

Annotated Glossary of Key Acceleration Plan Elements

University Prep Acceleration Plan - Supplemental Document

Courses

Foundational Reading Skills (FRS)	First and foremost, we believe that students must successfully learn to read before they can read to learn. In kindergarten through third grade, our scholars engage in systematic phonics instruction to build foundational skills in phonemic and phonological awareness, decoding, fluency, accuracy, and spelling. Simultaneously, scholars who join University Prep in upper grades receive direct phonics instruction in addition to grade-level content to support reading at grade level, in accordance with their needs. Phonics are the building blocks that allow fluent reading, and fluency allows the brain to focus on comprehension. We are unwavering in our efforts to provide all scholars with explicit phonics instruction because we believe that ensuring mastery of foundational skills in early grades leads to future reading success.
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Curricula

Wit and Wisdom (WW) <i>ELA Curriculum</i>	<p>Wit and Wisdom is our primary knowledge building curriculum, addressing Speaking, Listening, Reading, and Writing CCSS in an integrated approach</p> <p>Each module centers on the study of rich and engaging texts, curated to build student knowledge of important ideas in the liberal arts and sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on-and draws on evidence from-exceptional texts.</p> <p>A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students that distill each text's deeper meaning, and finally, articulate how the texts, individually and collectively (within each module), build their knowledge of the topic.</p> <p>Another line of questioning, Craft Questions, teaches students the elements of strong craft-writing, speaking and listening- so that students become</p>
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	<p>adept at applying these skills for a variety of purposes. This knowledge of craft in turn allows students to create their own responses to the texts they read.</p>
<p>Core Knowledge Language Arts (CKLA)</p> <p><i>Foundational Reading Skills Curriculum</i></p>	<p>CKLA Skills is our primary curriculum for teaching Foundational Reading Skills (FRS) to our Kindergarten through second graders.</p> <p>The three key Skills strand principles include: teaching children the distinction between sounds and spellings using the most frequent or least ambiguous sounds first; giving children intensive practice to build reliability and automaticity; and directly instructing in the oral language skills (blending and segmenting) that underlie and parallel reading and writing skills.</p>
<p>Eureka Math</p> <p><i>Math Curriculum, synonymous with EngageNY Math</i></p>	<p>Through a balanced approach to lesson design, A Story of Units supports the development of an increasingly complex understanding of the mathematical concepts and topics within the Common Core Learning Standards. Fluency, concept development, and application, all components of instructional rigor demanded by the Common Core, are layered to help teachers guide students through the mathematics.</p> <p>Each lesson is structured to incorporate fluency activities along with the development of conceptual understanding, procedural skills, and problem solving. These components are taught through the deliberate progression of material, from concrete to pictorial to abstract. Lesson components and stages of instruction within components are designed to help students reach higher and higher levels of understanding.</p> <p>The time spent on each rigor component in a daily lesson varies between lessons and is guided by the rigor emphasized in the standard(s) the lesson is addressing. (E.g. If the word “fluently” is used within the text of a standard, then a lesson involving that standard will often have more time devoted to Fluency Practice and Concept Development than to Application Problems. If the word “understand” is used in the text of a standard then the Concept Development component is more likely to be weighted heavily. Likewise, the phrase “real-world problems” in the text of a standard will lead to a lesson that concentrates more on application problems.)</p>

<p>Amplify <i>Science Curriculum</i></p>	<p>Students build knowledge across disciplines in each year so that past learning is connected to new concepts, applied to new phenomena, and further developed in each successive year.</p> <p>Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.</p> <p>Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions.</p>
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Assessment

<p>Curriculum-Based Assessment (CBA)</p>	<p>These assessments are built into the curricula being used (e.g., end-of-module or mid-module assessments that assess the content of those units).</p>
<p>ANet</p>	<p>(External, curriculum-agnostic assessments in math and ELA.) ANet Assessments will be administered 3-4 times over the course of the year, only once all aligned content has been covered, which will mean that they will take place at different points in the year depending on grade level and content area.</p>
<p>DIBELS (now Acadience)</p>	<p>DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be administered three times over the course of the year to gauge the development of early literacy and reading skills.</p>