

## **TIER III – Parent and Community Engagement Update**

Please upload the following information to Epicenter by October 6, 2017.

### **Updated Community Outreach & Support Materials:**

**Describe any additional community outreach since your Tier II application was submitted. Provide copies of materials related to any community forums (including the one where CPS attended) held on/after September 8, 2017. Include:**

**Sign-in sheets**

**Presentation Materials**

**Agendas**

**Correspondence**

**Marketing and Outreach Materials**

- Social Media campaigns featuring Chicago artists and how our design anchors are evident in their path
- Updates to website with community meeting slide decks
- Food Pantry Meet Up
- Informational Table outside of Adult groups
- Informational Table outside of Teen Groups
- Door to Door visits for support

**Describe any additional programmatic considerations that your design team has contemplated or incorporated as a result from input from the community.**

- Arts pathways for multiple levels of student achievement
- Partnerships with community colleges
- Neighborhood advisory council for all types of members of Greater Grand Crossing community
- Many Community members sharing that they want Hirsch high school to be used again and not satisfied with what has happened to it

**Describe any opposition that your design team has faced as you have more deeply engaged the community.**

- Community members wanting to make sure that we have the capacity to serve high need families
- Community members ensuring there is all types of representation and voice in decision making
- Community members wanting to know when the school is finally opening because we have been talking about it for 3 years
- Community members want the school to begin with other grade levels

**Provide any updates to the proposed school's partnerships with other community-based organizations.**

- Updated letter from The Lynn Group (will get revised per panel's request for specifics and send over)
- Strategic meeting with The Lynn Group to discuss timelines and plan
- Date set for Scott Frauenheim and Amanda Rychel to meet with Common in early November
- Second City Partnership intro meeting
- Deeper planning with Whole Foods
- Meeting with State Representative Juilana Stratton

4,374

EMAILS

2,500


FLYERS

100+

INTENT TO ENROLL

671

Community Petition  
Signatures

ART  
IN   
MOTION

COMMUNITY OUTREACH

2,500

Door Hangers

300+

Community Meetings Attendees  
(Combined)

14

Community Leader  
Meetings  
(Alderman, Block Clubs,  
Etc)

8

Community  
Events

16

Community  
Meetings

25+

Social Media Posts  
(Facebook, Twitter,  
and Instagram)



THE LYNN GROUP, LLC  
c/o HIGH NOTE MGMT  
899 Northgate Drive, Ste 306  
San Rafael, CA 94903

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October 5, 2017

To Whom It May Concern:

The Lynn Group majority owned by Mr. Rashid Lynn (Common) are excited to partner to create Art In Motion Charter School in the Greater Grand Crossing Community.

It is our goal to support this community movement by bringing resources and partnerships that will add value to the Grand Crossing community and be integral to the mission and vision of Art In Motion Charter School.

We see arts and education as driving forces of community development. Our goal is to provide resources that Art In Motion Charter School will use to provide programming for both the students of Art In Motion charter school and all community members of the Greater Grand Crossing area. Our resources will be available year round, before, during and after school and on weekends to Art In Motion students and members of the Greater Grand Crossing community.


We are investing to create a creative, college, career and community movement through Art In Motion Charter School that extends the reach and increases the quality of life and opportunities for students in the city of Chicago.

We have been working with key partners to identify partnerships and resources to provide:

- School facility updates
- Performing arts programming and resources
- Performing arts curriculum
- Technology
- School start-Up funding
- Wellness and fitness programming and resources

We look forward to building additional partnerships to ensure that Art In Motion Charter School has the resources needed to meet its mission of providing opportunities for students to achieve their fullest academic and artistic potential.

Sincerely,

  
Tamara Brown, Partner  
The Lynn Group LLC

# ORGANIZATIONAL PARTNERSHIP MODEL

Art In Motion is a creative, college, career and community movement rooted in partnerships from across industries to build community in the Grand Crossing Neighborhood. Each group is dedicated to deep collaboration and accountability to ensure students have access to the programming and resources needed on the path to their future.

## Art In Motion Board of Directors

Governance and oversight of the school management to ensure the academic programs are successful , operational programs comply with all terms of the charter, compliance in all statutory and regulatory requirements and financial stability

## Distinctive Schools Management Organization

Provide education management and services including operations, human resources, finance , professional development, curriculum and instruction, data reviews, staffing and school leadership held accountable by Art In Motion Board of Directors

## Art In Motion Charter School Staff

Founding campus team members implementing campus based operations, personalized learning, family and community partnerships, curricular and instructional programming, and professional development held accountable by Distinctive Schools

## The Lynn Group: Common

Provide financial, arts and wellness resources to support school model and community involvement

## New Life Covenant SE

Provide community and facility resources to support school model and community involvement



ART IN MOTION PARTNERSHIPS	
The Lynn Group (Common)	
Distinctive Schools	
New Life Community Church SE	
Next Generation Learning Challenges	
Summit Learning	
Mindful Practices	
Mission MMA & Fitness	
79 <sup>th</sup> Street Corridor Business Association	
Agility Network Services, Inc.	
Building Blocks Learning Academy	
Boys 2 Men	
Community Pride Association	
Fearfully Fierce Mentoring Program	
Grand Crossing Neighborhood Network	
Greater Auburn-Gresham Development	
GoGee! Music, LLC	
Kenwood School of Ballet and ITwirl Dance Programs	
Ladies of Virtue	
New Life Covenant Church	
New Life Southeast's Food Pantry	
New Life Southeast's Legal Clinic	
Park Manor Neighbors' Community Council	
Safe House of Chicago	
Van Moody School of Music	
Urban Male Network	
Young Ladies of Light	



Board Members				
Name	Occupation	Expertise	Board Position	Ties to the Community
Dr. Joyce Cooper	Professor	Education Leadership	Board Chair	Yes: Worked in a CPS school in Grand Crossing
Lynn Group (Common Representative(S)	TBD	Performing Arts	TBD	TBD
Kristi Mosbey	Perf Arts Business Owner	Performing Arts	TBD	No
Ronald Banks	Marketing/Engineer	Marketing	TBD	Yes: Current Resident
Terrence Bey	Technology Business Owner	Technology	TBD	No
Dr. Elijah Brewer	Professor/Finance	Finance	TBD	Yes: Attends church in Grand Crossing
Regina Dillard	Perf Arts Business Owner	Performing Arts	TBD	No
Maurice Gue	Attorney	Attorney	TBD	Yes: Attends Church in Grand Crossing
Dr. Ursula Ricketts	Professor	Educator	TBD	No

Additional Board Applicants		
Name	Occupation	Ties to the Community
Daphne Alcide	Educator	No
H Turner	Educator	Yes: Currently work in Grand Crossing Community
Officer Lewis Courts	Police Detective	Yes: Officer in the Grand Crossing Community
Mary Lastrapes	Human Resource Mngt	Yes: Attend Church Service in Grand Crossing
Mario Moody	Perf Arts Business Owner	No
Joyce Chou	Architect Firm Owner	Yes: Worked on facility projects in Grand Crossing
Kason Wallace	Realtor Business Owner	No
Derrick Christian	Marketing Business Owner	Yes: Attend Church Service in Grand Crossing
Maurice Gue	Attorney	Attorney
Dr. Ursula Ricketts	Professor	Educator

# PERSONALIZED ARTS PATH DESIGN PILOT 2017-2018

**Purpose:** To build capacity in our team to pilot and design the Art In Motion Personalized Arts Pathway using a pilot course to learn and inform a prototype of the Art In Motion model.

## WHY PILOT?

Using a growth mindset and learning from hands on experience helps inform full scale implementation to better control model fidelity, resource allocation, student success and teacher buy in as we innovate in our classrooms.

- Collaborate with national leaders in personalized learning to grow Art In Motion model during planning year.
- Bring personalized learning from general education classroom into Arts classes.

## PILOT NEEDS

\$40, 000 to be used for stipends for curriculum designers and teachers, professional development and travel for partner collaboration from January 2018-July 2018.

## PILOT DESIGN

A curricular designer will work over the summer and throughout the school year with a music teacher at our Irving Park Campus to write, design and implement a middle school music class inside of the Summit Learning Platform from within the Distinctive Schools Middle School Model. We seek to discover evidence, design anchors, systems, process and best practice to then implement at Art In Motion. Regular updates from students will be sent to funders to share progress and experience.

## LINKS TO LEARN MORE

[21st Century Music at Distinctive Schools](#)

[Pacesetter in Personalized Learning Article](#)

[Our Vision for Personalized Learning](#)

[Putting Students In Charge of Their Lesson Plans Article](#)



**DISTINCTIVE  
SCHOOLS**



**Planning Year Start Up Cost Projection: November 2017-July 2018**

Item	Cost	Notes
Executive Director Salary	\$63,000.00	November - July focus on partnerships, planning, ops and start up plan
Executive Director Benefits	\$4,000.00	November - July
Creative Director Salary	\$53,000.00	November- July focus on expedition planning and program development
Creative Director Benefits	\$4,000.00	November- July
Curriculum & Instruction Coach Stipend	\$10,000.00	November - July focus on curriculum writing and professional learning
Professional Development & Fine Arts School Visits	\$20,000.00	Visits and Collaboration with national exemplar programs
Facility	\$100,000.00	Rent 4 Months (March-June)
Furniture	\$40,000.00	Classrooms & Offices
Technology Lease for Staff	\$6,000.00	20 Staff Members
Technology Lease for Students	\$14,000.00	400 Students
Digital Learning Programs	\$10,000.00	Reading and math programs for below grade level MTSS 7th & 8th students
Copy Machine Lease	\$2,000.00	\$500.00 per month
Resources & Supplies	\$2500.00	Paper, classroom resources and materials
Insurance	\$3800.00	Premium for 4-6 Months
Marketing	\$5000.00	Signage, Banners & Communication Materials
Student Enrollment	\$8500.00	Community Events
<b>TOTAL</b>	<b>\$355,800.00</b>	
Additional Cash Flow Fund Balance (If needed)	\$450,000.00	July- October (Based on CPS Disbursement Timeline)



Amanda Rychel &lt;arychel@atlanticresearchpartners.org&gt;

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**Fwd: Second City Partnership with Charter School**

1 message

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**Karen Ratliff** <karen@newlifesoutheast.org>

Thu, Oct 5, 2017 at 11:59 AM

To: arychel@distinctiveschools.org

Sent from my iPhone

Begin forwarded message:

**From:** cece edwards <cececece3@cs.com>  
**Date:** September 15, 2017 at 12:18:12 AM CDT  
**To:** [sbrown@newlifesoutheast.org](mailto:sbrown@newlifesoutheast.org)  
**Cc:** [karen@newlifesoutheast.org](mailto:karen@newlifesoutheast.org), [bv@newlifesoutheast.org](mailto:bv@newlifesoutheast.org)  
**Subject:** Re: Second City Partnership with Charter School

Thank you for your email. Will contact and give you two dates and times to meet.

CeCe Edwards

[cececece3@cs.com](mailto:cececece3@cs.com)Like us on facebook/[grandcrossingparkadvisorycouncil](https://www.facebook.com/grandcrossingparkadvisorycouncil)

-----Original Message-----

From: Shammrie Brown <[sbrown@newlifesoutheast.org](mailto:sbrown@newlifesoutheast.org)>  
To: cece edwards <[cececece3@cs.com](mailto:cececece3@cs.com)>  
Cc: Karen Ratliff <[karen@newlifesoutheast.org](mailto:karen@newlifesoutheast.org)>; Ben Vasquez <[bv@newlifesoutheast.org](mailto:bv@newlifesoutheast.org)>  
Sent: Thu, Sep 14, 2017 2:46 pm  
Subject: Second City Partnership with Charter School

Hi Cece,

I hope this email reaches you well. Per our conversation, can we set up a meeting with Second City to discuss partnership with the Performing Art Charter School (Art In Motion). I have added Dr. Karen Ratliff to this email. Please let us know some dates they can meet with her team.

Thank you,

--

Shammrie Brown  
Community Relations Manager  
New Life Covenant Church Southeast  
Outreach Office: 872-465-3380  
Main Office: 773-285-1731  
[www.newlifesoutheast.org](http://www.newlifesoutheast.org)  
Alternate Email: [community@newlifesoutheast.org](mailto:community@newlifesoutheast.org)



Amanda Rychel &lt;arychel@atlanticresearchpartners.org&gt;

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**Fwd: Letter of Support; Art In Motion (AIM) Charter School**

1 message

**Karen Ratliff** <karen@newlifesoutheast.org>

Thu, Oct 5, 2017 at 12:00 PM

To: arychel@distinctiveschools.org

Sent from my iPhone

Begin forwarded message:

**From:** Juliana Stratton <repstratton5@gmail.com>  
**Date:** October 3, 2017 at 3:00:26 PM CDT  
**To:** Shammrie Brown <sbrown@newlifesoutheast.org>  
**Cc:** Karen Ratliff <karen@newlifesoutheast.org>, Ben Vasquez <bv@newlifesoutheast.org>  
**Subject:** Re: Letter of Support; Art In Motion (AIM) Charter School

Thanks, Shammrie.

Best,

Jaylin D. McClinton  
District Manager - State Representative Juliana Stratton

On Tue, Oct 3, 2017 at 2:54 PM, &lt;sbrown@newlifesoutheast.org&gt; wrote:

Hi,

Here are a few dates and times:

October 11, 2017 (11am-1pm)

October 18, 2017 (10am-4pm)

October 25, 2017 (10am-4pm)

Thank you!

On Oct 3, 2017, at 2:47 PM, Juliana Stratton &lt;repstratton5@gmail.com&gt; wrote:

Greetings Shammrie,

Rep. Stratton is interested in meeting. However, her schedule is very fluid right now.

May you advise a few dates over the next few weeks?

Best,

Jaylin D. McClinton  
District Manager - State Representative Juliana Stratton

On Wed, Sep 6, 2017 at 11:21 AM, Shammrie Brown <sbrown@newlifesoutheast.org>  
wrote:

Hi,

Okay, we would still love her support. Upon her return, a letter of support will be helpful for future reference. Also, if possible, I would love to set up a meeting with her to know her vision for our district; more specifically, the Greater Grand Crossing community.



Thank you so much for your help,

On Wed, Sep 6, 2017 at 11:05 AM, Juliana Stratton <[repstratton5@gmail.com](mailto:repstratton5@gmail.com)> wrote:  
Greetings Shammrie,

Rep. Stratton is out of the office until 9/12.

She is aware of the request. However, I do not think a letter can be prepared by tomorrow.

Best,

Jaylin D. McClinton  
District Manager - State Representative Juliana Stratton

On Wed, Sep 6, 2017 at 11:02 AM, Shammrie Brown <[sbrown@newlifesoutheast.org](mailto:sbrown@newlifesoutheast.org)> wrote:

Good Morning,

Thank you for following up,

Attached to this email, you will find information about the charter school. Also, do you think a letter could be prepared by tomorrow?

Thank you,

On Tue, Sep 5, 2017 at 3:04 PM, Juliana Stratton <[repstratton5@gmail.com](mailto:repstratton5@gmail.com)> wrote:  
Greetings Shammrie,

Thank you for your email.

I have alerted Rep. Stratton of this and will follow-up once I hear from her.

The presentation was not accessible. May you send another version?

Best,

Jaylin D. McClinton  
District Manager - State Representative Juliana Stratton

On Thu, Aug 24, 2017 at 1:31 PM, Shammrie Brown

<[sbrown@newlifesoutheast.org](mailto:sbrown@newlifesoutheast.org)> wrote:

Representative Juliana Stratton,

We are extremely excited to introduce Art In Motion (A.I.M.) : A Performing Arts Charter School to the Greater Grand Crossing community. With your support, we can make a difference in 7th - 8th graders lives through the Arts! This has been a two year journey to make possible. Therefore, we are asking for a letter of support from you to help us accomplish our goal.

Attached, you will find a letter of support from our Alderman Michelle Harris and a slideshow with information about our charter school. We will be having another informational meeting in September. Details available upon request.

**Lastly, please send letter to the following address:**

Office of Innovation and Incubation  
Office of New Schools-Chicago Public Schools  
[42 West Madison Street-3rd Floor](#)  
[Chicago, IL 60602](#)



Nakia Patterson &lt;info@artinmotionschool.org&gt;

## You're Invited!

64 messages

Nakia Patterson &lt;info@artinmotionschool.org&gt;

Mon, Sep 11, 2017 at 3:57 PM

To: Nakia Patterson &lt;info@artinmotionschool.org&gt;

Bcc: shawandawatson@att.net, adamsj@cg68.navy.mil, octaviya30@yahoo.com, andreagnew@gmail.com, kyearaaiikens@yahoo.com, makins1984@hotmail.com, Darron Alexander <darronalexander@sbcglobal.net>, jasminejelly199@yahoo.com, Amber Allen <aallen410@gmail.com>, ms.allen06@gmail.com, keila.allen@att.net, marquisha\_allen@yahoo.com, Janise Alston <janisealston@gmail.com>, wobbie76@yahoo.com, vbillings@sbcglobal.net, tamara7829@att.net, terrishabazz\_by@yahoo.com, eandrew3612@yahoo.com, Elana Anthony <eanthony75@gmail.com>, meanthony06@gmail.com, cappleberry@sbcglobal.net, tricy7215@yahoo.com, kojisticle@yahoo.com, aashfo2@uic.edu, ybm33@yahoo.com, Isaiah Ball <ballisaiah89@gmail.com>, Raven\_barnes@yahoo.com, nasha32@hotmail.com, sweettemptation56@yahoo.com, denisebassett45@yahoo.com, special062683@hotmail.com, chelsea batson <chelseabatson@sbcglobal.net>, ronkebattie@aol.com, alexcbattle@hotmail.com, marcellb69@yahoo.com, vmonty413@yahoo.com, Ferlando Batts <fbatts036@gmail.com>, starraknight8601@yahoo.com, cmbasleypca@sbcglobal.net, cmbasleypca@newlifeoakwood.org, ambassadors@newlifesoutheast.org, shawntebell@hotmail.com, marybenison@att.net, allstarlover1@yahoo.com, yanabennett@yahoo.com, passionbennett@gmail.com, jenil0226 <jenil\_bennett@yahoo.com>, yolandabennett1@yahoo.com, Christopher Bentley <christopher.bentley1@gmail.com>, kbibbs01@yahoo.com, Kita Sylvia <lbinwalee@yahoo.com>, binion\_christina@yahoo.com, ashleybishop18@yahoo.com, cfeminc3@gmail.com, trap25@hotmail.com, mreneeblack01@yahoo.com, miesha\_blair@yahoo.com, blakleytamiyer@yahoo.com, noblegoorr@yahoo.com, shandrab@hotmail.com, ashley\_ladybug\_bledsoe@yahoo.com, Eve B <evebledsoe@gmail.com>, kay\_aye\_zee@yahoo.com, ravenblockett@yahoo.com, jbolden@csu.edu, vjboler247@yahoo.com, abolin213@yahoo.com, catbolin2003@yahoo.com, bollingsherri@yahoo.com, n.bonnie@hotmail.com, bobbynbooker@yahoo.com, terrellborum28@yahoo.com, sweetcarmel7777@yahoo.com, km-bowers@yahoo.com, Bridgett Boyd <bboyd61987@gmail.com>, msmickeyc3@yahoo.com, Kwanza Boyd <kwanzaboyd@gmail.com>, mia@miaplooyd.com, shirley boyd <boyd\_shirley@att.net>, Toya Boykin <toya-boykin76@gmail.com>, Douglas Bozeman <douglasb24@gmail.com>, donte braboy <donte8211@gmail.com>, Derenda Bradley <derendabradley@yahoo.com>, sbranha@yahoo.com, mrsastleger@gmail.com, Krystal Braxton <Krystalbraxton79@gmail.com>, bgbridges97@yahoo.com, mskimbriscoe@yahoo.com, blineta@yahoo.com, anulady0913@yahoo.com, dannybrooks703@yahoo.com, Shealeshea15@yahoo.com, dbrooks2p@gmail.com, ms.ashleybrown@yahoo.com, Dorothyclifford@gmail.com, KJ Brown <kjbrown642720@gmail.com>, kia.brown10@yahoo.com, monalisa\_brown@yahoo.com, jammznaynay@yahoo.com, shabrown\_68ricco@yahoo.com, sheenbean071@gmail.com, shelonbrown@gmail.com, stacey.brown@us.nestle.com, stephaniebrown9690@gmail.com, Talonda Brown <scoobydoopoo701@gmail.com>, tanishadbrown1980@yahoo.com, romonia@projectorg.com, mattjbruce@hotmail.com, bryantantoinette20@yahoo.com, india maynor <indiabryant2002@yahoo.com>, nuspir2@sbcglobal.net, mbryant76@yahoo.com, shendabryant@gmail.com, natashabuchanan1987@yahoo.com, dbullock95@yahoo.com, Diane B <diane burel@yahoo.com>, jdbizness@yahoo.com, burgessv70@yahoo.com, burkhalterlatoya@yahoo.com, wilmajburns@yahoo.com, Nellie7980@gmail.com, burtonrtamisha@hotmail.com, candysdesign23@yahoo.com, lrbutler1002@yahoo.com, armyjeanar@aol.com, LatanyaByrd90@yahoo.com, glectia\_hood@yahoo.com, Tianac545@yahoo.com, Dena Campbell <denacampbell30@gmail.com>, mcampbell76@gmail.com, sassy\_mrs.bieber@yahoo.com, veanacampbell@hotmail.com, trishacbell@yahoo.com, Jenyica Cannon <jenyicacannon739@gmail.com>, MarcusCannon.mc@gmail.com, MARCUS CAROTHERS <carothersmarcus@yahoo.com>, RKCAROTHERS@yahoo.com, Vanity K <KenyaJ13@gmail.com>, cacarter54@yahoo.com, Majari Webster <letoyacarter53@gmail.com>, mscarter3760@yahoo.com, laurie peterson <laucha2621@gmail.com>, Camille Cavil <camcavil@gmail.com>, vernitacecil@yahoo.com, carla chacon <cc5434209@gmail.com>, Sherida Bryant <Sheridabryant@gmail.com>, mchaneyc1@yahoo.com, Paulette Chapman <gmcliette@gmail.com>, melody.chase99@yahoo.com, Keonacherry@gmail.com, cladykenise4788@yahoo.com, clark\_carrie@sbcglobal.net, cleadielark1979@gmail.com, Cordero Clark <cordclark@gmail.com>, Janese Clark <jnck1212@gmail.com>, cuttiegirl27@yahoo.com, queenlinda\_22@hotmail.com, pclar71580@yahoo.com, smclarkjc@yahoo.com, Biggirl Kizzyclay <biggirlkizzy@gmail.com>, nique714@yahoo.com, wearit22000@yahoo.com, eddie.clayton@hotmail.com, jclayton88@sbcglobal.net, michaelclayton@yahoo.com, rebase00@hotmail.com, tracyclopton@yahoo.com, Jacqueline Cobbs <jackiecd56@sbcglobal.net>, katrina cochran <katrcchr@aol.com>, princessdi24\_4@yahoo.com, locale983@gmail.com, tyler bishop <candacescolemman@gmail.com>, coleman67@att.net, mzballerina@sbcglobal.net, coleman\_loretta@sbcglobal.net, Louis3\_coleman@yahoo.com, revdrpam@gmail.com, tabathammonroe@gmail.com, Geauna Collins <geaunac@gmail.com>, marchellecollins@gmail.com, tomikacollins@sbcglobal.net, yvonnercombs@yahoo.com, iesaconley22@yahoo.com, m050400@yahoo.com, daniellecook44@yahoo.com, shenise@hotmail.com, zeezee.cook@gmail.com, jcooper60615@yahoo.com, saloncoop@yahoo.com, Kita Council <scouncil30@gmail.com>, marycox1@comcast.net, Marquee Craig <marquisc24@yahoo.com>, jamika21003@hotmail.com, tcrawford727@gmail.com, erincreshaw@rocketmail.com, tyson2\_g3000@yahoo.com, aliciancrowley@yahoo.com, onelawrence@sbcglobal.net, Nia Crumbley <mizznia86@gmail.com>, lisacdepina@yahoo.com, joanne.curry@yahoo.com, Cheryl Curtis <cheryl.curtis97@yahoo.com>, dashana curtis <dashanaacurtis18@gmail.com>, kdabney@siue.edu, dabney\_sherri@comcast.net, Sean Daly <kennethseandaly@gmail.com>, Lakeisha Daniel <Elledaniel26@gmail.com>, niadaniel2@gmail.com, christiandaniel13@hotmail.com, ekissesjesus@yahoo.com, davidavenport@hotmail.com, dapril27@yahoo.com, byrondavisjr@icloud.com, Freckelz Grant <freckelzmarie@gmail.com>, darrinfirnamedavis@yahoo.com, davenec@gmail.com, davisdiane9@aol.com, Eboni Davis <gracebaby629@gmail.com>, jovannadavis@live.com, tint20012002@yahoo.com, wykishad@netscape.net, kesicafrye@yahoo.com, Latoya Davis <davis.latoya165@gmail.com>, ldavis101508@yahoo.com, markdavis1958@yahoo.com, mrsquen@gmail.com, rdavis186@gmail.com, tremaceo@gmail.com, tyjane'.davis@yahoo.com, Argree Dawson <argree.dawson96@gmail.com>, danielle howard <danielle474@gmail.com>, swtsld4.2@gmail.com, qdelaney@sprint.blackberry.net, shandabatson@att.net, gabrielladelatoro@gmail.com, Angela Dennis Engram <angela.egram@gmail.com>, tiggs\_byanca@yahoo.com, Jazmine Dillard <Jazmine.daye@gmail.com>, mld3\_2000@yahoo.com, Jordan Dillon <jordan\_dillon13@yahoo.com>, ALMA DILLONS <7332cookie@gmail.com>, angdisco@gmail.com, Josylar Dixon <Josylar22Dixon@yahoo.com>, veronicadobine@yahoo.com, shantricedockery@yahoo.com, brundelldonald@yahoo.com, dantedonaldson92@yahoo.com, "J. Dorch Ministries" <dorchjustin@yahoo.com>, rashonda.dotson@yahoo.com, rodneydotson@gmail.com, Kory Dowell <kdowell60@gmail.com>, melvindowell@gmail.com, michael doyle <Michael.Doyle39@gmail.com>, drummer\_michi@yahoo.com, slimjam2563@yahoo.com, mstdugar@hotmail.com, tiffind910@gmail.com, javondlynn@yahoo.com, pierre777@sbcglobal.net, michaelduniver28@icloud.com, Isiah Dunn <isiahdunn@yahoo.com>, natasha.dyson@gmail.com, cmedwards1906@yahoo.com, edwardsravi@yahoo.com, mzmgarrett31@gmail.com, Shakima Eiland <shakima0513@yahoo.com>, lfcminc7@gmail.com, Latisa Ellis <latishadivaellis@gmail.com>, e.cleodius@yahoo.com, margeree.ellison@sbcglobal.net, Gwen English <gwenenglish1@gmail.com>, mengram288@gmail.com, Wesley Engram <wengram0913@gmail.com>, etheredgeashley00@yahoo.com, toocutebarbara@gmail.com, mevans8031@icloud.com, waltonginger@gmail.com, waltonginger@gmail.com, racheldouse@gmail.com, tmiddleton@gcychome.org, khovenawilliams1200@gmail.com, kholeriawilliams@gmail.com, kashema.pearson@gmail.com, missmallory@hotmail.com, teneisha.huly@gmail.com, Latisia Fairley <latisiafairley1983@yahoo.com>, krisntos80@gmail.com, winston.jocelyn@gmail.com, jls.stanley@yahoo.com

Good Afternoon,

**Quick Reminder:** New Life will host an open forum to discuss our A.I.M. Charter School proposal and we want to see you there. The meeting will be held at the Annex Building, located at 7757 S. Greenwood at 6pm on 9.12.17. We encourage you to come out and support us in our efforts to bring

A.I.M. to the Grand Crossing community.

Best,

A.I.M. Performing Arts Charter School

**Mail Delivery Subsystem** <mailer-daemon@googlemail.com>  
To: info@artinmotionschool.org

Mon, Sep 11, 2017 at 3:57 PM



## Address not found

Your message wasn't delivered to **cleadieclark1979@gmail.com** because the address couldn't be found. Check for typos or unnecessary spaces and try again.

[LEARN MORE](#)

The response was:

550-5.1.1 The email account that you tried to reach does not exist. Please try 550-5.1.1 double-checking the recipient's email address for typos or 550-5.1.1 unnecessary spaces. Learn more at 550 5.1.1 <https://support.google.com/mail/?p=NoSuchUser> f78sor16978311ji.93 - gsmt

Final-Recipient: rfc822; [cleadieclark1979@gmail.com](mailto:cleadieclark1979@gmail.com)

Action: failed

Status: 5.0.0

Diagnostic-Code: smtp; 550-5.1.1 The email account that you tried to reach does not exist. Please try

550-5.1.1 double-checking the recipient's email address for typos or

550-5.1.1 unnecessary spaces. Learn more at

550 5.1.1 <https://support.google.com/mail/?p=NoSuchUser> f78sor16978311ji.93 - gsmt

Last-Attempt-Date: Mon, 11 Sep 2017 13:57:27 -0700 (PDT)

----- Forwarded message -----

From: Nakia Patterson <info@artinmotionschool.org>

To: Nakia Patterson <info@artinmotionschool.org>

Cc:

Bcc: cleadieclark1979@gmail.com

Date: Mon, 11 Sep 2017 15:57:26 -0500

Subject: You're Invited!

Good Afternoon,

**Quick Reminder:** New Life will host an open forum to discuss our A.I.M. Charter School proposal and we want to see you there. The meeting will be held at the Annex Building, located at 7757 S. Greenwood at 6pm on 9.12.17. We encourage you to come out and support us in our efforts to bring A.I.M. to the Grand Crossing community.

Best,

A.I.M. Performing Arts Charter School

**Mail Delivery Subsystem** <mailer-daemon@googlemail.com>  
To: info@artinmotionschool.org

Mon, Sep 11, 2017 at 3:57 PM

## Address not found

Your message wasn't delivered to **lfcminc7@gmail.com** because the





**artinmotionchi**

Greater Grand Crossing, Chicago



Liked by **ajrruby**, **bardo7712** and 11 others

**artinmotionchi** [#tbt](#) inspo from **SHero**  
[@nonamehiding](#) when she made Chicago girl  
talent feel real on SNL. "In terms of me like  
figuring out what it is that I wanted to do in life  
and who I kind of felt home around was in





[artinmotionchi](#)

[Greater Grand Crossing, Chicago](#)



Liked by [thestitchgawd](#), [ajrruby](#) and 5 others

[artinmotionchi](#) Inspo from [@thestitchgawd](#) on her creative path using the arts to style hometown hip hop artists. " "You know how far down the list you have to get to figure out cross-stitch is the thing you're best at?" she





# Photo



artinmotionchi



Greater Grand Crossing, Chicago >

## THE NEW



## CHICAGO

Art supplied by Apple Music

Cover art for The New Chicago playlist



Liked by **fakeshoredrive**, **ajrruby** and 3 others

**artinmotionchi** Inspo from [@fakeshoredrive](#) who trailblazed his arts career path when he started a blog 10 years ago. "He's been running the blog for a decade now, shining the light on the city's music when few others would"





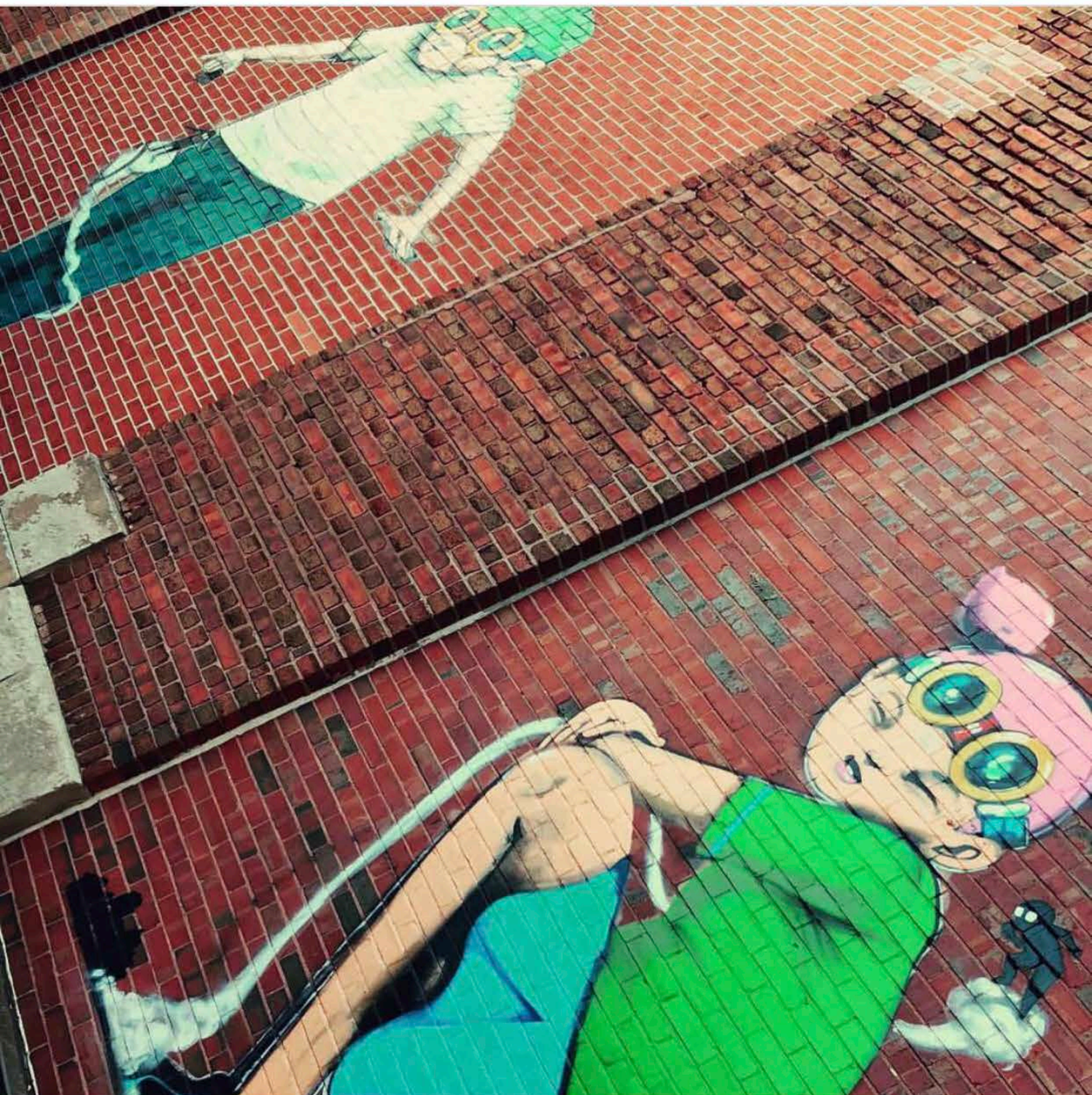


# Photo



[artinmotionchi](#)

[Lincoln Square Neighborhood](#) >



artinmotionchi Sunday inspo from [@hebrubrantley](#) "Brantley's work challenges the traditional view of the hero or protagonist. His work insists on a contemporary and distinct narrative that shapes and impacts the viewer's gaze" at Art In Motion we will challenge our







## Photo

artinmotionchi

SHINETEXT.COM

Liked by **jessmasta** and 1 other

6 DAYS AGO







# Photo



[artinmotionchi](#)



Liked by [jessmasta](#) and 2 others  
[artinmotionchi](#) [#jointhemovement](#)

1 WEEK AGO







# Photo



artinmotionchi



1 like

artinmotionchi Partnerships are imperative to make the vision of Art in Motion come to life. Thank you to our partners. #jointhemovement

SEPTEMBER 29







**artinmotionchi**  
Chicago, Illinois



ART IN MOTION

Art In Motion (AIM) is a performing arts charter high school proposed to open in 2018. The school is designed to serve 1200 students in grades 7-12 in the Grand Crossings neighborhood on the Southside of Chicago.

SCHOOL DESIGN ANCHORS



personalized arts pathway

the arts will be used as a medium for students to develop their way finding abilities to design their future in an arts college or career



next generation learning

students will experience flexible learning environments enabled by state of the art technology and new age communication media



innovative partnerships

multiple industries will partner together to provide resources and opportunity to build our learning community



Liked by **jessmasta**, **828movement** and 1 other

**artinmotionchi** Explore Art in Motion's Design Anchors [#jointhemovement](#)

SEPTEMBER 26





# Photo



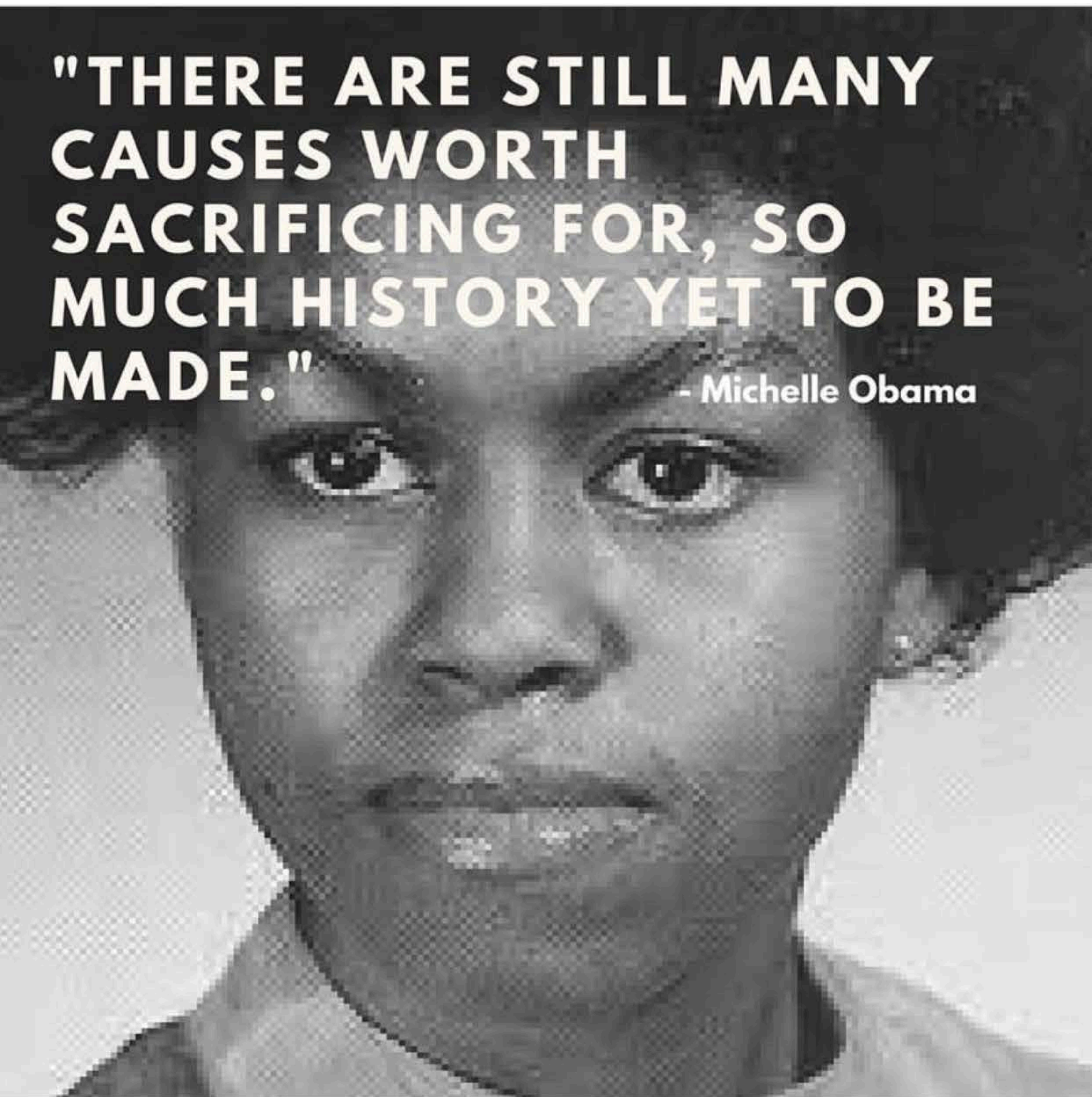
[artinmotionchi](#)

[Chicago, Illinois](#) >



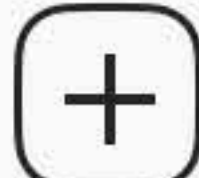
"THERE ARE STILL MANY  
CAUSES WORTH  
SACRIFICING FOR, SO  
MUCH HISTORY YET TO BE  
MADE."

- Michelle Obama



Liked by leighloftus, 828movement and 1 other

artinmotionchi Chicago's very own Michelle Obama is right, there is so much history yet to be made! [#jointhemovement](#)







## Photo

artinmotionchi

*WHAT IS  
YOUR  
COLLEGE OR  
CAREER  
PATH?*

#jointhemovement



Liked by e\_hennessy, jessmasta and 2 others

artinmotionchi Share with us! What's your college or career path? #jointhemovement

SEPTEMBER 24





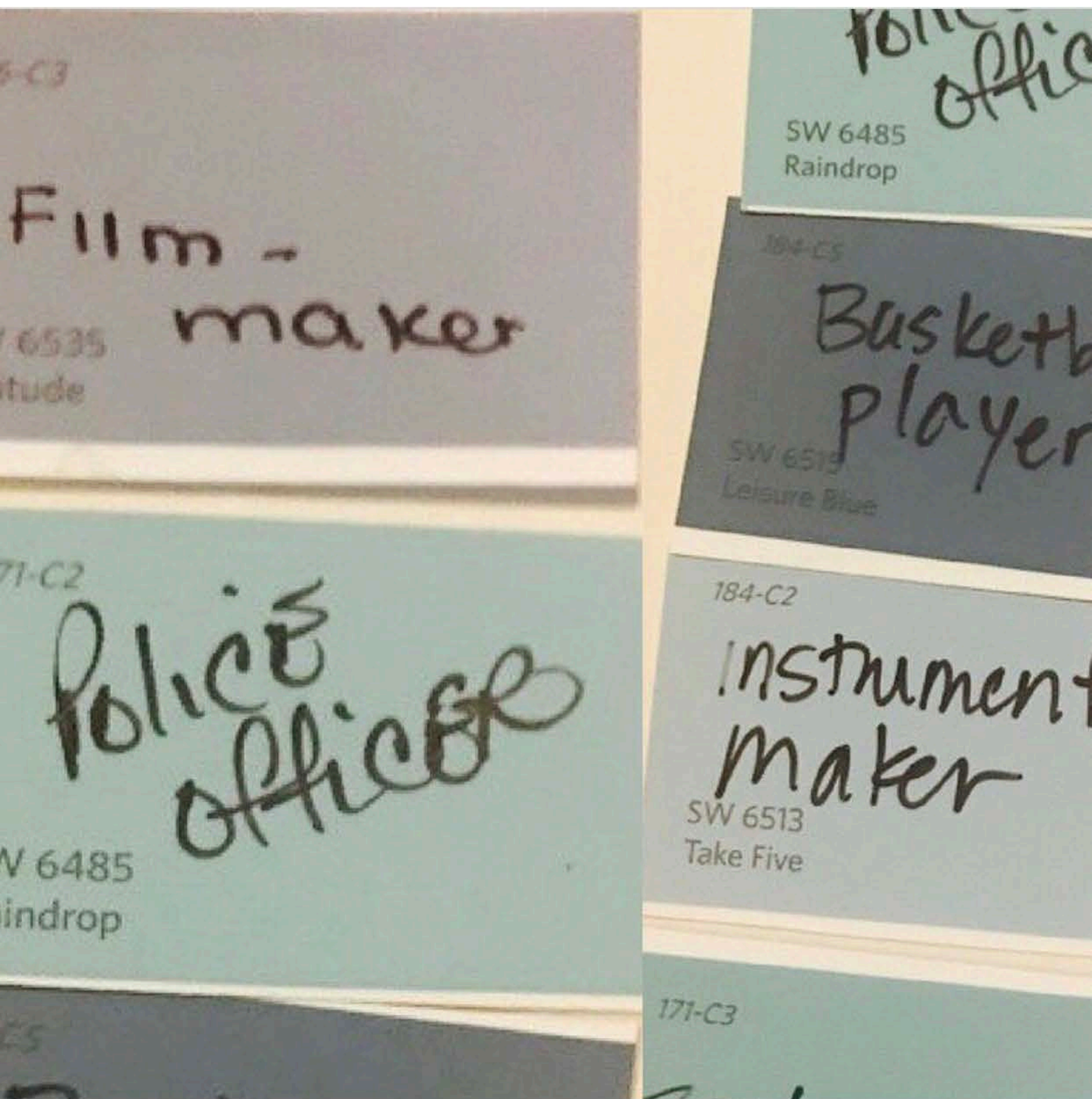


# Photo



**artinmotionchi**

Greater Grand Crossing, Chicago >



Liked by **jessmasta** and **4 others**

**artinmotionchi** TGIF "I Know I Can (Be What I Wanna Be)." | What do you want to be?

[#jointhemovement](#)

View 1 comment







## Photo

artinmotionchiGreater Grand Crossing, Chicago >

You can't say yes to  
everything and not  
say yes to taking care  
of yourself. To not say  
yes to health.

- *Shonda Rhimes*



Liked by **stringtheoryemcays**, **e\_hennessy** and  
**4 others**

**artinmotionchi** Words of Wisdom from  
Chicago's very own television producer,  
screenwriter, and author, Shonda Rhimes

SEPTEMBER 04







# Photo



artinmotionchi



Liked by stringtheoryemcays, e\_hennessy and jessmasta

artinmotionchi "I Know I Can (Be What I Wanna Be)." | What do you want to be?

#jointhemovement

SEPTEMBER 21







artinmotionchi



Liked by stringtheoryemcays, e\_hennessy and 2 others

artinmotionchi Congratulation to Chicago's very own @Common on is Emmy Award Win for "Letter to the Free" in Outstanding Original Music and Lyrics

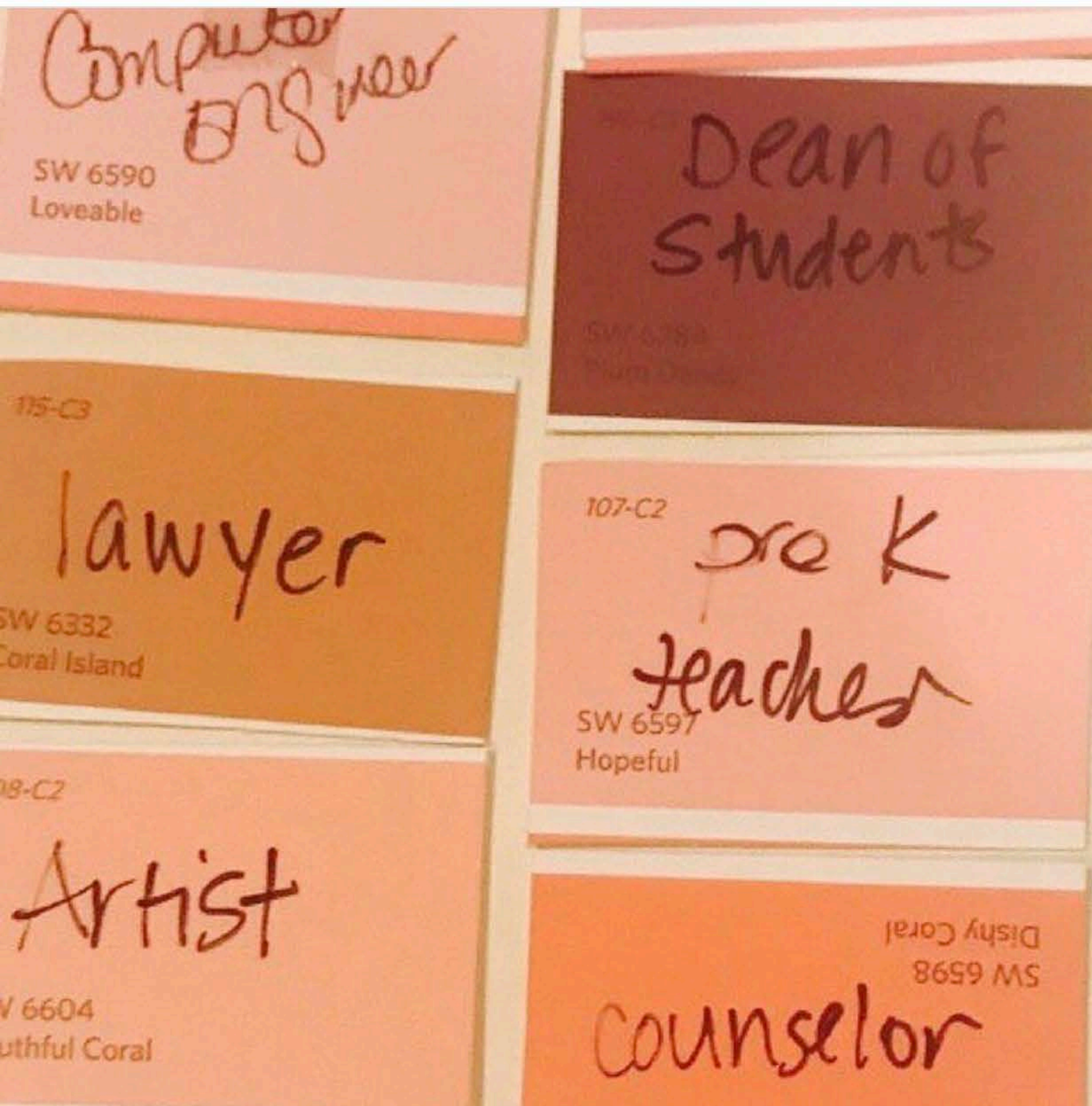




# Photo



[artinmotionchi](#)



Liked by [jessmasta](#) and 2 others

**artinmotionchi** "I Know I Can (Be What I Wanna Be)." | What do you want to be?

[#jointhemovement](#)

SEPTEMBER 20







artinmotionchi  
Chicago, Illinois



Liked by e\_hennessy, ajrruby and 3 others

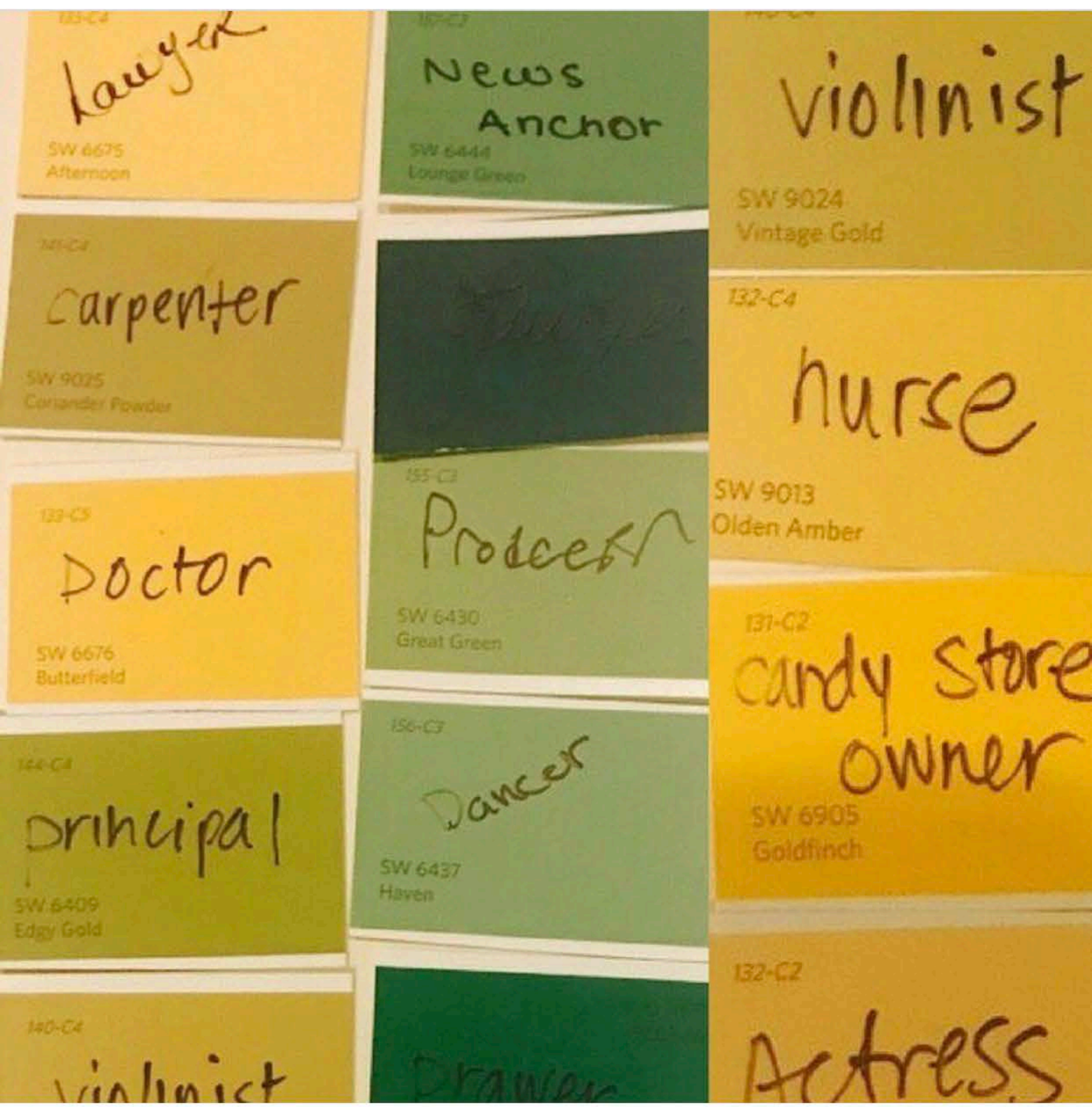
artinmotionchi Congratulations to Chicago's very own @lenawaithe for becoming the first black woman to ever win an Emmy in writing for a comedy series.

SEPTEMBER 10





artinmotionchi



Liked by jessmasta and 1 other

artinmotionchi "I Know I Can (Be What I Wanna Be)." | What do you want to be?  
#jointhemovement

SEPTEMBER 19





# Photo



artinmotionchi



Liked by e\_hennessy, jessmasta and 1 other  
**artinmotionchi** Today's inspo to get up and  
build a better tomorrow, today!  
[#jointhemovement](#) [#wecouldbefree](#) [@vicmensa](#)

SEPTEMBER 19







artinmotionchi



Liked by e\_hennessy, jessmasta and 1 other  
artinmotionchi "I Know I Can (Be What I Wanna Be)." | What do you want to be?  
[#jointhemovement](#)

SEPTEMBER 18





# Photo



**artinmotionchi**

Greater Grand Crossing, Chicago >



**A COLLEGE, CAREER  
& COMMUNITY  
MOVEMENT**

**ART  
IN  
MOTION**

A 7TH-12TH GRADE PERFORMING ARTS HIGH SCHOOL



Pick a Color Swatch

Brainstorm an arts career



Write it down



Be a part of our movement

POTENTIAL  
OPENING FALL  
2018 IN GRAND  
CROSSING



Liked by **e\_hennessy** and **jessmasta**

**artinmotionchi** At the Chicago Back to School Carnival, students brainstormed potential art careers that could come out of Art in Motion. What would you do? [#jointhemovement](#)







## Photo

[artinmotionchi](#)

**“DEVOTE YOURSELF TO  
LOVING OTHERS, DEVOTE  
YOURSELF TO YOUR  
COMMUNITY AROUND  
YOU, AND DEVOTE  
YOURSELF TO CREATING  
SOMETHING THAT GIVES  
YOU PURPOSE AND  
MEANING.”  
- MITCH ALBOM**

**ART  
IN  
MOTION**

A PROPOSED PERFORMING  
ARTS CHARTER  
HIGH SCHOOL

**#jointhemovement**



Liked by e\_hennessy, ajrruby and 3 others

artinmotionchi AIM is a performing arts charter high school seeking approval to potentially open in 2018 in the Southside of Chicago. [#jointhemovement](#)







## Photo

[artinmotionchi](#)[Greater Grand Crossing, Chicago](#) >

“

Stories have the power to create  
social change  
& inspire community.

- Terry Tempest Williams

**#JOINTHEMOVEMENT**

ART  
IN   
MOTION

A PROPOSED PERFORMING ARTS  
CHARTER HIGH SCHOOL



Liked by [e\\_hennessy](#), [jessmasta](#) and 1 other

[artinmotionchi](#) Wise words from Terry Tempest Williams, an American author, and activist.

[#jointhemovement](#)

SEPTEMBER 16







# Photo



[artinmotionchi](#)



Liked by e\_hennessy, jessmasta and 1 other  
artinmotionchi We are feeling 100 after a week  
of sharing our vision and collecting community  
feedback! #jointhemovement

SEPTEMBER 15







**artinmotionchi**

Greater Grand Crossing, Chicago



Liked by **e\_hennessy**, **withthebrowns** and 4 others

**artinmotionchi** Community members are engaged and excited at the potential opportunity Art in Motion could bring to the





**artinmotionchi**

Greater Grand Crossing, Chicago



Liked by e\_hennessy, withthebrowns and 7 others

artinmotionchi Tonight's community meeting is in full swing! [#jointhemovement](#)

SEPTEMBER 12





**artinmotionchi**

Greater Grand Crossing, Chicago



Liked by withthebrowns and jessmasta  
artinmotionchi Gearing up for tonight's community meeting! Who's joining us at The New Life Annex Building - 7757 South Greenwood Ave. [#jointhemovement](#)



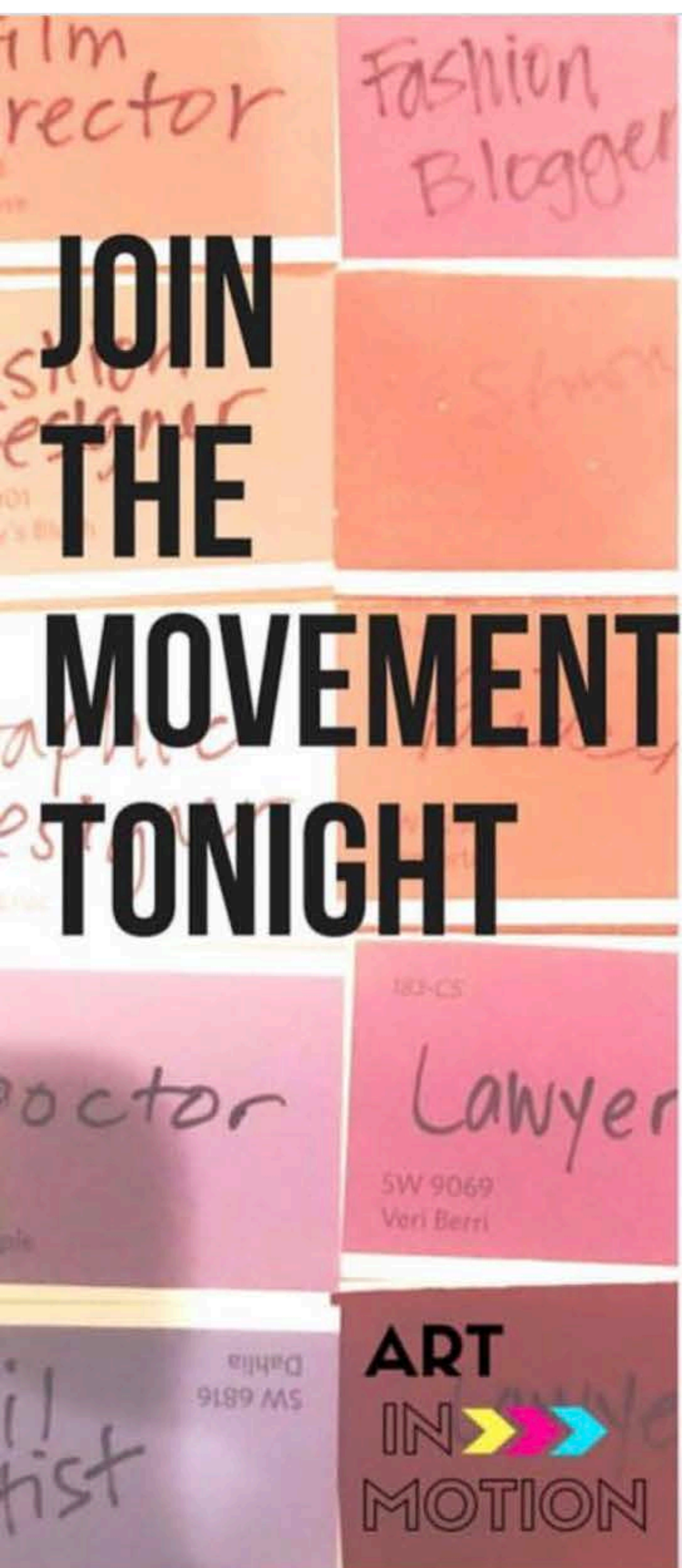


# Photo



**artinmotionchi**

Greater Grand Crossing, Chicago >



**TONIGHT'S  
COMMUNITY  
FORUM  
OUTREACH  
AT 6PM**

**THE ANNEX BUILDING  
7757 SOUTH  
GREENWOOD AVE.  
CHICAGO, IL**

**FOR  
MORE INFO CONTACT  
INFO@ARTINMOTION.ORG**



Liked by **e\_hennessy**, **jessmasta** and **5 others**

**artinmotionchi** Let us know if you're joining us tonight at our community open forum.

[#jointhemovement](#) [#grandcrossing](#) [#chicago](#)  
[#artinmotion](#)





# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Gloria	Sisson	Gloria Sisson	✓
Cynthia	Walker	Cynthia Walker	
Tasa	Proctor	Tasa Proctor	
Brandi	Pratt	Brandi Pratt	✓
APRIL	BURT	April Burt	
Luella	Douglas	Luella Douglas	
Shannon	Colan	Shannon Colan	
LAVERNE	BLITT	Laverne Blitt	
LAVAR	HALL	Lavar Hall	✓
Noema	Jarmon	Noema Jarmon	✓

# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Address	Email	Phone Number	Check if you have a family member interested in enrolling in Fall 2018
Robert	Hoskins	8240 S Drexel	none	312 292 0625	
Crystal	Pearson	3808 S. wells	none	708-969-5625	
Janiece	Wagner	8149 S. Maryland	none	773-354-2310	
Aubrey	Owens	6112 S Evans	none	402 617 7984	
Audrey	Owens	6112 S Evans	NO	402 217 7984	
Myron	Dunn	7851 S. Avalon	none	872-303-1574	
ALDINA	HARPER	7949 S. EVANS	NONE	773-540-0719	
Calla Duckley	Chess	8033 S. Maryland St	—	773-850-723	
Thonda	Suckson	7253 champion	None	812-223-5749	
Rickey	Maggette	121272 pl	NO	312-282-4960	
CARRY	JONES	7611 S. DREXEL	—	773-943-6893	
Charles	Fullenwider	8037 S maryland	—	773-231-4349	



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Address	Email	Phone Number	Check if you have a family member interested in enrolling in Fall 2018
Ronald	Ramsey	7821 S. IngleSide Ave	rwramsey2@yahoo.com	773-846-0782	
Tony	Speights	1121 E. 81 <sup>st</sup>		312-978-7111	
Rodney	Mitchell	7815 WOODLAWN	topufv2@hotmail.com	773 209 6307	
Cynthia	Jones		cyjones16@hotmail.com	773 655-5417	
Edith	Mitchell	7920 Anthony	edithmitchell1404@gmail.com	312.522-7628	
TYLER	GRANVILLE	7930 ANTHONY			
TAVEROS	McCordichie	743 S EVANS		312-520-4127	
Shatana	Smith	7431 S Evans			
C. JOHNSON	Carl	7931 S. DOBSON			
KARRIEAL	Cox	7506 S. cottage			
Angela	Max	7110 S. cottage			
Tameca	Riner	7370 S. maryland			



PRAISE God, Claim this, It is Done !!!

I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Address	Email	Phone Number	Check if you have a family member interested in enrolling in Fall 2018
Donald	Prewitt	2017 <sup>st</sup> LAWRENCE		1773 255 4700	
Harold	Fleming	7515 S. Kimbark	Harold.Fleming@gmail.com	936-697-308	
Evelyn	Fleming	7515 S. Kimbark	" "	" " "	
Robert	Hunt	324 E 72 <sup>nd</sup>		124-8476	
Darrell	Travis	8458 S. Komensky		708 735 4239	
Paul	Johnson	3841 W. 83 <sup>rd</sup> PL.	LOWIN24th	872-209-1804	
PAXTON	MORGAN	51 <sup>ST</sup> CALIFORNIA	-	773-437-7437	
Devonte	Hill	7925 Dobson	-	773-960-1306	
OTIS	LEE	8147 S. ELLES		773-221-475	
JOAN	ROBERTS	6951 S. HERMITAGE		773-587-9515	
Jerome	ROBERTS	6951 S. HERMITAGE		773-587-9515	
John	ROBERTS	12218 S. ABERDEEN		312-404-8093	



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Address	Email	Phone Number	Check if you have a family member interested in enrolling in Fall 2018
Dr. Eriq	Haynes <sup>MSW, PhD, Educ</sup>	7923 S. Greenwood Ave Chicago, IL 60619		(773) 627-0550	No Kids
Melvin	Taylor	8149 S. Ingleside Chicago, IL 60619	N/A	<del>872-230-5</del> 872-600-6592	
Jerome	Pelte	7746 S. Greenwood	JPJP1957TIP	773 819 8729	
Mario	Johnson	419 S. 76th Street	mariojohnson602@yahoo.com	(773) 619-1833	
Michael	Jackson	223 E. 78th St		(773) 698-2120	
ROBERT	ADENT	1248 E 79th St 310	N/A	773-326-3076	
Detrick	Jones	9434 Edin		<del>800</del>	
Alfred	Brown	7920 S. Jeffery	N/A	773-580-8689	
Arthur	DAVIS	1210 E 78th St 723	davisanthur1950@yahoo.com	773-970-8435	
Alfred	West	7847 S. Ingleside		7312-773-6350	
Alfred	Milam	7810 S. Ingleside	Alfredmilamrock@e-mail.com	773-437-9127	
EVA	Hickman	225 E 89th St	eva.kate01@yahoo.com	773 651 6129	



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Address	Email	Phone Number	Check if you have a family member interested in enrolling in Fall 2018
DEVONTÉ	HILL	7925 S. Dobson Ave	ddhill4@Icloud.com	(773) 960-1306	
Otis	LEE	81475. Ellis Ave		773 <del>882</del> 221-7775	
Tony	AGNEW	6919 Bishop			
Van	Pardun				
Bobby	Jefferson	7417 S. Morgan			
VANESSA	LOVETT	6525 SO. CAMPBELL		(773) 434-5562	
Edward	Williams	1409 W 64th			
Buzell Menezes	Benzel	6749 S. May		(673)	
Eric	COSEY	8509 S. CALIFORNIA			
Ryan	Jett	6721 S. Carpenter	N/A		
Lashanna	Parer	7159 S. Wolcott <del>342-843-8478</del>	N/A	312-843-9678	
Barbara	Popics	7150 S. Wolcott	N/A	773 396 3095	



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Address	Email	Phone Number	Check if you have a family member interested in enrolling in Fall 2018
Anthony	Love	7433 S. Evans		(708)-953-0046	
Darnisha	Glenn	7433 S. Evans		(773)-383-6412	
Isiah	Goss	7450 S. Maryland			
Markus	Graham	7041 S. King Drive			
Joyce	Finnitt	7445 Maryland			
Phumha	Jamei	7644 S. Ellis			
Cynthia	Jones	7710 S. Dobson		(773) 441-0227	
<del>Blondell</del>					
Blondell	Jackson	7253 Champlain	—		
Deon M	Monroe	7415 S. Ellis	—		
Darius	Goss	7844 Marquette			
Melvin	Brown	7653 S. Maryland			



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Denise	Summers	Denise Summers	
	Miller	Sharon Miller	✓
Yolanda	Perry	Yolanda Perry	✓
Mark	Hubbard	Mark S. Hubbard	
Chelia	Nichols-Buggs	Chelia Nichols-Buggs	
Tatiana	Rhyne	Tatiana Rhyne	
Tasha	Simon	Tasha Simon	✓
Donald	Taylor	Donald Taylor	
Sherman	Houston	Sherman Houston	
Erika	Whitaker	Erika Whitaker	



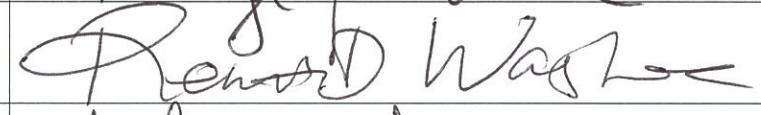
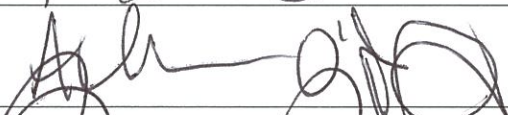
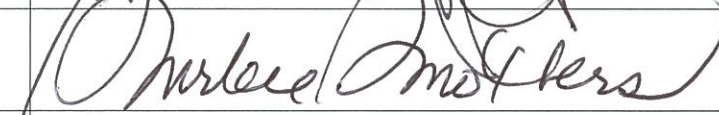



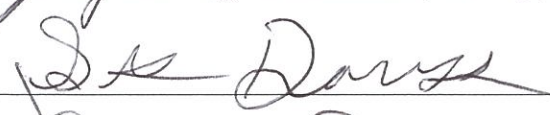
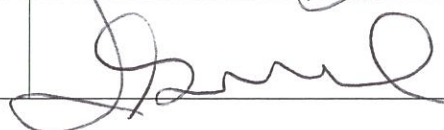


# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
THOMAS	ROBINSON	Thomas Robinson	X
Rashond	Vinson	Rashond Vinson	
Terrence	Bray	Terrence Bray	✓
Tammy	Binion	Tammy Binion	
Jekene	Sim's	Jekene Sim's	
Hense	Witherspoon	Blene Witherspoon	X
Morgan	Lindkey	Morgan Lindkey	
Megan	Lindkey	Megan Lindkey	
Nargeree	Ellison	Nargeree Ellison	
Chandra	Beakins	Chandra Beakins	✓
CHANDRA	Beakins	Chandra Beakins	

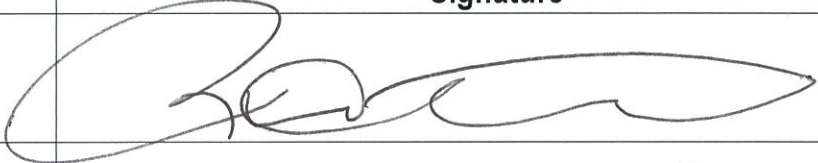
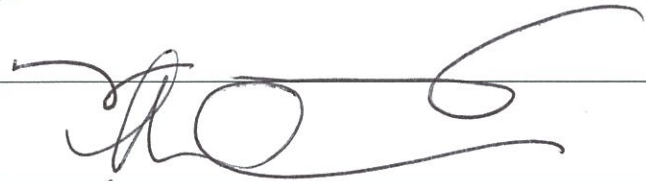
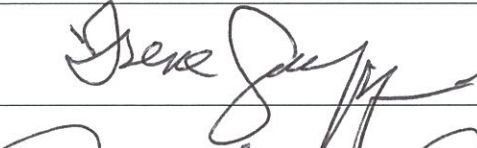
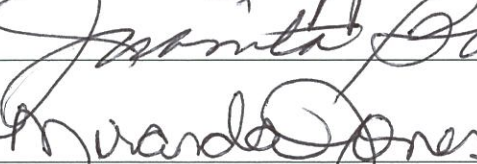


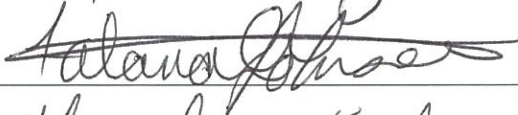
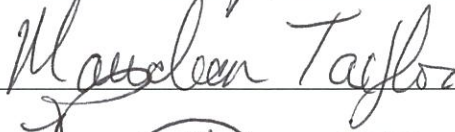




# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Loretta	Allen		
Kimya	Buckner		
Renita	Washington		
Allen	O'Banner		
Shirley	Smothers		
Evangelina	Williams-Banks		
Maurice	Gue		
Joyce	Fields Redman		
Sherry	Davis		✓
Lauren	Greenwood		✓



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Reginald	Staggers		
Dwight	Davis		
Monica	Cornelous		
<del>Gene</del> Giffim			
Juanita	BURSE		
Miranda	Jones		
Falana Johnson	Johnson		
Maudean	Taylor		
Roy	SUMMERS		
Schordai	Ojo		



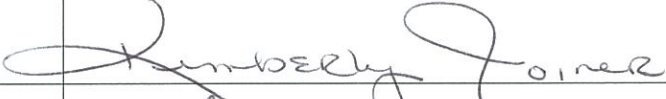

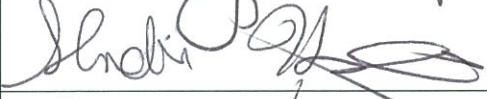


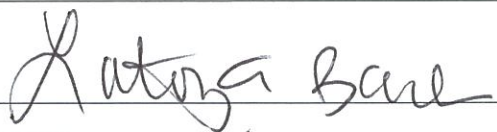




# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Anita	Perkins	Anita Perkins	
Marta	Holmes	Marta Holmes	
Kimberly	Holmes	Kimberly Holmes	
Donielle	Miller	Donielle Miller	
Jerry	Scott	Jerry Scott	
Calvin	E BOYD	Calvin Boyd	
LESLEY	SHOWER	Lesley Shower	
LINDA	NOZALS	Linda Nozal	
FALLON	Flowers	Fallon Flowers	
LISA	BRADFORD	Lisa Bradford	



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Clarese	Anderson		
Velma	Brown		
Kimberly	Joiner		
Whitney	Thompson		✓
Shandria	Holmes		
LaDonna	Holmes		
Cachetta	Potts		
Laroya	Banks		
Paul	Downing		
Jimmie	Johnson		



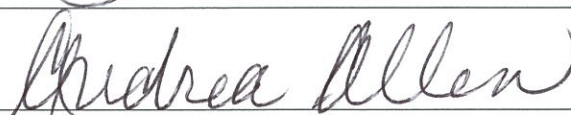
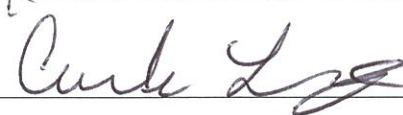




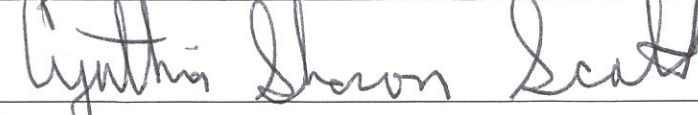
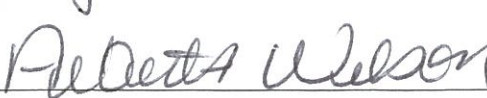


# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
ELSIE	Dooley	Elsie Dooley	
Angela	Young	Angela Young	
Bretney	Nitsap	<del>Angela</del> Bretney Nitsap	
Yvonne	Conley	Yvonne Conley	
Jaqueline	Jefferson	<del>Jaqueline</del>	
Phylicia	Thurmon	Phylicia	
JoAnn	Robinson	JoAnn	
Charise	Hyies	Charise Hyies	
Latrice	Carrasco	Latrice Carrasco	
Lavern	Tracy	Lavern Tracy	



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Ola Henderson	Henderson		
KANSAS Williams	Williams		
Andrea	Allen		
Carla	Lay		
Alicia	Lay		
Anita	Holmes		
Alexis	Williams		
Sheila	Miller		
C. Sharon	Scott		
ALBERTA Wilson	Wilson		



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Eryka	Darey	Eryka C Darey	✓
Nyasha	Anderson	Nyasha Anderson	
Nyasha	Fanner	Nyasha Fanner	
Juanita	Williams	Juanita Williams	✓
Michael	Fields	Michael Fields	
MAYNARD	Morgan	Maynard Morgan	
LeeLee	Cook	LeeLee Cook	✓
Aratha	Hughes	Aratha Hughes	
Sheila	Landrum	Sheila Landrum	
Peggy	Morris	Peggy Morris	



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Raoul	Williams	Raoul Williams	
Vonyatya	Scullane	Vonyatya Scullane	
Geraldine	Bates	Geraldine Bates	
Tim	Bell	Tim Bell	
Kelli	Bell	Kelli Bell	
Tiffany	Johnson	Tiffany Johnson	
Chitima	Triplet	Chitima Triplet	
Kara	Knazze	Kara Knazze	
Darlene	Moore	Darlene Moore	
Alisha	Morris	Alisha Morris	



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Fredron	Hopkins	Fredron Hopkins	✓
Tedella	Cocoon	Tedella Cocoon	
Jonathan	Wilkins	Jonathan Wilkins	✓
Stephanie	Hall Smith	Stephanie Hall Smith	
C Johnson	JOHNSON	Chene Johnson	✓
T Johnson	Tammie	Tammie Johnson	
Dante	Sims	Dante Sims	
RENEE	Jackson	Renae Jackson	✓
Quincy	TERRY	Quincy Terry	
Fatima	McCombs	Fatima McCombs	



# I support the A.I.M. Charter School to potentially open in Fall 2018


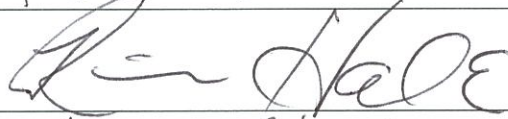
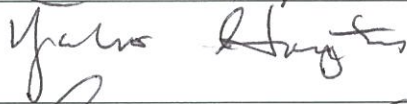
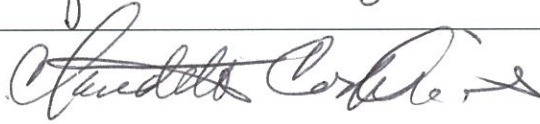
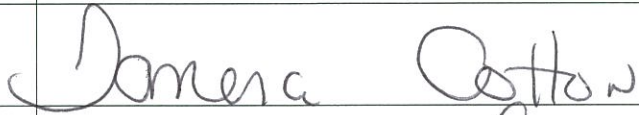
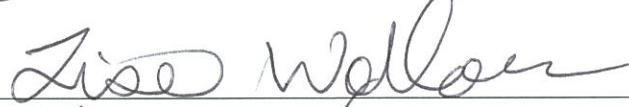
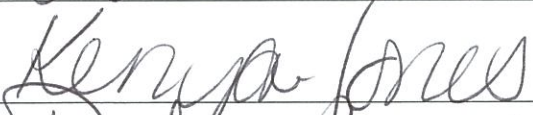
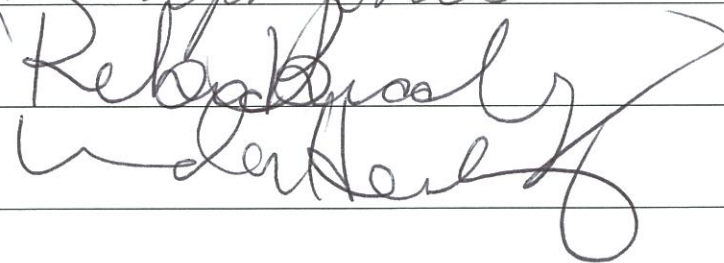
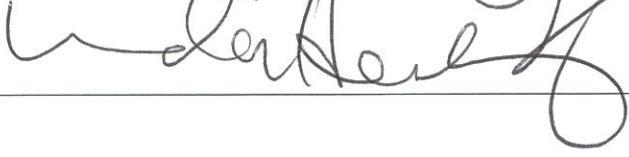
First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Valerie	Hankins	Valerie Hankins	
Latoye	Jones	Latoye Jones	
Lavar	Hall	Lavar Hall	
Claudesta	Thompson	Claudesta Thompson	
Paula	Gee	Paula Gee	
Cherise	Walker	Cherise Walker	
Joel	Gearing	Joel Gearing	
Brittney	Milner	Brittney Milner	
Tiffany	McGill	Tiffany McGill	
Jacquelyn	McGill	Jacquelyn McGill	



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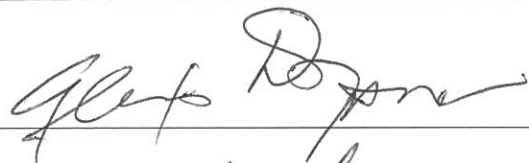
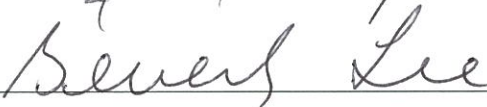
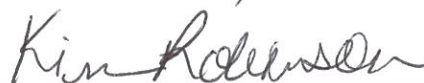
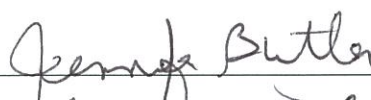
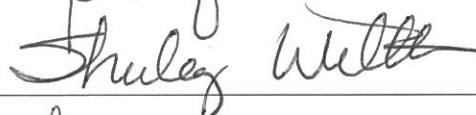
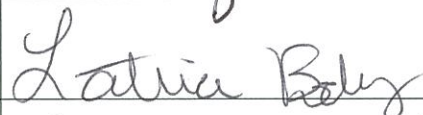
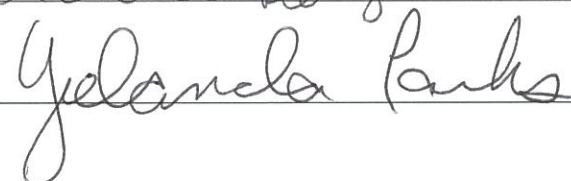


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First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Roberta	Adams		
Raise	Hale		
Yulonda	Hampton		
CHARLETTE	CORBRINS		
TAMERA	COTTON		
LISA	WALLACE		
Kenya	Jones		
Rebia	Bradley		
LINDA	Henley		

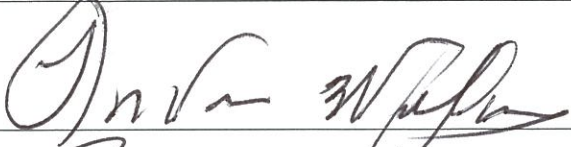
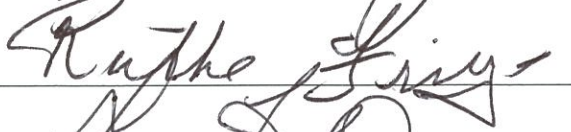

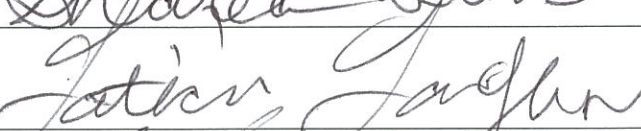
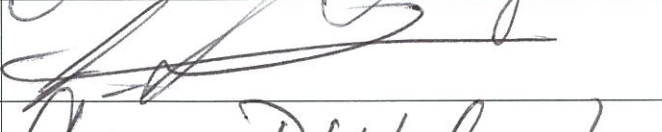

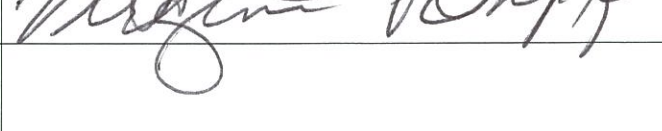



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
ALEXIS	JAMES		
Severly Lee	Lee		
Kim	Robinson		
Jennifer	Butler		
Shirley	Williams		
Latrice	Baker		
Yolanda	Parks		



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
LAVERN	Willie		
Ruthe	Fry		
Africa	Fezell		
Sharea	Sims		
Lateicia	Langford		
Lakeshia	Hardy		
Creacy	Wilson		
VIRGINIA	Tom Pkins		



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
William	Perkins	William Perkins	
Catherine	Ford	Catherine Ford	
Dedrick	Gray	Dedrick Gray	
Brennae Johnson	Johnson	Brennae Johnson	
Cynthia	Chamberlain	Cynthia Chamberlain	



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Collette	Mobley	Collette Mobley	
Juanita	Nelson	Juanita Nelson	
Patricia	Trotter-Goldsmith	Patricia Trotter-Goldsmith	
Xochilt	Mejia	Xochilt Mejia	
Kim	Nichols	Kim Nichols	
Cynthia	Foster	Cynthia Foster	
Kamela	Bryant	Kamela Bryant	
Lisa	Hudson	Lisa Hudson	



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
JANAE H.	HOODS	<i>Janet Hoods</i>	<input checked="" type="checkbox"/>
Suzette	Whitaker	<i>Suzette Whitaker</i>	<input type="checkbox"/>
Richard	Mayo	<i>Rich Mayo</i>	<input type="checkbox"/>
Delmar	Smith	<i>Delmar Smith</i>	<input type="checkbox"/>
Lynda	Davidson	<i>Lynda Hope Davidson</i>	<input type="checkbox"/>
Amber	Anderson	<i>Amber Anderson</i>	<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>



# I support the A.I.M. Charter School to potentially open in Fall 2018

First Name	Last Name	Signature	Check if you have a family member interested in enrolling in Fall 2018
Barbara	Ross	Barbara Ross	
Tania	Wilson	Tania Wilson	
Amanda	Stokes	Amanda Stokes	
Travette	Sones	Travette Sones	
Michelle	Dyer	Michelle Dyer	
Jeanell	Hull-Bradley	Jeanell Hull-Bradley	



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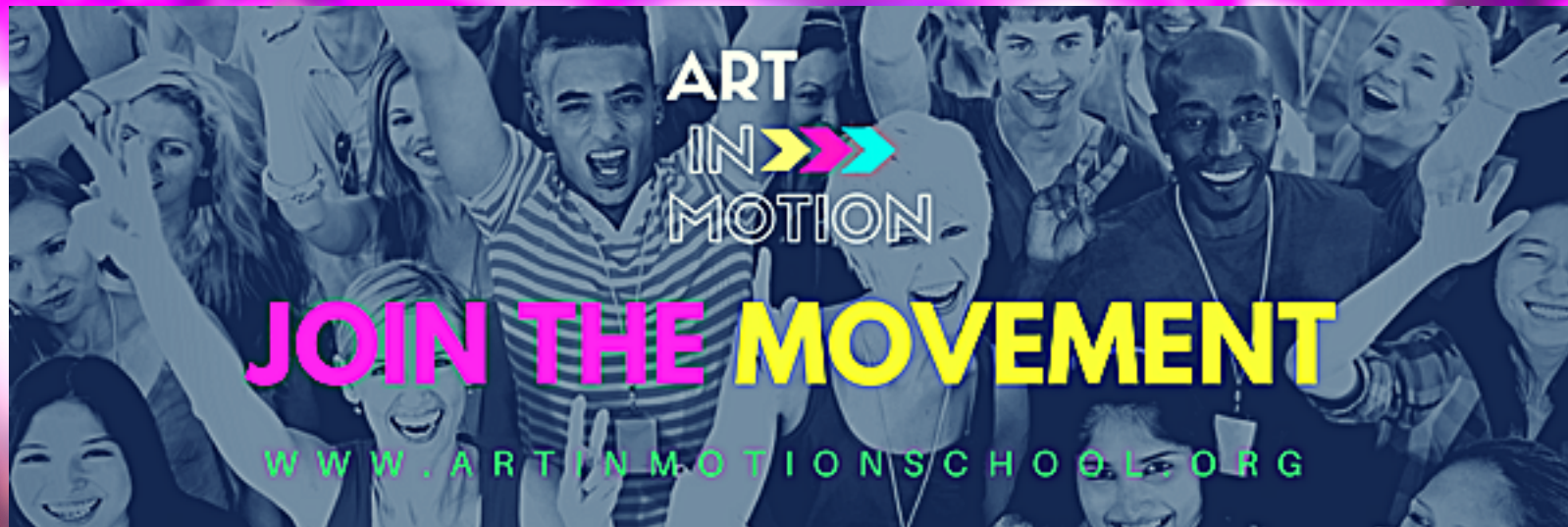


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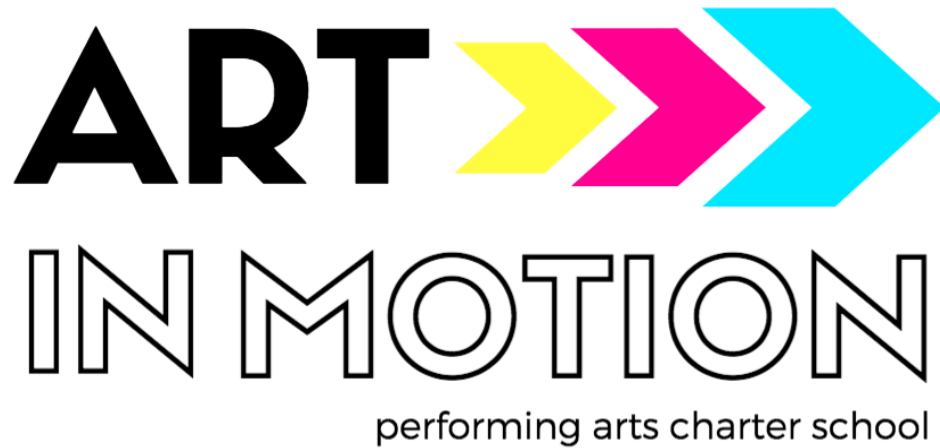


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**a performing arts high  
school designed to serve  
grades 7-12**

seeking approval from  
Chicago Public Schools to  
open in 2018-2019





# COMMUNITY

The mission of Art In Motion is to provide every student—regardless of their zip code—an opportunity to achieve their fullest academic and artistic potential through a personalized and performing arts learning model that is driven by challenging academic and arts standards. Our community will unite to empower the next generation with the life skills needed to reach their fullest potential and thrive in our global society.





Art In Motion, a tuition-free public charter school, is anticipated to open for the 2018 school year, initially serving 7th and 8th grades (eventually to serve grades 7-12).

Art In Motion will have a Performing Arts Curriculum focus, inspired by top performing arts schools across the country; Baltimore School of Performing Arts, Chi Arts, Frank Sinatra, Laguardia.

Art In Motion will have a Next Generation Learning Model using the most current technology to support student learning.



# A DAY IN THE LIFE: ART IN MOTION STUDENT

ART  
IN  
MOTION

A DAY IN THE  
LIFE OF A  
STUDENT



## **8:00 Community Building**

students will work together to build community within the Art In Motion campus through social and emotional learning



## **8:30 Humanities**

students will experience a next generation model of reading, writing and social studies with their teacher enabled by a personalized learning digital platform



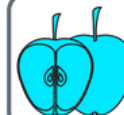
## **10:30 Science, Tech, Engineering & Math**

students will experience a next generation model of science, math and engineering with their teacher enabled by a personalized learning digital platform



## **12:30 Arts Pathway**

students will choose, design and engage in an arts expedition with support from their teacher through the performing arts pathway framework in music, visual arts, dance, media arts or theatre.



## **2:30 Wellness**

students will go to the fitness center to exercise and focus on the mind and body connection guided by a wellness expert. Students will have access to healthy meal options in the cafe



## **4:00 Community Arts**

as a graduation requirement Art In Motion students will design arts based community projects to build the Grand Crossings community



# COMMUNITY ARTS GRADUATION **GIVE BACK**

All Art In Motion students will graduate having completed a comprehensive arts expedition that gives back to the Grand Crossing community





The collage features numerous sticky notes with handwritten career aspirations such as "Subtlistis", "effects artist", "Producer", "Police Officer", "Fashion Designer", "Dean of Student", "Dancer", "Basketball Player", "graphical design", "engineer", "Actor", "Singer", "Instrument Maker", "Doctor", and "nail". Each note also includes a color swatch code and name, such as "SW 9016 La Luna Amarilla", "SW 6430 Great Green", "SW 6485 Raindrop", "SW 9001 Audrey's Blush", "SW 6437 Haven", "SW 6370 Saucy Gold", "SW 6668 Sunrise", and "SW 6513 Five". The "ART IN MOTION" logo is prominently displayed in the center and on several sticky notes.



# CREATIVITY & COMMUNITY


Art In Motion will bring an arts innovation collaborative to the Grand Crossing community. **ALL** ages of residents of the Grand Crossing community will be welcome to collaborate and join arts & wellness programming. Programming will be before school, after school and on weekends. This will all be made possible by Chicago native, grammy award winner and social activist: **Common**

# COLLEGE & CAREER

Way finding is the cognitive process and experience of locating, following and discovering a route through and to a destination. Students will ultimately use their way finding abilities to design their path into an arts college or career through daily mentoring fostering the growth of academic, character, social and emotional skills

# MOVEMENT

Local and national partners from business, education, arts and community will rally through the Art In Motion board of directors to ensure high impact programming and resources

**ART**  
IN   
MOTION





# POWER OF PARTNERSHIP

*Art in Motion Board, New Life Church Southeast,  
Distinctive Schools, Common*





# TEACHING & LEARNING PARTNERSHIP



We innovate, trailblaze and collaboratively lead a public education transformation that positively impacts the greater education community and ensures that each and every one of our Distinctive Schools students thrives in college, career and life through skilled school management and operation.



- New Life is dedicated and committed to the Grand Crossing Community and has been a staple in the community for the past seven years.
- New Life has renovated areas within Betty Shabazz, Avalon Park, and Hirsch High Schools. Has purchased and installed computers in Avalon Park and Hirsch High schools.
- Feeds on average, 75 families per week through the food pantry.
- Leads Violence Prevention Programs, as well as counseling support
- Developed a daycare and early learning center for children from ages 6 months to 5 years, total cost \$5.4 mil.
- Is developing a \$26 mil property to serve, on average 20,000+ members yearly.



**COMMUNITY  
RESOURCES  
PARTNERSHIP**



A man with a beard, wearing a dark blue tuxedo jacket, a white shirt, and a black bow tie, is holding a large, clear, faceted crystal award in his right hand. He is standing in front of a background of purple and blue light beams. The word "COMMON" is written in large white letters at the bottom of the image.

# ARTS & COMMUNITY PARTNERSHIP

**Facility  
Renovation  
& Resources**

**Arts  
Programming  
& Resources**

**Community  
Wellness  
Programs**

**Night &  
Weekend  
Community  
Arts**

**COMMON**





## FOLLOW OUR PROGRESS

For more information about Art In Motion please email [info@artinmotionschool.org](mailto:info@artinmotionschool.org).

If you would like to view the application for our proposed new school, it will be publicly posted on [www.cps.edu/2017rfp](http://www.cps.edu/2017rfp).

Like us on facebook [@artinmotionschool](https://www.facebook.com/artinmotionschool)

Follow us on twitter, instagram and snap [@artinmotionchi](https://www.instagram.com/artinmotionchi)









# Cultural Narratives (English 7)

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## Project Information

**Project Description:** [Why do elements of our culture, like foods, art, dress, and traditions, persist for hundreds and hundreds of years, even though people are constantly coming and going from this earth? It's because they are passed down from one generation to the next. One way things get passed down is through the sharing of stories. Stories capture foods, dress, traditions, and all of the elements of a culture, capturing it in a moment in time. Storytelling allows our communities to learn about each other and continue our traditions over years, decades, and even centuries.](#)

In this unit, you are going to share your story (and your culture) with your classmates to help us build a strong, diverse community. Before you start, you will take inspiration from a professional storyteller, Sandra Cisneros, whose novella, *The House on Mango Street*, has become one of the most popular coming-of-age stories of our time. The book takes us on a tour of Esperanza's neighborhood, where we meet her family, and learn about her culture through her story. Meanwhile, you will work with the novella to build and deepen cognitive skills in theme, development, and making inferences, as well as the content of characterization 1. You will join with your peers in literary circles to tackle the analysis together, and you will demonstrate your own cognitive skills by keeping a quotation journal as you read and finish the book.

Finally, you will design and craft 2 brief narratives about your own life and culture. To this end, you will brainstorm, outline, draft, revise, and edit, using the focus areas of parts of speech and punctuation, as well as the narrative strategies we will learn and deepen. To share your work and build our classroom culture and community, you will prepare a presentation where you share an excerpt from your narrative and describe how your story, like the stories we read, reveals a major theme. [In this thoughtful conclusion of the project, you will have an opportunity to express your story's themes and yourself via an artistic medium of your choosing: photography, painting, marker/colored, pencil, or film and graphics.](#)



**Essential question:** What elements of my culture are most important to me? What do I want people to be able to remember and share for hundreds of years to come? How can I share and continue the traditions and elements of my culture through story?

### Enduring Understandings

- Authors use specific tools and devices to make their writing engaging and meaningful. In storytelling, this use of specific tools and devices can impact our community by helping people to pass down the traditions of our culture long after our time on earth.
- Each individual is a unique combination of their past, their culture, and their environment. By telling our own stories and hearing other people's stories, we create a more diverse and open-minded community.

## Materials Needed

Text(s) on which the project is based
<i>The House on Mango Street</i> by Sandra Cisneros
Alternative text(s)
And the Earth Did not Devour Him by Tomas Riviera

## Scope and Sequence

In a 6-week project, including 2 90-minute blocks a week, students will...

- **Read** a novel as a model/anchor text demonstrating the personal narrative/vignette genre.
- **Select** significant quotations and use them in analysis.
- **Infer** the meaning of a text based on clues in selected quotations.
- **Analyze** the use of development and theme in a text.
- **Discuss** their analyses to a group of peers in small groups.
- **Brainstorm** two narrative topics inspired by their own lives.
- **Outline** their narratives to organize their development and incorporate sensory detail.
- **Draft** their narratives using outlines as a guide.
- **Critique** a peer's draft to provide suggestions for revision.
- **Revise, edit, and proofread** a draft to incorporate [storytelling](#) devices and grade-level conventions.
- [Design](#) an illustration that captures the theme(s) of their narrative.
- [Present](#) their illustration and excerpts of their narrative to a small group of peers.



[Identify](#) the Core Arts Process Skills used within the project



[Reflect](#) on ways that the Core Arts Process Skills can be generalized and applied to a performing arts context



# Cognitive Skills

Cognitive Skill	Where Skill is Assessed	How is this skill applied in the final product?
Making Inferences and Connections	Checkpoint 1: Reading and Analysis, Checkpoint 2: First Draft Book Journal, Final Product: Book Journal	This skill is applied in the Final Book Journal and all work leading up to the Book Journal because these assignments prompt students to use the evidence to make inferences. Students will demonstrate proficient and advanced scores in this cognitive skill when they use their selected evidence to make clear and relevant inferences and begin to explain or partially explain the larger significance of these inferences in their book journal entries.
Development	Checkpoint 1: Reading and Analysis, Checkpoint 2: First Draft Book Journal, Final Product: Book Journal; Checkpoint	Students will demonstrate proficient and advanced scores in this cognitive skill when they use their selected evidence to demonstrate how characters, ideas, and events are introduced, explained, and developed, and they interact and are similar or distinct from each other. Students will do this in the Book Journal by choosing important ideas, events, or characters from their selected evidence and describing their development therein.
Theme	Checkpoint 1: Reading and Analysis, Checkpoint 2: First Draft Book Journal, Final Product: Book Journal; Checkpoint 4: Presentation Preparation, Final Product: Oral Presentation	Students will demonstrate proficient and advanced scores in this cognitive skill when they use their selected evidence in journal entries to identify a major theme and explain its development through details in the evidence.
Narrative	Checkpoint 2: Narrative Outline, Draft: Narrative, Final Product: Narrative	Students will apply this skill in this project by writing a narrative, including a range of narration techniques and a logical and clear organization of events in the vignette style.
Conventions	Draft: Narrative, Final Product: Narrative	Students will apply the skills of Conventions in this project by applying the content from the Focus Area Sentence Patterns, and also by applying other basic mechanics including capitalization, punctuation, and spelling. Students will be prompted to edit to improve their cognitive skill in the Editing CFU in the Draft for the Final Narrative.
Oral Presentation	Checkpoint 4: Presentation	Students will apply oral presentation in this



	Preparation, Final Product: Oral Presentation	project by presenting an excerpt of their cultural narratives to their peers, and then explaining how their narratives support a theme. They will close their presentations by sharing the artwork they created that represents the themes from their narratives. Students will need to practice and deliver using the oral presentation skills of eye contact, volume, pronunciation, and body posture in order to score at an advanced level in this skill.
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## Core Arts Process Skills

Creating	Performing, Presenting, Producing	Responding	Connecting
Conceiving and developing new artistic ideas and work	<b>Dance, Music &amp; Theater</b> Realizing artistic ideas and work through interpretation and presentation <b>Visual Arts:</b> interpreting and sharing artistic work <b>Media Arts:</b> realizing and presenting artistic ideas and work	Understanding and evaluating how the arts convey meaning	Synthesize and relate knowledge and personal experiences to make art

## Knowledge and Understandings

Prior Knowledge for Project	Deeper Understanding Through Project	Key Misconceptions To Anticipate
Students will have a basic familiarity with the topics of: <ul style="list-style-type: none"> <li>Reading strategies</li> <li>Plot</li> <li>Storytelling</li> <li>Subjects and verbs</li> </ul>	<p>Students will be able to apply their understanding of reading strategies by comprehending and making inferences in a full-length novel.</p> <p>Students will be able to identify and discuss a theme in the text as they read, offering some relevant details that support it.</p> <p>Students will explain how a key event or idea is introduced, explained, and developed through the text using specific</p>	<p>Students will struggle with comprehension of various chapters in the novel depending on their prior knowledge of certain topics/circumstances (for <i>House on Mango Street</i>, chapters to anticipate are “Red Clowns,” “Geraldino No Last Name,” “Edna’s Ruthie”).</p> <p>Students often identify topics instead of themes and may need help expanding to identify an actual <i>message</i> from the text.</p>



	<p>information.</p> <p>Students will craft brief narratives that show understanding of point of view and development of ideas or events.</p> <p>Students will solidify understanding of punctuation conventions and will apply understanding in writing and editing their final draft narratives.</p>	<p>Students who have misconceptions in their comprehension of the text will struggle to accurately explain key event development; they may also offer overly vague information that describes development.</p> <p>In their own narratives, students may switch their narration from 1st to 2nd to 3rd, or students may jump ahead from one event to the next with some gap in development.</p> <p>Students may misunderstand the use of commas if they lack understanding of subjects and verbs. Students may overuse or underuse commas or write run-ons or fragments.</p>
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## Focus Area Alignment

Focus Area	How does the FA content integrate with the project?
Reading Strategies	This Focus Area provides students with a foundation of reading strategies that will allow them to better access the text, <i>The House on Mango Street</i> . Students will show their understanding of the content by applying it in their reading and Book Journals.
Word Meanings and Nuances	Students will apply their knowledge of word meanings and nuances as they read <i>The House on Mango Street</i> , and they will strengthen these skills in their analysis of the book in their Book Journals.
Sentence Patterns	Students will apply sentence patterns in this project by writing with a variety of sentence patterns in their final narratives. In the draft phase of their narratives, students will be prompted to practice identifying elements of sentences and then will practice writing various sentence types to show their understanding and then apply it to their final drafts.

## Standards Alignment

Standard	Key Facets of Standard	Manifestation in Project
CCSS.ELA-LITERACY.RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems,	Book Journal



	in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
CCSS.ELA-LITERACY. RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Book Journal
CCSS.ELA-LITERACY. RL.7.2	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.	Book Journal, Visual + Presentation
CCSS.ELA-LITERACY. RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Book Journal
CCSS. ELA-LITERACY.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Personal Narrative
CCSS.ELA-LITERACY. L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Personal Narrative
CCSS.ELA-LITERACY. L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Personal Narrative

## Sample Calendar

Week	Block 1	Block 2
1	<p>Objectives:</p> <ul style="list-style-type: none"> <li>SWBAT demonstrate reading comprehension in a grade-level text.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>Students will read 10 pages of <i>The House on Mango Street</i> and demonstrate comprehension in Stations.</li> <li>Students will infer themes and development in Stations.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>Warm Up: Culture Collage Entry Event <ul style="list-style-type: none"> <li>Writing warm up</li> <li>Brief Discussion</li> <li>Culture Collage</li> </ul> </li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>SWBAT infer a theme in a text and explain supporting details.</li> <li>SWBAT make inferences about a text.</li> <li>SWBAT infer how characters, events, and ideas develop in a text.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>Students will make inferences, identify theme, and analyze development by practicing stations and completing Checkpoint 1.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>Warm Up: Does your name have a story or meaning like Esperanza's? Write a few sentences about your name, or Google it to</li> </ul>



	<ul style="list-style-type: none"> <li>○ Share-out - whole group</li> <li>○ Free Write</li> <li>○ Share-out in pairs</li> <li>● Reading: Independently, small group, or audiobook with following along</li> <li>● Begin Checkpoint 1 Activities/Resources <ul style="list-style-type: none"> <li>○ Pre-Tests</li> <li>○ Workshops</li> </ul> </li> </ul> <p>Exit Slip: Students complete 1-3 Pre-Tests and 1-2 Workshops or complete Checkpoint 1 depending on starting skill-level, as determined by pre-tests.</p>	<p>find out if it has a meaning. Would you rather have another name? What?</p> <ul style="list-style-type: none"> <li>● Reading: Independently, small group, or audiobook</li> <li>● Card Quizzes</li> <li>● Project Time: Complete Workshops as needed to complete Checkpoint 1.</li> <li>● Exit Slip: Checkpoint 1 is due</li> </ul>
<b>2</b>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● SWBAT demonstrate reading comprehension of a grade-level text.</li> <li>● SWBAT infer a theme in a text and explain supporting details.</li> <li>● SWBAT make inferences about a text.</li> <li>● SWBAT infer how characters, events, and ideas develop in a text.</li> <li>● SWBAT select evidence that accurately supports my analysis.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>● Students will prepare inferences and analysis of theme &amp; development in writing.</li> <li>● Students will verbally share their analyses and probe and build on the ideas of others.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>● Warm Up: What does an effective discussion look like? What is a book club? Are you ready to join one?</li> <li>● Card Quizzes</li> <li>● Literary Circle Prep 1</li> <li>● Literary Circle</li> <li>● Self and peer assessment for Literary Circle 1</li> <li>● Project Time: Reading &amp; Small Group Interventions for students struggling with Checkpoint 1; Quotable Quotations activity for students on track</li> <li>● Exit Slip: Complete Book Journal Entry 1.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● SWBAT demonstrate reading comprehension of a grade-level text.</li> <li>● SWBAT infer a theme in a text and explain supporting details.</li> <li>● SWBAT make inferences about a text.</li> <li>● SWBAT infer how characters, events, and ideas develop in a text.</li> <li>● SWBAT select evidence that accurately supports my analysis.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>● Students will prepare inferences and analysis of theme &amp; development in writing.</li> <li>● Students will verbally share their analyses and probe and build on the ideas of others.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>● Warm Up: Reading time</li> <li>● Card Quizzes</li> <li>● Literary Circle Prep 2</li> <li>● Literary Circle 2</li> <li>● Self and Peer Assessment</li> <li>● Project Time: Quotable Quotations for students who are not done; Finish Book Journal Entry 2, Reading.</li> </ul>
<b>3</b>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● SWBAT demonstrate reading comprehension of a grade-level text.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● SWBAT demonstrate reading comprehension of a grade-level text.</li> </ul>



	<ul style="list-style-type: none"> <li>● SWBAT infer a theme in a text and explain supporting details.</li> <li>● SWBAT make inferences about a text.</li> <li>● SWBAT infer how characters, events, and ideas develop in a text.</li> <li>● SWBAT select evidence that accurately supports my analysis.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>● Students will prepare inferences and analysis of theme &amp; development in writing.</li> <li>● Students will verbally share their analyses and probe and build on the ideas of others.</li> <li>● Students will select relevant quotations and use them to make inferences and explain analysis of theme or development.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>● Warm Up: Reading time</li> <li>● Card Quizzes</li> <li>● Literary Circle Prep 2</li> <li>● Literary Circle 2</li> <li>● Self and Peer Assessment</li> <li>● Exit Slip: Finish Book Journal Entry 2.</li> </ul>	<ul style="list-style-type: none"> <li>● SWBAT infer a theme in a text and explain supporting details.</li> <li>● SWBAT make inferences about a text.</li> <li>● SWBAT infer how characters, events, and ideas develop in a text.</li> <li>● SWBAT select evidence that accurately supports my analysis.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>● Students will prepare inferences and analysis of theme &amp; development in writing.</li> <li>● Students will select relevant quotations and use them to make inferences and explain analysis of theme or development.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>● Warm Up: Reading time</li> <li>● Reading and Book Journal Time</li> <li>● Students submit Checkpoint 2 and receive RED, YELLOW, GREEN while they keep reading/journaling.</li> <li>● Brain Break</li> <li>● Small Group Interventions and reading/journaling</li> <li>● Exit Slip: Revisions of Checkpoint: Book Journal First Draft if RED</li> </ul>
4	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● SWBAT demonstrate reading comprehension of a grade-level text.</li> <li>● SWBAT infer a theme in a text and explain supporting details.</li> <li>● SWBAT make inferences about a text.</li> <li>● SWBAT infer how characters, events, and ideas develop in a text.</li> <li>● SWBAT select evidence that accurately supports my analysis.</li> <li>● SWBAT undergo all phases of writing process.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>● Students will select relevant quotations and use them to make inferences and explain analysis of theme or development.</li> <li>● Students will select 2 narrative topics.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>● Warm Up: Reading and Journaling Time</li> <li>● Card Quizzes</li> <li>● Students review Narrative Prompts and complete “Drawstorm”</li> <li>● Students share Drawings in</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● SWBAT demonstrate reading comprehension of a grade-level text.</li> <li>● SWBAT infer a theme in a text and explain supporting details.</li> <li>● SWBAT make inferences about a text.</li> <li>● SWBAT infer how characters, events, and ideas develop in a text.</li> <li>● SWBAT select evidence that accurately supports my analysis.</li> <li>● SWBAT demonstrate narrative strategies in their writing.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>● Students will select relevant quotations and use them to make inferences and explain analysis of theme or development.</li> <li>● Students will plan the development of their characters, ideas, and events by completing an outline.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>● Warm Up: Reading and Journaling Time</li> <li>● Brain break</li> <li>● Teacher introduces outline and students have time to complete outline</li> <li>● Students begin drafting</li> <li>● Exit Slip: Checkpoint: Narrative Outlines</li> </ul>



	<p><a href="#">speed-friending rotation format</a></p> <ul style="list-style-type: none"> <li>Project Time: Students complete Selecting a Narrative Topic and begin their Narrative Outlines</li> </ul>	
5	<p>Objectives:</p> <ul style="list-style-type: none"> <li>SWBAT demonstrate reading comprehension of a grade-level text.</li> <li>SWBAT infer a theme in a text and explain supporting details.</li> <li>SWBAT make inferences about a text.</li> <li>SWBAT infer how characters, events, and ideas develop in a text.</li> <li>SWBAT select evidence that accurately supports my analysis.</li> <li>SWBAT demonstrate narrative strategies in their writing.</li> <li>SWBAT undergo all phases of writing process.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>Students will select relevant quotations and use them to make inferences and explain analysis of theme or development.</li> <li>Students will complete 6 of 10 Book journal entries.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>Warm Up: Reading and Journaling Time</li> <li>Card Quizzes</li> <li>Brain Break</li> <li>Reading/Journaling time OR Drafting Time if done with Final Product 1: Book Journal</li> <li>Exit Slip: Final Product 1: Book Journal</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>SWBAT demonstrate reading comprehension of a grade-level text.</li> <li>SWBAT infer a theme in a text and explain supporting details.</li> <li>SWBAT make inferences about a text.</li> <li>SWBAT infer how characters, events, and ideas develop in a text.</li> <li>SWBAT select evidence that accurately supports my analysis.</li> <li>SWBAT demonstrate narrative strategies in their writing.</li> <li>SWBAT undergo all phases of writing process.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>Students will select relevant quotations and use them to make inferences and explain analysis of theme or development.</li> <li>Students will complete all Book journal entries.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>Project Time: Drafting Time or Reading/Journaling Time if not done.</li> <li>Early finishers begin Presentation Preparation activities/resources OR complete a peer review OR complete Imagery Writing Practice</li> <li>Exit Slip: Students complete Checkpoint: Narrative Drafts</li> </ul>
6	<p>Objectives:</p> <ul style="list-style-type: none"> <li>SWBAT demonstrate narrative strategies in their writing.</li> <li>SWBAT undergo all phases of writing process.</li> <li>SWBAT demonstrate grade-level conventions of English.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>Students will revise and edit their narratives into polished, final products.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>Warm Up: Imagery Practice</li> <li>Project Time: Students complete Peer Review, revise.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>SWBAT identify a theme in a text.</li> </ul> <p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>Students will share excerpts from their narratives and explain how they show an overall theme.</li> </ul> <p>Agenda:</p> <ul style="list-style-type: none"> <li>Warm Up: Review and make goals for your final presentations.</li> <li>Presentations</li> <li>Reflection</li> </ul>



	<ul style="list-style-type: none"> <li>• Editing your Narrative CFU</li> <li>• Project Time: Students revise/edit their narratives</li> <li>• Project Time: Students work on Presentation Preparation</li> </ul>	
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## Project Structure

### Final Products

FP #	Title & Description	Associated Cognitive Skills	Teacher Resources Button
1	<b>Book Journal</b>  <b>Description:</b> As you complete your reading in <i>The House on Mango Street</i> , you will stop as you go to make journal entries, selecting an important quotation from sections of the book and showing what you have learned about making inferences, identifying theme, and analyzing development.	Making Inferences, Development, and Theme	<p>Teacher Notes: Students compile a journal of entries while they read <i>The House on Mango Street</i>, selecting a quotation and choosing to either make an inference, describe development, or identify a theme for each quotation. They will be scored on their strongest analysis for each type of entry.</p> <p>This journal uses chapters to mark segments of reading to account for multiple versions of the book. Students may find it more helpful if this journal is adapted to include the page numbers of the book version that their classroom is using.</p> <p>Links:</p>
1	<b>Narrative Final Draft</b>  <b>Description:</b> Taking inspiration from <i>The House on Mango Street</i> , write two short narratives that share moments of your life that capture your personal culture.	Narrative, Conventions	<p>Teacher Notes:</p> <p>Links:</p>
2	<b>Presentation (Blank Document)</b>  <b>Description:</b> Submit your final theme visual here. Your presentation will be scored by your instructor when you present to the class.	Theme/Central Idea, Oral Presentation	<p>Teacher Notes: The teacher may choose to make this presentation a whole-class event where each student presents to the whole class. Students can also present together in small groups or in an interactive gallery walk.</p>



			<p>These two options may minimize student anxiety about public speaking.</p> <p>Links:</p>
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## Entry Event

Culture Collage Entry Event	Teacher Resources Button
<p><b>Description:</b></p> <p>The purpose of the entry event is to engage students with the concept of culture, first defining it and then applying it to their own lives in a visual and interactive activity. This entry event will also provide students with an opportunity to connect with the teacher, as both exchange details about their lives with each other. The event will also begin the conversations of how stories about culture can capture major themes, as the students are prompted to consider how their culture has taught them about people in the world. Finally, the book will connect them to the anchor text, <i>The House on Mango Street</i>, and then will begin engaging them in the reading.</p>	<p>Teacher Notes: On the first blank slide of the Entry Event slideshow, consider adding your own culture collage, showing details your students may not have known about before. Alternatively, bring in a food item or other souvenir/keepsake/item of clothing that represents part of your culture. In this presentation, give many opportunities for students to share their collages and writing. On the second blank slide, consider writing a model about a place that's important to you. Be sure to also post the essential question in the classroom, and introduce it to the students at this time. Also be sure to introduce the novel, <i>The House on Mango Street</i>, and the Narrative writing elements of the project.</p> <p>Links:</p>

## Relevant Activities & Resources

Type (activity or resource), Title & Description	Who Gets It and Why	Teacher Resources Button
<p><b>RESOURCE: Culture Collage Entry Event</b></p> <p><b>Description:</b> This slideshow will introduce the project to students and engage them in the major concepts and essential question.</p>	<p>All students should participate in a whole group interruption using this resource.</p>	<p>Teacher Notes:</p> <p>Links:</p>

## Checkpoints



Checkpoint #1: Reading and Analysis		Teacher Resources Button
<p><b>Description:</b> This checkpoint will allow all students to access the reading strategies of inference, theme identification, and analysis of development by providing activities and resources in a reading strations format and then culminating with this check for understanding.</p> <p><b>Associated Skill(s):</b> Development, Theme/Central Idea, Making Inferences</p>		<p>Teacher Notes: Students should choose one of the three Reading and Analysis activities (mild, medium, and spicy) below. Alternatively, a teacher may choose to assign students the appropriate activity based on prior data on these cognitive skills. When students are finished, they will copy and paste their work into the final checkpoint document. .</p> <p>Links:</p>
Relevant Activities & Resources		
Type (activity or resource), Title & Description	Who Gets It and Why	Teacher Resources Button
<p><b>ACTIVITY: Card Quizzes</b></p> <p><b>Description:</b> While students read <i>The House on Mango Street</i>, students and teachers can assess reading comprehension with this interactive and supportive reading check format.</p>	<p>All students will participate in this activity to stay accountable to the reading and to assess the reading comprehension.</p>	<p>Teacher Notes: This activity will need to be completed while a teacher projects the sentence stems for the appropriate chapters, found in the Reading Checks resource linked below.</p> <p>Links: House on Mango Street: Reading Checks</p> <p>Teacher Note: For more information on how to implement “Card Quizzes” as an effective reading check, see the implementation guide below.</p> <p>Link: Card Quizzes Implementation Guide</p>
<p><b>ACTIVITY:</b> Inference Pre-Test</p> <p><b>Description:</b> This diagnostic activity will help students determine their current levels in the Making Inferences and Connections cognitive skill.</p>	<p>All students should complete this pre-test as a means of self-assessment and teacher monitoring and planning for differentiated pathways.</p>	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>RESOURCE:</b> Inference Workshop</p>	<p>Students who are not yet proficient in the cognitive skill of inference should complete this workshop and notes.</p>	<p>Teacher Notes:</p> <p>Links:</p>



<p><b>Description:</b> This resource provides students with a slideshow that they can work through at their own pace, while writing their thinking in the complementing note-taking tool.</p>		
<p><b>ACTIVITY:</b> Inference Note-Taking Tool</p> <p><b>Description:</b> This note-taking tool provides space for students to take notes and write their thinking while completing the Inference Workshop.</p>	<p>Students who are not yet proficient in the cognitive skill of inference should complete this workshop and notes.</p>	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>ACTIVITY:</b>Development Practice</p> <p><b>Description:</b> This practice provides students with an opportunity to practice the skill of development with supports and models and with an easy text, a short animated film, then prompting them to apply the same skill to the harder text of the project.</p>	<p>Students who are not yet proficient in the cognitive skill of development should complete this workshop and notes.</p>	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Theme Pre-Test</p> <p><b>Description:</b> This diagnostic activity will help students determine their current levels in the Theme cognitive skill.</p>	<p>Students who are not yet proficient in the cognitive skill of inference should complete this workshop and notes.</p>	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>RESOURCE:</b> Theme Workshop</p> <p><b>Description:</b> This resource provides students with a slideshow that they can work through at their own pace, while writing their thinking in the complementing note-taking tool.</p>	<p>Students who are not yet proficient in the cognitive skill of theme should complete this workshop and notes.</p>	<p>Teacher Notes:</p> <p>Links:</p>



<p><b>ACTIVITY:</b> Note-Taking Tool for Theme Station</p> <p><b>Description:</b> This note-taking tool provides space for students to take notes and write their thinking while completing the Theme Workshop.</p>	<p>Students who are not yet proficient in the cognitive skill of theme should complete this workshop and notes.</p>	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Reading and Analysis (Mild)</p> <p><b>Description:</b> This activity includes hints, models, and sentence starters that support students in completing the checkpoint.</p>	<p>To maximize cognitive load, this scaffolded activity should only be provided to students who show evidence of struggle with their checkpoint and with some or all of the reading stations.</p>	<p>Teacher Notes: Students should choose one of the three Reading and Analysis activities (mild, medium, and spicy) below. Alternatively, a teacher may choose to assign students the appropriate activity based on prior data on these cognitive skills. When students are finished, they will copy and paste their work into the final checkpoint document. .</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Reading and Analysis (Medium)</p> <p><b>Description:</b> This activity includes brief hints to support students in completing the checkpoint.</p>	<p>This activity is appropriate for students who are approaching proficiency in the skills of Theme, Development, and/or Making Inferences and may need slightly more support to access the material.</p>	<p>Teacher Notes: Students should choose one of the three Reading and Analysis activities (mild, medium, and spicy) below. Alternatively, a teacher may choose to assign students the appropriate activity based on prior data on these cognitive skills. When students are finished, they will copy and paste their work into the final checkpoint document.</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Reading and Analysis (Spicy)</p> <p><b>Description:</b> This activity provides no scaffolding for students in completing the checkpoint, offering only the analytical questions for students to answer.</p>	<p>This activity is appropriate for students who are confident and performing well in the cognitive skills of Theme, Development, and Making Inferences.</p>	<p>Teacher Notes: Students should choose one of the three Reading and Analysis activities (mild, medium, and spicy) below. Alternatively, a teacher may choose to assign students the appropriate activity based on prior data on these cognitive skills. When students are finished, they will copy and paste their work into the final checkpoint document.</p> <p>Links:</p>



Checkpoint #2: Book Journal First Draft		Teacher Resources Button
<p><b>Description:</b> The purpose of the checkpoint itself is to provide students with a second at-bat for analyzing development and theme, as well as making inferences. Students will apply these skills throughout their reading, so that by the time they finish this checkpoint, they will be able to independently make inferences, analyze development, and identify themes, while they complete <i>The House on Mango Street</i>.</p> <p><b>Associated Skill(s):</b> Theme, Development, Making Inferences</p>		<p>Teacher Notes: Students should choose one of the three Book Journal activities (mild, medium, and spicy) below. Alternatively, a teacher may choose to assign students the appropriate activity based on prior data on these cognitive skills. When students are finished, they will copy and paste their work into the final checkpoint document.</p> <p>Links:</p>
Type (activity or resource), Title & Description	Who Gets It and Why	Teacher Resources Button
<p><b>ACTIVITY:</b> Quotable Quotations</p> <p><b>Description:</b> This resource will help students begin to select evidence that will allow them to effectively make inferences, analyze development, and identify a theme. The activity is intended to help them determine what makes a quotation important enough to choose for a journal entry. It also includes an "Evidence Bank," which has strong and significant quotations for each section of the novel. Students who struggle with book journals can continue to use the Evidence Bank as a resource throughout the project to support their Book Journals.</p>	<p>All students will complete this activity as an initial means of understanding how to select quotations and what makes a quotation worthy of inference and analysis. Later, students who are struggling to select evidence independently can continue to use this resource for The Evidence Bank located on pages 2-4.</p>	<p>Teacher Notes:</p>
<p><b>Resource:</b> Evidence Bank</p>	<p>This resource will benefit students who are observed to be struggling with selection of evidence and/or</p>	<p>Teacher Notes: It is recommended that a teacher be mindful of the quotations and chapters from <i>The House on Mango Street</i> that include sensitive and difficult topics like</p>



<p><b>Description:</b> To support students who struggle to select meaningful evidence for analysis, this resource bank provides powerful quotations and gives instructions for how students can identify why they are meaningful/important.</p>	<p>students who are starting behind in their reading comprehension.</p>	<p>racism, sexism, domestic violence, and sexual assault. Teachers may support students by giving them space both to discuss and infer what happens and also to hear and honor any emotional reactions young people may have to the content. Teachers will need to use their best judgment to present these topics to students in a supportive way, and some teachers may determine that some parts of the text are not appropriate for a particular student population or community.</p>
<p><b>ACTIVITY:</b> Literature Circle 1</p> <p><b>Description:</b> Students complete this preparation sheets after finishing their reading up to the chapter called “Gil’s Furniture Bought and Sold” and before participating in mini discussions with their peers, where together they will have a chance to make sense of their analysis as a small group and hear model analysis from each other.</p>	<p>All students will participate in literature circles as a means of building discussion skills, as well as practicing and independently reinforcing the cognitive skills of this checkpoint.</p>	<p>Teacher Notes: It is recommended that teachers assign literature circle groups randomly or with another process that will ensure heterogeneous groupings for students of different reading levels and achievement. This framework will provide lower achieving students with access to support while offering high-achieving students an opportunity to share what they know and understand.</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Literature Circle 2</p> <p><b>Description:</b> Students complete this preparation sheets after finishing their reading up to the chapter called “And Some More” and before participating in mini discussions with their peers, where together they will have a chance to make sense of their analysis as a small group and hear model analysis from each other.</p>	<p>All students will participate in literature circles as a means of building discussion skills, as well as practicing and independently reinforcing the cognitive skills of this checkpoint.</p>	<p>Teacher Notes:</p> <p>Links:</p>



<p><b>ACTIVITY:</b> Literature Circle 3</p> <p><b>Description:</b> Students complete this preparation sheets after finishing their reading up to the chapter called "Born Bad" and before participating in mini discussions with their peers, where together they will have a chance to make sense of their analysis as a small group and hear model analysis from each other.</p>	<p>All students will participate in literature circles as a means of building discussion skills, as well as practicing and independently reinforcing the cognitive skills of this checkpoint.</p>	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Literature Circle Self/Peer Assessments</p> <p><b>Description:</b> After each Literature Circles, students will complete these peer and self assessments as a mode of reflection to solidify their own strengths and areas for improvement through their own and others' feedback.</p>	<p>All students will participate in reflection in order to build their discussion skills and determine areas of strength and improvement in their learning.</p>	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>RESOURCE:</b> Model Analyses for each type</p> <p><b>Description:</b> This resource will guide students in understanding what strong analysis of each type looks like, offering an example quotation and analysis for Inferences, Development, and Theme.</p>	<p>All students will benefit from reviewing a strong example for their checkpoint work.</p>	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Book Journal First Draft (Mild)</p>	<p>Students who are demonstrating some struggle or extra needs with the skills of making inferences,</p>	<p>Teacher Notes:</p> <p>Links:</p>



<b>Description:</b> This activity provides the checkpoint including hints and sentence starters to support students and provide access to struggling students.	theme, and development will benefit from this version. Further, students who struggle with writing fluency or may be emerging bilinguals will benefit from the sentence frames.	
<b>ACTIVITY: Book Journal First Draft (Medium)</b>  <b>Description:</b> This activity provides the checkpoint with hints to prompt students who may need more guidance than the instructions alone.	Students who are approaching proficiency will benefit from this version, as it will remind and prompt them about the skills that they are beginning to understand, while providing them with the cognitive load to further their progress.	Teacher Notes:  Links:
<b>ACTIVITY: Book Journal First Draft (Spicy)</b>  <b>Description:</b> This activity provides the checkpoint with no extra scaffolding to maximize the cognitive load for students who need a challenge.	Students who are proficient or advanced in some or all of the cognitive skills will benefit from the opportunity to complete this critical thinking independently.	Teacher Notes:  Links:

<b>Checkpoint #3: Narrative Outline</b>		<b>Teacher Resources Button</b>
<b>Description:</b> In this checkpoint, students will explore 5 possible topics for their creative cultural narrative writing, and then they will brainstorm and select two topics to write about. Finally, they will outline their stories, identifying major characters, events, and incidents that model the development they are studying in Sandra Cisneros' model text. Students will submit for feedback before they begin drafting their narratives.  <b>Associated Skill(s): Narrative, Development</b>		Teacher Notes:  Links:
<b>Type (activity or resource), Title &amp; Description</b>	<b>Who Gets It and Why</b>	<b>Teacher Resources Button</b>



<p><b>RESOURCE:</b> Narrative Prompts</p> <p><b>Description:</b></p>	<p>All students will need access to this document in order to select their narrative topics.</p>	<p>Teacher Notes: As seen here, students have opportunity to pick from a wide range of topics, but they will need a safe space that values diversity and inclusion in order to feel completely free to share their honest experience, especially if and when their experiences are outside of the Western dominant cultural narrative. Value all experiences by sharing a wide range of cultures throughout the project (in models, in brief discussions of the model text, and in other extension texts you may use), and help students learn about other cultures previously unknown to them before students select and share their own stories with each other.</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Brainstorm</p> <p><b>Description:</b> In this fun, interactive, visual, and kinesthetic activity, students will draw the images to represent the stories they are thinking about writing about. Once they have several drawings, they will share in a “speed dating” format, rotating partners and exchanging ideas.</p>	<p>This activity is best completed by all students as a way to engage them in their narrative writing process.</p>	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Selecting a Narrative Topic</p> <p><b>Description:</b> In this activity, students settle on two topics for their narratives, providing teachers with an opportunity to monitor students’ choices and ensure they are on the right track.</p>	<p>All students should complete this activity to demonstrate they are ready to start outlining and drafting.</p>	<p>Teacher Notes:</p> <p>Links:</p>



Checkpoint #4: Presentation Preparation		Teacher Resources Button
<p><b>Description:</b> In this checkpoints, students will prepare for their presentations, where they will read from their original narratives and present the themes expressed within them. <a href="#">This will be a strong opportunity to solidify the skill of Theme/Central Idea, a foundational skill throughout all of the ELA Summit Model, by allowing students to express the themes of their 2 cultural narratives with written, spoken, and visual artifacts. Students will need to include in their presentations some explanation of how their art shows the themes of their cultural narratives. This will provide for a unique way to demonstrate the cognitive skill which will boost retention.</a></p> <p><b>Associated Skill(s): Theme/Central Idea, Oral Presentation</b></p>		<p>Teacher Notes: Student art choices may need to be limited depending on the budget teachers have for supplies and/or materials. This may mean modifying the assignment sheets accordingly. Further, consider giving in-class time for illustrations, which will allow for on-target students to work on the art in class and will give wiggle room for students who need more time meeting the cog skill objectives and finishing earlier checkpoints.</p> <p>Links:</p>
Type (activity or resource), Title & Description	Who Gets It and Why	Teacher Resources Button
<p><b>ACTIVITY: Oral Presentation Workshop</b></p> <p><b>Description:</b> This workshop, completed in pairs, introduces students to the cognitive skill of Oral Presentation and allows them to make sense of the various levels. It then prompts them to act out low-pressure presentations for each other at each level of the cognitive skill rubric.</p>	<p>Because this project will include the first presentation of the year, it is advised that all students complete this activity.</p>	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Presentation Outline</p> <p><b>Description:</b> This activity is an outline that will allow students to organize their thoughts and ideas for their presentations. This outline can be used as a</p>	<p>All students should have access to this document as an important presentation tool.</p>	<p>Teacher Notes:</p> <p>Links:</p>



cue card and prompter for final presentations.		
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<b>DRAFT: Narrative Draft</b>		<b>Teacher Resources Button</b>
<p><b>Description:</b> The purpose of the checkpoint itself is to provide students with a space to draft their narratives and receive feedback before revising and polishing their final draft narratives. The activities and resources herein will prompt students to improve their narratives during drafting, as well as once they finish with peer review and editing.</p> <p><b>Associated Skill(s):</b> Narrative, Conventions</p> <p><b>Teacher Resources Button</b></p>		<p>Teacher Notes:</p> <p>Links:</p>
<b>Type (activity or resource), Title &amp; Description</b>	<b>Who Gets It and Why</b>	<b>Teacher Resources Button</b>
<p><b>ACTIVITY:</b> Peer Review</p> <p><b>Description:</b> This peer review prompts partners to read their peer's narratives closely and identify examples of various skills and content studied throughout the project. Students will further give their peers feedback that will help everyone revise.</p>	All students should participate in a peer review to improve their writing.	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Imagery Writing Practice</p> <p><b>Description:</b> In this practice, students are prompted to evaluate two models of writing, one with imagery and one without, then learn more about writing imagery and practice it in a few exercises.</p>	This practice will prompt all students to include more imagery and will benefit all students, even if they are strong at writing, as a reminder about what types of items to write about and include.	<p>Teacher Notes:</p> <p>Links:</p>
<p><b>ACTIVITY:</b> Editing your Narrative CFU</p>	This activity is designed for students who submit a draft that does not meet cognitive skill standards in Conventions.	<p>Teacher Notes:</p> <p>Links:</p>



<b>Description:</b> The CFU prompts students to learn grammar conventions and then make the changes in their narratives.		
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### Additional Resources that Support the Integration of Core Arts

- [Google Arts and Culture](#)
  - [We Wear Culture](#) (fashion design, visual, media arts)
  - [Latino Cultures in US](#) (art & dance)
  - [Black History and Culture](#) (art, music, pop culture)
  - [Women in Culture](#) (art, music, storytelling)
- [Museum of Modern Art \(MoMA\) Investigating Identity](#)
- [How Stories are Told Around the World](#) (storytelling, dance, performance art)
- [Story Corps](#) (storytelling, performance art)
- [Using Music in the Language Arts Classroom](#)



### Possible Chicago Core Arts Partners

- [Columbia College](#)
  - [Fashion Studies \(Fine & Performing Arts\)](#)
- [Teatro Vista](#)
- [City of Pilsen](#)
  - [National Museum of Mexican Art](#)

### Works Cited

Cisneros, Sandra. *The House on Mango Street*. New York: Vintage, 1984. Print.