIT Animals and Their People	4
			LIT Myths of Ancient Greece and Rome	7-10
	E06.A-K.1.1.3: Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	Intermediate English A	LIT Lessons Learned	1 4
			LIT Twelfth Night	1-8
			LIT Myths of Ancient Greece and Rome	1-5

Standard - CC.1.3.6.B: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.			
Assessment Anchor - E06.A-K.1: Key Ideas and Details			
Anchor Descriptor - E06.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
E06.A-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Intermediate English A	LIT Lessons Learned	5
		LIT Favorites from Famous Books: The Jungle Book	2
		LIT A Matter of Justice	1
E06.A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	Intermediate English A	LIT Lessons Learned	1-4
		LIT Animals and Their People	4
		LIT Myths of Ancient Greece and Rome	7-10
E06.A-K.1.1.3: Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	Intermediate English A	LIT Lessons Learned	1 4
		LIT Twelfth Night	1-8
		LIT Myths of Ancient Greece and Rome	1-5
Standard - CC.1.3.6.C: Describe how a particular story or drama’s plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.			
Assessment Anchor - E06.A-K.1: Key Ideas and Details			
Anchor Descriptor - E06.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
E06.A-K.1.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.	Intermediate English A	LIT Lessons Learned	5
		LIT Favorites from Famous Books: The Jungle Book	2
		LIT A Matter of Justice	1
E06.A-K.1.1.2: Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.	Intermediate English A	LIT Lessons Learned	1-4
		LIT Animals and Their People	4
		LIT Myths of Ancient Greece and Rome	7-10
E06.A-K.1.1.3: Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	Intermediate English A	LIT Lessons Learned	1 4
		LIT Twelfth Night	1-8

		LIT Myths of Ancient Greece and Rome	1-5
Standard - CC.1.3.6.D: Determine an author’s purpose in a text and explain how it is conveyed in a text.			
Assessment Anchor - E06.A-C.2 : Craft and Structure			
Anchor Descriptor - E06.A-C.2.1: Demonstrate understanding of craft and structure in literature.			
E06.A-C.2.1.1: Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.	Intermediate English A	LIT Stories of Our Time	3 5 6
E06.A-C.2.1.2: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Intermediate English A	LIT A Matter of Justice	6
		LIT Stories of Our Time	4
		LIT Stuff and Nonsense	4
E06.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	Intermediate English A	LIT Twelfth Night	1-5
Standard - CC.1.3.6.E: Analyze how the structure of a text contributes to the development of theme, setting, and plot.			
Assessment Anchor - E06.A-C.2 : Craft and Structure			
Anchor Descriptor - E06.A-C.2.1: Demonstrate understanding of craft and structure in literature.			
E06.A-C.2.1.1: Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.	Intermediate English A	LIT Stories of Our Time	3 5 6
E06.A-C.2.1.2: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Intermediate English A	LIT A Matter of Justice	6
		LIT Stories of Our Time	4
		LIT Stuff and Nonsense	4
E06.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	Intermediate English A	LIT Twelfth Night	1-5
Standard - CC.1.3.6.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.			
Assessment Anchor - E06.A-C.2 : Craft and Structure			
Anchor Descriptor - E06.A-C.2.1: Demonstrate understanding of craft and structure in literature.			
E06.A-C.2.1.1: Determine an author’s purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.	Intermediate English A	LIT Stories of Our Time	3 5 6

E06.A-C.2.1.2: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Intermediate English A	LIT A Matter of Justice	6
		LIT Stories of Our Time	4
		LIT Stuff and Nonsense	4
E06.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.	Intermediate English A	LIT Twelfth Night	1-5
Assessment Anchor - E06.A-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E06.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			
E06.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Intermediate English A	LIT Animals and Their People	1 2
	Intermediate English A	LIT A Matter of Justice	1
	Intermediate English A	VOC Before and After	7
E06.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Intermediate English A	VOC Before and After	1
		VOC Numbers	1-3
Standard - CC.1.3.6.G: Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is “seen” and “heard” when reading the text to what is perceived when listening or watching.			
Standard - CC.1.3.6.H: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.			
Assessment Anchor - E06.A-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E06.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.			
E06.A-C.3.1.1: Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.	Intermediate English A	LIT Lessons Learned	3
Standard - CC.1.3.6.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies and tools.			

Assessment Anchor - E06.A-V.4: Vocabulary Acquisition and Use

Anchor Descriptor - E06.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.

E06.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Intermediate
English A

LIT Animals and Their People

1
2

LIT A Matter of Justice

1

Intermediate
English A

VOC Before and After

7

E06.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Intermediate
English A

VOC Before and After

1

VOC Numbers

1-3

Anchor Descriptor - E06.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.

E06.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Intermediate
English A

LIT Animals and Their People

1
2

LIT A Matter of Justice

1

Intermediate
English A

VOC Before and After

7

E06.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Intermediate
English A

VOC Before and After

1

VOC Numbers

1-3

Standard - CC.1.3.6.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

Standard Area - CC.1.4: Writing	Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
	Standard - CC.1.4.6.A: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.			
	Standard - CC.1.4.6.B: Identify and introduce the topic for the intended audience.			
	Assessment Anchor - E06.C.1: Text Types and Purposes			
	Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
	E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Persuasive Essay	1 4 7
	E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Persuasive Essay	1 4 7
	E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Introduction to the Paragraph	3 4 6 7 9
	E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Persuasive Essay	9
	E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Advertisement	4-6
	Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
	E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
	E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5
	E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
	E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
	E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
	E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
	Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			

E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2
E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Assessment Anchor - E06.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E06.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English A	COM Research Report	10-12
E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Research Report	7 17
E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English A	COM Research Report	11
E06.E.1.1.5: Establish and maintain a formal style.	Intermediate English A	COM Research Report	17
E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.	Intermediate English A	COM Research Report	13-17
Standard - CC.1.4.6.C: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13

E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2
E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Assessment Anchor - E06.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E06.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			

E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English A	COM Research Report	10-12
E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Research Report	7 17
E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English A	COM Research Report	11
E06.E.1.1.5: Establish and maintain a formal style.	Intermediate English A	COM Research Report	17
E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.	Intermediate English A	COM Research Report	13-17
Standard - CC.1.4.6.D: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13
E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5

E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2
E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Assessment Anchor - E06.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E06.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English A	COM Research Report	10-12
E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Research Report	7 17
E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English A	COM Research Report	11
E06.E.1.1.5: Establish and maintain a formal style.	Intermediate English A	COM Research Report	17
E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.	Intermediate English A	COM Research Report	13-17

Standard - CC.1.4.6.E: Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice • Establish and maintain a formal style			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13
E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2

E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Assessment Anchor - E06.D.2: Knowledge of Language			
Anchor Descriptor - E06.D.2.1: Use knowledge of language and its conventions.			
E06.D.2.1.1: Vary sentence patterns for meaning, reader/listener interest, and style.	Intermediate English A	COM Introduction to the Paragraph	3
E06.D.2.1.2: Maintain consistency in style and tone.	Intermediate English A	LIT Book Review	1
E06.D.2.1.3: Choose words and phrases to convey ideas precisely.	Intermediate English A	COM How-to Essay	3
E06.D.2.1.4: Choose punctuation for effect.	Intermediate English A	GUM End Marks and Commas	2-5
E06.D.2.1.5: Choose words and phrases for effect.	Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math		
Assessment Anchor - E06.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E06.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English A	COM How-to Essay	5
E06.E.1.1.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.	Intermediate English A	COM Research Report	10-13
Standard - CC.1.4.6.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E06.D.1: Conventions of Standard English			
Anchor Descriptor - E06.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			

E06.D.1.1.1: Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).	Intermediate English A	GUM Using Pronouns	3 4
E06.D.1.1.2: Use intensive pronouns (e.g., myself, ourselves).	Intermediate English A	GUM Nouns and Pronouns	4
E06.D.1.1.3: Recognize and correct inappropriate shifts in pronoun number and person.	Intermediate English A	GUM Subject and Verb Agreement	5
E06.D.1.1.4: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Intermediate English A	GUM Subject and Verb Agreement	5
E06.D.1.1.5: Recognize and correct inappropriate shifts in verb tense.	Intermediate English A	GUM Subject and Verb Agreement	5
E06.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	Intermediate English A	COM Research Report	1 3-5
E06.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	Intermediate English A	COM Introduction to the Paragraph	5
E06.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	Intermediate English A	GUM Subject and Verb Agreement	5
Anchor Descriptor - E06.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E06.D.1.2.1: Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Intermediate English A	GUM End Marks and Commas	2-4
E06.D.1.2.2: Spell correctly.	Intermediate English A	Embedded throughout	
E06.D.1.2.3: Use punctuation to separate items in a series.	Intermediate English A	GUM End Marks and Commas	1-5
Standard - CC.1.4.6.G: Write arguments to support claims.			
Standard - CC.1.4.6.H: Introduce and state an opinion on a topic.			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13
E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			

E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2
E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Assessment Anchor - E06.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E06.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English A	COM Research Report	10-12
E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Research Report	7 17
E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and	Intermediate English A	COM Research Report	11

events.			
E06.E.1.1.5: Establish and maintain a formal style.	Intermediate English A	COM Research Report	17
E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.	Intermediate English A	COM Research Report	13-17
Standard - CC.1.4.6.I: Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13
E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			

E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2
E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Assessment Anchor - E06.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E06.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English A	COM Research Report	10-12
E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Research Report	7 17
E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English A	COM Research Report	11
E06.E.1.1.5: Establish and maintain a formal style.	Intermediate English A	COM Research Report	17
E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.	Intermediate English A	COM Research Report	13-17
Standard - CC.1.4.6.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13

E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2
E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Assessment Anchor - E06.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E06.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			

E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English A	COM Research Report	10-12
E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Research Report	7 17
E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English A	COM Research Report	11
E06.E.1.1.5: Establish and maintain a formal style.	Intermediate English A	COM Research Report	17
E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.	Intermediate English A	COM Research Report	13-17
Standard - CC.1.4.6.K: Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice Establish and maintain a formal style.			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13
E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5

E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer’s purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2
E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Assessment Anchor - E06.D.2: Knowledge of Language			
Anchor Descriptor - E06.D.2.1: Use knowledge of language and its conventions.			
E06.D.2.1.1: Vary sentence patterns for meaning, reader/listener interest, and style.	Intermediate English A	COM Introduction to the Paragraph	3
E06.D.2.1.2: Maintain consistency in style and tone.	Intermediate English A	LIT Book Review	1
E06.D.2.1.3: Choose words and phrases to convey ideas precisely.	Intermediate English A	COM How-to Essay	3
E06.D.2.1.4: Choose punctuation for effect.	Intermediate English A	GUM End Marks and Commas	2-5
E06.D.2.1.5: Choose words and phrases for effect.	Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math		
Assessment Anchor - E06.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E06.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			

E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English A	COM Research Report	10-12
E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Research Report	7 17
E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English A	COM Research Report	11
E06.E.1.1.5: Establish and maintain a formal style.	Intermediate English A	COM Research Report	17
E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.	Intermediate English A	COM Research Report	13-17
Standard - CC.1.4.6.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E06.D.1: Conventions of Standard English			
Anchor Descriptor - E06.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E06.D.1.1.1: Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).	Intermediate English A	GUM Using Pronouns	3 4
E06.D.1.1.2: Use intensive pronouns (e.g., myself, ourselves).	Intermediate English A	GUM Nouns and Pronouns	4
E06.D.1.1.3: Recognize and correct inappropriate shifts in pronoun number and person.	Intermediate English A	GUM Subject and Verb Agreement	5
E06.D.1.1.4: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Intermediate English A	GUM Subject and Verb Agreement	5
E06.D.1.1.5: Recognize and correct inappropriate shifts in verb tense.	Intermediate English A	GUM Subject and Verb Agreement	5
E06.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	Intermediate English A	COM Research Report	1 3-5
E06.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	Intermediate English A	COM Introduction to the Paragraph	5
E06.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	Intermediate English A	GUM Subject and Verb Agreement	5
Anchor Descriptor - E06.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E06.D.1.2.1: Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Intermediate English A	GUM End Marks and Commas	2-4
E06.D.1.2.2: Spell correctly.	Intermediate English A	Embedded throughout	
E06.D.1.2.3: Use punctuation to separate items in a series.	Intermediate English A	GUM End Marks and Commas	1-5

Standard - CC.1.4.6.M: Write narratives to develop real or imagined experiences or events.			
Standard - CC.1.4.6.N: Engage and orient the reader by establishing a context and introducing a narrator and/or characters.			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13
E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2

E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Standard - CC.1.4.6.O: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13
E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			

E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2
E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Standard - CC.1.4.6.P: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13
E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5

E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2
E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Standard - CC.1.4.6.Q: Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.			
Assessment Anchor - E06.C.1: Text Types and Purposes			
Anchor Descriptor - E06.C.1.1: Write arguments to support claims with clear reasons and relevant evidence.			
E06.C.1.1.1: Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.1.2: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Intermediate English A	COM Research Report	13
E06.C.1.1.3: Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Intermediate English A	COM Comparison and Contrast Essay	5
E06.C.1.1.4: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	4
E06.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.	Intermediate English A	COM Comparison and Contrast Essay	5
Anchor Descriptor - E06.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
E06.C.1.2.1: Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5

E06.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Comparison and Contrast Essay	3-5
E06.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	Intermediate English A	COM How-to Essay	5
E06.C.1.2.5: Establish and maintain a formal style.	Intermediate English A	COM Comparison and Contrast Essay	1
E06.C.1.2.6: Provide a concluding section that follows from the information or explanation presented.	Intermediate English A	COM Research Report	10-13
Anchor Descriptor - E06.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.			
E06.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.	Intermediate English A	COM Personal Narrative	2 4-6
E06.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	Intermediate English A	LIT Animals and Their People	2
E06.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.	Intermediate English A	COM Personal Narrative	5
E06.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Intermediate English A	COM Personal Narrative	4-6
E06.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	Intermediate English A	COM Personal Narrative	5 6
Assessment Anchor - E06.D.2: Knowledge of Language			
Anchor Descriptor - E06.D.2.1: Use knowledge of language and its conventions.			
E06.D.2.1.1: Vary sentence patterns for meaning, reader/listener interest, and style.	Intermediate English A	COM Introduction to the Paragraph	3
E06.D.2.1.2: Maintain consistency in style and tone.	Intermediate English A	LIT Book Review	1
E06.D.2.1.3: Choose words and phrases to convey ideas precisely.	Intermediate English A	COM How-to Essay	3
E06.D.2.1.4: Choose punctuation for effect.	Intermediate English A	GUM End Marks and Commas	2-5
E06.D.2.1.5: Choose words and phrases for effect.	Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math		
Standard - CC.1.4.6.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E06.D.1: Conventions of Standard English			

Anchor Descriptor - E06.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E06.D.1.1.1: Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).	Intermediate English A	GUM Using Pronouns	3 4
E06.D.1.1.2: Use intensive pronouns (e.g., myself, ourselves).	Intermediate English A	GUM Nouns and Pronouns	4
E06.D.1.1.3: Recognize and correct inappropriate shifts in pronoun number and person.	Intermediate English A	GUM Subject and Verb Agreement	5
E06.D.1.1.4: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Intermediate English A	GUM Subject and Verb Agreement	5
E06.D.1.1.5: Recognize and correct inappropriate shifts in verb tense.	Intermediate English A	GUM Subject and Verb Agreement	5
E06.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	Intermediate English A	COM Research Report	1 3-5
E06.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	Intermediate English A	COM Introduction to the Paragraph	5
E06.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	Intermediate English A	GUM Subject and Verb Agreement	5
Anchor Descriptor - E06.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E06.D.1.2.1: Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Intermediate English A	GUM End Marks and Commas	2-4
E06.D.1.2.2: Spell correctly.	Intermediate English A	Embedded throughout	
E06.D.1.2.3: Use punctuation to separate items in a series.	Intermediate English A	GUM End Marks and Commas	1-5
Standard - CC.1.4.6.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.			
Assessment Anchor - E06.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E06.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E06.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Intermediate English A	COM Research Report	1 3-5
E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	Intermediate English A	COM Research Report	10-12
E06.E.1.1.3: Use appropriate transitions to clarify the relationships among ideas and concepts.	Intermediate English A	COM Research Report	7 17
E06.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	Intermediate English A	COM Research Report	11

	E06.E.1.1.5: Establish and maintain a formal style.	Intermediate English A	COM Research Report	17
	E06.E.1.1.6: Provide a concluding section that follows from the analysis presented.	Intermediate English A	COM Research Report	13-17
	Standard - CC.1.4.6.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
	Standard - CC.1.4.6.U: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.			
	Assessment Anchor - E06.D.2: Knowledge of Language			
	Anchor Descriptor - E06.D.2.1: Use knowledge of language and its conventions.			
	E06.D.2.1.1: Vary sentence patterns for meaning, reader/listener interest, and style.	Intermediate English A	COM Introduction to the Paragraph	3
	E06.D.2.1.2: Maintain consistency in style and tone.	Intermediate English A	LIT Book Review	1
	E06.D.2.1.3: Choose words and phrases to convey ideas precisely.	Intermediate English A	COM How-to Essay	3
	E06.D.2.1.4: Choose punctuation for effect.	Intermediate English A	GUM End Marks and Commas	2-5
	E06.D.2.1.5: Choose words and phrases for effect.	Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math		
	Standard - CC.1.4.6.V: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Intermediate English A	COM Research Report	1 3-5
	Standard - CC.1.4.6.W: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.	Intermediate English A	COM Research Report	1 3-5
	Standard - CC.1.4.6.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Intermediate English A	Embedded throughout, for example:	
			LIT Book Review	1
			COM How-to Essay	3
			COM Research Report	1-17
Standard Area - CC.1.5: Speaking and Listening	Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.			
	Standard - CC.1.5.6.A: Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.	Intermediate English A	LIT Participating in Discussions	1-10

	Standard - CC.1.5.6.B: Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.	Intermediate English A	COM Advertisement	1
	Standard - CC.1.5.6.C: Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Intermediate English A	LIT Life Stories: Creative Lives	2
	Standard - CC.1.5.6.D: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Intermediate English A	COM Persuasive Essay	13
	Standard - CC.1.5.6.E: Adapt speech to a variety of contexts and tasks.	Intermediate English A	COM Persuasive Essay	13
	Standard - CC.1.5.6.F: Include multimedia components and visual displays in presentations to clarify information.	Intermediate English A	COM Advertisement	8
	Standard - CC.1.5.6.G: Demonstrate command of the conventions of standard English when speaking based on grade 6 level and content.	Intermediate English A	COM Introduction to the Paragraph	5
			COM Personal Narrative	6
			COM Comparison and Contrast Essay	5
			COM Persuasive Essay	9
			COM How-to Essay?	3

Pennsylvania Core Standards for English Language Arts Grade 5

Strand/Topic	Standards	Coverage		
Standard Area - CC.1.1: Foundational Skills	Standard Area - CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.			
	Standard - CC.1.1.5.A: Intentionally Blank			
	Standard - CC.1.1.5.B: Intentionally Blank			
	Standard - CC.1.1.5.C: Intentionally Blank			
	Standard - CC.1.1.5.D: Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	LA5	LIT Choice Novel 2	1
	Standard - CC.1.1.5.E: Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	LA5	LIT Curious Creatures	9 10
Standard Area - CC.1.2: Reading Informational Text	Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	Standard - CC.1.2.5.A: Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.			
	Assessment Anchor - E05.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E05.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E05.B-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	LA5	LIT Early American Lives	2 6
	E05.B-K.1.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	LA5	LIT Investigate an Inventor	1
	E05.B-K.1.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	LA5	LIT William Shakespeare	1
	Standard - CC.1.2.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.			
	Assessment Anchor - E05.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E05.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E05.B-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	LA5	LIT Early American Lives	2 6
	E05.B-K.1.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	LA5	LIT Investigate an Inventor	1
	E05.B-K.1.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	LA5	LIT William Shakespeare	1

Standard - CC.1.2.5.C: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.			
Assessment Anchor - E05.B-K.1: Key Ideas and Details			
Anchor Descriptor - E05.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
E05.B-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	LA5	LIT Early American Lives	2 6
E05.B-K.1.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	LA5	LIT Investigate an Inventor	1
E05.B-K.1.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	LA5	LIT William Shakespeare	1
Standard - CC.1.2.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
Assessment Anchor - E05.B-C.2: Craft and Structure			
Anchor Descriptor - E05.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			
E05.B-C.2.1.1: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	LA5	LIT Early American Lives	7
E05.B-C.2.1.2: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.	LA5	LIT Early American Lives	1
Standard - CC.1.2.5.E: Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).			
Assessment Anchor - E05.B-C.2: Craft and Structure			
Anchor Descriptor - E05.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			
E05.B-C.2.1.1: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	LA5	LIT Early American Lives	7
E05.B-C.2.1.2: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.	LA5	LIT Early American Lives	1
Standard - CC.1.2.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.			
Assessment Anchor - E05.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E05.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E05.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of	LA5	LIT Stories of Washington Irving	1

<p>general academic and domain-specific words and phrases used in a text.</p> <p>E05.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		LIT The Prince and the Pauper	2
	LA5	SPE Unit 1	1
	LA5	LIT Critical Skills Assessment	1-3
		LIT Seasonal Change	1-5
	LA5	SPE Unit 10	3
Standard - CC.1.2.5.G: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			
Assessment Anchor - E05.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E05.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E05.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	LA5	COM Writing an Editorial	1
E05.B-C.3.1.2: Integrate information from several texts on the same topic in order to demonstrate subject knowledge.	LA5	LIT Early American Lives	8
E05.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	LA5	LIT Early American Lives	2
Standard - CC.1.2.5.H: Determine how an author supports particular points in a text through reasons and evidence.			
Assessment Anchor - E05.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E05.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E05.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	LA5	COM Writing an Editorial	1
E05.B-C.3.1.2: Integrate information from several texts on the same topic in order to demonstrate subject knowledge.	LA5	LIT Early American Lives	8
E05.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	LA5	LIT Early American Lives	2
Standard - CC.1.2.5.I: Integrate information from several texts on the same topic to demonstrate understanding of that topic.			
Assessment Anchor - E05.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E05.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E05.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	LA5	COM Writing an Editorial	1
E05.B-C.3.1.2: Integrate information from several texts on the same topic in order to demonstrate subject knowledge.	LA5	LIT Early American Lives	8

E05.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	LA5	LIT Early American Lives	2
Standard - CC.1.2.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.			
Assessment Anchor - E05.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E05.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E05.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.	LA5	LIT Stories of Washington Irving	1
		LIT The Prince and the Pauper	2
	LA5	SPE Unit 1	1
E05.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	LA5	LIT Critical Skills Assessment	1-3
		LIT Seasonal Change	1-5
	LA5	SPE Unit 10	3
Standard - CC.1.2.5.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.			
Assessment Anchor - E05.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E05.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E05.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.	LA5	LIT Stories of Washington Irving	1
		LIT The Prince and the Pauper	2
	LA5	SPE Unit 1	1

	E05.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	LA5	LIT Critical Skills Assessment	1-3
			LIT Seasonal Change	1-5
		LA5	SPE Unit 10	3
	Standard - CC.1.2.5.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	LA5	LIT Stories of Washington Irving	1-6
Standard Area - CC.1.3: Reading Literature	Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	Standard - CC.1.3.5.A: Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.			
	Assessment Anchor - E05.A-K.1: Key Ideas and Details			
	Anchor Descriptor - E05.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
	E05.A-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	LA5	LIT Choice Novel 1	1-10
	E05.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	LA5	LIT Choice Novel 1	1-10
	E05.A-K.1.1.3: Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	LA5	LIT Mostly Heroes	3-7
	Standard - CC.1.3.5.B: Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.			
	Assessment Anchor - E05.A-K.1: Key Ideas and Details			
	Anchor Descriptor - E05.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
	E05.A-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	LA5	LIT Choice Novel 1	1-10
	E05.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	LA5	LIT Choice Novel 1	1-10
	E05.A-K.1.1.3: Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	LA5	LIT Mostly Heroes	3-7
	Standard - CC.1.3.5.C: Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.			
	Assessment Anchor - E05.A-K.1: Key Ideas and Details			

Anchor Descriptor - E05.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
E05.A-K.1.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	LA5	LIT Choice Novel 1	1-10
E05.A-K.1.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	LA5	LIT Choice Novel 1	1-10
E05.A-K.1.1.3: Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).	LA5	LIT Mostly Heroes	3-7
Standard - CC.1.3.5.D: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
Assessment Anchor - E05.A-C.2 : Craft and Structure			
Anchor Descriptor - E05.A-C.2.1: Demonstrate understanding of craft and structure in literature.			
E05.A-C.2.1.1: Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose and explain how it is conveyed in the text.	LA5	LIT Don Quixote	1
Standard - CC.1.3.5.E: Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			
Standard - CC.1.3.5.F: Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.			
Assessment Anchor - E05.A-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E05.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			
E05.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	LA5	LIT Stories of Washington Irving	1
		LIT The Prince and the Pauper	2
		LA5	SPE Unit 1
E05.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	LA5	LIT Critical Skills Assessment	1-3
		LIT Seasonal Change	1-5
		LA5	SPE Unit 10
Standard - CC.1.3.5.G: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			
Standard - CC.1.3.5.H: Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary			

elements.			
Assessment Anchor - E05.A-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E05.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.			
E05.A-C.3.1.1: Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.	LA5	LIT Lessons Learned	5
Standard - CC.1.3.5.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.			
Assessment Anchor - E05.A-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E05.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			
E05.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	LA5	LIT Stories of Washington Irving	1
		LIT The Prince and the Pauper	2
	LA5	SPE Unit 1	1
E05.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	LA5	LIT Critical Skills Assessment	1-3
		LIT Seasonal Change	1-5
	LA5	SPE Unit 10	3
Standard - CC.1.3.5.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.			
Assessment Anchor - E05.A-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E05.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			
E05.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	LA5	LIT Stories of Washington Irving	1
		LIT The Prince and the Pauper	2
	LA5	SPE Unit 1	1

	E05.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	LA5	LIT Critical Skills Assessment	1-3
			LIT Seasonal Change	1-5
		LA5	SPE Unit 10	3
	Standard - CC.1.3.5.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.	LA5	LIT Stories of Washington Irving	1-6
Standard Area - CC.1.4: Writing	Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
	Standard - CC.1.4.5.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.			
	Standard - CC.1.4.5.B: Identify and introduce the topic clearly.			
	Assessment Anchor - E05.C.1: Text Types and Purposes			
	Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
	E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
	E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8
	E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
	E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
	E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6
	Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
	E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
	E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
	E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8
	E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8

E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8
E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Assessment Anchor - E05.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E05.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing to a Prompt	6
E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA5	LIT Mostly Heroes	4 11
E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing a Research Paper	7 8
E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA5	COM Writing a Research Paper	7 6
E05.E.1.1.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.E.1.1.6: Provide a concluding section related to the analysis presented.	LA5	COM Writing a Research Paper	7 10
Standard - CC.1.4.5.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.			
Assessment Anchor - E05.C.1: Text Types and Purposes			
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			

E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8
E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8
E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8

E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Assessment Anchor - E05.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E05.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing to a Prompt	6
E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA5	LIT Mostly Heroes	4 11
E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing a Research Paper	7 8
E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA5	COM Writing a Research Paper	7 6
E05.E.1.1.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.E.1.1.6: Provide a concluding section related to the analysis presented.	LA5	COM Writing a Research Paper	7 10
Standard - CC.1.4.5.D: Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.			
Assessment Anchor - E05.C.1: Text Types and Purposes			
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8
E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			

E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8
E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8
E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Assessment Anchor - E05.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E05.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing to a Prompt	6
E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA5	LIT Mostly Heroes	4 11
E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing a Research Paper	7 8
E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and	LA5	COM Writing a Research Paper	7 6

events.			
E05.E.1.1.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.E.1.1.6: Provide a concluding section related to the analysis presented.	LA5	COM Writing a Research Paper	7 10
Standard - CC.1.4.5.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E05.D.1: Conventions of Standard English			
Anchor Descriptor - E05.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E05.D.1.1.1: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	LA5	GUM Prepositions, Conjunctions, and Interjections I	1-3
E05.D.1.1.2: Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	LA5	GUM Verbs	3
E05.D.1.1.3: Use verb tense to convey various times, sequences, states, and conditions.	LA5	GUM Verbs II	5 6 10
E05.D.1.1.4: Recognize and correct inappropriate shifts in verb tense.	LA5	COM Writing a Character Sketch	7
E05.D.1.1.5: Use correlative conjunctions (e.g., either/or, neither/nor).	LA5	COM Writing Business Letters	4
E05.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LA5	GUM Sentences	11 13
E05.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LA5	LIT Investigate an Inventor	1
E05.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	LA5	LIT Critical Skills Assessment	1-3
Anchor Descriptor - E05.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E05.D.1.2.1: Use punctuation to separate items in a series.	LA5	SPE Unit 4	2-5
E05.D.1.2.2: Use a comma to separate an introductory element from the rest of the sentence.	LA5	SPE Unit 6	1-4
E05.D.1.2.3: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	LA5	SPE Unit 7	1-7
E05.D.1.2.4: Use underlining, quotation marks, or italics to indicate titles of works.	LA5	SPE Unit 8	1-4
E05.D.1.2.5: Spell grade-appropriate words correctly.	LA5	LIT Critical Skills Assessment	1-3
Standard - CC.1.4.5.E: Write with an awareness of style. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying length.			
Assessment Anchor - E05.C.1: Text Types and Purposes			
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			

E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8
E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8
E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8

E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Assessment Anchor - E05.D.2: Knowledge of Language			
Anchor Descriptor - E05.D.2.1: Use knowledge of language and its conventions.			
E05.D.2.1.1: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	LA5	GUM Sentences	4 8 10
E05.D.2.1.2: Choose words and phrases to convey ideas precisely.	LA5	COM Writing a Research Paper	6 7
E05.D.2.1.3: Choose punctuation for effect.	LA5	LIT Critical Skills Assessment	1-3
E05.D.2.1.4: Choose words and phrases for effect.	LA5	COM Writing a Memoir	2
Assessment Anchor - E05.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E05.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing to a Prompt	6
E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA5	LIT Mostly Heroes	4 11
E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing a Research Paper	7 8
E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA5	COM Writing a Research Paper	7 6
E05.E.1.1.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.E.1.1.6: Provide a concluding section related to the analysis presented.	LA5	COM Writing a Research Paper	7 10
Standard - CC.1.4.5.G: Write opinion pieces on topics or texts.			
Standard - CC.1.4.5.H: Introduce the topic and state an opinion on the topic.			
Assessment Anchor - E05.C.1: Text Types and Purposes			
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8

E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8
E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8
E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Assessment Anchor - E05.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E05.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			

E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing to a Prompt	6
E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA5	LIT Mostly Heroes	4 11
E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing a Research Paper	7 8
E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA5	COM Writing a Research Paper	7 6
E05.E.1.1.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.E.1.1.6: Provide a concluding section related to the analysis presented.	LA5	COM Writing a Research Paper	7 10
Standard - CC.1.4.5.I: Provide reasons that are supported by facts and details; draw from credible sources.			
Assessment Anchor - E05.C.1: Text Types and Purposes			
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8
E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8

E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8
E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Assessment Anchor - E05.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E05.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing to a Prompt	6
E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA5	LIT Mostly Heroes	4 11
E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing a Research Paper	7 8
E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA5	COM Writing a Research Paper	7 6
E05.E.1.1.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.E.1.1.6: Provide a concluding section related to the analysis presented.	LA5	COM Writing a Research Paper	7 10
Standard - CC.1.4.5.J: Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.			

Assessment Anchor - E05.C.1: Text Types and Purposes			
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8
E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8
E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8

E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8
E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Assessment Anchor - E05.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E05.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing to a Prompt	6
E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA5	LIT Mostly Heroes	4 11
E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing a Research Paper	7 8
E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA5	COM Writing a Research Paper	7 6
E05.E.1.1.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.E.1.1.6: Provide a concluding section related to the analysis presented.	LA5	COM Writing a Research Paper	7 10
Standard - CC.1.4.5.K: Write with an awareness of style. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
Assessment Anchor - E05.C.1: Text Types and Purposes			
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8
E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6

Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8
E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8
E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Assessment Anchor - E05.D.2: Knowledge of Language			
Anchor Descriptor - E05.D.2.1: Use knowledge of language and its conventions.			
E05.D.2.1.1: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	LA5	GUM Sentences	4 8 10
E05.D.2.1.2: Choose words and phrases to convey ideas precisely.	LA5	COM Writing a Research Paper	6 7
E05.D.2.1.3: Choose punctuation for effect.	LA5	LIT Critical Skills Assessment	1-3
E05.D.2.1.4: Choose words and phrases for effect.	LA5	COM Writing a Memoir	2
Assessment Anchor - E05.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E05.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			

E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing to a Prompt	6
E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA5	LIT Mostly Heroes	4 11
E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing a Research Paper	7 8
E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA5	COM Writing a Research Paper	7 6
E05.E.1.1.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.E.1.1.6: Provide a concluding section related to the analysis presented.	LA5	COM Writing a Research Paper	7 10
Standard - CC.1.4.5.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E05.D.1: Conventions of Standard English			
Anchor Descriptor - E05.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E05.D.1.1.1: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	LA5	GUM Prepositions, Conjunctions, and Interjections I	1-3
E05.D.1.1.2: Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	LA5	GUM Verbs	3
E05.D.1.1.3: Use verb tense to convey various times, sequences, states, and conditions.	LA5	GUM Verbs II	5 6 10
E05.D.1.1.4: Recognize and correct inappropriate shifts in verb tense.	LA5	COM Writing a Character Sketch	7
E05.D.1.1.5: Use correlative conjunctions (e.g., either/or, neither/nor).	LA5	COM Writing Business Letters	4
E05.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LA5	GUM Sentences	11 13
E05.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LA5	LIT Investigate an Inventor	1
E05.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	LA5	LIT Critical Skills Assessment	1-3
Anchor Descriptor - E05.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E05.D.1.2.1: Use punctuation to separate items in a series.	LA5	SPE Unit 4	2-5
E05.D.1.2.2: Use a comma to separate an introductory element from the rest of the sentence.	LA5	SPE Unit 6	1-4
E05.D.1.2.3: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you,	LA5	SPE Unit 7	1-7

Steve?).			
E05.D.1.2.4: Use underlining, quotation marks, or italics to indicate titles of works.	LA5	SPE Unit 8	1-4
E05.D.1.2.5: Spell grade-appropriate words correctly.	LA5	LIT Critical Skills Assessment	1-3
Standard - CC.1.4.5.M: Write narratives to develop real or imagined experiences or events.			
Standard - CC.1.4.5.N: Orient the reader by establishing a situation and introducing a narrator and/or characters.			
Assessment Anchor - E05.C.1: Text Types and Purposes			
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8
E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8
E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and			

clear event sequences.				
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8	
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8	
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8	
E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7	
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5	
Standard - CC.1.4.5.O: Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.				
Assessment Anchor - E05.C.1: Text Types and Purposes				
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				
E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2	
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8	
E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8	
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10	
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6	
Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2	
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10	
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8	

E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8
E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Standard - CC.1.4.5.P: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.			
Assessment Anchor - E05.C.1: Text Types and Purposes			
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8
E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			

E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8
E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8
E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Standard - CC.1.4.5.Q: Write with an awareness of styles. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
Assessment Anchor - E05.C.1: Text Types and Purposes			
Anchor Descriptor - E05.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E05.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.1.2: Provide logically ordered reasons that are supported by facts and details.	LA5	COM Writing an Editorial	4 6 8

E05.C.1.1.3: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	LA5	COM Writing an Editorial	5 7 8
E05.C.1.1.4: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.1.5: Provide a concluding section related to the opinion presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E05.C.1.2.1: Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	LA5	COM Writing a Speech	2
E05.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA5	COM Writing a Research Paper	7 10
E05.C.1.2.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing an Editorial	4 6 8
E05.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA5	COM Writing an Editorial	5 7 8
E05.C.1.2.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
E05.C.1.2.6: Provide a concluding section related to the information or explanation presented.	LA5	COM Writing to a Prompt	6
Anchor Descriptor - E05.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E05.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA5	COM Writing a Character Sketch	3 5 8
E05.C.1.3.2: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	LA5	COM Writing a Memoir	3 8
E05.C.1.3.3: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	LA5	COM Writing a Memoir	4 8
E05.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA5	COM Writing a Memoir	2 7
E05.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA5	COM Writing a Character Sketch	5
Assessment Anchor - E05.D.2: Knowledge of Language			
Anchor Descriptor - E05.D.2.1: Use knowledge of language and its conventions.			

E05.D.2.1.1: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	LA5	GUM Sentences	4 8 10
E05.D.2.1.2: Choose words and phrases to convey ideas precisely.	LA5	COM Writing a Research Paper	6 7
E05.D.2.1.3: Choose punctuation for effect.	LA5	LIT Critical Skills Assessment	1-3
E05.D.2.1.4: Choose words and phrases for effect.	LA5	COM Writing a Memoir	2
Standard - CC.1.4.5.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E05.D.1: Conventions of Standard English			
Anchor Descriptor - E05.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E05.D.1.1.1: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	LA5	GUM Prepositions, Conjunctions, and Interjections I	1-3
E05.D.1.1.2: Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	LA5	GUM Verbs	3
E05.D.1.1.3: Use verb tense to convey various times, sequences, states, and conditions.	LA5	GUM Verbs II	5 6 10
E05.D.1.1.4: Recognize and correct inappropriate shifts in verb tense.	LA5	COM Writing a Character Sketch	7
E05.D.1.1.5: Use correlative conjunctions (e.g., either/or, neither/nor).	LA5	COM Writing Business Letters	4
E05.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LA5	GUM Sentences	11 13
E05.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LA5	LIT Investigate an Inventor	1
E05.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	LA5	LIT Critical Skills Assessment	1-3
Anchor Descriptor - E05.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E05.D.1.2.1: Use punctuation to separate items in a series.	LA5	SPE Unit 4	2-5
E05.D.1.2.2: Use a comma to separate an introductory element from the rest of the sentence.	LA5	SPE Unit 6	1-4
E05.D.1.2.3: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	LA5	SPE Unit 7	1-7
E05.D.1.2.4: Use underlining, quotation marks, or italics to indicate titles of works.	LA5	SPE Unit 8	1-4
E05.D.1.2.5: Spell grade-appropriate words correctly.	LA5	LIT Critical Skills Assessment	1-3
Standard - CC.1.4.5.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.			
Assessment Anchor - E05.E.1: Evidence-Based Analysis of Text			
Anchor Descriptor - E05.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			

	E05.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	LA5	COM Writing to a Prompt	6
	E05.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA5	LIT Mostly Heroes	4 11
	E05.E.1.1.3: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	LA5	COM Writing a Research Paper	7 8
	E05.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA5	COM Writing a Research Paper	7 6
	E05.E.1.1.5: Establish and maintain a formal style.	LA5	GUM Sentences	4 8 10
	E05.E.1.1.6: Provide a concluding section related to the analysis presented.	LA5	COM Writing a Research Paper	7 10
	Standard - CC.1.4.5.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	LA5	COM Using Technology to Write	1-3
	Standard - CC.1.4.5.U: With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	LA5	COM Using Technology to Write	1-3
	Standard - CC.1.4.5.V: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	LA5	LIT Early American Lives	10
	Standard - CC.1.4.5.W: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	LA5	LIT Curious Creatures	5
	Standard - CC.1.4.5.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	LA5	COM Writing a Research Paper	1-10
Standard Area - CC.1.5: Speaking and Listening	Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.			
	Standard - CC.1.5.5.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	LA5	LIT Mostly Heroes	5 11

	Standard - CC.1.5.5.B: Summarize the main points written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	LA5	LIT Early American Lives	5 7
	Standard - CC.1.5.5.C: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	LA5	LIT Mostly Heroes	5 7
	Standard - CC.1.5.5.D: Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.	LA5	COM Writing a Speech	1 2 4
	Standard - CC.1.5.5.F: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	LA5	LIT Early American Lives	5 7
	Standard - CC.1.5.5.E: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	LA5	COM Writing a Speech	2 4
	Standard - CC.1.5.5.G: Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	LA5	COM Writing a Compare and Contrast Essay	6

Pennsylvania Core Standards for English Language Arts Grade 4

Strand/Topic	Standards	Coverage		
Standard Area - CC.1.1: Foundational Skills	Standard Area - CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.			
	Standard - CC.1.1.4.A: Intentionally Blank			
	Standard - CC.1.1.4.B: Intentionally Blank			
	Standard - CC.1.1.4.C: Intentionally Blank			
	Standard - CC.1.1.4.D: Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	LA4	LIT Lessons Learned	1, 2
	Standard - CC.1.1.4.E: Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	LA4	LIT Stories from the Bible	3-6
Standard Area - CC.1.2: Reading Informational Text	Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	Standard - CC.1.2.4.A: Determine the main idea of a text and explain how it is supported by key details; summarize the text.			
	Assessment Anchor - E04.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E04.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E04.B-K.1.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	LA4	LIT Lessons Learned LIT Trickster Tales	1-13 1-4
	E04.B-K.1.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	LA4	LIT Feathers, Flippers, and Fur	5, 10
	E04.B-K.1.1.3: Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	LA4	LIT Life Stories	1-5
	Standard - CC.1.2.4.B: Refer to details and examples in text to support what the text says explicitly and make inferences.			
	Assessment Anchor - E04.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E04.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E04.B-K.1.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	LA4	LIT Life Stories	1-5
	E04.B-K.1.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	LA4	LIT Life Stories	1-5
	E04.B-K.1.1.3: Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	LA4	LIT Life Stories	1-5

Standard - CC.1.2.4.C: Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.			
Assessment Anchor - E04.B-K.1: Key Ideas and Details			
Anchor Descriptor - E04.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
E04.B-K.1.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	LA4	LIT Life Stories	1-5
E04.B-K.1.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	LA4	LIT Life Stories	1-5
E04.B-K.1.1.3: Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	LA4	LIT Life Stories	1-5
Standard - CC.1.2.4.D: Compare and contrast an event or topic told from two different points of view.			
Assessment Anchor - E04.B-C.2: Craft and Structure			
Anchor Descriptor - E04.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			
E04.B-C.2.1.1: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	LA4	LIT Life Stories	3, 4
E04.B-C.2.1.2: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.	LA4	LIT Critical Skills Assessment (Performance task)	1-3
Standard - CC.1.2.4.E: Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).			
Assessment Anchor - E04.B-C.2: Craft and Structure			
Anchor Descriptor - E04.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			
E04.B-C.2.1.1: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	LA4	LIT Life Stories	3, 4
E04.B-C.2.1.2: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.	LA4	LIT Critical Skills Assessment (Performance task)	1-3
Standard - CC.1.2.4.F: Determine the meaning of words and phrases as they are used in grade level text, including figurative language.			
Assessment Anchor - E04.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E04.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E04.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.	LA4	LIT Critical Skills Assessment (Performance task)	1-3

E04.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	LA4	LIT Writing Poetry	1-3, 7
Standard - CC.1.2.4.G: Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.			
Assessment Anchor - E04.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E04.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E04.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text.	LA4	LIT Critical Skills Assessment (Performance task)	1-3
E04.B-C.3.1.2: Integrate information from two texts on the same topic in order to demonstrate subject knowledge.	LA4	LIT Stories from Many Lands	2, 6, 9
E04.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	LA4	LIT Feathers, Flippers, and Fur	1
Standard - CC.1.2.4.H: Explain how an author uses reasons and evidence to support particular points in a text.			
Assessment Anchor - E04.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E04.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E04.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text.	LA4	LIT Critical Skills Assessment (Performance task)	1-3
E04.B-C.3.1.2: Integrate information from two texts on the same topic in order to demonstrate subject knowledge.	LA4	LIT Stories from Many Lands	2, 6, 9
E04.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	LA4	LIT Feathers, Flippers, and Fur	1
Standard - CC.1.2.4.I: Integrate information from two texts on the same topic to demonstrate understanding of that topic.			
Assessment Anchor - E04.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E04.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E04.B-C.3.1.1: Explain how an author uses reasons and evidence to support particular points in a text.	LA4	LIT Critical Skills Assessment (Performance task)	1-3
E04.B-C.3.1.2: Integrate information from two texts on the same topic in order to demonstrate subject knowledge.	LA4	LIT Stories from Many Lands	2, 6, 9
E04.B-C.3.1.3: Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.	LA4	LIT Feathers, Flippers, and Fur	1
Standard - CC.1.2.4.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.			
Assessment Anchor - E04.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E04.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			

	E04.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.	LA4	LIT Critical Skills Assessment (Performance task)	1-3
	E04.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	LA4	LIT Writing Poetry	1-3, 7
Standard - CC.1.2.4.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.				
Assessment Anchor - E04.B-V.4: Vocabulary Acquisition and Use				
Anchor Descriptor - E04.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.				
	E04.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Determine the meaning of general academic and domain-specific words or phrases used in a text.	LA4	LIT Critical Skills Assessment (Performance task)	1-3
	E04.B-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their antonyms and synonyms.	LA4	LIT Writing Poetry	1-3, 7
Standard - CC.1.2.4.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.				
Standard Area - CC.1.3: Reading Literature	Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	LA4	LIT Stories from the Bible	3-6
			A Patchwork of People	1-10
			Robinson Crusoe	1-10
			King Arthur and the Knights of the Round Table	1-3
Standard Area - CC.1.4: Writing	Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
	Standard - CC.1.4.4.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.			
	Standard - CC.1.4.4.B: Identify and introduce the topic clearly.			

Assessment Anchor - E04.C.1: Text Types and Purposes			
Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8
E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8
E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			
E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Assessment Anchor - E04.D.2: Knowledge of Language			
Anchor Descriptor - E04.D.2.1: Use knowledge of language and its conventions.			
E04.D.2.1.1: Choose words and phrases to convey ideas precisely.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.2.1.2: Choose punctuation for effect.	LA4	GUM Review and Sentences	2
E04.D.2.1.3: Choose words and phrases for effect.	LA4	LIT Writing Guided Journal	4, 5, 9

		Entries	
Anchor Descriptor - E04.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	LA4	LIT Life Stories	6
E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA4	LIT Lessons Learned	10-13
E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Lessons Learned	4
E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA4	LIT Nature's Way	6
E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.	LA4	LIT Stories from Many Lands	9
Standard - CC.1.4.4.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.			
Assessment Anchor - E04.C.1: Text Types and Purposes			
Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8
E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8
E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			

E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Assessment Anchor - E04.D.2: Knowledge of Language			
Anchor Descriptor - E04.D.2.1: Use knowledge of language and its conventions.			
E04.D.2.1.1: Choose words and phrases to convey ideas precisely.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.2.1.2: Choose punctuation for effect.	LA4	GUM Review and Sentences	2
E04.D.2.1.3: Choose words and phrases for effect.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
Anchor Descriptor - E04.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	LA4	LIT Life Stories	6
E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA4	LIT Lessons Learned	10-13
E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Lessons Learned	4
E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA4	LIT Nature's Way	6
E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.	LA4	LIT Stories from Many Lands	9
Standard - CC.1.4.4.D: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.			
Assessment Anchor - E04.C.1: Text Types and Purposes			
Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8

E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8
E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			
E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Assessment Anchor - E04.D.2: Knowledge of Language			
Anchor Descriptor - E04.D.2.1: Use knowledge of language and its conventions.			
E04.D.2.1.1: Choose words and phrases to convey ideas precisely.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.2.1.2: Choose punctuation for effect.	LA4	GUM Review and Sentences	2
E04.D.2.1.3: Choose words and phrases for effect.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
Anchor Descriptor - E04.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	LA4	LIT Life Stories	6

E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA4	LIT Lessons Learned	10-13
E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Lessons Learned	4
E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA4	LIT Nature's Way	6
E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.	LA4	LIT Stories from Many Lands	9
Standard - CC.1.4.4.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling			
Assessment Anchor - E04.D.1: Conventions of Standard English			
Anchor Descriptor - E04.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E04.D.1.1.1: Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).	LA4	GUM Pronouns	1-10
E04.D.1.1.2: Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).	LA4	GUM Verbs 1 GUM Verbs 3	3, 4, 7 2, 3, 7
E04.D.1.1.3: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math		
E04.D.1.1.4: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	LA4	GUM Adjectives	1, 9
E04.D.1.1.5: Form and use prepositional phrases.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LA4	GUM (Optional) Writing News Articles and Editorials* GUM Verbs 1	2 5, 7
E04.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LA4	GUM Word Study	4-6
E04.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	LA4	GUM Verbs 3	4-6
E04.D.1.2.1: Use correct capitalization.	LA4	GUM Punctuation and Capitalization 2	4-6
E04.D.1.2.2: Use commas and quotation marks to mark direct speech and quotations from a text.	LA4	GUM Punctuation and Capitalization 1	5-7
E04.D.1.2.3: Use a comma before a coordinating conjunction in a compound sentence.	LA4	GUM Review and Sentences	8
E04.D.1.2.4: Spell grade-appropriate words correctly.	LA4	SPE Unit 1	1-4
Anchor Descriptor - E04.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
Standard - CC.1.4.4.E: Use precise language and domain-specific vocabulary to inform about or explain the topic.			
Assessment Anchor - E04.C.1: Text Types and Purposes			

Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8
E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8
E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			
E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Assessment Anchor - E04.D.2: Knowledge of Language			
Anchor Descriptor - E04.D.2.1: Use knowledge of language and its conventions.			
E04.D.2.1.1: Choose words and phrases to convey ideas precisely.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.2.1.2: Choose punctuation for effect.	LA4	GUM Review and Sentences	2
E04.D.2.1.3: Choose words and phrases for effect.	LA4	LIT Writing Guided Journal Entries	4, 5, 9

Anchor Descriptor - E04.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	LA4	LIT Life Stories	6
E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA4	LIT Lessons Learned	10-13
E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Lessons Learned	4
E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA4	LIT Nature's Way	6
E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.	LA4	LIT Stories from Many Lands	9
Standard - CC.1.4.4.G: Write opinion pieces on topics or texts.			
Standard - CC.1.4.4.H: Introduce the topic and state an opinion on the topic.			
Assessment Anchor - E04.C.1: Text Types and Purposes			
Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8
E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8
E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			

E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Assessment Anchor - E04.D.2: Knowledge of Language			
Anchor Descriptor - E04.D.2.1: Use knowledge of language and its conventions.			
E04.D.2.1.1: Choose words and phrases to convey ideas precisely.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.2.1.2: Choose punctuation for effect.	LA4	GUM Review and Sentences	2
E04.D.2.1.3: Choose words and phrases for effect.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
Anchor Descriptor - E04.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	LA4	LIT Life Stories	6
E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA4	LIT Lessons Learned	10-13
E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Lessons Learned	4
E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA4	LIT Nature's Way	6
E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.	LA4	LIT Stories from Many Lands	9
Standard - CC.1.4.4.I: Provide reasons that are supported by facts and details.			
Assessment Anchor - E04.C.1: Text Types and Purposes			
Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8
E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8

E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			
E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Assessment Anchor - E04.D.1: Conventions of Standard English			
Anchor Descriptor - E04.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E04.D.1.1.1: Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).	LA4	GUM Pronouns	1-10
E04.D.1.1.2: Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).	LA4	GUM Verbs 1 GUM Verbs 3	3, 4, 7 2, 3, 7
E04.D.1.1.3: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math		
E04.D.1.1.4: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	LA4	GUM Adjectives	1, 9

E04.D.1.1.5: Form and use prepositional phrases.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LA4	GUM (Optional) Writing News Articles and Editorials* GUM Verbs 1	2 5, 7
E04.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LA4	GUM Word Study	4-6
E04.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	LA4	GUM Verbs 3	4-6
E04.D.1.2.1: Use correct capitalization.	LA4	GUM Punctuation and Capitalization 2	4-6
E04.D.1.2.2: Use commas and quotation marks to mark direct speech and quotations from a text.	LA4	GUM Punctuation and Capitalization 1	5-7
E04.D.1.2.3: Use a comma before a coordinating conjunction in a compound sentence.	LA4	GUM Review and Sentences	8
E04.D.1.2.4: Spell grade-appropriate words correctly.	LA4	SPE Unit 1	1-4
Anchor Descriptor - E04.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
Assessment Anchor - E04.D.2: Knowledge of Language			
Anchor Descriptor - E04.D.2.1: Use knowledge of language and its conventions.			
E04.D.2.1.1: Choose words and phrases to convey ideas precisely.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.2.1.2: Choose punctuation for effect.	LA4	GUM Review and Sentences	2
E04.D.2.1.3: Choose words and phrases for effect.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
Anchor Descriptor - E04.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	LA4	LIT Life Stories	6
E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA4	LIT Lessons Learned	10-13
E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Lessons Learned	4
E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA4	LIT Nature's Way	6
E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.	LA4	LIT Stories from Many Lands	9
Standard - CC.1.4.4.J: Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.			
Assessment Anchor - E04.C.1: Text Types and Purposes			
Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			

E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8
E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8
E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			
E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Assessment Anchor - E04.D.2: Knowledge of Language			
Anchor Descriptor - E04.D.2.1: Use knowledge of language and its conventions.			
E04.D.2.1.1: Choose words and phrases to convey ideas precisely.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.2.1.2: Choose punctuation for effect.	LA4	GUM Review and Sentences	2
E04.D.2.1.3: Choose words and phrases for effect.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
Anchor Descriptor - E04.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			

E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	LA4	LIT Life Stories	6
E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA4	LIT Lessons Learned	10-13
E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Lessons Learned	4
E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA4	LIT Nature's Way	6
E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.	LA4	LIT Stories from Many Lands	9
Standard - CC.1.4.4.K: Choose words and phrases to convey ideas precisely.			
Assessment Anchor - E04.D.2: Knowledge of Language			
Anchor Descriptor - E04.D.2.1: Use knowledge of language and its conventions.			
E04.D.2.1.1: Choose words and phrases to convey ideas precisely.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.2.1.2: Choose punctuation for effect.	LA4	GUM Review and Sentences	2
E04.D.2.1.3: Choose words and phrases for effect.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
Anchor Descriptor - E04.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	LA4	LIT Life Stories	6
E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA4	LIT Lessons Learned	10-13
E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Lessons Learned	4
E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA4	LIT Nature's Way	6
E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.	LA4	LIT Stories from Many Lands	9
Standard - CC.1.4.4.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E04.D.1: Conventions of Standard English			
Anchor Descriptor - E04.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E04.D.1.1.1: Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).	LA4	GUM Pronouns	1-10
E04.D.1.1.2: Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).	LA4	GUM Verbs 1 GUM Verbs 3	3, 4, 7 2, 3, 7

E04.D.1.1.3: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math		
E04.D.1.1.4: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	LA4	GUM Adjectives	1, 9
E04.D.1.1.5: Form and use prepositional phrases.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LA4	GUM (Optional) Writing News Articles and Editorials* GUM Verbs 1	2 5, 7
E04.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LA4	GUM Word Study	4-6
E04.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	LA4	GUM Verbs 3	4-6
E04.D.1.2.1: Use correct capitalization.	LA4	GUM Punctuation and Capitalization 2	4-6
E04.D.1.2.2: Use commas and quotation marks to mark direct speech and quotations from a text.	LA4	GUM Punctuation and Capitalization 1	5-7
E04.D.1.2.3: Use a comma before a coordinating conjunction in a compound sentence.	LA4	GUM Review and Sentences	8
E04.D.1.2.4: Spell grade-appropriate words correctly.	LA4	SPE Unit 1	1-4
Anchor Descriptor - E04.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
Standard - CC.1.4.4.M: Write narratives to develop real or imagined experiences or events.			
Standard - CC.1.4.4.N: Orient the reader by establishing a situation and introducing a narrator and/or characters.			
Assessment Anchor - E04.C.1: Text Types and Purposes			
Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8
E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8
E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10

E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			
E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Standard - CC.1.4.4.O: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.			
Assessment Anchor - E04.C.1: Text Types and Purposes			
Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8
E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8
E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10

E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			
E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Standard - CC.1.4.4.P: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.			
Assessment Anchor - E04.C.1: Text Types and Purposes			
Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8
E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8
E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			

E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Standard - CC.1.4.4.Q: Choose words and phrases to convey ideas precisely.			
Assessment Anchor - E04.C.1: Text Types and Purposes			
Anchor Descriptor - E04.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
E04.C.1.1.1: Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	LA4	LIT Writing a Persuasive Paper	9
E04.C.1.1.2: Provide reasons that are supported by facts and details.	LA4	LIT Writing a Persuasive Paper	5-8
E04.C.1.1.3: Link an opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	LA4	LIT Writing a Persuasive Paper	8
E04.C.1.1.4: Provide a concluding statement or section related to the opinion presented.	LA4	LIT Writing a Persuasive Paper	9
Anchor Descriptor - E04.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E04.C.1.2.1: Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.	LA4	LIT Writing a Report	1, 3, 5
E04.C.1.2.2: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Writing a Report	1-10
E04.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.	LA4	LIT Writing a Report	1-10
E04.C.1.2.5: Provide a concluding statement or section related to the information or explanation presented.	LA4	LIT Writing a Report	1-10
Anchor Descriptor - E04.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.			
E04.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3

E04.C.1.3.2: Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.3: Use a variety of transitional words and phrases to manage the sequence of events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.4: Use concrete words and phrases and sensory details to convey experiences and events precisely.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
E04.C.1.3.5: Provide a conclusion that follows from the narrated experiences or events.	LA4	LIT Writing a Play* LIT Critical Skills Assessment	1-9 1-3
Assessment Anchor - E04.D.2: Knowledge of Language			
Anchor Descriptor - E04.D.2.1: Use knowledge of language and its conventions.			
E04.D.2.1.1: Choose words and phrases to convey ideas precisely.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.2.1.2: Choose punctuation for effect.	LA4	GUM Review and Sentences	2
E04.D.2.1.3: Choose words and phrases for effect.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
Anchor Descriptor - E04.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
E04.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.	LA4	LIT Life Stories	6
E04.E.1.1.2: Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	LA4	LIT Lessons Learned	10-13
E04.E.1.1.3: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	LA4	LIT Lessons Learned	4
E04.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	LA4	LIT Nature's Way	6
E04.E.1.1.5: Provide a concluding statement or section related to the analysis presented.	LA4	LIT Stories from Many Lands	9
Standard - CC.1.4.4.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Assessment Anchor - E04.D.1: Conventions of Standard English			
Anchor Descriptor - E04.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E04.D.1.1.1: Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).	LA4	GUM Pronouns	1-10
E04.D.1.1.2: Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).	LA4	GUM Verbs 1 GUM Verbs 3	3, 4, 7 2, 3, 7
E04.D.1.1.3: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math		

E04.D.1.1.4: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	LA4	GUM Adjectives	1, 9
E04.D.1.1.5: Form and use prepositional phrases.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LA4	GUM (Optional) Writing News Articles and Editorials* GUM Verbs 1	2 5, 7
E04.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LA4	GUM Word Study	4-6
E04.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	LA4	GUM Verbs 3	4-6
E04.D.1.2.1: Use correct capitalization.	LA4	GUM Punctuation and Capitalization 2	4-6
E04.D.1.2.2: Use commas and quotation marks to mark direct speech and quotations from a text.	LA4	GUM Punctuation and Capitalization 1	5-7
E04.D.1.2.3: Use a comma before a coordinating conjunction in a compound sentence.	LA4	GUM Review and Sentences	8
E04.D.1.2.4: Spell grade-appropriate words correctly.	LA4	SPE Unit 1	1-4
Anchor Descriptor - E04.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
Standard - CC.1.4.4.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.			
Assessment Anchor - E04.D.1: Conventions of Standard English			
Anchor Descriptor - E04.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E04.D.1.1.1: Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why).	LA4	GUM Pronouns	1-10
E04.D.1.1.2: Form and use the progressive verb tenses (e.g., I was walking, I am walking, I will be walking).	LA4	GUM Verbs 1 GUM Verbs 3	3, 4, 7 2, 3, 7
E04.D.1.1.3: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math		
E04.D.1.1.4: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	LA4	GUM Adjectives	1, 9
E04.D.1.1.5: Form and use prepositional phrases.	LA4	LIT Writing Guided Journal Entries	4, 5, 9
E04.D.1.1.6: Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	LA4	GUM (Optional) Writing News Articles and Editorials* GUM Verbs 1	2 5, 7
E04.D.1.1.7: Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	LA4	GUM Word Study	4-6

	E04.D.1.1.8: Ensure subject-verb and pronoun-antecedent agreement.	LA4	GUM Verbs 3	4-6
	E04.D.1.2.1: Use correct capitalization.	LA4	GUM Punctuation and Capitalization 2	4-6
	E04.D.1.2.2: Use commas and quotation marks to mark direct speech and quotations from a text.	LA4	GUM Punctuation and Capitalization 1	5-7
	E04.D.1.2.3: Use a comma before a coordinating conjunction in a compound sentence.	LA4	GUM Review and Sentences	8
	E04.D.1.2.4: Spell grade-appropriate words correctly.	LA4	SPE Unit 1	1-4
	Anchor Descriptor - E04.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
	Standard - CC.1.4.4.T: With guidance and support form peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	LA4	LIT Writing Guided Journal Entries	1-5
	Standard - CC.1.4.4.U: With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	LA4	LIT Writing a Book Review	9
	Standard - CC.1.4.4.V: Conduct short research projects that build knowledge through investigation of different aspects of a topic.	LA4	LIT Writing a Report	2, 4
	Standard - CC.1.4.4.W: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	LA4	LIT Writing a Report	2, 4
Standard Area - CC.1.5: Speaking and Listening	Standard - CC.1.4.4.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	LA4	LIT Writing a Report	1-4
	Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.			
	Standard - CC.1.5.4.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	LA4	LIT Lessons Learned	4
	Standard - CC.1.5.4.B: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	LA4	LIT Lessons Learned	4
	Standard - CC.1.5.4.C: Identify the reasons and evidence a speaker provides to support particular points.	LA4	LIT Nature's Way	2, 6
	Standard - CC.1.5.4.D: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.	LA4	LIT Lessons Learned	4

	Standard - CC.1.5.4.F: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	LA4	LIT Multimedia Presentation	3, 4
	Standard - CC.1.5.4.E: Differentiate between contexts that require formal English versus informal situations.	LA4	LIT Multimedia Presentation	1, 3, 4
	Standard - CC.1.5.4.G: Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.	LA4	LIT Lessons Learned	4

Pennsylvania Core Standards for English Language Arts Grade 3

Strand/Topic	Standards	Coverage		
Standard Area - CC.1.1: Foundational Skills	Standard Area - CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.			
	Standard - CC.1.1.3.A: Intentionally Blank			
	Standard - CC.1.1.3.B: Intentionally Blank			
	Standard - CC.1.1.3.C: Intentionally Blank			
	Standard - CC.1.1.3.D: Know and apply grade level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.	Purple	VOC Suffixes and Homophones VOC Weather Words and Suffixes	1-10 1-10
	Standard - CC.1.1.3.E: Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Purple	SPE Heart Words, Silent SPE Consonants, Words Ending in ic, and Homophones SPE Heart Words and Sounds of the ea Spelling	2-5 1-5
Standard Area - CC.1.2: Reading Informational Text	Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	Standard - CC.1.2.3.A: Determine the main idea of a text; recount the key details and explain how they support the main idea.	Purple	LIT Stories That Teach LIT Greek and Roman Myths	9 11
	Assessment Anchor - E03.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E03.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E03.B-K.1.1.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Purple	LIT Greek and Roman Myths	11
	E03.B-K.1.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	Purple	LIT Stories That Teach LIT Greek and Roman Myths	9 11
	E03.B-K.1.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Purple	LIT Weather or Not	1-10
	Standard - CC.1.2.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Purple	LIT Greek and Roman Myths	11
	Assessment Anchor - E03.B-K.1: Key Ideas and Details			
	Anchor Descriptor - E03.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
	E03.B-K.1.1.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Purple	LIT Greek and Roman Myths	11
	E03.B-K.1.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	Purple	LIT Stories That Teach LIT Greek and Roman Myths	9 11

E03.B-K.1.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Purple	LIT Weather or Not	1-10
Standard - CC.1.2.3.C: Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	Purple	LIT Weather or Not	1-10
Assessment Anchor - E03.B-K.1: Key Ideas and Details			
Anchor Descriptor - E03.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.			
E03.B-K.1.1.1: Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Purple	LIT Greek and Roman Myths	11
E03.B-K.1.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	Purple	LIT Stories That Teach LIT Greek and Roman Myths	9 11
E03.B-K.1.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Purple	LIT Weather or Not	1-10
Standard - CC.1.2.3.D: Explain the point of view of the author.	Purple	LIT Nature's Way LIT Critical Skills Assessments	1 1-3
Assessment Anchor - E03.B-C.2: Craft and Structure			
Anchor Descriptor - E03.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			
E03.B-C.2.1.1: Explain the point of view from which a text is written.	Purple	LIT Nature's Way LIT Critical Skills Assessments	1 1-3
E03.B-C.2.1.2: Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.	Purple	LIT Weather or Not	1-11
Standard - CC.1.2.3.E: Use text features and search tools to locate and interpret information.	Purple	LIT Weather or Not	1-11
Assessment Anchor - E03.B-C.2: Craft and Structure			
Anchor Descriptor - E03.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.			
E03.B-C.2.1.1: Explain the point of view from which a text is written.	Purple	LIT Nature's Way LIT Critical Skills Assessments	1 1-3
E03.B-C.2.1.2: Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.	Purple	LIT Weather or Not	1-11
Standard - CC.1.2.3.F: Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Purple	VOC Suffixes and Shades of Meaning	1-10
Assessment Anchor - E03.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E03.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			

E03.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Purple	VOC Suffixes and Homophones VOC Weather Words and Suffixes	1-10 1-10
E03.B-V.4.1.2: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	Purple	VOC Literal and Nonliteral Meanings and Latin and Greek Roots	1-10
Standard - CC.1.2.3.G: Use information gained from text features to demonstrate understanding of a text.	Purple	LIT Weather or Not	1-11
Assessment Anchor - E03.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E03.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E03.B-C.3.1.1: Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Purple	WS Paragraphs	2-6
E03.B-C.3.1.2: Compare and contrast the most important points and key details presented in two texts on the same topic.	Purple	LIT Greek and Roman Myths	1-11
E03.B-C.3.1.3: Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Purple	LIT Lessons Learned	1-8
Standard - CC.1.2.3.H: Describe how an author connects sentences and paragraphs in a text to support particular points.	Purple	WS Paragraphs	2-6
Assessment Anchor - E03.B-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E03.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E03.B-C.3.1.1: Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Purple	WS Paragraphs	2-6
E03.B-C.3.1.2: Compare and contrast the most important points and key details presented in two texts on the same topic.	Purple	LIT Greek and Roman Myths	1-11
E03.B-C.3.1.3: Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Purple	LIT Lessons Learned	1-8
Standard - CC.1.2.3.I: Compare and contrast the most important points and key details presented in two texts on the same topic.	Purple	LIT Greek and Roman Myths	1-11
Assessment Anchor - E03.B-C.3: Integration of Knowledge and Ideas			

Anchor Descriptor - E03.B-C.3.1: Demonstrate understanding of connections within, between, and/or among informational texts.			
E03.B-C.3.1.1: Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Purple	WS Paragraphs	2-6
E03.B-C.3.1.2: Compare and contrast the most important points and key details presented in two texts on the same topic.	Purple	LIT Greek and Roman Myths	1-11
E03.B-C.3.1.3: Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Purple	LIT Lessons Learned	1-8
Standard - CC.1.2.3.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Purple	VOC Suffixes and Homophones VOC Weather Words and Suffixes	1-10 1-10
Assessment Anchor - E03.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E03.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			
E03.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Purple	VOC Suffixes and Homophones VOC Weather Words and Suffixes	1-10 1-10
E03.B-V.4.1.2: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	Purple	VOC Literal and Nonliteral Meanings and Latin and Greek Roots	1-10
Standard - CC.1.2.3.K: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content; choosing flexibly from a range of strategies and tools.	Purple	VOC Literal and Nonliteral Meanings and Latin and Greek Roots	1-10
Assessment Anchor - E03.B-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E03.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.			

	E03.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Determine the meaning of general academic and domain-specific words and phrases used in a text. d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Purple	VOC Suffixes and Homophones VOC Weather Words and Suffixes	1-10 1-10
	E03.B-V.4.1.2: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	Purple	VOC Literal and Nonliteral Meanings and Latin and Greek Roots	1-10
	Standard - CC.1.2.3.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Purple	LIT Weather or Not	1-11
Standard Area - CC.1.3: Reading Literature	Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	Standard - CC.1.3.3.A: Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Purple	LIT Lessons Learned	1-8
	Assessment Anchor - E03.A-K.1: Key Ideas and Details			
	Anchor Descriptor - E03.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
	E03.A-K.1.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Purple	LIT Greek and Roman Myths	11
	E03.A-K.1.1.2: Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Purple	LIT Weather or Not LIT Animal Friends Poetry	1-11 1-5
	E03.A-K.1.1.3: Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: "Story" means narration of events told through the text types of story, drama, or poem.	Purple	LIT Stories That Teach LIT Nature's Way	1-9 1-7
	Standard - CC.1.3.3.B: Ask and answer questions about the text and make inferences from text; refer to text to support responses.	Purple	LIT Greek and Roman Myths	11
	Assessment Anchor - E03.A-K.1: Key Ideas and Details			
	Anchor Descriptor - E03.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
	E03.A-K.1.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Purple	LIT Greek and Roman Myths	11

E03.A-K.1.1.2: Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Purple	LIT Weather or Not LIT Animal Friends Poetry	1-11 1-5
E03.A-K.1.1.3: Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: “Story” means narration of events told through the text types of story, drama, or poem.	Purple	LIT Stories That Teach LIT Nature's Way	1-9 1-7
Standard - CC.1.3.3.C: Describe characters in a story and explain how their actions contribute to the sequence of events.	Purple	LIT Stories That Teach LIT Nature's Way	1-9 1-7
Assessment Anchor - E03.A-K.1: Key Ideas and Details			
Anchor Descriptor - E03.A-K.1.1: Demonstrate understanding of key ideas and details in literature.			
E03.A-K.1.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Purple	LIT Greek and Roman Myths	11
E03.A-K.1.1.2: Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Purple	LIT Weather or Not LIT Animal Friends Poetry	1-11 1-5
E03.A-K.1.1.3: Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events. Note: “Story” means narration of events told through the text types of story, drama, or poem.	Purple	LIT Stories That Teach LIT Nature's Way	1-9 1-7
Standard - CC.1.3.3.D: Explain the point of view of the author.	Purple	LIT Nature's Way LIT Critical Skills Assessments	1 1-3
Assessment Anchor - E03.A-C.2 : Craft and Structure			
Anchor Descriptor - E03.A-C.2.1: Demonstrate understanding of craft and structure in literature.			
E03.A-C.2.1.1: Explain the point of view from which a story is narrated, including the difference between first and third-person narrations. Note: “Story” means narration of events told through the text types of story, drama, or poem.	Purple	LIT Animal Tales LIT Animal Friends Poetry	6 1 2
Standard - CC.1.3.3.E: Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.	Purple	LIT Weather or Not LIT Animal Friends Poetry	1-11 1-5
Standard - CC.1.3.3.F: Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Purple	VOC Suffixes and Shades of Meaning	1-10
Assessment Anchor - E03.A-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E03.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			

E03.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Purple	VOC Suffixes and Homophones VOC Weather Words and Suffixes	1-10 1-10
E03.A-V.4.1.2: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	Purple	VOC Literal and Nonliteral Meanings and Latin and Greek Roots	1-10
Standard - CC.1.3.3.G: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Purple	LIT Lessons Learned	1-8
Standard - CC.1.3.3.H: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.	Purple	LIT Greek and Roman Myths	1-11
Assessment Anchor - E03.A-C.3: Integration of Knowledge and Ideas			
Anchor Descriptor - E03.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.			
E03.A-C.3.1.1: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	Purple	LIT Greek and Roman Myths	1-11
Standard - CC.1.3.3.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies and tools.	Purple	VOC Suffixes and Homophones VOC Weather Words and Suffixes	1-10 1-10
Assessment Anchor - E03.A-V.4: Vocabulary Acquisition and Use			
Anchor Descriptor - E03.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			
E03.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Purple	LIT Critical Skills Assessment	1-3

	E03.A-V.4.1.2: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	Purple	LIT Critical Skills Assessment	1-3
	Standard - CC.1.3.3.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Purple	LIT Weather or Not	1, 2
	Assessment Anchor - E03.A-V.4: Vocabulary Acquisition and Use			
	Anchor Descriptor - E03.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.			
	E03.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Purple	LIT Critical Skills Assessment	1-3
	E03.A-V.4.1.2: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Distinguish shades of meaning among related words (e.g., knew, believed, suspected, heard, wondered).	Purple	LIT Critical Skills Assessment	1-3
Standard Area - CC.1.4: Writing	Standard - CC.1.3.3.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.	Purple	LIT Weather or Not LIT Animal Friends Poetry	1-11 1-5
	Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
	Standard - CC.1.4.3.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Purple	LIT Critical Skills Assessment	1-3
	Standard - CC.1.4.3.B: Identify and introduce the topic.	Purple	WS Verbs and Persuasive Essay	6-9
	Assessment Anchor - E03.C.1: Text Types and Purposes			
	Anchor Descriptor - E03.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.			
	E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.	Purple	WS Verbs and Persuasive Essay	6
	E03.C.1.1.2: Provide reasons that support the opinion.	Purple	WS Verbs and Persuasive Essay	6
	E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.	Purple	WS Verbs and Persuasive Essay	9
	E03.C.1.1.4: Provide a concluding statement or section.	Purple	WS Turn a Persuasive Essay into a Business Letter	2
	Anchor Descriptor - E03.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			

E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer’s purpose.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.4: Provide a concluding statement or section.	Purple	WS Nouns and Informative Essay	1-8
Anchor Descriptor - E03.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E03.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.2: Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.3: Use temporal words and phrases to signal event order.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.4: Provide a sense of closure.	Purple	WS Combining Sentences and Personal Story	1-10
Standard - CC.1.4.3.C: Develop the topic with facts, definitions, details, and illustrations, as appropriate.	Purple	WS Combining Sentences and Personal Story	1-10
Assessment Anchor - E03.C.1: Text Types and Purposes			
Anchor Descriptor - E03.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.			
E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer’s purpose.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.2: Provide reasons that support the opinion.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.	Purple	WS Verbs and Persuasive Essay	9
E03.C.1.1.4: Provide a concluding statement or section.	Purple	WS Turn a Persuasive Essay into a Business Letter	2
Anchor Descriptor - E03.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer’s purpose.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.4: Provide a concluding statement or section.	Purple	WS Nouns and Informative Essay	1-8
Anchor Descriptor - E03.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and			

clear event sequences.				
E03.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose.	Purple	WS Combining Sentences and Personal Story	1-10	
E03.C.1.3.2: Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Purple	WS Combining Sentences and Personal Story	1-10	
E03.C.1.3.3: Use temporal words and phrases to signal event order.	Purple	WS Combining Sentences and Personal Story	1-10	
E03.C.1.3.4: Provide a sense of closure.	Purple	WS Combining Sentences and Personal Story	1-10	
Standard - CC.1.4.3.D: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	Purple	WS Combining Sentences and Personal Story	1-10	
Assessment Anchor - E03.C.1: Text Types and Purposes				
Anchor Descriptor - E03.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.				
E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer’s purpose.	Purple	WS Verbs and Persuasive Essay	6	
E03.C.1.1.2: Provide reasons that support the opinion.	Purple	WS Verbs and Persuasive Essay	6	
E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.	Purple	WS Verbs and Persuasive Essay	9	
E03.C.1.1.4: Provide a concluding statement or section.	Purple	WS Turn a Persuasive Essay into a Business Letter	2	
Anchor Descriptor - E03.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				
E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer’s purpose.	Purple	WS Nouns and Informative Essay	1-8	
E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.	Purple	WS Nouns and Informative Essay	1-8	
E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Purple	WS Nouns and Informative Essay	1-8	
E03.C.1.2.4: Provide a concluding statement or section.	Purple	WS Nouns and Informative Essay	1-8	
Anchor Descriptor - E03.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
E03.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose.	Purple	WS Combining Sentences and Personal Story	1-10	
E03.C.1.3.2: Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Purple	WS Combining Sentences and Personal Story	1-10	

E03.C.1.3.3: Use temporal words and phrases to signal event order.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.4: Provide a sense of closure.	Purple	WS Combining Sentences and Personal Story	1-10
Standard - CC.1.4.3.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling	Purple	WS Combining Sentences and Personal Story	1-10
Assessment Anchor - E03.D.1: Conventions of Standard English			
Anchor Descriptor - E03.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Purple	WS Nouns and Informative Essay WS Verbs and Persuasive Essay WS Pronouns and Book Review WS Adjectives and Write a Research Report WS Adverbs and Research Report WS Presentation	1-6 1-6 1-6 1-6 1-6
E03.D.1.1.2: Form and use regular and irregular plural nouns.	Purple	WS Pronouns and Book Review Nouns and Informative Essay	2 3
E03.D.1.1.3: Use abstract nouns (e.g., childhood).	Purple	WS Collective, Abstract, & Compound Nouns and Model Informative Essay	1-3
E03.D.1.1.4: Form and use regular and irregular verbs.	Purple	WS Verb Tense and a Short Story	5
E03.D.1.1.5: Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).	Purple	WS Verb Tense and a Short Story	1-4
E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement.	Purple	WS Nouns and Informative Essay	1-8
E03.D.1.1.7: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Purple	WS Adjectives and Write a Research Report	1-9
E03.D.1.1.8: Use coordinating and subordinating conjunctions.	Purple	WS Combining Sentences and Personal Story	4
E03.D.1.1.9: Produce simple, compound, and complex sentences.	Purple	LIT Animal Tales	5-7
Anchor Descriptor - E03.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E03.D.1.2.1: Capitalize appropriate words in titles.	Purple	WS Capital Letters, Punctuation, and Forms	1-6
E03.D.1.2.2: Use commas in addresses.	Purple	WS Share Information in a Letter	1, 2, 5, 6
E03.D.1.2.3: Use commas and quotation marks in dialogue.	Purple	WS Quotations and Short Research Project	2-4
E03.D.1.2.4: Form and use possessives.	Purple	WS Nouns and Informative Essay	5, 6

E03.D.1.2.5: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Purple	VOC Weather Words and Suffixes VOC Suffixes and Contractions	1-10 1-10
E03.D.1.2.6: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Purple	VOC Suffixes and Contractions VOC Suffixes and Shades of Meaning	1, 2 1-10
Standard - CC.1.4.3.E: Choose words and phrases for effect.	Purple	WS Verbs and Persuasive Essay	1-9
Assessment Anchor - E03.D.2: Knowledge of Language			
Anchor Descriptor - E03.D.2.1: Use knowledge of language and its conventions.			
E03.D.2.1.1: Choose words and phrases for effect.	Purple	WS Verbs and Persuasive Essay	1-9
Standard - CC.1.4.3.G: Write opinion pieces on familiar topics or texts.	Purple	WS Verbs and Persuasive Essay	1-6
Standard - CC.1.4.3.H: Introduce the topic and state an opinion on the topic.	Purple	WS Verbs and Persuasive Essay	1-6
Assessment Anchor - E03.C.1: Text Types and Purposes			
Anchor Descriptor - E03.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.			
E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.2: Provide reasons that support the opinion.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.	Purple	WS Verbs and Persuasive Essay	9
E03.C.1.1.4: Provide a concluding statement or section.	Purple	WS Turn a Persuasive Essay into a Business Letter	2
Anchor Descriptor - E03.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer's purpose.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.4: Provide a concluding statement or section.	Purple	WS Nouns and Informative Essay	1-8
Anchor Descriptor - E03.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E03.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.2: Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.3: Use temporal words and phrases to signal event order.	Purple	WS Combining Sentences and Personal Story	1-10

E03.C.1.3.4: Provide a sense of closure.	Purple	WS Combining Sentences and Personal Story	1-10
Standard - CC.1.4.3.I: Support an opinion with reasons.	Purple	WS Combining Sentences and Personal Story	1-10
Assessment Anchor - E03.C.1: Text Types and Purposes			
Anchor Descriptor - E03.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.			
E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.2: Provide reasons that support the opinion.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.	Purple	WS Verbs and Persuasive Essay	9
E03.C.1.1.4: Provide a concluding statement or section.	Purple	WS Turn a Persuasive Essay into a Business Letter	2
Anchor Descriptor - E03.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer's purpose.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.4: Provide a concluding statement or section.	Purple	WS Nouns and Informative Essay	1-8
Anchor Descriptor - E03.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E03.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.2: Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.3: Use temporal words and phrases to signal event order.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.4: Provide a sense of closure.	Purple	WS Combining Sentences and Personal Story	1-10
Standard - CC.1.4.3.J: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	Purple	WS Combining Sentences and Personal Story	1-10
Assessment Anchor - E03.C.1: Text Types and Purposes			
Anchor Descriptor - E03.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.			

E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer’s purpose.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.2: Provide reasons that support the opinion.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.	Purple	WS Verbs and Persuasive Essay	9
E03.C.1.1.4: Provide a concluding statement or section.	Purple	WS Turn a Persuasive Essay into a Business Letter	2
Anchor Descriptor - E03.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer’s purpose.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.4: Provide a concluding statement or section.	Purple	WS Nouns and Informative Essay	1-8
Anchor Descriptor - E03.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E03.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.2: Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.3: Use temporal words and phrases to signal event order.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.4: Provide a sense of closure.	Purple	WS Combining Sentences and Personal Story	1-10
Standard - CC.1.4.3.K: Use a variety of words and sentence types to appeal to the audience.	Purple	WS Combining Sentences and Personal Story	1-10
Assessment Anchor - E03.D.1: Conventions of Standard English			
Anchor Descriptor - E03.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			
E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Purple	WS Nouns and Informative Essay WS Verbs and Persuasive Essay WS Pronouns and Book Review WS Adjectives and Write a Research Report WS Adverbs and Research Report WS Presentation	1-6 1-6 1-6 1-6

E03.D.1.1.2: Form and use regular and irregular plural nouns.	Purple	WS Pronouns and Book Review Nouns and Informative Essay	2 3
E03.D.1.1.3: Use abstract nouns (e.g., childhood).	Purple	WS Collective, Abstract, & Compound Nouns and Model Informative Essay	1-3
E03.D.1.1.4: Form and use regular and irregular verbs.	Purple	WS Verb Tense and a Short Story	5
E03.D.1.1.5: Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).	Purple	WS Verb Tense and a Short Story	1-4
E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement.	Purple	WS Nouns and Informative Essay	1-8
E03.D.1.1.7: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Purple	WS Adjectives and Write a Research Report	1-9
E03.D.1.1.8: Use coordinating and subordinating conjunctions.	Purple	WS Combining Sentences and Personal Story	4
E03.D.1.1.9: Produce simple, compound, and complex sentences.	Purple	LIT Animal Tales	5-7
Anchor Descriptor - E03.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E03.D.1.2.1: Capitalize appropriate words in titles.	Purple	WS Capital Letters, Punctuation, and Forms	1-6
E03.D.1.2.2: Use commas in addresses.	Purple	WS Share Information in a Letter	1, 2, 5, 6
E03.D.1.2.3: Use commas and quotation marks in dialogue.	Purple	WS Quotations and Short Research Project	2-4
E03.D.1.2.4: Form and use possessives.	Purple	WS Nouns and Informative Essay	5, 6
E03.D.1.2.5: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Purple	VOC Weather Words and Suffixes VOC Suffixes and Contractions	1-10 1-10
E03.D.1.2.6: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Purple	VOC Suffixes and Contractions VOC Suffixes and Shades of Meaning	1, 2 1-10
Assessment Anchor - E03.D.2: Knowledge of Language			
Anchor Descriptor - E03.D.2.1: Use knowledge of language and its conventions.			
E03.D.2.1.1: Choose words and phrases for effect.	Purple	WS Verbs and Persuasive Essay	1-9
Standard - CC.1.4.3.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling	Purple	WS Adjectives and Write a Research Report	1-9
Assessment Anchor - E03.D.1: Conventions of Standard English			
Anchor Descriptor - E03.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.			

E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Purple	WS Nouns and Informative Essay WS Verbs and Persuasive Essay WS Pronouns and Book Review WS Adjectives and Write a Research Report WS Adverbs and Research Report WS Presentation	1-6 1-6 1-6 1-6 1-6
E03.D.1.1.2: Form and use regular and irregular plural nouns.	Purple	WS Pronouns and Book Review Nouns and Informative Essay	2 3
E03.D.1.1.3: Use abstract nouns (e.g., childhood).	Purple	WS Collective, Abstract, & Compound Nouns and Model Informative Essay	1-3
E03.D.1.1.4: Form and use regular and irregular verbs.	Purple	WS Verb Tense and a Short Story	5
E03.D.1.1.5: Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).	Purple	WS Verb Tense and a Short Story	1-4
E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement.	Purple	WS Nouns and Informative Essay	1-8
E03.D.1.1.7: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Purple	WS Adjectives and Write a Research Report	1-9
E03.D.1.1.8: Use coordinating and subordinating conjunctions.	Purple	WS Combining Sentences and Personal Story	4
E03.D.1.1.9: Produce simple, compound, and complex sentences.	Purple	LIT Animal Tales	5-7
Anchor Descriptor - E03.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E03.D.1.2.1: Capitalize appropriate words in titles.	Purple	WS Capital Letters, Punctuation, and Forms	1-6
E03.D.1.2.2: Use commas in addresses.	Purple	WS Share Information in a Letter	1, 2, 5, 6
E03.D.1.2.3: Use commas and quotation marks in dialogue.	Purple	WS Quotations and Short Research Project	2-4
E03.D.1.2.4: Form and use possessives.	Purple	WS Nouns and Informative Essay	5, 6
E03.D.1.2.5: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Purple	VOC Weather Words and Suffixes VOC Suffixes and Contractions	1-10 1-10
E03.D.1.2.6: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Purple	VOC Suffixes and Contractions VOC Suffixes and Shades of Meaning	1, 2 1-10
Standard - CC.1.4.3.M: Write narratives to develop real or imagined experiences or events.	Purple	WS Combining Sentences and Personal Story	1-10

Standard - CC.1.4.3.N: Establish a situation and introduce a narrator and/or characters.	Purple	WS Combining Sentences and Personal Story	1-10
Assessment Anchor - E03.C.1: Text Types and Purposes			
Anchor Descriptor - E03.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.			
E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.2: Provide reasons that support the opinion.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.	Purple	WS Verbs and Persuasive Essay	9
E03.C.1.1.4: Provide a concluding statement or section.	Purple	WS Turn a Persuasive Essay into a Business Letter	2
Anchor Descriptor - E03.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer's purpose.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.4: Provide a concluding statement or section.	Purple	WS Nouns and Informative Essay	1-8
Anchor Descriptor - E03.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E03.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.2: Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.3: Use temporal words and phrases to signal event order.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.4: Provide a sense of closure.	Purple	WS Combining Sentences and Personal Story	1-10
Standard - CC.1.4.3.O: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Purple	WS Combining Sentences and Personal Story	1-10
Assessment Anchor - E03.C.1: Text Types and Purposes			
Anchor Descriptor - E03.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.			
E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.2: Provide reasons that support the opinion.	Purple	WS Verbs and Persuasive Essay	6

E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.	Purple	WS Verbs and Persuasive Essay	9
E03.C.1.1.4: Provide a concluding statement or section.	Purple	WS Turn a Persuasive Essay into a Business Letter	2
Anchor Descriptor - E03.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer's purpose.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.4: Provide a concluding statement or section.	Purple	WS Nouns and Informative Essay	1-8
Anchor Descriptor - E03.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
E03.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.2: Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.3: Use temporal words and phrases to signal event order.	Purple	WS Combining Sentences and Personal Story	1-10
E03.C.1.3.4: Provide a sense of closure.	Purple	WS Combining Sentences and Personal Story	1-10
Standard - CC.1.4.3.P: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	Purple	WS Combining Sentences and Personal Story	1-10
Assessment Anchor - E03.C.1: Text Types and Purposes			
Anchor Descriptor - E03.C.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.			
E03.C.1.1.1: Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.2: Provide reasons that support the opinion.	Purple	WS Verbs and Persuasive Essay	6
E03.C.1.1.3: Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.	Purple	WS Verbs and Persuasive Essay	9
E03.C.1.1.4: Provide a concluding statement or section.	Purple	WS Turn a Persuasive Essay into a Business Letter	2
Anchor Descriptor - E03.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
E03.C.1.2.1: Introduce a topic for the intended audience, and group related information together to support the writer's purpose.	Purple	WS Nouns and Informative Essay	1-8
E03.C.1.2.2: Develop the topic with facts, definitions, and/or details.	Purple	WS Nouns and Informative	1-8

			Essay	
E03.C.1.2.3: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Purple	WS Nouns and Informative Essay	1-8	
E03.C.1.2.4: Provide a concluding statement or section.	Purple	WS Nouns and Informative Essay	1-8	
Anchor Descriptor - E03.C.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
E03.C.1.3.1: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose.	Purple	WS Combining Sentences and Personal Story	1-10	
E03.C.1.3.2: Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.	Purple	WS Combining Sentences and Personal Story	1-10	
E03.C.1.3.3: Use temporal words and phrases to signal event order.	Purple	WS Combining Sentences and Personal Story	1-10	
E03.C.1.3.4: Provide a sense of closure.	Purple	WS Combining Sentences and Personal Story	1-10	
Standard - CC.1.4.3.Q: Choose words and phrases for effect.	Purple	WS Combining Sentences and Personal Story	1-10	
Assessment Anchor - E03.D.2: Knowledge of Language				
Anchor Descriptor - E03.D.2.1: Use knowledge of language and its conventions.				
E03.D.2.1.1: Choose words and phrases for effect.	Purple	WS Verbs and Persuasive Essay	1-9	
Standard - CC.1.4.3.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling	Purple	WS Adjectives and Write a Research Report	1-9	
Assessment Anchor - E03.D.1: Conventions of Standard English				
Anchor Descriptor - E03.D.1.1: Demonstrate command of the conventions of standard English grammar and usage.				
E03.D.1.1.1: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Purple	WS Nouns and Informative Essay WS Verbs and Persuasive Essay WS Pronouns and Book Review WS Adjectives and Write a Research Report WS Adverbs and Research Report WS Presentation	1-6 1-6 1-6 1-6	
E03.D.1.1.2: Form and use regular and irregular plural nouns.	Purple	WS Pronouns and Book Review Nouns and Informative Essay	2 3	
E03.D.1.1.3: Use abstract nouns (e.g., childhood).	Purple	WS Collective, Abstract, & Compound Nouns and Model Informative Essay	1-3	
E03.D.1.1.4: Form and use regular and irregular verbs.	Purple	WS Verb Tense and a Short Story	5	

E03.D.1.1.5: Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).	Purple	WS Verb Tense and a Short Story	1-4
E03.D.1.1.6: Ensure subject-verb and pronoun-antecedent agreement.	Purple	WS Nouns and Informative Essay	1-8
E03.D.1.1.7: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Purple	WS Adjectives and Write a Research Report	1-9
E03.D.1.1.8: Use coordinating and subordinating conjunctions.	Purple	WS Combining Sentences and Personal Story	4
E03.D.1.1.9: Produce simple, compound, and complex sentences.	Purple	LIT Animal Tales	5-7
Anchor Descriptor - E03.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.			
E03.D.1.2.1: Capitalize appropriate words in titles.	Purple	WS Capital Letters, Punctuation, and Forms	1-6
E03.D.1.2.2: Use commas in addresses.	Purple	WS Share Information in a Letter	1, 2, 5, 6
E03.D.1.2.3: Use commas and quotation marks in dialogue.	Purple	WS Quotations and Short Research Project	2-4
E03.D.1.2.4: Form and use possessives.	Purple	WS Nouns and Informative Essay	5, 6
E03.D.1.2.5: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Purple	VOC Weather Words and Suffixes VOC Suffixes and Contractions	1-10 1-10
E03.D.1.2.6: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Purple	VOC Suffixes and Contractions VOC Suffixes and Shades of Meaning	1, 2 1-10
Standard - CC.1.4.3.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts	Purple	WS Combining Sentences and Personal Story	1-10
Standard - CC.1.4.3.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Purple	WS Combining Sentences and Personal Story	1-10
Standard - CC.1.4.3.U: With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Purple	WS Adjectives and Write a Research Report	1-9
Standard - CC.1.4.3.V: Conduct short research projects that build knowledge about a topic.	Purple	WS Adjectives and Write a Research Report	1-9
Standard - CC.1.4.3.W: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Purple	WS Adjectives and Write a Research Report	1-9

	Standard - CC.1.4.3.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Purple	WS Adjectives and Write a Research Report	1-9
Standard Area - CC.1.5: Speaking and Listening	Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.			
	Standard - CC.1.5.3.A: Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.	Purple	LIT Greek and Roman Myths	11
	Standard - CC.1.5.3.B: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	Purple	LIT Greek and Roman Myths	11
	Standard - CC.1.5.3.C: Ask and answer questions about information from a speaker, offering appropriate detail.	Purple	LIT Greek and Roman Myths	11
	Standard - CC.1.5.3.D: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.	Purple	WS Book Review Presentation	1-6
	Standard - CC.1.5.3.F: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Purple	WS Book Review Presentation	1-6
	Standard - CC.1.5.3.E: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Purple	WS Book Review Presentation	1-6
	Standard - CC.1.5.3.G: Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.	Purple	WS Book Review Presentation	1-6

Pennsylvania Core Standards for English Language Arts Grade 2

Strand/Topic	Standards	Coverage		
Standard Area - CC.1.1: Foundational Skills	Standard Area - CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.			
	CC.1.1.2.A: Intentionally Blank			
	CC.1.1.2.B: Intentionally Blank			
	CC.1.1.2.C: Intentionally Blank			
	CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.			
	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Orange	LIT Clara and the Bookwagon	1
	Decode two-syllable words with long vowels and words with common prefixes and suffixes.	Orange	VOC Vocabulary 1	1
	Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.	Orange	VOC Vocabulary 1	1
	Read grade-appropriate irregularly spelled words.	Orange	VOC Vocabulary 17	1
	CC.1.1.2.E: Read with accuracy and fluency to support comprehension:			
	Read on-level text with purpose and understanding.	Orange	LIT Quilting Stories	5
	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Orange	LIT Quilting Stories	5
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Orange	LIT Quilting Stories	5
Standard Area - CC.1.2: Reading Informational Text	Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Orange	LIT Quilting Stories	5
	CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Orange	LIT Peter Pan	1-4
	CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.	Orange	LIT Peter Pan	1-4
	CC.1.2.2.D: Intentionally Blank			
	CC.1.2.2.E: Use various text features and search tools to locate key facts or information in a text efficiently.	Orange	LIT Westward Expansion	2-3
	CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.	Orange	LIT Poetry	1-2
	CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.	Orange	LIT Poetry	1-2
	CC.1.2.2.H: Describe how reasons support specific points the author makes in a text.	Orange	LIT A Weed is a Flower	1-3

	CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.	Orange	LIT Revolution	1-6
	CC.1.2.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Orange	LIT A Weed is a Flower	1-3
	CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.	Orange	LIT Poetry	1-2
	CC.1.2.2.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Orange	LIT A Weed is a Flower	1-3
Standard Area - CC.1.3: Reading Literature	Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.	Orange	LIT A Weed is a Flower	1-3
	CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Orange	LIT A Weed is a Flower	1-3
	CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.	Orange	LIT Peter Pan	1-5
	CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Orange	LIT The Foolish Goose	1-3
	CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Orange	LIT Peter Pan	1-5
	CC.1.3.2.F: Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Orange	LIT Poetry	1-2
	CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	Orange	LIT A Weed is a Flower	1-3
	CC.1.3.2.H: Compare and contrast two or more versions of the same story by different authors or from different culture.	Orange	LIT Rome (A)	7-9
	CC.1.3.2.I: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.	Orange	LIT Clara and the Bookwagon	1-4
	CC.1.3.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Orange	LIT A Weed is a Flower	1-3
	CC.1.3.2.K: Read and comprehend literature on grade level, reading independently and proficiently.	Orange	LIT Going to the Dogs	1-2
Standard Area - CC.1.4: Writing	Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			

CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Orange	WRI Write About Information	1-5
CC.1.4.2.B: Identify and introduce the topic.	Orange	WRI Write About Information	4
CC.1.4.2.C: Develop the topic with facts and/or definitions	Orange	WRI Write About Information	1-3
CC.1.4.2.D: Group information and provide a concluding statement or section.	Orange	WRI Write About Information	5
CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Capitalize proper nouns.	Orange	WRI More Capital Letters	1-3
Use commas and apostrophes appropriately.	Orange	WRI Commas and Apostrophes	1-4
Spell words drawing on common spelling patterns.	Orange	WRI Polish and Publish a Paragraph	1-5
Consult reference material as needed.	Orange	WRI Polish and Publish a Paragraph	1-5
CC.1.4.2.E: Choose words and phrases for effect.	Orange	WRI Write Descriptively	1-3
CC.1.4.2.G: Write opinion pieces on familiar topics or texts.	Orange	WRI Write About Literature	3
CC.1.4.2.H: Identify the topic and state an opinion.	Orange	WRI Write About Literature	3
CC.1.4.2.I: Support the opinion with reasons that include details connected to the opinion.	Orange	WRI Write About Literature	3-5
CC.1.4.2.J: Create an organizational structure that includes reasons and includes a concluding statement.	Orange	WRI Write About Literature	3-5
CC.1.4.2.K: Use a variety of words and phrases to appeal to the audience.	Orange	WRI Write Descriptively	1-5
CC.1.4.2.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Orange	Embedded throughout, for example:	
		WRI More Capital Letters	1-3
		WRI Commas and Apostrophes	1-4
		WRI Polish and Publish a Paragraph	1-5
		WRI Polish and Publish a Paragraph	1-5
CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.	Orange	WRI Write an Experience Story	1-5
CC.1.4.2.N: Establish a situation and introduce a narrator and/or characters.	Orange	WRI Write an Experience Story	1-5
CC.1.4.2.O: Include thoughts and feeling to describe experience and events to show the response of characters to situations.	Orange	WRI Write an Experience Story	1-5
CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	Orange	WRI Sequence Events	1-5
CC.1.4.2.Q: Choose words and phrases for effect	Orange	WRI Write Descriptively	1-5
CC.1.4.2.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
Capitalize proper nouns.	Orange	WRI More Capital Letters	1-3

	Use commas and apostrophes appropriately.	Orange	WRI Commas and Apostrophes	1-4
	Spell words drawing on common spelling patterns.	Orange	WRI Polish and Publish a Paragraph	1-5
	Consult reference material as needed.	Orange	WRI Polish and Publish a Paragraph	1-5
	CC.1.4.2.S: Intentionally Blank			
	CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Orange	WRI Revise and Publish Your Work	1-4
	CC.1.4.2.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	Orange	WRI Revise and Publish Your Work	1-4
	CC.1.4.2.V: Participate in individual or shared research and writing projects.	Orange	WRI Revise and Publish Your Work	1-4
	CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.	Orange	WRI Research Skills	2-5
	CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Orange	WRI Write an Experience Story	1-5
Standard Area - CC.1.5: Speaking and Listening	Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.			
	CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.	Orange	WRI Revise and Publish Your Work	1-4
	CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Orange	LIT Lessons to Learn	1-3
	CC.1.5.2.C: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Orange	LIT Lessons to Learn	1-3
	CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Orange	WRI Make a Presentation	4-5
	CC.1.5.2.F: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	Orange	WRI Write an Experience Story	3-5
	CC.1.5.2.E: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Orange	WRI Make a Presentation	2
	CC.1.5.2.G: Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	Orange	WRI Make a Presentation	4-5

Pennsylvania Core Standards for English Language Arts Grade 1

Strand/Topic	Standards	Coverage		
Standard Area - CC.1.1: Foundational Skills	Standard Area - CC.1.1: Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.			
	CC.1.1.1.A: Intentionally Blank			
	CC.1.1.1.B: Demonstrate understanding of the organization and basic features of print.			
	Recognize the distinguishing features of a sentence.	Green	WRI Write Strong Sentences & Handwriting	2-5
	CC.1.1.1.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).			
	Distinguish long from short vowel sounds in spoken single-syllable words.	Green	PHO Look Back: Sounds /ă/, /ō/, and /ü/	1-4
			PHO Spellings for Sound /ā/	1-4
	Count, pronounce, blend, and segment syllables in spoken and written words.	Green	PHO Two-Syllable Words and Schwa Sound	1-4
	Orally produce single-syllable words, including consonant blends and digraphs.	Green	PHO Digraphs sh, ch, and th	1-4
	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Green	PHO Sounds /ă/, /ě/, /ī/, /ō/, and /ü/	1-4
	Add or substitute individual sounds (phonemes) in one-syllable words to make new words.	Green	PHO Beginning Consonant Blends sc–, sp–, st–, sw–, sk–, sm–, sn–, and tw–	1-2
	CC.1.1.1.D: Know and apply grade level phonics and word analysis skills in decoding words.			
	Identify common consonant digraphs, final-e, and common vowel teams.	Green	PHO Digraphs, Trigraphs, Sounds, Letters, and Vowels	1-4
			PHO Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/	1-4
	Decode one and two-syllable words with common patterns.	Green	PHO Words Ending in –ank, –ink, –onk, and –unk	1-4
			PHO Two-Syllable Words and Schwa Sound	1-4
	Read grade level words with inflectional endings.	Green	PHO Words Ending in –ang, –ing, –ong, and –ung	1-3
	Read grade-appropriate irregularly spelled words.	Green	PHO Sound /er/ Spelled –er, –ir, –ur, and –ear	1-3
	CC.1.1.1.E: Read with accuracy and fluency to support comprehension:			
	Read on-level text with purpose and understanding.	Green	LIT Amazing Americans	2
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Green	LIT Let's Put On a Show	2	
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Green	LIT Creative Characters	2	

Standard Area - CC.1.2: Reading Informational Text	Standard Area - CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	CC.1.2.1.A: Identify the main idea and retell key details of text.	Green	LIT Creative Characters	2
	CC.1.2.1.B: Ask and answer questions about key details in a text.	Green	LIT Creative Characters	2
	CC.1.2.1.C: Describe the connection between two individual, events, ideas, or pieces of information in a text.	Green	LIT Creative Characters	5
	CC.1.2.1.D: Intentionally Blank			
	CC.1.2.1.E: Use various text features and search tools to locate key facts or information in a text.	Green	LIT Creative Characters	5
	CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Green	LIT Creative Characters	5
	CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.	Green	LIT American Inventors	2
	CC.1.2.1.H: Identify the reasons an author gives to support points in a text.	Green	LIT Creative Characters	5
	CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic.	Green	LIT Colonial Times	1-7
	CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	Green	LIT American Inventors	2
	CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content.	Green	LIT American Inventors	2
	CC.1.2.1.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Green	LIT Sharing Through Stories	5-6
Standard Area - CC.1.3: Reading Literature	Standard Area - CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.			
	CC.1.3.1.A: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Green	LIT Creative Characters	2
	CC.1.3.1.B: Ask and answer questions about key details in a text.	Green	LIT Creative Characters	2
	CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.	Green	LIT Creative Characters	5
	CC.1.3.1.D: Identify who is telling the story at various points in a text.	Green	LIT Sharing Through Stories	5-6
	CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	Green	LIT Sharing Through Stories	5-6
	CC.1.3.1.F: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Green	LIT Sharing Through Stories	5-6
	CC.1.3.1.G: Use illustrations and details in a story to describe characters, setting, or events.	Green	LIT Creative Characters	5

	CC.1.3.1.H: Compare and contrast the adventures and experiences of characters in stories.	Green	LIT Amazing Americans	6-7
	CC.1.3.1.I: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content	Green	LIT Our Place in Space	2
	CC.1.3.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.	Green	LIT Our Place in Space	2
	CC.1.3.1.K: Read and comprehend literature on grade level, reading independently and proficiently.	Green	LIT Our Place in Space	2
Standard Area - CC.1.4: Writing	Standard Area - CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.			
	CC.1.4.1.A: Write informative/ explanatory texts to examine a topic and convey ideas and information.	Green	WRI Write to Inform or Explain & Handwriting	1-5
	CC.1.4.1.B: Identify and write about one specific topic.	Green	WRI Experience Story: Write a Story About You & Handwriting	1-5
	CC.1.4.1.C: Develop the topic with two or more facts.	Green	WRI Write to Inform or Explain & Handwriting	1-5
	CC.1.4.1.D: Group information and provide some sense of closure.	Green	WRI Experience Story: Write a Story About You & Handwriting	1-5
	CC.1.4.1.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
	Capitalize dates and names of people.	Green	WRI Friendly Letter & Handwriting	2-3
	Use end punctuation; use commas in dates and words in series.	Green	WRI Friendly Letter & Handwriting	2-3
	Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	Green	WRI Friendly Letter & Handwriting	2-3
	CC.1.4.1.E: Choose words and phrases for effect.	Green	WRI Experience Story: Write a Story About You & Handwriting	1-5
	CC.1.4.1.G: Write opinion pieces on familiar topics.	Green	WRI Opinion Paragraph & Handwriting	1-5
	CC.1.4.1.H: Form an opinion by choosing among given topics.	Green	WRI Opinion Paragraph & Handwriting	1-2
	CC.1.4.1.I: Support the opinion with reasons related to the opinion.	Green	WRI Opinion Paragraph & Handwriting	1-5
	CC.1.4.1.J: Create an organizational structure that includes reasons and provides some sense of closure.	Green	WRI Opinion Paragraph & Handwriting	3-5
	CC.1.4.1.K: Use a variety of words and phrases.	Green	WRI Experience Story: Write a Story About You & Handwriting	1-5
	CC.1.4.1.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.	Green	Embedded throughout, for example:	
			WRI Friendly Letter &	2-3

			Handwriting	
			WRI Friendly Letter & Handwriting	2-3
			WRI Friendly Letter & Handwriting	2-3
	CC.1.4.1.M: Write narratives to develop real or imagined experiences or events.	Green	WRI Experience Story: Write a Story About You & Handwriting	1-5
	CC.1.4.1.N: Establish “who” and “what” the narrative will be about.	Green	WRI Experience Story: Write a Story About You & Handwriting	1-3
	CC.1.4.1.O: Include thoughts and feelings to describe experiences and events	Green	WRI Experience Story: Write a Story About You & Handwriting	3
	CC.1.4.1.P: Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.	Green	WRI Experience Story: Write a Story About You & Handwriting	4-5
	CC.1.4.1.Q: Use a variety of words and phrases.	Green	WRI Experience Story: Write a Story About You & Handwriting	3-5
	CC.1.4.1.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.			
	Capitalize dates and names of people.	Green	WRI Friendly Letter & Handwriting	2-3
	Use end punctuation; use commas in dates and words in series.	Green	WRI Friendly Letter & Handwriting	2-3
	Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	Green	WRI Friendly Letter & Handwriting	2-3
	CC.1.4.1.S: Intentionally Blank			
	CC.1.4.1.T: With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Green	WRI Experience Story: Write a Story About You & Handwriting	5
	CC.1.4.1.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	Green	WRI Experience Story: Write a Story About You & Handwriting	5
	CC.1.4.1.V: Participate in individual or shared research and writing projects.	Green	WRI Write About Information: Heritage & Handwriting	1-5
	CC.1.4.1.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Green	WRI Write About Information: Heritage & Handwriting	1-5
	CC.1.4.1.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Green	WRI Write About Information: Heritage & Handwriting	1-5
Standard Area - CC.1.5: Speaking and Listening	Standard Area - CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.			
	CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.	Green	WRI Experience Story: Write a Story About You & Handwriting	5

	CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Green	LIT Animals: Fact and Fiction	1
	CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Green	LIT Animals: Fact and Fiction	1
	CC.1.5.1.D: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Green	WRI Write About Information: Heritage & Handwriting	1-3
	CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	Green	WRI Write About Information: Heritage & Handwriting	3-5
	CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.	Green	WRI Write About Information: Heritage & Handwriting	4
	CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	Green	WRI Write About Information: Heritage & Handwriting	5

Pennsylvania Core Standards Grades 11-12

Strand/Topic	Pennsylvania Common Core Standards	Coverage
Reading Informational Text	Reading Informational Text	
	Key Ideas and Details	
	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	Embedded throughout, for example: ENG302A 1.1 - 1.14 ENG302A 4.1 - 4.6 ENG302A 6.1 - 6.11 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6 ENG402A 3.1 ENG402A 8.15 - 8.20 ENG402B 2.1
	CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Embedded throughout, for example: ENG302A 1.1 - 1.14 ENG302A 4.1 - 4.6 ENG302A 6.1 - 6.11 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6 ENG402A 3.1 ENG402A 8.15 - 8.20 ENG402B 2.1
	CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	Embedded throughout, for example: ENG302A 1.1 - 1.14 ENG302A 7.1 ENG302 7.2 ENG302A 4.1 - 4.6 ENG302A 6.1 - 6.11 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6
	Craft and Structure	
	CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	ENG302 1.1 - 1.13 ENG302A 6.1 - 6.4 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6 ENG402A 3.1 - 3.12 ENG402A 8.15 - 8.20 ENG402B 2.1
	CC.1.2.11-12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	ENG302A 6.1 - 6.4 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6 ENG402A 3.1 ENG402A 8.15 - 8.20 ENG402B 2.1

CC.1.2.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	ENG302A 1.1 - 1.14 ENG302A 4.1 - 4.6 ENG302A 7.1 ENG302 7.2 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6
Integration of Knowledge and Ideas	
CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.	ENG402A 3.1 - 3.12 ENG402A 8.15 - 8.20 ENG402B 2.1
CC.1.2.11-12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	ENG302A 7.1 ENG302A 7.2
CC.1.2.11-12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	ENG302A 7.1 ENG302 7.2
Vocabulary Acquisition and Use	
CC.1.2.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering word or phrase important to comprehension or expression.	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6 ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8
CC.1.2.11-12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6 ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8
	ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6 ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8
	ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6 ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8
	ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6 ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8
Range of Reading	

	CC.1.2.11-12.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	ENG302A 1.1 - 1.14 ENG302 7.1 ENG302 7.2 ENG302B 3.1 - 3.6 ENG302B 4.1 - 4.19 ENG302B 6.1 - 6.6 ENG402A 3.1 - 3.12 ENG402A 8.15 - 8.20 ENG402B 2.1
Reading Literature	Reading Literature	
	Key Ideas and Details	
	CC.1.3.11-12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302A 9.1 - 9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG302B 7.1 - 7.13 ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18
	CC.1.3.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302A 9.1 - 9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG302B 7.1 - 7.13 ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18

<p>CC.1.3.11-12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p>	<p>Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302A 9.1 - 9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18</p>
<p>Craft and Structure</p>	
<p>CC.1.3.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>	<p>Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302 9.1 - 9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG302B 7.1 - 7.13 ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18</p>
<p>CC.1.3.11-12.E Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.</p>	<p>Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302 9.1 -9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG302B 7.1 - 7.13 ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18</p>

<p>CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302 9.2 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18</p>
<p>Integration of Knowledge and Ideas</p>	
<p>CC.1.3.11-12.G Analyze multiple interpretations of story, drama, or poem (e.g., recorded or live production of play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>ENG302B 7.1-17.10 ENG402A 2.3 - 2.9 ENG402B 7.1</p>
<p>CC.1.3.11-12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>ENG302A 3.1 - 3.12 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12</p>
<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.3.11-12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6 ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8</p>
	<p>ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6 ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8</p>
	<p>ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6 ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8</p>
	<p>ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6 ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8</p>

	CC.1.3.11-12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 4.1 - 4.6 ENG302B 3.1 - 3.6 ENG302B 6.1 - 6.6 ENG402A 4.1 - 4.8 ENG402A 6.1 - 6.7 ENG402B 3.1 - 3.8
	Range of Reading	
	CC.1.3.11-12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302 9.1 - 9.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG302B 7.1 - 7.13 ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18
Writing	Writing	
	Informative/Explanatory	
	CC.1.4.11-12.A Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10
	CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.	Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7 ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8
	CC.1.4.11-12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10
	CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10

CC.1.4.11-12.E Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain formal style.	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19
CC.1.4.11-12.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7 ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8
Opinion/Argumentative	
CC.1.4.11-12.G Write arguments to support claims in an analysis of substantive topics.	ENG302A 6.1 - 6.11 ENG302A 4.4 ENG302B 3.4 ENG402A 6.4 ENG402A 6.5 ENG402B 3.5 ENG402B 3.6
CC.1.4.11-12.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.	ENG302A 6.1 - 6.11 ENG302A 4.4 ENG302B 3.4 ENG402A 6.4 ENG402A 6.5 ENG402B 3.5 ENG402B 3.6
CC.1.4.11-12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	ENG302A 6.1 - 6.11 ENG302A 4.4 ENG302B 3.4 ENG402A 6.4 ENG402A 6.5 ENG402B 3.5 ENG402B 3.6
CC.1.4.11-12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses as well as varied syntax to link the major sections of the text create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide concluding statement or section that follows from and supports the argument presented.	ENG302A 6.1 - 6.11 ENG302A 4.4 ENG302B 3.4 ENG402A 6.4 ENG402A 6.5 ENG402B 3.5 ENG402B 3.6
CC.1.4.11-12.K Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain formal style.	ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10

	CC.1.4.11-12.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7 ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8
Narrative		
	CC.1.4.11-12.M Write narratives to develop real or imagined experiences or events.	ENG302A 2.1 - 2.12 ENG402A 4.5 ENG402A 4.6
	CC.1.4.11-12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	ENG302A 2.1 - 2.12 ENG402A 4.5 ENG402A 4.6
	CC.1.4.11-12.O Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	ENG302A 2.1 - 2.12 ENG402A 4.5 ENG402A 4.6
	CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	ENG302A 2.1 - 2.12 ENG402A 4.5 ENG402A 4.6
	CC.1.4.11-12.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	ENG302A 2.1 - 2.12 ENG402A 4.5 ENG402A 4.6
	CC.1.4.11-12.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7 ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8
Response to Literature		

<p>CC.1.4.11-12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary on-fiction.</p>	<p>Embedded throughout, for example: ENG302A 3.1 - 3.12 ENG302B 1.1 - 1.11 ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.13 ENG402B 7.1 - 7.18</p> <p>Embedded throughout, for example: ENG302A 7.1 ENG302A 7.2 ENG302B 4.1 - 4.19 ENG402A 3.1 ENG402A 8.15 - 8.20 ENG402B 2.1</p>
Production and Distribution of Writing	
<p>CC.1.4.11-12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7</p>
Technology and Publication	
<p>CC.1.4.11-12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>	<p>ENG302A 6.2 ENG302B 4.1 - 4.19 ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8</p>
Conducting Research	
<p>CC.1.4.11-12.V Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>ENG302B 4.1 - 4.19 ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10</p>
Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.11-12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>ENG302B 4.1 - 4.19 ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10</p>
Range of Writing	

	CC.1.4.11-12.X Write routinely over extended timeframes (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7 ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10
Speaking and Listening	Speaking and Listening	
	Comprehension and Collaboration	
	CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	ENG302A 1.1 - 1.14 ENG302A 3.1 - 3.12 ENG302A 5.1 - 5.20 ENG302B 1.1 - 1.11 ENG302B 2.1 - 2.13 ENG302B 5.1 - 5.12 ENG402A 1.1 - 1.16 ENG402A 2.1 - 2.9 ENG402A 8.1 - 8.20 ENG402B 1.1 - 1.10 ENG402B 5.1 - 5.12 ENG402B 6.1 - 6.1
	CC.1.5.11-12.B Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10
	CC.1.5.11-12.C Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	ENG302A 7.1 ENG302A 7.2 ENG402B 4.1 - 4.10
	Presentation of Knowledge and Ideas	
	CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	ENG302A 7.3 - 7.10 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10
	CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.	ENG302A 7.3 - 7.10 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10
	Integration of Knowledge and Ideas	
	CC.1.5.11-12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10
	Conventions of Standard English	
	CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.	Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7 ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10

		ENG402B 8.1 - 8.8
		Embedded throughout, for example: ENG302A 2.1 - 2.12 ENG302A 6.1 - 6.11 ENG302A 7.6 - 7.10 ENG302B 4.1 - 4.19 ENG302B 8.1 - 8.7 ENG402A 3.1 - 3.12 ENG402A 5.1 - 5.6 ENG402A 7.1 - 7.6 ENG402B 2.1 - 2.5 ENG402B 4.1 - 4.10 ENG402B 8.1 - 8.8

Pennsylvania Core Standards for English Language Arts Grades 9-10

Strand/Topic	Standards	Coverage
1.2 Reading Informational Text	Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	
	Key Ideas and Details Main Idea	
	CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11 ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12
	Key Ideas and Details Text Analysis	
	CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11 ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12
	Key Ideas and Details Text Analysis	

<p>CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p>	<p>Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11 ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12</p>
Craft and Structure Point of View	
<p>CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>L.N.2.3.6</p>	<p>ENG102A LIT 4.1 ENG102B LIT 2.1-2.13 ENG102B LIT 3.1 ENG202A 2.1 ENG202A 8.1-8.9 ENG202A 5.1 ENG202B 1.9</p>
Craft and Structure Text Structure	
<p>CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>L.N.1.1.3 L.N.2.4.1 L.N.2.4.3</p>	<p>ENG102B COM 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1</p>
Craft and Structure Vocabulary	
<p>CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.N.1.1.4</p>	<p>Embedded throughout, for example: ENG102A VC 1.1 - 1.7 ENG102A VC 3.1 - 3.8 ENG102B VC 1.1 - 1.8 ENG202A 3.1 ENG202A 6.1 ENG202B 3.1 ENG202B 5.1</p>
Integration of Knowledge and Ideas Diverse Media	
<p>CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>L.N.2.2.3</p>	<p>ENG202A 1.2 ENG202A 1.3 ENG202A 1.10</p>

Integration of Knowledge and Ideas Evaluating Arguments		
CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. L.N.2.5.4 L.N.2.5.5 L.N.2.5.6		ENG102B COM 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1
Integration of Knowledge and Ideas Analysis Across Texts		
CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.		ENG202A 8.1
Vocabulary Acquisition and Use		
CC.1.2.9–10.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3		Embedded throughout, for example: ENG102A VC 1.1 - 1.7 ENG102A VC 3.1 - 3.8 ENG102B VC 1.1 - 1.8 ENG202A 3.1 ENG202A 6.1 ENG202B 3.1 ENG202B 5.1
Vocabulary Acquisition and Use		
CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4		Embedded throughout, for example: ENG102A VC 1.1 - 1.7 ENG102A VC 3.1 - 3.8 ENG102B VC 1.1 - 1.8 ENG202A 3.1 ENG202A 6.1 ENG202B 3.1 ENG202B 5.1
Range of Reading		
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11 ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12

1.3 Reading Literature	Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
	Key Ideas and Details Theme	
	CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11 ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12
	Key Ideas and Details Text Analysis	
	CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject. L.F.1.1.1 L.F.1.3.1 L.F.2.1.2	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11 ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12
	Key Ideas and Details Literary Elements	
	CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. L.F.1.1.3 L.F.2.3.1 L.F.2.3.4	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11 ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12
	Craft and Structure Point of View	

	<p>CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>L.F.2.3.6</p>	<p>Embedded throughout, for example:</p> <p>ENG102A: LIT 2.1 - 2.12</p> <p>ENG102A LIT: 5.1 - 5.9</p> <p>ENG102B LIT 4.1 - 4.14</p> <p>ENG102B LIT 7.1 - 7.11</p> <p>ENG202A 1.1 - 1.12</p> <p>ENG202A 4.1 - 4.11</p> <p>ENG202A 7.1 - 7.12</p> <p>ENG202B 4.1 - 4.11</p> <p>ENG202B 8.1 - 8.12</p>
Craft and Structure Text Structure		
	<p>CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>L.F.1.1.3</p> <p>L.F.2.3.2</p> <p>L.F.2.3.3</p> <p>L.F.2.5.3</p>	<p>Embedded throughout, for example:</p> <p>ENG102A: LIT 2.1 - 2.12</p> <p>ENG102A LIT: 5.1 - 5.9</p> <p>ENG102B LIT 4.1 - 4.14</p> <p>ENG102B LIT 7.1 - 7.11</p> <p>ENG202A 1.1 - 1.12</p> <p>ENG202A 4.1 - 4.11</p> <p>ENG202A 7.1 - 7.12</p> <p>ENG202B 4.1 - 4.11</p> <p>ENG202B 8.1 - 8.12</p>
Craft and Structure Vocabulary		
	<p>CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.F.2.3.5</p> <p>L.F.2.5.1</p>	<p>Embedded throughout, for example:</p> <p>ENG102A: LIT 2.1 - 2.12</p> <p>ENG102A LIT: 5.1 - 5.9</p> <p>ENG102B LIT 4.1 - 4.14</p> <p>ENG102B LIT 7.1 - 7.11</p> <p>ENG202A 1.1 - 1.12</p> <p>ENG202A 4.1 - 4.11</p> <p>ENG202A 7.1 - 7.12</p> <p>ENG202B 4.1 - 4.11</p> <p>ENG202B 8.1 - 8.12</p>
Integration of Knowledge and Ideas Sources of Information		
	<p>CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>L.F.2.2.1</p> <p>L.F.2.2.3</p> <p>L.F.2.2.4</p>	<p>ENG202A 1.2</p> <p>ENG202A 1.3</p> <p>ENG202A 1.10</p>

Integration of Knowledge and Ideas Text Analysis

CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.

L.F.2.2.2

L.F.2.4.1

Embedded throughout, for example:

ENG102A: LIT 2.1 - 2.12

ENG102A LIT: 5.1 - 5.9

ENG102B LIT 4.1 - 4.14

ENG102B LIT 7.1 - 7.11

ENG202A 1.1 - 1.12

ENG202A 4.1 - 4.11

ENG202A 7.1 - 7.12

ENG202B 4.1 - 4.11

ENG202B 8.1 - 8.12

Vocabulary Acquisition and Use Strategies

CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

L.F.1.2.1

L.F.1.2.2

L.F.1.2.3

L.F.1.2.4

Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math

Vocabulary Acquisition and Use

CC.1.3.9–10.J Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.F.1.2.1

L.F.1.2.2

L.F.1.2.3

L.F.1.2.4

Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math

Range of Reading

	CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11 ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12
1.4 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
	Informative/Explanatory	
	CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	ENG102B 6.1 - 6.19 ENG202B 7.1 - 7.13
	Informative/Explanatory Focus	
	CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience. C.E.1.1.1	ENG102B 6.1 - 6.19 ENG202B 7.1 - 7.13
	Informative/Explanatory Content	
	CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. C.E.1.1.2	ENG102B 6.1 - 6.19 ENG202B 7.1 - 7.13
	Informative/Explanatory Organization	
	CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. C.E.1.1.3 C.E.1.1.5	ENG102B 6.1 - 6.19 ENG202B 7.1 - 7.13
	Informative/Explanatory Style	

	<p>CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition.</p>	<p>Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math</p>
	<ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. 	<p>ENG102B 6.1 - 6.19 ENG202B 7.1 - 7.13</p>
	<ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7</p>	<p>ENG102B 6.1 - 6.19 ENG202B 7.1 - 7.13</p>
<p>Informative/Explanatory Conventions of Language</p>		
	<p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5</p>	<p>ENG102B LIT 6.19 ENG202B 7.13</p>
<p>Opinion/ Argumentative</p>		
	<p>CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.</p>	<p>ENG102B 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1</p>
<p>Opinion/Argumentative Focus</p>		

	CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience.	Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math
	<ul style="list-style-type: none"> Introduce the precise claim. C.P.1.1.1	ENG102B 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1
	Opinion/Argumentative Content	
	CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. C.P.1.1.2 C.P.1.1.3	ENG102B 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1
	Opinion/Argumentative Organization	
	CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6	ENG102B 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1
	Opinion/Argumentative Style	

	<p>CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition.</p>	<p>Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math</p>
	<ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. 	<p>ENG102B 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1</p>
	<ul style="list-style-type: none"> • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7</p>	<p>ENG102B 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1</p>
<p>Opinion/Argumentative Conventions of Language</p>		
	<p>CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5</p>	<p>ENG102B 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1</p>
<p>Narrative</p>		
	<p>CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.</p>	<p>ENG102A 6.1 - 6.7 ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1</p>
<p>Narrative Focus</p>		

	<p>CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p>	<p>ENG102A 6.1 - 6.7 ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1</p>
Narrative Content		
	<p>CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>	<p>ENG102A 6.1 - 6.7 ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1</p>
Narrative Organization		
	<p>CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>ENG102A 6.1 - 6.7 ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1</p>
Narrative Style		
	<p>CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing.</p>	<p>Via Live ClassConnect sessions, teachers use a variety of resources to expose students to the heart of the standards including resources in the PDE SAS Portal, Study Island/Reading Eggs/Education City (where appropriate), USATestprep, and IXL Math</p>
	<ul style="list-style-type: none"> • Use parallel structure 	<p>ENG102B GUM 1.4 ENG102B GUM 1.5 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9</p>
	<ul style="list-style-type: none"> • Use various types of phrases and clauses to convey meaning and add variety and interest. 	<p>Embedded throughout, for example: ENG102A GUM 7.1 - 7.5 ENG102A GUM 8.1 - 8.9 ENG102 GUM 9.1 - 9.9 ENG202A 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 10.1 - 10.7</p>
Narrative Conventions of Language		

CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	ENG102A 6.7 ENG202A 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1
Response to Literature	
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	ENG102B LIT 6.19 ENG202B 7.13
Production and Distribution of Writing Process	
CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	ENG102A 6.1 - 6.7 ENG102B 2.1 - 2.12 ENG102B 6.1 - 6.19 ENG202A 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.1 ENG202A 10.2 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13
Technology and Publication	
CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	ENG102B LIT 6.19 ENG202B 7.13
Conducting Research	
CC.1.4.9–10.V Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	ENG102B LIT 6.19 ENG202B 7.13
Credibility, Reliability, and Validity of Sources	
CC.1.4.9–10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	ENG102B LIT 6.19 ENG202B 7.13
Range of Writing	

	CC.1.4.9–10.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	ENG102A 6.1 - 6.7 ENG102B 2.1 - 2.12 ENG102B 6.1 - 6.19 ENG202A 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.1 ENG202A 10.2 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13
1.5 Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
	Comprehension and Collaboration Collaborative Discussion	
	CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	Embedded throughout, see Moderator Guides for Synchronous Sessions
	Comprehension and Collaboration Critical Listening	
	CC.1.5.9–10.B Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	ENG202A 8.1-8.9
	Comprehension and Collaboration Evaluating Information	
	CC.1.5.9–10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	ENG202A 8.1-8.9
	Presentation of Knowledge and Ideas Purpose, Audience, and Task	
	CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	ENG202A 8.1-8.9
	Presentation of Knowledge and Ideas Context	
	CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks.	ENG202A 8.1-8.9
	Integration of Knowledge and Ideas Multimedia	
	CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	ENG202A 8.1 - 8.9
	Conventions of Standard English	
	CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	ENG202A 8.1-8.9

**Pennsylvania Core English Language Arts Assessment Anchors and Eligible Content For Literature
Compared to K¹² ENG102: Literary Analysis and Composition**

Module	Assessment Anchor, Description, PA Common Core Standards	Coverage
MODULE 1- Fiction	L.F.1 Reading for Meaning-Fiction	
	L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	
	CC.1.3.9-10.A Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	
	CC. 1.3.9-10.B Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
	CC.1.3.9-10.C Determine a theme or central idea of a text and analyze in details its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
	CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.	
	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text.	Embedded throughout, for example: ENG102A LIT 2.2 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 5.2 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
	L.F.1.1.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose.	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B COMP 2.1 ENG102B LIT 3.1 ENG102B LIT 5.1
	L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B COMP 2.1 ENG102B LIT 3.1 ENG102B LIT 5.1
	L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	
	CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
	CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related works.	
	L.F.1.2. Identify and/or apply a synonym or antonym of a word used in a text.	Embedded throughout, for example: ENG102A COM 6.1 ENG102A COM 6.2 ENG102A COM 6.7 ENG102A COM 9.3 - 9.7
	L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	Embedded throughout, for example: ENG102A VOC Units 1-5

L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	Embedded throughout, for example: ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 6.1 - 6.9 ENG102A VOC 1.1 ENG102A VOC 3.1 ENG102A VOC 4.1
L.F.1.2.4 Draw conclusions about connotations of words	Embedded throughout, for example: ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102A VOC 2.1 ENG102A VOC 5.5 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	
CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
CC.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	
L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1
L.F.2 Analyzing and Interpreting Literature-Fiction	
L.F.2.1 Use appropriate strategies to make and support interpretations of literature.	
CC.1.3.9-10.A Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	
L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11

L.F.2.1.2 Cite evidence from a text to support generalizations.	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	
CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	
CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	
L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 (yes) ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1
L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	Embedded throughout, see Moderator Guides for Synchronous Sessions
L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	
CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	
CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.	
CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.	
L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. <ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions 	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11

	within a text	
L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:	<ul style="list-style-type: none"> the relationship between setting and other components of a text (character, plot, and other key literary elements) 	Embedded throughout, for example: ENG102A COM 6.1 ENG102A COM 6.2 ENG102A COM 6.7 ENG102A COM 9.3 - 9.7
L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.	<ul style="list-style-type: none"> elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of a text how the author structures plot to advance the action 	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.		
CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		
CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.		
CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.		
CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.		
L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:	<ul style="list-style-type: none"> the relationship between the theme and other components of a text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period 	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:	<ul style="list-style-type: none"> the relationship between the tone, style, and/or mood and other components of a text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text how diction, syntax, figurative language, sentence variety, etc., determine the author's style 	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 (yes) ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11

L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction: <ul style="list-style-type: none"> the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of a text as a whole 	Embedded throughout, for example: ENG102A LIT 2.1 - 2.4 ENG102A LIT 2.7 - 2.10 ENG102A LIT 10.2 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	
CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.	
L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	
CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.	
CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.	
CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	
L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.	ENG102A LIT 4.1 ENG102ALIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1
L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.N.1 Reading for Meaning-Nonfiction	
L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	
CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	

	CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
	CC.1.2.9-10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	
	CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.	
	L.N.1.1.1 Identify and/or analyze the author’s intended purpose of a text.	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1
	L.N.1.1.2 Explain, describe, and or/analyze examples of a text that support the author’s intended purpose.	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1
MODULE 2- Nonfiction	L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1 ENG102B LIT 6.1 - 6.9
	L.N.1.1.4 Explain how an author’s use of key words or phrases in text informs and influences the reader.	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B COMP 2.1 ENG102B LIT 3.1 ENG102B LIT 5.1
	L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	
	CC.1.2.9-10.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	
	L.N.1.2.1 Identify and /or apply a synonym or antonym of a word used in a text.	Embedded throughout, for example: ENG102A COM 6.1 ENG102A COM 6.2 ENG102A COM 6.7 ENG102A COM 9.3 - 9.7
	L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	Embedded throughout, for example: ENG102A VOC Units 1-5
	L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	Embedded throughout, for example: ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 6.1 - 6.9 ENG102A VOC 1.1 ENG102A VOC 3.1 ENG102A VOC 4.1

L.N.1.2.4 Draw conclusions about connotations of words.	Embedded throughout, for example: ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102A VOC 2.1 ENG102A VOC 5.5 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.	
CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	
CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.N.1.3.2 Summarize the key details and events of nonfictional text, in part or as a whole.	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1
L.N.1.3.3 Analyze the interrelationships of idea and events in text to determine how one idea or event may interact and influence another.	Embedded throughout, for example: ENG102A COM 6.1 - 6.7 ENG102A COM 9.1 - 9.7
L.N.2 Analyzing and Interpreting Literature-Nonfiction	
L.N.2.1 Use appropriate strategies to make and support interpretations of literature.	
CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	
L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11

L.N.2.1.2 Cite evidence from a text to support generalizations.	Embedded throughout, for example: ENG102A: LIT 2.1 - 2.12 ENG102A LIT: 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	
CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	
L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.	Embedded throughout, for example: ENG102A LIT 2.2 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 5.2 (yes) ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11
L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	ENG102A LIT 4.1 ENG102A LIT 8.1 ENG102B LIT 3.1 ENG102B LIT 5.1 ENG102B LIT 6.1 - 6.9
L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	Embedded throughout, see Moderator Guides for Synchronous Sessions
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	
CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	
CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	
L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. <ul style="list-style-type: none"> the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text the relationship between characters and other components of a text the development of complex characters and their roles and functions within a text 	Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11

	<p>L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> the relationship between setting and other components of a text (character, plot, and other key literary elements) 	<p>Embedded throughout, for example: ENG102A COM 6.1 ENG102A COM 6.2 ENG102A COM 6.7 ENG102A COM 9.3 - 9.7</p>
	<p>L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action.</p> <ul style="list-style-type: none"> elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of a text how the author structures plot to advance the action 	<p>Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11</p>
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.		
CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		
CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.		
CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.		
CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.		
	<p>L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</p> <ul style="list-style-type: none"> the relationship between the theme and other components of a text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period 	<p>Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11</p>
	<p>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> the relationship between the tone, style, and/or mood and other components of a text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text how diction, syntax, figurative language, sentence variety, etc., determine the author's style 	<p>Embedded throughout, for example: ENG102A LIT 2.1 - 2.12 ENG102A LIT 5.1 - 5.9 ENG102A LIT 10.1 - 10.7 (yes) ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11</p>
	<p>L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction:</p> <ul style="list-style-type: none"> the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of a text as a whole 	<p>Embedded throughout, for example: ENG102A LIT 2.1 - 2.4 ENG102A LIT 2.7 - 2.10 ENG102A LIT 10.2 - 10.7 ENG102B LIT 1.1 - 1.8 ENG102B LIT 4.1 - 4.14 ENG102B LIT 7.1 - 7.11</p>
L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.		

CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.

ENG102A LIT 4.1
ENG102A LIT 8.1
ENG102B LIT 3.1
ENG102B LIT 5.1

L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.

Embedded throughout, for example:
ENG102A COM 6.1 - 6.7
ENG102A COM 9.1 - 9.7

L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.

ENG102B COM 6.1 - 6.19

L.N.2.4.4 Make connections between a text and the content of graphics and charts.

ENG102B COM 6.1 - 6.19

L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

ENG102B COM 6.1 - 6.19

L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.

CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

L.N.2.5.1 Differentiate between fact and opinion.

ENG102B COM 6.1 - 6.19

L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.

Embedded throughout, see Moderator Guides for Synchronous Sessions
ENG102B COM 6.1 - 6.19

L.N.2.5.3 Distinguish essential from nonessential information.

Embedded throughout, see Moderator Guides for Synchronous Sessions
ENG102B COM 6.1 - 6.19

L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

Embedded throughout, see Moderator Guides for Synchronous Sessions
ENG102B COM 6.1 - 6.19

L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.

Embedded throughout, see Moderator Guides for Synchronous Sessions
ENG102B COM 6.1 - 6.19
ENG102A LIT 4.1
ENG102A LIT 8.1
ENG102B LIT 3.1
ENG102B LIT 5.1

L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.

ENG102A LIT 4.1
ENG102A LIT 6.1
ENG102A LIT 6.4
ENG102A LIT 8.1

**Pennsylvania Core English Language Arts Assessment Anchors and Eligible Content For Composition
Compared to K¹² ENG202: Literary Analysis and Composition II**

Module	Assessment Anchor, Description, PA Common Core Standards	Coverage
MODULE 1- Exposition	C.E.1 Writing to Inform-Exposition	
	C.E.1.1 Write informative pieces that describe, explain, or summarize information or ideas.	
	CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.	
	CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	
	CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	
	CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. 	
	CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
	C.E.1.1.1 Write with a sharp controlling point and an awareness of the audience and expository.	ENG202B 7.1 - 7.13
	C.E.1.1.2 Demonstrate an understanding of the purpose with relevant information, content, and details.	ENG202B 7.1 - 7.13
	C.E.1.1.3 Use appropriate organizational strategies for expository writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis).	ENG202B 2.1-2.13 ENG202A 2.12 ENG202A 5.13 ENG202A 9.13 ENG202B 2.1-2.13 ENG202B 7.1 - 7.13 ENG202B 10.7
	C.E.1.1.4 Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone.	ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1
	C.E.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.	ENG202B 2.1-2.13 ENG202A 2.12 ENG202A 5.13 ENG202A 9.13 ENG202B 2.1-2.13 ENG202B 10.7
	C.E.2 Revision-Exposition	
	C.E.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	
	CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. 	

C.E.2.1.1 Use a variety of sentence structures.	ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1
C.E.2.1.2 Use precise language to create clarity, voice, and tone.	ENG202B 7.1 - 7.13
C.E.2.1.3 Revise to eliminate wordiness and redundancy.	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7
C.E.2.1.4 Revise to delete irrelevant details.	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7
C.E.2.1.5 Use the correct form of commonly confused words; use logical transitions.	ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1
C.E.2.1.6 Combine sentences for cohesiveness and unity.	ENG202B 2.1-2.13 ENG202A 5.13 ENG202A 9.13 ENG202B 2.1-2.13 ENG202B 7.1 - 7.13 ENG202B 10.7
C.E.2.1.7 Revise sentences for clarity.	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7
C.E.3 Editing for Conventions-Exposition	
C.E.3.1 Use conventions of standard written language.	
CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
C.E.3.1.1 Spell all words correctly	ENG202B 7.1 - 7.13
C.E.3.1.2 Use capital letters correctly.	ENG202B 7.1 - 7.13

	C.E.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).	ENG202A 2.12 ENG202A 5.13 ENG202A 9.13 ENG202B 2.1-2.13
	C.E.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7
	C.E.3.1.5 Demonstrate correct sentence formation	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7
MODULE 2- Persuasion	C.P.1 Writing to Persuade-Persuasion	
	C.P.1.1 Write persuasive pieces that include a clearly stated position made convincing through the use of appropriate methods.	
	CC.1.4.910.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.	
	CC.1.4.9.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	
	CC.1.4.9.10.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style.	
	CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
	C.P.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.	ENG202B 7.1 - 7.13
	C.P.1.1.2 Construct a thorough argument with consistent, relevant support through the use of persuasive strategies; address opposing viewpoints.	ENG202B 7.1 - 7.13
	C.P.1 .3 Organize the argument using effective strategies to develop a strong, well-supported position.	ENG202B 2.1-2.13 ENG202A 2.12 ENG202A 5.13 ENG202A 9.13 ENG202B 2.1-2.13 ENG202B 7.1 - 7.13 ENG202B 10.7

CP.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.	ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1
C.P.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.	ENG202B 2.1-2.13 ENG202A 2.12 ENG202A 5.13 ENG202A 9.13 ENG202B 2.1-2.13 ENG202B 10.7
C.P.2 Revision-Persuasion	
C.P.2.1 Revise writing to improve style, meaning, word choice, and sentence variety.	
CC.1.4.9-10.K Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. • Establish and maintain a formal style. 	
C.P.2.1.1 Use a variety of sentence structures.	ENG202A 2.1 - 2.12 ENG202A 10.1 ENG202A 10.2 ENG202B 6.1
C.P.2.1.2 Use precise language to create clarity, voice, and tone.	ENG202B 7.1 - 7.13
C.P.2.1.3 Revise to eliminate wordiness and redundancy.	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7
C.P.2.1.4 Revise to delete irrelevant details.	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7
C.P.2.1.5 Use the correct form of commonly confused words; use logical transitions.	ENG202A 8.1 - 8.9 ENG202A 10.3 ENG202A 10.6 ENG202B 6.1
C.P.2.1.6 Combine sentences for cohesiveness and unity.	ENG202B 2.1-2.13 ENG202A 5.13 ENG202A 9.13 ENG202B 2.1-2.13 ENG202B 7.1 - 7.13 ENG202B 10.7

	C.P.2.1.7 Revise sentences for clarity.	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7
	C.P.3 Editing for Conventions-Persuasion	
	C.P.3.1 Use conventions of standard written language	
	CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	
	C.P.3.1.1 Spell all words correctly.	ENG202B 7.1 - 7.13
	C.P.3.1.2 Use capital letters correctly.	ENG202B 7.1 - 7.13
	C.P.3.1.3 Punctuate correctly (e.g., use commas, semicolons, quotation marks, and apostrophes correctly).	ENG202A 2.12 ENG202A 5.13 ENG202A 9.13 ENG202B 2.1-2.13
	C.P.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7
	C.P.3.1.5 Demonstrate correct sentence formation	Embedded throughout, for example: ENG202A 2.1 - 2.12 ENG202A 5.1 - 5.13 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 6.1 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13 ENG202B 10.1 - 10.7
MODULE 2- Nonfiction	L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	
	CC.1.2.9-10.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	

	L.N.1.2.1 Identify and /or apply a synonym or antonym of a word used in a text.	<p>Embedded throughout, for example:</p> <p>ENG202A 1.1 ENG202A 1.2 ENG202A 1.4 - 1.9 ENG202A 3.1 ENG202A 6.1 ENG202A 9.1 ENG202A 9.2 ENG202A 9.3 ENG202A 9.5 ENG202B 2.2 ENG202B 3.1 ENG202B 5.1</p>
	L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	<p>Embedded throughout, for example:</p> <p>ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202A 11.3 - 11.5 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12</p>
	L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	<p>Embedded throughout, for example:</p> <p>ENG202A 1.1 ENG202A 1.2 ENG202A 1.4 - 1.9 ENG202A 3.1 ENG202A 6.1 ENG202A 9.1 ENG202A 9.2 ENG202A 9.3 ENG202A 9.5 ENG202B 2.2 ENG202B 3.1 ENG202B 5.1</p>
	L.N.1.2.4 Draw conclusions about connotations of words.	<p>Embedded throughout, for example:</p> <p>ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12</p>
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.		
	CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
	CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	

CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.

ENG202A 2.1 - 2.12
ENG202A 8.1 - 8.9
ENG202A 10.1 - 10.6
ENG202B 2.1 - 2.13
ENG202B 7.1 - 7.13
ENG202B 9.1 - 9.13

L.N.1.3.2 Summarize the key details and events of nonfictional text, in part or as a whole.

Embedded throughout, see Moderator Guides for Synchronous Sessions
ENG202A 2.1 - 2.12
ENG202A 8.1 - 8.9
ENG202A 10.1 - 10.6
ENG202B 2.1 - 2.13
ENG202B 7.1 - 7.13
ENG202B 9.1 - 9.13

L.N.1.3.3 Analyze the interrelationships of idea and events in text to determine how one idea or event may interact and influence another.

ENG202A 2.1
ENG202A 5.1
ENG202A 8.1
ENG202B 2.1

L.N.2 Analyzing and Interpreting Literature-Nonfiction

L.N.2.1 Use appropriate strategies to make and support interpretations of literature.

CC.1.2.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.

L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.

ENG202A 8.1 - 8.9
ENG202A 10.1 - 10.6
ENG202B 2.1 - 2.13
ENG202B 7.1 - 7.13
ENG202B 9.1 - 9.13

L.N.2.1.2 Cite evidence from a text to support generalizations.

ENG202A 8.1 - 8.9
ENG202A 10.1 - 10.6
ENG202B 2.1 - 2.13
ENG202B 7.1 - 7.13
ENG202B 9.1 - 9.13

L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.

CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text.

Embedded throughout, for example:
see Moderator Guides for Synchronous Sessions
ENG202A 2.1
ENG202A 2.5
ENG202A 8.1 - 8.9
ENG202A 10.1 - 10.6
ENG202B 2.2
ENG202B 6.1

L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	Embedded throughout, for example: ENG202A 2.1 ENG202A 2.5 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.2 ENG202B 6.1
L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	ENG202A 2.1 ENG202A 5.1 ENG202A 8.1 ENG202B 2.1
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	
CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	
CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	
L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. <ul style="list-style-type: none"> the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text the relationship between characters and other components of a text the development of complex characters and their roles and functions within a text 	ENG202A 2.1 - 2.12 ENG202A 5.1 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13
L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction: <ul style="list-style-type: none"> the relationship between setting and other components of a text (character, plot, and other key literary elements) 	ENG202A 2.1 - 2.12 ENG202A 5.1 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13
L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction: Note: Plot may also be called action. <ul style="list-style-type: none"> elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) the relationship between elements of the plot and other components of a text how the author structures plot to advance the action 	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	

CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
CC.1.2.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	
CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	
L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction: <ul style="list-style-type: none"> the relationship between the theme and other components of a text comparing and contrasting how major themes are developed across genres the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres the way in which a work of literature is related to the themes and issues of its historical period 	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12
L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction: <ul style="list-style-type: none"> the relationship between the tone, style, and/or mood and other components of a text how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text how diction, syntax, figurative language, sentence variety, etc., determine the author's style 	Embedded throughout, for example: ENG202A 1.1 - 1.12 ENG202A 4.1 - 4.11 ENG202A 7.1 - 7.12 ENG202A 9.1 - 9.11 ENG202B 1.1 - 1.14 ENG202B 4.1 - 4.11 ENG202B 8.1 - 8.12
L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of nonfiction: <ul style="list-style-type: none"> the point of view of the narrator as first person or third person point of view the impact of point of view on the meaning of a text as a whole 	ENG202A 2.1 ENG202A 5.1 ENG202B 1.9
L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	
CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	
L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.	ENG202A 2.1 ENG202A 5.1 ENG202A 8.1 ENG202B 2.1
L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	ENG202A 2.1 ENG202A 5.1 ENG202A 8.1 ENG202B 2.1

L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.	ENG202A 2.1 ENG202A 5.1 ENG202A 8.1 ENG202B 2.1
L.N.2.4.4 Make connections between a text and the content of graphics and charts.	ENG202A 2.1 ENG202A 5.1 ENG202A 8.1 ENG202B 2.1
L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.	ENG202A 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13
L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	
CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.	
L.N.2.5.1 Differentiate between fact and opinion.	ENG202A 2.1 ENG202A 5.1 ENG202B 1.9
L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.	ENG202A 2.1 ENG202A 5.1 ENG202B 1.9
L.N.2.5.3 Distinguish essential from nonessential information.	ENG202A 2.1 - 2.12 ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13
L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.	ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13
L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.	ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13
L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.	ENG202A 8.1 - 8.9 ENG202A 10.1 - 10.6 ENG202B 2.1 - 2.13 ENG202B 7.1 - 7.13 ENG202B 9.1 - 9.13