

AGENDA ITEM EXECUTIVE SUMMARY

- I. **Public Education Commission Meeting Date:** June 11, 2021
- II. **Item Title:** Amendment Request: Grade Levels Served– ACES Technical Charter School
- III. **Executive Summary:**
Discussion and Possible Action on Charter School Amendment, ACES Technical Charter

Request

ACES Technical Charter is requesting to add grades K-5.

The school is currently authorized for grades 6-12.

The school served grade 6 during SY2020-2021 and is phasing in a grade every year.

Financial Audits

Audit Year	# of Findings	# of Repeat Findings	# of Material Weaknesses and Significant Deficiencies
FY20		No Audit Findings	

**PUBLIC
EDUCATION
COMMISSION**

Grade Level Change to Contract Amendment Request Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission and [ACES Technical Charter School], hereafter the School, effective [1st] of [July], [2020]. The School was approved for a [5 YEAR TERM] Charter Contract.

The School's Charter Contract currently states:

AUTHORIZED GRADE LEVELS: 6-12

The School requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section 4.3, as follows:

PROPOSED CHANGE TO GRADE LEVELS SERVED: K-12

EFFECTIVE DATE: July 1, 2022

GRADE LEVELS SERVED: ☒ INCREASE ☐ DECREASE

The School's Grade Level Change to Contract amendment request is hereby submitted by [Jeron T Campbell] on [May 14, 2021], and affirms the school meets the following eligibility criteria:

- ☒ The school must confer with the PEC to convert to the 2019 contract template within 30 days of a vote on this request;
- ☒ The school's governing board is in compliance with all reporting requirements; and
- N/A* ☐ In the prior three (3) years, the school has:
 - o Received no lower than a "C" letter grade on the state report card (applicable for SY18 and prior) AND received no lower than the top 75% academic designation on the NM System of School Support and Accountability (applicable for SY19 and forward);
 - o Received an overall academic tier rating of Tier 1 or Tier 2 on the school's PEC approved Academic Performance Framework, for years in which a PEC Tier Level is available;
 - And
 - o Has not had its board of finance revoked.
- ☒ If the fiscal year has started or will start prior to the request being considered by the PEC, the amendment request will be effective only in the subsequent fiscal year

Jeron T. Campbell
Charter School Representative Signature

May 14, 2021

Date

The School's Grade Level Change amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

☐ APPROVED

☐ DENIED

Chair, Public Education Commission
cc: School File

Date

May 10, 2021

New Mexico Public Education Commission
300 Don Gaspar
Santa Fe, New Mexico 87501-2786

Grade Change to Contract Amendment Request Narrative

A. Rationale

ACES Technical Charter School (ACES Tech) is requesting to increase its grade level range from 6-12 to K-12. The rationale for the request is to provide a high-quality STEM-focused educational option at the elementary level, which prepares students for our STEM secondary program. In order for ACES Tech to achieve its goal of preparing students for rigorous college ready programs in engineering, medicine, and other STEM areas, it is imperative that we begin the process at an earlier stage in our students' educational careers.

The Data

In ACES Tech's original charter proposal, current data for Albuquerque was documented as a means of anticipating the academic level of students that would enter our school. We did not have experience working with the students at that time, but it was apparent that the low achievement being recorded for elementary schools throughout the city would be a concern given our high expectations. In the Instructional section, I.F., of our proposal, 2018 PARCC data was discussed and displayed in Figure 43 (p. 65). In terms of overall data, we reported that "among the twelve K-5 schools in our target student recruitment area, no school accomplished an overall student proficiency rate of more than 42% in English Language Arts (ELA) and no school accomplished an overall proficiency rate of more than 46% in math. The average ELA proficiency rate among the twelve schools was 30%, and the average math proficiency rate was 21%." This state of affairs is not limited to the southeast side. As of May 10, 2021, the APS website showed that 30% of APS students scored proficient or higher in ELA on the 2019 PARCC test, and only 20% scored proficient or higher in math. At the elementary level, 50% or more students scored at a proficient level in ELA in only 8 of the 88 elementary schools in APS, and all 8 are in the far northeast or east mountain area.¹ While these numbers are consistent for Albuquerque, they are nonetheless alarming, from both an academic preparation and educational equality standpoint. Additionally, the COVID pandemic is only exacerbating these already dire facts around overall student achievement.

ACES Tech's Inaugural Year

ACES Tech has had a successful inaugural school year, despite the challenges caused by the pandemic. We secured and prepared our facility on Montgomery Blvd, hired a great group of teachers, and enrolled an amazing and eager first class of 6th grade students. Our technology implementation enabled us to provide either online or in-person instruction effectively. All of our students received Windows 10 Pro laptops, and those who struggled with internet at home received T-Mobile hotspots. We utilized the Schoology learning management system for managing our online classrooms, allowing all

students and parents 24/7 access to all assignments and grades. We utilized Zoom to provide 100% live (synchronous) instruction, all 6 periods, every school day. Not one class has been cancelled or postponed all year long. In addition to core classes, every student at ACES Tech has learned to read and play music, using guitars and software that we provided. We even had a successful and well attended winter concert via Zoom, with families attending from several states. Lastly, every student has begun learning to code in Python, one of the worlds most popular computer languages and a skill that can lead to a successful future career.

ACES Tech Can Better Serve Students

ACES Tech seeks to serve a student body that is diverse in terms of race, gender, and economic status. We believe that all students deserve access to a high-quality educational program, including our STEM-focused model. The fact that many students in Albuquerque are less than adequately prepared for a rigorous secondary program negatively affects our ability to meet our school's goals. Gaining approval to expand our grade range to include K-5 will allow us to ensure that our students are better academically prepared from an earlier age.

As shown in our submitted curriculum samples, ACES Tech will provide a comprehensive, high-quality education in core areas such as reading, writing, mathematics, and science to ALL students. We are a highly technology-based environment, and teachers present both digital and hands-on instructional models to students in their classes. There are many programs that now have modules and level appropriate opportunities for elementary students, in areas such as computer programming and robotics. The Junior Botball Challenge, where students program autonomous robots using C, is open to PreK-12. The FIRST Robotics Lego League is open to students beginning at age four. VEX Robotics, a large robotics program operating in 50 countries, is open to students in grade 4. These are just a few of the programs we will seek to involve our elementary students in to complement and extend upon their general education core subject learning.

ACES Tech Will Contribute to Equal Opportunities in STEM

The Board, leadership, and staff at ACES Tech are keenly aware of the opportunity gaps that exist in STEM, and other, professions. The National Science Foundation conducts a study called "Women, Minorities, and Persons with Disabilities in Science and Engineering", and their website displays some of the disparities in the STEM fields. According to the latest data, women made up 28.5% of those working in Science and Engineering occupations, Hispanics made up 6%, and Blacks made up just 4.8%.² More instruction in math and science at the elementary level will help to increase these numbers. American elementary school students currently get too little exposure to math and science. Students in first through fourth grade spent an average of just 2.5 hours per week on science during the 2011-12 school year, the last for which data is available, according to the National Center for Education Statistics.³ Teacher preparation plays an important role in ensuring that math and science receive a more equitable share of the instructional day, and ACES Tech would employ the dual teaching model at the elementary level. One teacher would focus on ELA and social studies, while another would focus on math and science. They would work as a team, using STEM activities to integrate all subjects of the curriculum in meaningful ways. This approach will allow greater opportunities for all students to learn the foundational skills necessary for success in STEM courses and activities in the later grades, and beyond.

B. Staffing Plan

ACES Tech will staff our school in accordance to accomplishing our mission, implementing our academic plan, and serving our growing student population. Our plan is to begin enrolling students in grades K, 1, and 2 beginning in the 2022-23 school year. We also estimate that our enrollment will accelerate in the 2023-2024 school year as we can recruit rising 9th graders looking for a STEM-focused school. Attachment 2 displays the staffing plan for the first five years of our school. Each role that is shown aligns to the mission of providing a challenging and exciting educational experience for all students as we prepare them for their colleges and careers of choice.

Teacher and Staff Recruiting

Being a brand-new charter school, it will take time for ACES Tech to build its brand in the workforce marketplace. Thus far, we have been successful in attracting highly qualified individuals to work at our school. Our annual staff recruiting process begins in the fall of the academic year and continues until all positions are filled. ACES Tech has utilized a broad range of outreach strategies to find potential candidates for our staff and teaching positions. These have included advertising in the Albuquerque Journal, sending mass emails to community organizations and networks, and utilizing web job search sites such as Indeed. We have also contracted with ACES services to provide employment support through the channels that they utilize. Lastly, we are building relationships with professors and alumni of the University of New Mexico College of Education and we participate in their annual education job fair.

Hiring Processes

ACES Tech implements a comprehensive hiring process to screen and evaluate the candidates who apply for our open positions. The Principal is responsible for completing the hiring process for teachers and office staff. Other school-based staff will become involved in particular phases of the process, as required. The hiring process involves an initial phone interview with the candidate, followed by an in-person interview. If the candidate is moved forward, the principal completes a minimum of three reference checks for each candidate. The goal for hiring is to fill new and vacant positions in a timely manner and to have a full complement of staff hired no later than two weeks prior to the start of a new school year.

Professional Development

At ACES Tech, professional development opportunities are provided to ensure that our staff and teachers continue to grow and strengthen their practice throughout each year of their careers. ACES Tech utilizes a team approach to identifying and addressing the learning needs of our staff, teachers, and students. Before each school year, staff members participate in two weeks of professional development. Topics include getting the most from the curriculum resources, team building, utilizing technology, data driven instruction, social emotional learning, and others. There are also two additional professional development days on the annual calendar. Teachers have input into the agenda topics that are covered for each session. The ACES Tech professional development plan supports the continuous learning and growth of all staff members. Growing the broad set of knowledge and skills of our team will be necessary for accomplishing the aggressive targets that we have set for annual student achievement.

C. Enrollment

Prospective Student Outreach and Recruitment

The ACES Tech community outreach effort begins with our mission: All ACES Technical Charter School students will experience a challenging and exciting education and will graduate exceptionally prepared for any college and career of their choice. Before the pandemic, we began sharing information about our school during our community outreach campaigns and we believe that was resonating with parents and students throughout the Albuquerque region. Our goal is to create and maintain a learning environment and educational program in which any student will be inspired to dream big and achieve at their highest level. Our curriculum has particular focus on the development of skills for the STEM fields, but that does not preclude students who have other interests from being successful in our school. ACES Tech is a school where parents can feel confident that their child will gain a strong academic foundation while growing the social emotional and leadership skills necessary to succeed in their post-secondary endeavors.

Using Multiple Modes of Media

ACES Tech utilizes traditional means as one approach to advertising and informing the public of our school. This includes allocating part of our budget for advertising in local newspapers, as well as purchasing ads in local magazines, particularly child centered and technology focused publications. Our goal is to build our brand and to let the community know that we are a school of choice for any parent who wants their child to be prepared for the technology and health care careers of the future. In addition to traditional advertising, ACES Tech utilizes technology to spread the word about our school. Email campaigns, social media messages and blogs, tweets, etc. are important means of connecting with the community and keeping them informed of our events and activities. Currently, our teaching staff actively posts pictures and videos on our social media accounts to promote the various activities at our school. We use these multiple modes of media to ensure broad and equal access to information for families throughout Albuquerque.

During the pandemic, the primary method of advertising has been the direct mailing of custom designed postcards to the families of students in our target grade levels. This approach has raised awareness of our school during this time with no public gathering and meetings. We will continue to use this as one of the primary methods for community outreach, until our state opens back up in earnest.

Open to All

ACES Tech markets our school to the entire Albuquerque community. All students are welcomed to apply to our annual lottery process, including those from any racial or ethnic group, gender, economic background, IEP status, religious background, or any other identity factor. We anticipate that our technology and healthcare (STEM) focus will continue to attract a number of parents who are more affluent and currently work in those career fields. Our effort to emphasize recruiting in neighborhoods where the populations are more racially diverse, and lower in the income spectrum, is meant to increase the overall education opportunities for all students. We believe that our strategy of including our entire school community in our student recruitment effort will help us to achieve a student population that is truly reflective of the entire Albuquerque community.

Current Enrollment Information

We currently have 44 students enrolled. We emailed an Intent to Return form to parents, and thus far 37 have indicated they will return in the fall. We have also accepted one new student for 7th grade in the fall.

We currently have 46 students who have been accepted for 6th grade in fall 2021. Thus far, 33 have accepted their seat and 13 are pending. We anticipate that more students will register during the summer, particularly for 6th grade as parents continue to weigh their options.

D. Concrete Resources

Curriculum

ACES Tech will adopt and purchase high-quality, standards aligned curriculum for each new grade as it is added. The principal has already begun to research curriculum options vetted by both the state of New Mexico and EdReports.com. Relationships with several national vendors has already begun, as they are currently providing components of the secondary core curriculum.

Assessment

Upon enrolling elementary students, ACES Tech will need to administer additional grade appropriate tests. These include Istation Indicators of Student Progress (ISIP) for grades K-2 and the Kindergarten Observation Tool. We will also need to be prepared for testing our students in grades 3 to 5 with the NM-MSSA, SBA Spanish, and the New Mexico Assessment of Science and Readiness (NMASR), once we reach those grade levels.

Furniture and Equipment

Continuing with our desire to build a school that is welcoming and colorful, we will need to ensure that we ascertain the specific needs of an elementary school learning environment. This will include the purchase of age/size appropriate classroom furniture, equipment, and supplies for the elementary aged students that we enroll. Each classroom will consist of colors conducive to learning and furniture that is reconfigurable and able to accommodate various instructional models.

E. Promotion

ACES Tech will utilize the same grading scale for grades 1-5 that is used for grades 6-12. Our grading scale is shown here:

Letter Grades	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F / Incomplete
ACES Technical Ranges	97-100	93-96	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	65-66	<65

Mastery of academic core content would be demonstrated by earning 80% or higher. All students are expected to pass their classes with an absolute minimum of a 65% in order to be promoted to the next grade.

ACES Tech staff will develop a new grading scale for kindergarten students. It may consist of three distinct levels, correlating to 1) meets requirements, 2) partial mastery, and 3) experiencing difficulty. Obtaining a level 1 will demonstrate mastery of the kindergarten academic content.

F. Occupancy Documentation

ACES Tech has attached the occupancy rating of 653 for our current facility at 4501 Montgomery Blvd NE in Albuquerque, New Mexico, 87109.

G. List of Sources

¹ <https://sites.google.com/aps.edu/sapr/aps-dashboard>

² <https://www.nsf.gov/statistics/2017/nsf17310/digest/occupation/overall.cfm>

³ https://nces.ed.gov/surveys/sass/tables/sass1112_20161012001_t1n.asp

Attachments

Attachment 1 - Enrollment Projection Matrix

School Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K			25	25	25
1			25	25	25
2			25	25	25
3				25	25
4					25
5					
Number of Students (K-5)	0	0	75	100	125
6	45	50	50	75	100
7		50	50	50	75
8			50	50	50
9				75	100
10					75
11					
12					
Number of Students (6-12)	45	100	150	250	400
Total Enrollment	45	100	300	450	650

Attachment 2 - Staffing Chart

Number of Students (6-12)	45	100	150	250	400
Number of Students (K-5)	0	0	75	100	125
Office Staff					
Principal	1	1	1	1	1
Academic Coordinator			1	1	1
College Readiness Coordinator				1	1
Counselor				1	2
Operations Manager			1	1	1
Student Supports Coordinator					1
IT and Data Coordinator				1	1
Office Secretary		1	1	1	2
Total Office Staff	1	2	4	7	10
Instructional Staff					
Classroom Teacher (6-12)	6	9	12	16	25
Classroom Teacher (K-5)	0	0	4	5	7
SPED Teacher	1	1	2	4	4
Total Teachers	7	10	18	25	36

OCCUPANT LOAD

653

Six Hundred and fifty-three

BY ORDER OF THE FIRE MARSHAL

Evangel Christian Academy
4501 Montgomery blvd. NE

Issuing Inspector *Laura Parrott*

Governing Board Meeting Minutes
Wednesday, May 12, 2021 @ 5:00pm

I. Call to Order: 5:33 p.m.

A. Roll Call:

- i. Dr. Finnie Coleman- Absent
- ii. Dr. Stephanie McIver- Present
- iii. Leon Howard Esq.- Present
- iv. Cassandra Sims- Present
- v. Dr. Adam Williams- Absent

B. Adoption of the May 12, 2021 Governing Board Meeting Agenda

- i. Adoption of May 12, 2021 agenda approved.

C. Approval of April 14, 2021 Minutes

- i. April 14, 2021 minutes approved.

II. Recognition of Students, Staff, and Community

A. Megan Joe (United Community Academy) – via UNM

- i. *Megan is sitting in, as she is part of a group desiring to begin a K-5 charter school. Megan was invited by Dr. Finnie Coleman. They are requesting a letter of support and to form a relationship of school-to-school support. Their school is centered on the indigenized framework, ethnic studies, multilingual programs, and restorative justice. The deadline for the letter is June 01, 2021.*

III. Public Forum (2 minutes per speaker)

- A. N/A

IV. Consent Agenda

- A. N/A

V. Financials (J. Campbell and A. Wolfel)

A. Budget Update

- i. Due to enrollment numbers and COVID year issues, the budget is currently negative, but the school is waiting on some pending revenue to cover this negative balance. Additionally, the foundation is providing a donation to remedy this deficiency. Dr. Campbell is working with the state to ensure ACES is receiving appropriate funding.

Governing Board Meeting Minutes
Wednesday, May 12, 2021 @ 5:00pm

B. Approval for Principal and Business Manager to enter and submit any final Budget Adjustment Requests (BARs) on behalf of the school until June 30, 2021.

- i. Approved
 - 1. Cassandra Sims- yes
 - 2. Leon Howard Esq. – yes
 - 3. Dr. Finnie Coleman- absent
 - 4. Dr. Stephanie McIver- yes
 - 5. Dr. Adam Williams- absent

C. BARS Approval Vote

- ~~i. Donation from the ACES Foundation- (No action taken.)~~
- ii. BAR 24146-579-000-2021-0023-T, Transfer BAR
- iii. BAR 24146-579-000-2021-0024-T, Transfer BAR
- iv. BAR 24146-579-000-2021-0025-M, Maintenance BAR
- v. BAR 24146-579-000-2021-0026-M, Maintenance BAR
- vi. BAR 24146-579-000-2021-0027-T, Transfer BAR
- vii. Approved
 - 1. Cassandra Sims- yes
 - 2. Leon Howard Esq. – yes
 - 3. Dr. Finnie Coleman- absent
 - 4. Dr. Stephanie McIver- yes
 - 5. Dr. Adam Williams- absent

VI. Approval of 2021-22 Academic Calendar

- i. Approved
 - 1. Cassandra Sims- yes
 - 2. Leon Howard Esq. – yes
 - 3. Dr. Finnie Coleman- absent
 - 4. Dr. Stephanie McIver- yes
 - 5. Dr. Adam Williams- absent

VII. Approval of 2021-22 Salary Schedule

- A. The school salary budget already exceeds minimums required by the state: \$41,000 (level 1), \$50,000 (level 2), and \$60,000 (level 3).

Governing Board Meeting Minutes
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i. **Approved**

1. Cassandra Sims- yes
2. Leon Howard, Esq. – yes
3. Dr. Finnie Coleman- absent
4. Dr. Stephanie McIver- yes
5. Dr. Adam Williams- absent

VIII. Approval of Grade Level Change to Contract

- A. Women and minorities are underrepresented in STEM fields, and beginning with grades K-5 will provide ACES Tech students with an advantage. ACES Tech strives to diversify STEM career representation. Expanding grade levels will allow for this diversification.
- B. The school would expand in both directions, adding upper grade levels and elementary grade levels.
- C. If approved, this expansion would not occur until 2022. This expansion would require different curriculum.
- D. Concerns were voiced over enrollment numbers. Dr. Campbell provided a recruitment plan.

i. **Approved by majority vote**

1. Cassandra Sims- no
2. Leon Howard, Esq. – yes
3. Dr. Finnie Coleman- absent
4. Dr. Stephanie McIver- yes
5. Dr. Adam Williams- absent

IX. Building Committee

A. **N/A**

X. Principal's Report

A. Operations Update

- i. Currently, ACES Tech is in the mandatory 2-week quarantine. May 26-27, 2021 will be allotted for students' technology returns. Teachers have requested to keep technology over the summer to prepare for the 2021-2022 academic year. A check-out protocol will be followed.

B. Recruiting Update for Fall 2021

Governing Board Meeting Minutes
Wednesday, May 12, 2021 @ 5:00pm

- i. A TV interview was conducted with Evangel Church, and a radio show is pending. Social media sources are being used, as well as postcards.
- ii. Open houses are being held on Tuesday with approximately 1-5 potential student families per week.
- iii. There will be a 2021 summer bootcamp. This will be virtual or in-person dependent on the pandemic situation at that time.

C. Staff Hiring Update

- i. Two teachers are resigning due to moving out of the Albuquerque area, and replacements will be hired. A STEM teacher accepted the STEM position for the 21-22 school year. Dr. Campbell is currently interviewing math and social studies candidates.

XI. Board President Report and Discussion

A. COVID-19 Discussion

- i. All actions are pending state mandates and health updates. There are plans of action if COVID cases increase or if the school can resume instruction physically.

B. Long-Term Recruitment Plan – Discussion- Tabled

C. Governing Board and Foundation Board relations – Discussion- Tabled

XII. Announcement of Upcoming Board Meetings

- A. The next meeting will be held on Wednesday, June 9, 2021 at 5pm.
- B. The board will determine the date for an executive session prior to the June 09, 2021 meeting.

XIII. Adjournment- 7:14 pm

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	Kindergarten	Content Area	ELA Reading and Writing
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson integrate the critical tasks of reading and writing to develop lifelong readers, writers, and thinkers. The instructional model includes a close read minilesson and application. Teachers have options to include defined small group, whole group, interventions, and ELL supports to ensure the delivery of well-rounded and equitable educational opportunities for all students.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	(M) RL.K.1. - With prompting and support, ask and answer questions about key details in a text. RL.K.4. - Ask and answer questions about unknown words in a text. (M) W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	ACES Tech utilizes Savvas myView Literacy as our core curriculum for ELA Reading and Writing. This lesson contains components from Grade K, Unit 3 of the curriculum. <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Book Stack • Language Awareness Handbook 		

Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p align="center">READING WORKSHOP</p> <p>CLOSE READ</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. • Provide an oral, pictorial, or written response to a text. 	

ACADEMIC VOCABULARY

Integrate The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, ask:

Can you explain what happened to Humpty Dumpty?

What is the meaning of the word soon?

MINILESSON

FOCUS ON STRATEGIES

Tell students that good readers ask themselves questions about what they are reading.

- If something you read doesn't make sense, ask yourself a question about what you do not understand.
- If you wonder about something you are reading, ask yourself a question.
- Read on or reread to see if you can find the answer.

MODEL AND PRACTICE

Have students look at pp. 116–117 in the Student Interactive. Say, *These pages make me think of some questions. Why did Duck fall into the lake?*

Have students discuss and attempt to answer the question. Then have them look at the Close Read note on p. 119 and highlight words that help them think of questions.

ELL Targeted Support

Model asking questions, for example: *What is your name? What day is it?* Tell students that you are asking questions.

Then read aloud the first line on p. 116 of the Student Interactive. Say: *What will Duck do next?* Read the next line and say: *This is the answer to my question. Duck will fly fast to the moon.* Read the first line on p. 117 as students follow along and point to each word. Ask: *What question do you have?* If necessary, model asking a question such as: *Where will Duck go?*

Then read the next line and ask students if they found the answer to their question. **EMERGING / DEVELOPING**

Model asking questions as you read, using the poem "Duck Meets the Moon," pausing now and then to ask a question. Then have partners read aloud one of the poems together. Tell them to stop and ask a question after each page. **EXPANDING / BRIDGING**

Students read Duck Meets the Moon pp.116-117.

CLOSE READ instructions: Which words rhyme, or have the same sounds at the end? Underline the rhyming words.

Have students discuss and attempt to answer the question: *Why did Duck fall into the lake?* Then have them look at the Close Read note on p. 119, for Humpty Dumpty, and highlight words that help them think of questions.

Students answer the teachers questions.

Students follow along with the reading and point to the words.

Students partner to read aloud and ask questions after each page.

	<p align="center">FORMATIVE ASSESSMENT OPTIONS</p> <p>APPLY Have students use the strategies for asking and answering questions.</p> <p>Option 1: My TURN Have students complete the My Turn activity on p. 127 by drawing a picture to show the answer to their question.</p> <p>Option 2: Use Independent Text Have students use sticky notes to mark places in the text where they have questions.</p> <p>Quick Check Notice and Assess Do students understand how to ask and answer questions as they read?</p> <p>Decide</p> <ul style="list-style-type: none"> • If students struggle, revisit instruction about questioning in Small Group on pp. T182–T183. • If students show understanding, extend instruction for questioning in Small Group on pp. T182–T183. <p>Intervention Activity (MLSS) Read: CAN YOU HELP?</p> <p>Fluency ORAL READING Have students choose a nursery rhyme in the Student Interactive and take turns reading it with a partner.</p> <p>ORAL READING RATE AND ACCURACY Listen as a student reads the nursery rhyme and offer feedback. Record each student’s performance. Use the Fluency Progress Chart to track student progress.</p> <p>Whole Group SHARE Bring the class back together in whole group. Invite one or two students to share the strategy they used to answer a question they had while reading.</p>	<p>MY TURN Directions: Have students look back at the text. Ask them to share questions they had during reading or generate new questions about the poem “Humpty Dumpty.” Then have them draw a picture to show the answer to one of their questions.</p> <p>Have students read the Decodable Book <i>Can You Help?</i> Use the teaching support online to provide instructional support for bridging word meaning and comprehension.</p> <p>Students select and read a nursery rhyme with a partner.</p> <p>One or two students share the strategy they used to answer a question they had while reading.</p>
2	<p>WRITING WORKSHOP</p>	

OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

MINILESSON**TEACHING POINT**

A story often concludes with an event that resolves the problem in the story. The ending tells what happens to the characters in the story and how they resolved a conflict or challenge.

MODEL AND PRACTICE

Hold up a book from your stack and turn to the last page. *The author of this book wrote an ending. The ending shows us what happened to the characters. At the end of the book, the author tells us how the problem is solved.* Read the book aloud and tell students to listen for the last event that happens. After reading, return to the ending of the book and point out the final event. Ask students if the problem is solved.

Hold up a second stack book that your class is already familiar with. Say: *At the beginning of this book, the author introduced the characters, the setting, and the problem. At the end of the book, the author will tell us how the problem is solved. Does anyone remember the problem in this book? What is it?* Have students recall the problem. *Now let's read the end of the book to see how the problem is solved. When you write your own books, you should write an ending that solves the problem.*

WRITING PROCESS

Drafting | Problem and Solution

Students should be writing a story that includes a problem that needs to be resolved.

As students write the endings to their stories, have them

- review the problem
- think about how the characters solve the problem

INDEPENDENT WRITING**FOCUS ON ENDINGS**

- Have students continue working on their fiction books. Tell students to work on their endings.

Students participate in discussion with the teacher regarding endings to stories.

Students should be writing a story that includes a problem that needs to be resolved.

Students work on their endings.

<p><u>WRITING SUPPORT (MLSS – Layer 1)</u></p> <ul style="list-style-type: none"> • Modeled Think aloud about an ending to a story. • Shared Encourage students to talk about their ending ideas as you transcribe their notes. • Guided Prompt students to identify what would be a good ending to the story. • If students have composed their endings already, have them use this time to reread their beginning and ending and continue writing their fiction books. <p>See the Conference Prompts on p. T358.</p> <p>SHARE BACK Call on a few students with whom you conferred to share the problem in their story and explain what they will write in the ending to solve it.</p> <p>READING-WRITING WORKSHOP BRIDGE</p> <p>LANGUAGE & CONVENTIONS: POSSESSIVE PRONOUNS</p> <p>OBJECTIVE Edit drafts, with adult assistance, using standard English conventions, including pronouns, including subjective, objective, and possessive cases.</p> <p>APPLY - My TURN Have students edit for possessive case pronouns to complete the activity on p. 132 in the Student Interactive. Depending on your students, have them work with a partner, independently, or with teacher guidance.</p> <p>Develop Language Awareness For additional practice with possessive pronouns, complete the activity on p. 35 of the Language Awareness Handbook. In this practice activity, students will use visual support to understand possessive pronoun.</p>	<p>Students receive the teacher’s encouragement and prompting as they work.</p> <p>Students share the problems and solutions in their writings with the group.</p> <p>Students complete the Possessive Case Pronoun sheet on p. 132.</p> <p>Directions: Read aloud the information and explain that some pronouns show ownership or belonging. Then read the sentences and answer choices to students. Have them edit the sentences by circling the possessive pronouns.</p> <p>Students complete the additional practice.</p>
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S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i>	Summative Assessment Items The assessment questions and scoring guide are attached. Questions #16 and #18, along with the writing prompt, test the focus standards, RL.K.1 and W.K.3.
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	<i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Check for Understanding



Write

1. How do you know these texts are poems?

2. Why do you think the authors repeat words?

3. Where does Duck see the moon?

Directions Read aloud the questions and have students write their responses. Discuss the answers with students.

KINDERGARTEN, UNIT 3 ASSESSMENT

UNIT	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
3	Phonological Awareness	1	Initial Sounds (/j/)	Item 1 DOK 1	RF.K.2.d
		2	Initial Sounds (/v/)	Item 2 DOK 1	RF.K.2.d
		3	Syllables (manipulate)	Item 3 DOK 1	RF.K.2.b
		4	Middle Sounds (long a)	Item 4 DOK 1	RF.K.2.d
		5	Middle Sounds (/i/)	Item 5 DOK 1	RF.K.2.d
	Phonics	6	Consonant Xx (/ks/)	Item 6 DOK 2	RF.K.3.a
		7	Short Uu (/u/)	Item 7 DOK 2	RF.K.3.b
		8	Consonant Qq (/kw/)	Item 8 DOK 2	RF.K.3.a
		9	Short Aa (/a/)	Item 9 DOK 2	RF.K.3.b
		10	Long Ii (/i/)	Item 10 DOK 2	RF.K.3.b
	High-Frequency Words	11–15	High-Frequency Words	Items 11–15 DOK 1	RF.K.3.c
	Listening Comprehension	16	Discuss Theme	Item 16 DOK 2	RL.K.1
		17	Compare and Contrast Stories	Item 17 DOK 3	RL.K.9
		18	Discuss Rhyme and Rhythm	Item 18 DOK 2	RL.K.1
		19	Describe Plot	Item 19 DOK 2	RL.K.3
		20	Discuss Author's Purpose	Item 20 DOK 3	RL.K.6
	Writing	Prompt	Descriptive Sentence	Writing DOK 3	W.K.3

myFOCUS REMEDIATION OPPORTUNITIES

Item number	Remediation
1	Lessons 11, 14
2	Lessons 11, 14
3	Lessons 7–8
4	Lessons 13, 14
5	Lessons 13, 14
6	Lesson 23
7	Lesson 29
8	Lesson 23
9	Lesson 25
10	Lesson 30
11	Lessons 33–35
12	Lessons 33–35
13	Lessons 33–35
14	Lessons 33–35
15	Lessons 33–35

Item number	Remediation
16	Lesson 39
17	Lesson 41
18	Lesson 40
19	Lesson 41
20	Lesson 39
Prompt	Lesson 56

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level	K	Content Area	Math
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	<p>ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson include the focus, coherence, and rigor outlined in the Common Core. The 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) provides a carefully planned sequence of instruction that places students at the center of learning. STEM activities, interventions, and ELL supports are also defined to ensure the delivery of well-rounded and equitable educational opportunities for all students.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) K.CC.A.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>K.CC.B.5 - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p> <p>MP.6 Attend to Precision Students count objects and show how to use a specific symbol to represent the total quantities for 8 and 9. Also MP.3, MP. 5.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas enVision Mathematics as our core curriculum for math. This lesson contains components from Grade K, Topic 3 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Number Cards 0–10 (Teaching Tool 3) • Two-color counters (or Teaching Tool 6) • Watch the Listen and Look for Lesson Video 		

Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	Topic: Numbers 6 to 10	Find Out! Have students discuss different types of weather they have experienced.

<p>Essential Question: How can numbers from 6 to 10 be counted, read, and written?</p> <p>STEM Project: Types of Weather Directions: Read the character speech bubbles to students.</p> <p>PROBLEM-BASED LEARNING (10-15 minutes)</p> <p>ENGAGE AND EXPLORE Purpose:</p> <ul style="list-style-type: none"> To elicit productive struggle that builds understanding by connecting prior knowledge to new ideas. Students use counters and draw pictures to make a group of 8 or 9 in different ways. Their work shows prior and emerging understandings you can build on during the Visual Learning Bridge <p>BEFORE – WHOLE CLASS</p> <p>Introduce the Solve & Share Problem</p> <ul style="list-style-type: none"> Give students 10 two-color counters and number cards 8 and 9. <p>Check for Understanding of the Problem</p> <ul style="list-style-type: none"> What are you asked to do? How many ways do you need to show the number of eggs? <p>DURING – SMALL GROUP</p> <p>Observe Students at Work</p> <ul style="list-style-type: none"> To support productive struggle, observe and, if needed, ask guiding questions that elicit thinking. <p>Do students count out the correct number of counters? Students might count from 1. Or they might count from another number they know. If needed, ask <i>Do you need to use all your counters? How can you tell how many to use?</i></p> <p>How do students know their drawings show the correct number? Students might match a counter to each object they drew. If needed, ask <i>What number were you making? How do you know you have shown this?</i></p> <p>AFTER – WHOLE CLASS</p>	<p><i>Say: Talk to friends and relatives about weather. Ask which types of weather they have seen.</i></p> <p>Journal: Make a Poster Have students make a poster. Have them draw 10 pictures to represent good and bad weather they have experienced. Ask them to sort their pictures into two groups that show types of weather they enjoy and types they do not enjoy. Have students count how many are in each group and write the numbers.</p> <p>Students answer the teacher’s questions to demonstrate understanding of the problem.</p> <p>Solve and Share Activity (p.105) Directions: Jackson sees some turtle eggs. Use a number card to tell how many. Count out that many counters.</p> <p>What are some different ways to make the number? Draw two ways on the turtle shells.</p> <p>Are there different ways to count the number? Tell how you know.</p>
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<p>Discuss Solution Strategies and Key Ideas</p> <ul style="list-style-type: none"> Based on your observations, choose which solutions to have students share and in what order. Focus on how students know the correct number is shown each time. <p>Consider Instructional Implications</p> <ul style="list-style-type: none"> The Visual Learning Bridge shows ways to represent 8, including the unique symbol. Using students' work on the Solve & Share if possible, compare representations using drawings and objects. <p>EXTENSION Give students number cards 1–9. Have them draw the correct number of circles on the back of each card.</p> <p>VISUAL LEARNING (20-30 minutes)</p> <p>EXPLAIN Visual Learning Bridge</p> <p>Essential Question</p> <ul style="list-style-type: none"> Ask <i>Why does every number look different?</i> <p>CLASSROOM CONVERSATION</p> <p>What do you see in the picture? [Turtles] How can you tell how many turtles you see? [I can count them.] How many are there?[8]</p> <p>Construct Arguments How many counters are there?[8] How do the counters represent the turtles in first box? [There is one counter for every turtle.] How can you prove that there are the same number of turtles and counters? [Touch and count each one. Draw lines to match them.]</p> <p>What number is Jackson writing? [8] Where do you start to write the number? [At the dot]</p> <p>What number do you see? [8] Why do you think this number is in this box? [To show how many turtles there are] Write the number.</p> <p>Convince Me! (Formative Assessment)</p> <p>Be Precise</p> <ul style="list-style-type: none"> Provide students with number cards for 8 and 9. Show students 8 counters. <i>Which number card can you hold up to show how many?</i> 	<p>Students answer during share out regarding how they know the correct numbers are shown.</p> <p>Students receive number cards 1–9. They draw the correct number of circles on the back of each card.</p> <p>Students are collectively answering the teacher's questions during the conversation.</p> <p>Have students hold up the number card for 8. Repeat with 9 counters and the number card for 9.</p>
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<p>Revisit the Essential Question</p> <ul style="list-style-type: none">Students see that as numbers represent different quantities, they need to look different so that they can be told apart. <p>ELABORATE</p> <p>Guided Practice</p> <p>ERROR INTERVENTION</p> <p>Items 1- 3</p> <p>If students get confused writing the numbers 8 and 9, the show them pairs of numbers with 8 as one of the numbers each time. How do you choose the number 8? For example: Show the number cards for 8 and 2, 8 and 4, and 8 and 9. Each time have students identify the number 8, and trace the number 8 on the card. Then repeat to practice identifying 9.</p> <p>RETEACHING (MLSS - Layer 1)</p> <p>Assign Reteaching Set C on p. 128.</p> <p>Items 4-7</p> <p>Use Appropriate Tools Strategically</p> <p>Independent Practice</p> <p>Items 8 and 9</p> <p>Encourage students to think about how they know they are showing the correct number. <i>How do you know when you have used enough counters?</i> [Sample answer: When I have counted 8 (or 9)] <i>How can you check your drawing?</i> [Sample answers: I can check that I have drawn the same number of objects as my counters; I can count the objects I drew to check they match the number.]</p> <p>Higher Order Thinking</p> <p>Item 10</p> <p>Students should choose a way to help them keep track of their count as needed. They may like to mark each animal as they count. Students should see that they can start counting with whichever animal they choose and still find the total of each group.</p> <p>ENGLISH LANGUAGE LEARNERS</p> <p>Use with the Visual Learning Bridge.</p> <p>Reading</p> <p>Demonstrate how to write the numbers 8 and 9 on the board. Read each number aloud. Ask students to hold up the same number of fingers as they read the number aloud after you. Distribute a set of cards with the numbers 8 and 9 written on them. Draw 8 objects on the board.</p>	<p>Guided Practice p.106 of the Interactive Student Edition</p> <p>Directions: Students count the turtles, and then practice writing the number that tells how many.</p> <p>Items 4-7</p> <p>Students count the animals, and then practice writing the number that tells how many.</p> <p>If students have difficulty writing the numerals, then have them practice tracing each one with their finger. They can also practice writing the numbers by using different types of writing utensils. For example, they could practice writing with crayons, markers, or chalk, or on a tablet.</p> <p>Items 8 and 9</p> <p>Students use counters to make the number. Then have them draw circles to represent the number.</p> <p>Item 10</p> <p>Higher Order Thinking</p> <p>Students count each group of animals, and then write the numbers that tell how many.</p> <p>Students hold up the number card that matches the number of objects [8]. Ask students to read the number aloud. Repeat for the number 9. Divide the students into pairs and distribute paper and crayons. Ask Student A to draw 8 or 9 objects to show</p>
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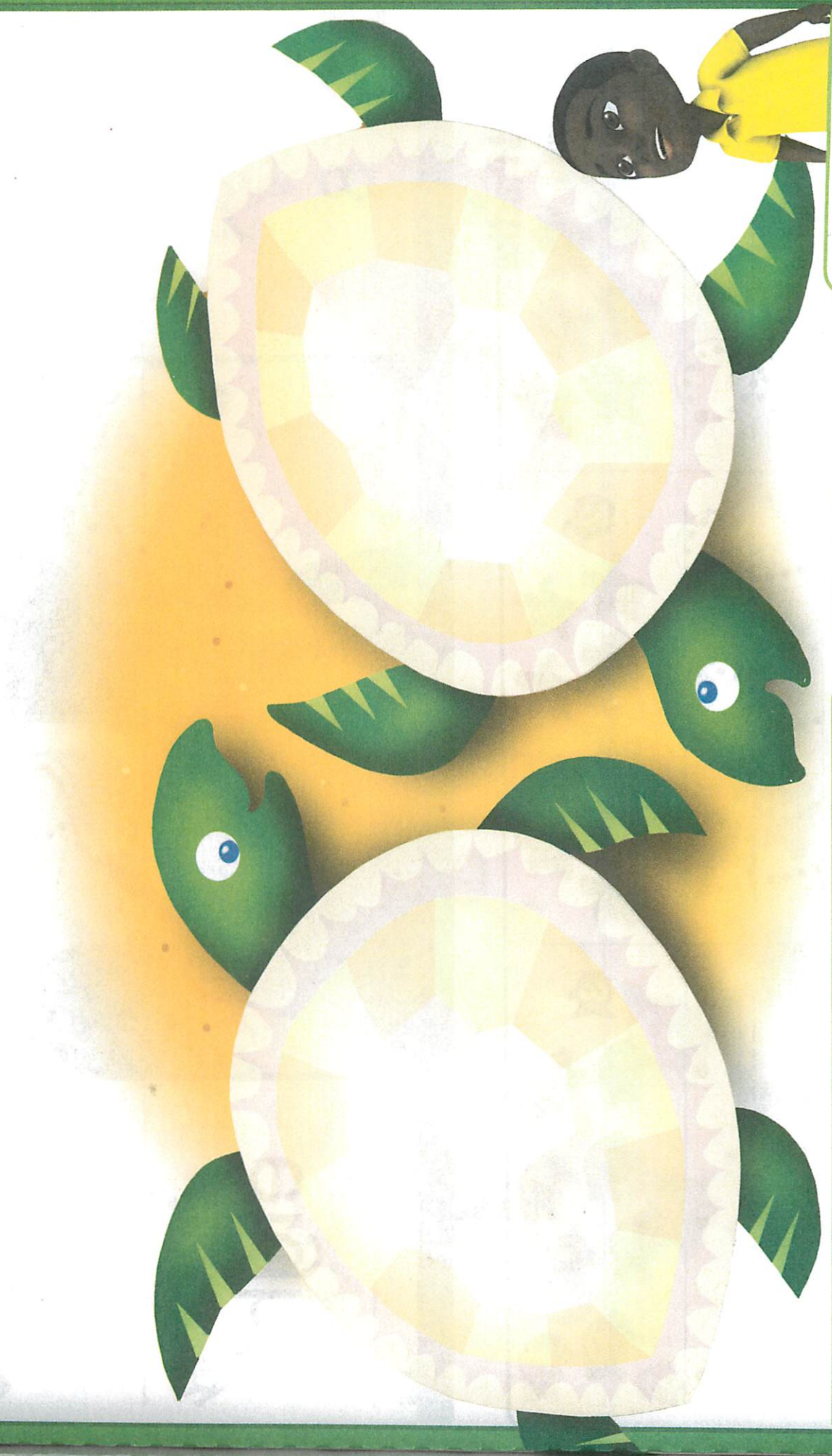
	<p>Emerging Ask students to hold up the matching card and trace the number with their fingers as they read the number aloud.</p> <p>Developing After matching the number card to the picture, ask students to write the number under the drawing and read it aloud.</p> <p>Expanding Ask Student A to point to a number card. Student B will read and write the number, then draw the same number of objects.</p> <p>EVALUATE Quick Check Check mark indicates items for prescribing differentiation on the next page. Items 8 and 9: each 1 point. Item 10: up to 3 points.</p> <p>(MLSS – Level 2) Use the Quick Check results to prescribe differentiated instruction.</p> <p>INTERVENTION ACTIVITY 8-9 Counters Materials (per pair): Counters (or Teaching Tool 6) with a self-adhesive circle on each side labeled 8 and 9, 1 paper cup.</p>	<p>his or her partner. Student B will hold up and read the card with the matching number of objects.</p> <p><u>Intervention Instructions</u> Have one student shake a counter in the cup and then spill it onto the table.</p> <p>Have the partner record the number that lands faceup. Remind students to use the number written on the counter as a model. The partner draws the corresponding number of dots.</p> <p>Have partners switch after spilling the cup three times.</p> <p>Have partners share their work.</p>
	Approved 6.14.19	Page 12
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i></p>	<p>Summative Assessment Items The assessment questions and scoring guide are attached. Questions # 5 through # 10 test the focus standard, K.CC.A.3</p>
	<p><i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	

Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Lesson 3-4

Read, Make, and Write 8 and 9



Directions Say: Jackson sees some turtle eggs. Draw a number card to tell how many. Count out that many counters and place them across the top of the workmat. What are some different ways to make the number? Draw two ways on the turtle shells. Are there different ways to count the number? Tell how you know.



I can ...
read and write the numbers 8 and 9.

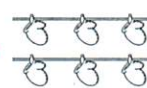
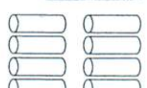
© Content Standards K.CC.A.3
Also K.CC.B.5
Mathematical Practices MP.3,
MP.5, and MP.6

TOPIC ASSESSMENT MASTERS



Name _____



Topic 3 Assessment

1 point  1 point 

A 8 C 6 A 8 C 6
B 7 D 5 B 7 D 5



3 point  4 point 


 


A 3 C 6 A 8 C 6
B 4 D 7 B 7 D 5



Directions: Have students mark the best answer. 1 How many apples are hanging on the line? 2 How many pears are there? 3 Which number tells how many birds? 4 Mark all the counters that do NOT show 5.

Assessment 100%

1 point  1 point 



9 toys 

7 

2 points  10 objects 



Directions: Have students read the number, and then draw toys to show how many. 2 Count the flowers, and then write the number to tell how many. 3 Draw 10 objects, and then write the number to tell how many.

Assessment 100%

8 point  3 points 



Sample answers are given.

6 and 4 is 10

2 point  2 birds 

Directions: Have students color the pears red and yellow to show one way to make a group of 10. Write numbers to tell how many pears of each color there are, and write an addition sentence that tells how many pears in all. 2 Draw counters to show how many birds in all, and then write the number of birds.

Assessment 100%

10 point  2 points 

Sample answers are given.

red 2

yellow 3

total 5

Directions: Have students color the volleyballs red and yellow to show one way to make a group of 5. Write the number of red volleyballs and the number of yellow volleyballs that they colored. Then write the number that tells how many volleyballs in all.

Assessment 100%



Scoring Guide

Item	Points	Topic Assessment (Student's Edition and Masters)
1	1	Correct choice selected.
2	1	Correct choice selected.
3	1	Correct choice selected.
4	1	All correct choices selected.
5	1	Correct number of objects drawn.
6	1	Correct numbers written.
7	2	Correct number of objects drawn and correct number written.
	1	Correct number of objects drawn or correct number written.
8	3	10 pears are colored and correct numbers are written for parts of 10 and whole.
	2	10 pears are colored and correct numbers are written for parts of 10, or 10 is written for whole.
	1	10 pears are colored, or the correct numbers are written for parts of 10, or 10 is written for whole.
9	2	Draws 8 birds and 10 counters in the ten-frame.
	1	Draws up to 8 birds. Draws counters to match the number of birds shown in all.
10	2	Balls are colored to show one way to make 5 and correct numbers are written.
	1	Balls are colored to show one way to make 5 or numbers are written showing a way to make 5.

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	1	Content Area	ELA Reading and Writing
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	<p>ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson integrate the critical tasks of reading and writing to develop lifelong readers, writers, and thinkers. The instructional model includes a close read minilesson and application. Teachers have options to include defined small group, whole group, interventions, and ELL supports to ensure the delivery of well-rounded and equitable educational opportunities for all students.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) RI.1.1. - Ask and answer questions about key details in a text. RF.1.1.a. - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>(M) W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas myView Literacy as our core curriculum for ELA Reading and Writing. This lesson contains components from Grade 1, Unit 2 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Cold Reads • Book Stack 		

Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	<p>READING WORKSHOP</p> <p>CLOSE READ</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. • Identify the reasons an author gives to support points in a text. 	

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words:

- *What do you notice in the picture and the text that makes you think of a question you would like to ask?*
- *How do the pictures show where in nature these animals live?*

MINILESSON

FOCUS ON STRATEGIES

- Questions are powerful tools. Asking questions can help a reader figure out the author's purpose for writing a text.
- Ask what questions to figure out what the text is about.
- Ask why questions to figure out the reason the author wrote the text.
- Asking questions can help you figure out whether the author's main purpose is to entertain, to persuade, or to inform.

MODEL AND PRACTICE

Assist students by modeling how to generate questions. Say: *As I read How Do Baby Animals Grow? I have some questions. For example, I wonder: What does the text tell me about baby animals? Asking this kind of question helps me see that the author is giving facts about baby animals and their parents. Then I ask: Why did the author write these facts? This helps me see that the author wrote to inform readers about baby animals.* Have students return to the Close Read note on p. 107 in the Student Interactive to highlight information they want to ask about.

ELL Targeted Support

Ask and Answer Questions Tell students that asking and answering questions is one way to figure out the author's purpose, or reason, for writing a text.

Select a page in How Do Baby Animals Grow? Say: *Point to a picture you would like to know more about.* Then guide students with question-and-statement sets such as those that follow. *Would you like to know more about what mother penguins do? Then you could ask: What do mother penguins do?* **EMERGING**

Provide informational texts that include photos. Have students work in pairs to ask questions regarding additional facts they would like to know.

DEVELOPING

Students read How Do Baby Animals Grow? pp.103-107.

CLOSE READ instructions: What questions would you ask the author? Highlight the text that you want to ask about.

The students continue and look at the Close Read note on p. 109. Underline the most important detail the author tells about baby penguins.

Students follow along with the reading and answer the teacher's questions.

Students partner to read aloud and ask questions regarding additional facts they would like to know.

Complete the Developing activity. Then have small groups discuss why asking questions helps a reader better understand the text and the author's purpose in writing the text. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

APPLY

Have students use the strategies for asking and answering questions.

Option 1: My TURN

Have students complete the My Turn activity on p. 113 in the Student Interactive.

Option 2: Use Independent Text Ask students to make a two-column chart with the following headings: *What the Author Tells Me* and *What Else I Want to Know*. Have them fill in the chart as they read their texts.

Quick Check

Notice and Assess

Are students able to ask and answer questions to help determine author's purpose?

Decide

- **If students struggle**, revisit instruction for asking and answering questions in Small Group on pp. T178–T179
- **If students show understanding**, extend instruction for asking and answering questions in Small Group on pp. T178–T179.

Literacy Activities (MLSS)

Students can

- complete the activities on p. 113 of the Student Interactive.
- write about their books in their notebook.
- play the myView games.
- take turns reading a passage accurately.

Fluency

ACCURACY (Assess 2-4 students)

Have student pairs practice reading a short passage accurately.

ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2 Week 3 Cold Reads to assess students. Record each student's performance. Use the Fluency Progress Chart to track student progress.

Students work in small groups.

MY TURN Directions: Write a question you want to ask the author. Look back at the text.

TURN and TALK Directions: Talk with a partner about how the author might answer your questions.

Independent Text: Students create charts and fill in the chart as they read their texts.

Students participate in small groups for intervention or extended work, if needed.

Have students read the Decodable Book *Can You Help?* Use the teaching support online to provide instructional support for bridging word meaning and comprehension.

Students are assessed as they read.

	<p>Whole Group SHARE Bring the class back together and have one student briefly share a question they asked about an informational text he or she has read and how that question helped the student figure out the author's purpose.</p>	One or two students share a question they asked about an informational text.
2	<p>WRITING WORKSHOP</p> <p>OBJECTIVE</p> <ul style="list-style-type: none"> • Develop drafts in oral, pictorial, or written form by organizing with structure. • Write informative texts that name a topic, supply facts about the topic, and provide closure. <p><u>MINILESSON</u></p> <p>TEACHING POINT To develop the structure of an informational book, authors organize the main idea and details into a logical order. Authors also write an introduction and conclusion to provide a beginning and an ending to their book.</p> <p>MODEL AND PRACTICE Hold up a stack book that includes a clear introduction and conclusion. Read aloud the title. <i>Based on the title, what do you think the topic of this book is? Now let's read the introduction.</i></p> <p>Read the introduction to students. Model how to identify the sentence or sentences that introduce the topic, pointing out that it is at the beginning of the book. Read the book to students.</p> <p><i>Say: The structure of an informational book includes an introduction at the beginning. It also includes a conclusion at the end. Often a conclusion is a similar, but stronger, way of restating the topic.</i></p> <p>Reread the conclusion of the book, modeling how to look for it at the end of the book. Call attention to how it resembles the introduction, yet uses different words. Point out that the conclusion usually doesn't include new details that were not already in the book.</p> <p>Repeat exploring the introduction and conclusion using other books from the stack.</p>	Students participate in discussion with the teacher regarding identifying topics of books.

Possible Teaching Point

Spelling | Final Consonant Blends

When writing words with final consonant blends, students might erroneously drop the final consonant. As you review students' drafts, check that students are correctly spelling words with final consonant blends.

INDEPENDENT WRITING

FOCUS ON DRAFTING

- During independent writing time, students should continue writing their drafts. Tell them to be sure to include an introduction and conclusion. It is OK to start over or rewrite their book if needed.

WRITING SUPPORT (MLSS – Layer 1)

- **Modeled** Use a Think Aloud to tell what an introduction and conclusion are.
- **Shared** Have students choose a stack text. Prompt students to identify and talk about the introduction and conclusion in the book. Then discuss what makes each feature unique.
- **Guided** Provide explicit instruction on how to write an introduction and conclusion.

You may use the Conference Prompts on p. T354 when conferring individually with students.

SHARE BACK

Call on a few students to share what they know about an introduction and conclusion. Prompt them to talk about how they will use these features to structure their own writing.

Students should be writing a draft that includes an introduction and conclusion.

Students work on identifying and talking about the introduction and conclusion in the book. Then discussing what makes each feature unique.

Students share what they know about an introduction and conclusion with the group.

	<p>READING-WRITING WORKSHOP BRIDGE</p> <p>LANGUAGE & CONVENTIONS: INTERROGATIVE SENTENCES</p> <p>OBJECTIVE Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Edit drafts using standard English conventions, including punctuation marks at the end of declarative and interrogative sentences.</p> <p>APPLY - My TURN Have students complete p. 118 in the Student Interactive.</p> <p>Writing Workshop Encourage students to use interrogative sentences in their writing, including capitalized first letters at the beginning and question marks at the end</p>	
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i></p>	<p>Summative Assessment Items The assessment questions and scoring guide are attached. Questions #5, #6 and #9, along with the writing prompt, test the focus standards, RI.1.1 and W.1.2.</p>

	<p><i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students practice developing vocabulary by completing p. 110 in the *Student Interactive*.

TURN, TALK, AND SHARE Remind students that when they respond, or reply, to what their partner says, they should use the new vocabulary words.

OPTION 2 Use Independent Text As students read independently, have them write down important words from their texts. If a word is picturable, have students draw a picture to describe the word.

Check for Understanding My TURN Have students complete p. 111 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 110–111

QUICK CHECK

Notice and Assess Are students able to identify and use new vocabulary words?


Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T160–T161.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T160–T161.

VOCABULARY


Read Together


Develop Vocabulary



MY TURN Underline the word that names the picture.

kangaroo penguin

 penguin polar bear

 polar bear penguin

TURN and TALK How can you describe each animal? Respond using the new vocabulary words.


110

COMPREHENSION

Read Together

READING WORKSHOP

Check for Understanding

**MY TURN** Write the answers to the questions. You can look back at the text.

DOK 2 1. How can you tell this is an informational text?
Possible response:
It has information about real animals.

DOK 2 2. Why does the author use pictures? Possible response:
The pictures help explain what the words say.

DOK 2 3. Why does a baby animal need its mother?
Possible response:
The mother takes care of the baby. The mother gives food to the baby. The mother makes sure the baby has a place to live.

111

GRADE 1, UNIT 2 TEST

UNIT	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
2	Listening Comprehension	1–2	Find the Main Idea	Items 1–2 DOK 2	RI.1.2
		3–4	Find Text Structure	Items 3–4 DOK 2	RI.1.3
		5–6	Discuss Author's Purpose	Item 5 DOK 3 Item 6 DOK 2	RI.1.1
		7–8	Describe Elements of Poetry	Items 7–8 DOK 2	RL.1.4
		9–10	Find Elements of Drama	Item 10 DOK 3	Item 9 RL.1.1 Item 10 RL.1.3
	High-Frequency Words	11–15	High-Frequency Words	Items 11–15 DOK 1	RF.1.3.g
	Phonics	16	Initial Consonant Blends	Item 16 DOK 2	RF.1.3
		17	ks Sound Spelled x	Item 17 DOK 2	RF.1.3
		18	k Sound Spelled ck	Item 18 DOK 2	RF.1.3
		19	s Sound and z Sound Spelled s	Item 19 DOK 2	RF.1.3
		20	Final Consonant Blends	Item 20 DOK 2	RF.1.3
		21	Inflectional Ending -s	Item 21 DOK 2	RF.1.3.f
		22	Consonant Digraphs th	Item 22 DOK 2	RF.1.3.a
		23	Inflectional Ending -ing	Item 23 DOK 2	RF.1.3.f
		24	Long a Spelled VCe	Item 24 DOK 2	RF.1.3.c
		25	Vowel Sound in ball	Item 25 DOK 2	RF.1.3.a
	Conventions	26	Simple Sentences	Item 26 DOK 2	L.1.1.j
		27	Declarative Sentences	Item 27 DOK 2	RF.1.1.a
		28	Interrogative Sentences	Item 28 DOK 2	RF.1.1.a
		29	Exclamatory Sentences	Item 29 DOK 2	RF.1.1.a
		30	Imperative Sentences	Item 30 DOK 3	RF.1.1.a
	Writing	Prompt	Informational Text	Writing DOK 3	W.1.2

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	1	Content Area	Math
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson include the focus, coherence, and rigor outlined in the Common Core. The 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) provides a carefully planned sequence of instruction that places students at the center of learning. STEM activities, interventions, and ELL supports are also defined to ensure the delivery of well-rounded and equitable educational opportunities for all students.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) 1.OA.A.1. - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.C.5 - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>MP.2 Reason Abstractly and Quantitatively Students discuss how number lines can be used in different ways to subtract. Also MP.5.</p> <p>Next Generation Science Standards:1-ESS1-1, 1-ESS1-2</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas enVision Mathematics as our core curriculum for math. This lesson contains components from Grade 1, Topic 4 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Counters (or Teaching Tool 6) • Connecting cubes (or Teaching Tool 7) • Number Lines (Teaching Tool 19) 		

Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	Topic: Count to Subtract	

Essential Question: What strategies can you use while subtracting?

STEM Project: Pattern of Day and Night

Discuss with students how the sun moves across the sky from morning to night.

Ask students if they have noticed objects that move in the night sky.

PROBLEM-BASED LEARNING (10-15 minutes)

ENGAGE AND EXPLORE

Purpose:

- To elicit productive struggle that builds understanding by connecting prior knowledge to new ideas. Students solve a subtraction problem with a whole more than 10. Their work shows prior and emerging understandings you can build on during the Visual Learning Bridge.

BEFORE – WHOLE CLASS

Introduce the Solve & Share Problem

- Give students 20 connecting cubes, 20 counters, and Number Lines (Teaching Tool 19).

Check for Understanding of the Problem

- What does the problem ask you to find about Marc's erasers? What different tools do you have to solve the problem?

DURING – SMALL GROUP

Observe Students at Work

- To support productive struggle, observe and, if needed, ask guiding questions that elicit thinking.

How do students model the problem? Students might use counters, cubes, the number line, or their own method. If needed, ask *Can you show the problem with the objects you have or the number line? Can you show it another way?*

How do students show their thinking to find the difference? Students might count on or back to find the difference, or use another strategy. If needed, ask *Can you count to find the difference? Can you count from 13? From 5?*

AFTER – WHOLE CLASS

Discuss Solution Strategies and Key Ideas

EXTENSION

Have students draw a picture that relates to a subtraction problem they wrote for their books.

Solve and Share Activity

Students respond to questions related to understanding the problem.

Marc has 13 erasers. He gives 5 of them to Troy. How many erasers does Marc have now? Show your thinking on the number line.

Students participate in the activity in small groups.

Students demonstrate their thinking related to finding the difference during the activity.

<ul style="list-style-type: none"> Based on your observations, choose which solutions to have students share and in what order. Focus on discussing different strategies students used to find the difference. If needed, show and discuss sample student work. <p>Consider Instructional Implications</p> <ul style="list-style-type: none"> The Visual Learning Bridge shows how to count on or back to subtract using a number line. Using students' work on the Solve & Share if possible, connect different counting methods and representations. <p>EXTENSION Show another way to solve the problem about Marc's erasers. [Check students' work.]</p> <p>VISUAL LEARNING (20-30 minutes) EXPLAIN Visual Learning Bridge</p> <p>Essential Question</p> <ul style="list-style-type: none"> Ask <i>What are two ways you can use a number line to subtract?</i> <p>CLASSROOM CONVERSATION What are the two ways that you can subtract? [By counting on or counting back] Do you think that you will get the same answer whether you count on or count back?</p> <p>Where should you start on the number line? Why? [Sample answer: I should start at 11 because that is the number that I am subtracting from.] How many should you count back? Explain. [I should count back 5 because this is the number that I am subtracting.] What is $11-5$? How do you know?</p> <p>Reasoning. How could you use a number line to count on to solve $11-5$? [Sample answer: I would start at 5. Then I would count on until I reached 11. Since I would count 6 times, I know that $11-5=6$.] Do you get the same answer if you count on or count back to find $11-5$? Explain.</p> <p>Convince Me! (Formative Assessment)</p> <p>Use Appropriate Tools Strategically</p> <ul style="list-style-type: none"> Have students use a number line as a tool to demonstrate both counting back and counting on to find the difference. Remind them that the difference is the same for either strategy. 	<p>Students share out their solutions to the problem.</p> <p>Students are challenged to show a different way to solve the problem.</p> <p>Students are collectively answering the teacher's questions during the conversation.</p> <p>[Sample answer: Yes, I will get the same answer because both are ways to find $11-5$.]</p> <p>[Answer: 6; Sample answer: I know because after I counted back 5, I am at 6 on the number line.]</p> <p>[Sample answer: Yes, the answer is the same whether I count on or count back.]</p> <p>Students answer: How can you use a number line to solve $9-5$? [Sample answer: I could count back 5 from 9 or could count on from 5 to 9.]</p> <p>Discuss why number lines are good tools for counting on or back to subtract.</p>
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<p>Revisit the Essential Question</p> <ul style="list-style-type: none"> Students may explain that they can count back from the larger number or count on from the smaller number. <p>ELABORATE</p> <p>Guided Practice ERROR INTERVENTION Item 2 If students have difficulty keeping track of how many spaces they are counting on or counting back, then have them label each jump on the number line as they count: 1, 2, 3, ... 6.</p> <p>RETEACHING (MLSS - Layer 1) Assign Reteaching Set A on p. 199.</p> <p>Independent Practice Item 3 Remind students that showing their work on the number line is a way of modeling their thinking. Explain that this allows a teacher or another student to see exactly how they arrived at their answer.</p> <p>Item 5 In this equation, students are given the difference and are asked to find the subtrahend, or the number that is being taken away. Point out to students that they can still count on or count back to solve this problem by either counting on from 7 to 15 or by counting back 7 from 15.</p> <p>Problem Solving Item 6 Have students use a number line to find or check their answers.</p> <p>Higher Order Thinking Item 7 Help students determine how they will use the number line. What do you need to find? [How many more frogs Jenny draws than Adam] Where will you start on the number line if you are counting back? Why?</p> <p>ENGLISH LANGUAGE LEARNERS Use with the Visual Learning Bridge. Speaking Remind students that they have used number lines for addition facts to 20. Explain to students that they will now use the number line for subtraction facts to 20. Display the problem 11–5 and a number line from 5 to 12.</p>	<p>Students explain that they can count back from the larger number or count on from the smaller number.</p> <p>Guided Practice p.162 of the Interactive Student Edition Student Directions: Find the difference. Use the number line.</p> <p>Items 3 to 5 Students complete the problems. Directions: Find the difference. Use the number line.</p> <p>Students complete Items 6 to 8. Directions: Solve the problems.</p> <p>Item 7 Higher Order Thinking [Sample answer: I would start at 14 because 14 is how many frogs Jenny draws.] How many times will you count back? Explain. [Sample answer: I will count back 6 times because 6 is how many frogs Adam draws.] Where do you end? [At 8] What equation will you write for the problem? [14–6=8]</p>
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	<p>Entering Ask questions to discuss how to help students practice speaking about using a number line to subtract. Circle 11 on the number line. Say: I have 11 and want to subtract 5. I can subtract the 5 on the number line. Move back 5 jumps on the number line. Do I have to count the number I subtracted again? Allow students to answer either yes or no.</p> <p>Emerging/Developing Ask: How can I find the difference of 11–5 on the number line?</p> <p>Expanding Ask: Can you use the number line to find 11–5?</p> <p>EVALUATE Quick Check (Formative Assessment)</p> <p>Check mark indicates items for prescribing differentiation on the next page. Item 3: 1 point. Items 7 and 8: each up to 2 points.</p> <p>(MLSS – Level 2) Use the Quick Check results to prescribe differentiated instruction. Intervention: 0-3 points, On-Level: 4 points, Advanced: 5 points</p>	<p>Students show on the number line how to start at 11 and count back 5.</p> <p>Students use this sentence frame to answer: “I can find the difference of 11–5 on a number line by ____.”</p> <p>Students explain how they might use the number line to find the difference and why they used it that way.</p>
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i></p>	<p>Summative Assessment Items The assessment questions and scoring guide are attached. Questions #1, #2, #5, #7, #10-12 test the focus standard, 1.OA.A.1. Questions # 6 and # 9 test the standard, 1.OA.C.5.</p>

	<p><i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	
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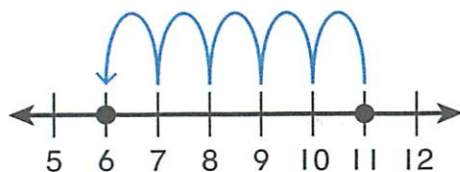
Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

You can count back or count on to subtract.

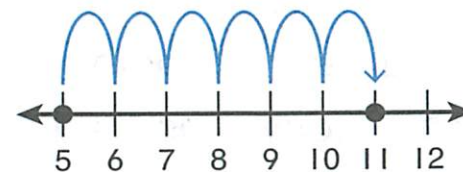
Let's try with $11 - 5$.

You can count back on a number line to subtract $11 - 5$.



Start at 11.
Count back 5.
 $11 - 5 = 6$

You can also count on to subtract $11 - 5$ on a number line.

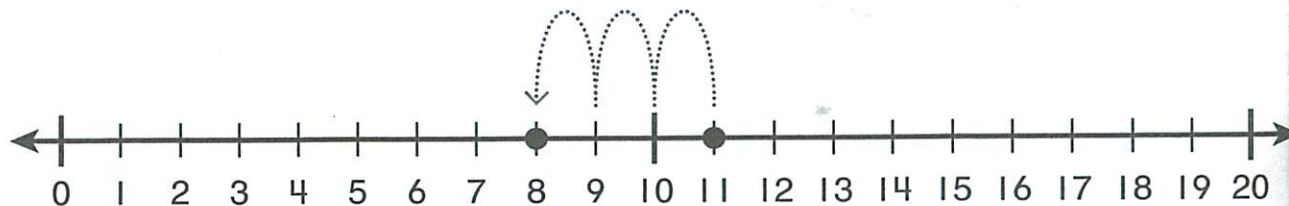


Start at 5.
Count on 6 to get to 11.
 $5 + 6 = 11$,
so $11 - 5 = 6$.

Convince Me! How can you use a number line to solve $9 - 5$?

★ **Guided Practice** ★ Find the difference.
Use the number line.

1. $11 - 3 = \underline{8}$



2. $\underline{\quad} = 15 - 6$



TOPIC ASSESSMENT MASTERS

Name _____

Topic 4
Assessment

1. Jerry bakes 16 muffins. He gives 9 muffins to friends. How many muffins does Jerry have left? **1 point**

7 muffins

2. Tanya has some green buttons. She has 7 white buttons. Tanya has 15 buttons in all. How many green buttons does she have? **1 point**

A 6 B 8
C 7 D 9

3. Which fact family matches the picture of the big boxes and the little boxes? **1 point**



A $5 + 7 = 12$
 $7 + 5 = 12$
 $12 - 5 = 7$
 $12 - 7 = 5$

B $7 + 0 = 7$
 $0 + 7 = 7$
 $7 - 0 = 7$
 $7 - 7 = 0$

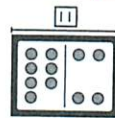
C $6 + 5 = 11$
 $5 + 6 = 11$
 $11 - 5 = 6$
 $11 - 6 = 5$

D $7 + 6 = 13$
 $6 + 7 = 13$
 $13 - 6 = 7$
 $13 - 7 = 6$

Assessment 1 of 4

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4. Which related subtraction fact can be solved using $7 + 4 = 11$? **1 point**



A $11 - 6 = 5$
B $11 - 7 = 4$
C $11 - 8 = 3$
D $7 - 4 = 3$

5. There are 12 dogs in a park. Then 8 dogs go home. How many dogs are left?

Make 10 to solve. Complete the missing numbers. **2 points**



$12 - 2 = 10$
 $10 - 6 = 4$
 $12 - 8 = 4$

6. Franco has 8 yellow cars. He has 6 red cars. Which strategy would NOT help you find $8 - 6$? **1 point**

A Count to Subtract
B Make 10
C Think Addition
D My Way

Assessment 2 of 4

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7. Hernando buys 13 cans of peas. He uses 6 cans of peas. How many are left? Write an equation to explain. **2 points**

Sample equation:
 $13 - 6 = 7$

7 cans of peas

8. Find $14 - 5$. Write a related addition fact to help. **2 points**

Sample answer:
 $5 + 9 = 14$

$14 - 5 = 9$

9. Use the number line to count on or count back to find the difference. Show your work. **2 points**

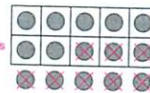
$15 - 6 = 9$ Sample work shown.



Assessment 3 of 4

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10. 15 cats are on a fence. Then 8 cats go home. How many cats are left? **2 points**



Make 10 to solve. Use counters and the ten-frame.

7 cats

11. A bag has 17 marbles. Joan uses some of the marbles to play a game. Now there are 9 marbles left in the bag. Write a subtraction equation to show how many marbles Joan uses. **2 points**

$17 - 8 = 9$ Joan uses **8** marbles.

12. Write a number story for $13 - 6$.

Then write an equation to match your story and solve the problem. **3 points**

Sample answer: Linda has 13 grapes. She eats 6 of them. How many grapes does Linda have left?
 $13 - 6 = 7$. She has 7 grapes; Check students' work.

Assessment 4 of 4

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Scoring Guide

Item	Points	Topic Assessment (Student's Edition and Masters)
1	1	Correct answer
2	1	Correct choice selected
3	1	Correct choice selected
4	1	Correct choice selected
5	2 1	Complete solution Partially complete solution
6	1	Correct choice selected
7	2 1	Correct equation AND solution Correct equation OR solution
8	2 1	Correct related addition fact AND correct solution Correct related addition fact OR correct solution
9	2 1	Correct solution AND correct work shown Correct solution OR correct work shown
10	2 1	Correct model AND correct answer Correct model OR correct answer
11	2 1	Correct equation AND correct solution Correct equation OR correct solution
12	3 2 1	Correct story AND correct equation AND correct solution (3 parts) Correct story AND/OR correct equation AND/OR correct solution (2 parts) Correct story OR correct equation OR correct solution (1 part)

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	2	Content Area	ELA Reading and Writing
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson integrate the critical tasks of reading and writing to develop lifelong readers, writers, and thinkers. The instructional model includes a close read minilesson and application. Teachers have options to include defined small group, whole group, interventions, and ELL supports to ensure the delivery of well-rounded and equitable educational opportunities for all students.		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) RL.2.7. - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>(M) W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas myView Literacy as our core curriculum for ELA Reading and Writing. This lesson contains components from Grade 2, Unit 2 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Book: The Seasons of Arnold’s Apple Tree • Cold Reads • Book Stack 		

Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	<p>READING WORKSHOP</p> <p>SHARED READ</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Generate questions about text before, during, and after reading to deepen understanding and gain information. 	

- Make connections to personal experiences, ideas in other texts, and society.

PREVIEW VOCABULARY

Introduce the words on p. 298 in the Student Interactive. Define words as needed.

- carefully: in a way that is paying close attention
- quietly: in a way that does not make noise
- rustle: make a soft sound of two things rubbing together
- decorates: makes something look pretty by putting something on it
- glow: to shine, or put out (emit) light

*These words will help you understand the story *The Seasons of Arnold's Apple Tree*. As you read the words in the text, ask: *Why are these words important in the story?**

READ

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection might be for understanding and enjoyment.

FIRST READ STRATEGIES

READ Remind students to read the text for the purpose they set. Have them notice when a page is particularly informative or enjoyable.

LOOK Encourage students to look at the illustrations to help them understand the text.

ASK Have students ask questions to make sure they understand the sequence of events that are happening.

TALK Prompt students to talk about what they found most interesting.

Students may read the text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and guide their understanding.

Students may read the text independently, in pairs, or as a whole class.

ELL Targeted Support

Reading Strategies Use strategic learning techniques to help students acquire basic sight vocabulary used routinely in written classroom materials.

Write the five vocabulary words, read them aloud, and have students repeat them. Then discuss the meaning of each word. Mix the words up and repeat the activity until students are comfortable reading the words.

EMERGING

Draw a web with one of the vocabulary words in the center. Have students suggest related words and write them in the outside ovals.

DEVELOPING

Have students write sentences using the vocabulary words. Tell students to exchange sentences with a partner. Each student should read his or her partner's sentences, identifying and circling the new vocabulary words.

EXPANDING

Repeat the Expanding activity, but challenge students to write a paragraph that uses all of the vocabulary words. **BRIDGING**

CLOSE READ

Understand Setting and Plot

Review the meaning of setting and plot: setting is when and where the story takes place, and plot is what happens. Have students underline the words in paragraphs 1 and 2 that describe the setting where Arnold is. Then have them underline the words that tell why he is there. See student page for possible responses.

Tell students that identifying the setting can help them understand the story. Say: *The first sentence of the first page says "Arnold climbs up high into the branches of the apple tree," which tells me these two paragraphs are set in the branches of Arnold's apple tree.*

CROSS-CURRICULAR PERSPECTIVES (Science)

Our Earth travels around the sun. During half of the year, Earth's northern, or top, half is tilted toward the sun. For this part of the year, the weather in the northern half of Earth is warmer. During the other half of the year, the

Student directions:

Underline the words that describe the setting where Arnold is. Then underline the words that tell why Arnold is there.

top half is tilted away from the sun and the weather is cooler. This causes our seasons. Each season of the year has different weather. Have students connect this information to the poem "Circle of Seasons" on pp. 290–291.

Understand Setting and Plot

Ask students to underline the text in paragraph 6 that describes what Arnold sees happening to his tree in spring. See student page for possible responses.

Discuss with students how seeing the size and color of the tiny buds in the picture can help them understand what happens to an apple tree in spring.

ELL Targeted Support

Use Visuals Remind students to use visuals to understand a text.

Read the sentence on p. 304 aloud. Ask students to point to and name items in the pictures that they know. **EMERGING / DEVELOPING**

Have students read the sentence on p. 304 aloud. Ask: How does Arnold's swing look like swings you have seen in parks or playgrounds? How does the swing in the pictures look different from swings you have seen? Have students in pairs discuss how they would use a swing like Arnold's.

EXPANDING / BRIDGING

Visualize Details

Explain that authors include descriptive words in the text and details in illustrations that can help readers create mental images. This helps readers see, feel, smell, and even hear what is happening in the story. Have students highlight words in paragraph 11 that provide visual details. See student page for possible responses.

Encourage them to look at the pictures and find the words that describe what is in the pictures.

Vocabulary in Context

Remind students that they can use context to determine the meaning of words they don't know. Point out that illustrations also help readers figure out unfamiliar vocabulary. *Look at the words in and near the sentence that has the unfamiliar word juggling. Now look at the illustration. Underline clues that help you understand the word juggling.* See student page for possible responses.

Student directions:

Underline the text that describes what Arnold sees happening to his tree in spring. Think about how the picture helps you understand this event.

Student directions:

Highlight details that can help you form a picture in your mind of the branches that Arnold brings to his family.

Student directions:

Sometimes you can figure out the meaning of a word by using words nearby and the picture. Underline words near juggling that help you understand what juggling means.

* Lesson continues until the end of the story. Too long for this sample.

My View

Ask questions to help students gather and share their initial thoughts and feelings about The Seasons of Arnold's Apple Tree.

- **Discuss** What connections did you make to the text? Did you relate to the characters, setting, or topic?
- **List** What other things might Arnold do with his tree in each season?

Develop Vocabulary

MINILESSON

FOCUS ON STRATEGIES

Explain that authors use action words and words with affixes to describe events. Words that end in -ly, for example, describe how actions are done. The vocabulary words rustle, glow, and decorates describe actions in The Seasons of Arnold's Apple Tree. The author used the vocabulary words carefully and quietly to tell how actions happened.

- Remind yourself of the word's meaning.
- Ask yourself what the author is trying to say about an action in the text.

MODEL AND PRACTICE

Model filling in the blanks on p. 322 of the Student Interactive using the word slowly.

- *Slowly ends in -ly. Words ending in -ly describe how something is done. If something is done slowly, that means it was done in a slow way. I'm going to write that in the first blank.*
- Have students tell you the meaning of the word carefully. Then ask them to write the meaning on p. 322.

FORMATIVE ASSESSMENT OPTIONS

APPLY

Have students use the strategies for developing vocabulary.

Option 1: My TURN

Have students respond using newly acquired vocabulary as they complete p. 322 of the Student Interactive.

Students collectively respond to the teacher's probing questions.

MY TURN Directions: Underline the boxed words that end in -ly, and complete items 1–3. For items 4–6, write the word that goes with each word group.

Option 2: Use Independent Text Ask students to make a list of - ly words from their independent texts. Then prompt them to figure out the meaning of each of these words. Have students write the definitions in their reading notebooks.

Quick Check

Notice and Assess

Can students determine the meaning of - ly words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T188–T189
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T188–T189.

Literacy Activities (MLSS)

Students can

- complete the activities on p. 113 of the Student Interactive.
- write about their books in their notebook.
- play the myView games.
- take turns reading a passage accurately.

Fluency

ACCURACY (Assess 2-4 students)

Help students choose a short passage from the selection text or a leveled reader. Have students take turns reading the passage aloud, making sure they say every word. If students are skipping over words or mispronouncing words, tell them to slow down and concentrate on reading every word. If needed, model reading with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2, Week 3 Cold Reads to assess students. Have partners practice reading the passage. Use the Fluency Progress Chart to track student progress.

Whole Group

SHARE

Bring the class back together, and ask students to share some of the new words ending in - ly that they found while reading.

Students participate in small groups for intervention or extended work, if needed.

Students take turns reading the passage aloud, making sure they say every word.

Student partners practice reading the passage.

Students share new words ending in -ly.

WRITING WORKSHOP

DEVELOP STRUCTURE

OBJECTIVE

- Develop drafts into a focused piece of writing by organizing with structure.
- Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

MINILESSON

TEACHING POINT

Before authors develop their drafts, they organize the details they plan to use. In doing so, authors prioritize some details over others, often including the most important details first.

MODEL AND PRACTICE

Tell students that before authors write, they organize the details they will use. Say: *Authors start the writing process by listing details about a topic. Then they will organize these details, putting the most important details first. As they develop first drafts, authors will make sure to include the most important information first.*

Read aloud an article from the stack. Pause to point out instances where important information occurs at the beginning of a section or paragraph.

Guide students with these questions:

- Why does the author write about _____ first?
- When the author planned this article, where would _____ appear on the author's list?

Read another article from the stack, pausing to point out details of different levels of importance. Have students rank these details from most important to least important.

Possible Teaching Point

Drafting | Text Features

Help students recall that authors use different types of text features in informational text to identify the topic, draw attention to important details,

Students participate in discussion with the teacher regarding identifying topics of books.

Students rank details from most important to least important.

	<p>and provide additional information not included in the text.</p> <p>Encourage students to identify what kinds of text features would help readers understand more about the topic.</p> <p>INDEPENDENT WRITING</p> <p>FOCUS ON DETAILS</p> <ul style="list-style-type: none"> Students should continue to read articles from the stack. <p><u>WRITING SUPPORT (MLSS – Layer 1)</u></p> <ul style="list-style-type: none"> Modeled Do a Think Aloud to model finding the most important details at the beginning of a text. Shared Ask students questions that help them distinguish more important details from lesser details. Guided Point out an instance of an important detail being used at the beginning of a text. Explain that readers know it is important because it appears first. <p>Instruct students to consider which details are more important and less important.</p> <p>SHARE BACK</p> <p>Ask several students to share some important details and some minor details they have discovered in their reading.</p>	<p>Students continue to read articles from the stack.</p> <p>Students work to consider which details are more important and less important.</p> <p>Students share some important details and some minor details they have discovered in their reading.</p>
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i></p>	<p>Summative Assessment Items</p> <p>The assessment questions and scoring guide are attached.</p> <p>Questions #4, #5, #7, #8, and #10, along with the writing prompt, test the focus standards, RL.2.7 and W.2.2.</p>

	<i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Develop Vocabulary

Words that end in **-ly** often tell how something is done.



MY TURN

Underline the boxed words that end in **-ly**, and complete items 1–3. For items 4–6, write the word that goes with each word group.

carefully quietly rustle glow decorates

1. Slowly means done in a slow way.

2. Done in a careful way is done _____

3. Quietly means _____

4. candle, fireplace, firefly, _____

5. leaves in wind, moving papers, _____

6. ties a ribbon on a gift, hangs balloons in the room, _____

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 322 of the *Student Interactive*.

OPTION 2 Use Independent Text Ask students to make a list of -ly words from their independent texts. Then prompt them to figure out the meaning of each of these words. Have students write the definitions in their reading notebooks.

QUICK CHECK

Notice and Assess Can students determine the meaning of -ly words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T188–T189.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T188–T189.

Check for Understanding MyTURN Have students complete p. 323 of the *Student Interactive*.

STUDENT INTERACTIVE pp. 322–323

VOCABULARY	COMPREHENSION	READING WORKSHOP
<h3>Develop Vocabulary</h3> <p>Words that end in -ly often tell how something is done.</p> <p>MYTURN Underline the boxed words that end in -ly, and complete items 1–3. For items 4–6, write the word that goes with each word group.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">carefully quietly rustle glow decorates</div> <ol style="list-style-type: none">Slowly means <u>done in a slow way.</u>Done in a careful way is done <u>carefully.</u>Quietly means <u>done in a quiet way.</u>candle, fireplace, firefly, <u>glow</u>leaves in wind, moving papers, <u>rustle</u>ties a ribbon on a gift, hangs balloons in the room, <u>decorates</u>	<h3>Check for Understanding</h3> <p>MYTURN Write the answers to the questions. Look back at the text to answer the questions.</p> <p>BOOK 2 1. Could this story happen in real life? Why or why not? Possible response: <u>Yes. It's about a boy who behaves like a boy in real life.</u></p> <p>BOOK 3 2. How does the author organize the events in the story? Why? Possible response: <u>The author organizes the events by the seasons to show what happens to the tree during a year.</u></p> <p>BOOK 2 3. The story ends with the words "It is spring again. . . ." What do you think will happen next? Possible response: <u>Buds will grow on the tree again and the whole story will repeat.</u></p>	

GRADE 2, UNIT 2 TEST

UNIT	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
2	Reading Comprehension	1–2	Identify Text Structure	Items 1–2 DOK 1	RI.2.6
		3–4	Use Text Features	Item 3 DOK 1 Item 4 DOK 2	Item 3 RI.2.5 Item 4 RI.2.7
		5–6	Use Text Features	Items 5–6 DOK 2	Item 5 RI.2.7 Item 6 RI.2.5
		7–8	Understanding Setting and Plot	Items 7–8 DOK 1	RI.2.7
		9–10	Describe and Understand Characters	Item 9 DOK 2 Item 10 DOK 3	Item 9 RI.2.3 Item 10 RI.2.7
	High-Frequency Words	11–15	High-Frequency Words	Items 11–15 DOK 1	RF.2.3.f
	Phonics	16–17	Contractions	Items 16–25 DOK 2	Items 16–17 L.2.2.C Items 18–25 RF.2.3.C
		18–19	Long a: ai, ay, ea		
		20–21	Vowel Digraph ie		
		22–23	Long e: ee, ea, ey, y		
		24–25	Long o: o, oa, ow		
	Conventions	26	Singular and Plural Nouns	Items 26–30 DOK 2	Item 26 L.2.1 Item 27 L.2.1.b Items 28, 30 L.2.2 Item 29 L.2.2.c
		27	Irregular Plural Nouns		
		28	Common and Proper Nouns		
		29	Possessive Nouns		
		30	Collective Nouns		
	Writing	Prompt	Informational Text	DOK 3	W.2.2

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	2	Content Area	Math
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	<p>ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson include the focus, coherence, and rigor outlined in the Common Core. The 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) provides a carefully planned sequence of instruction that places students at the center of learning. STEM activities, interventions, and ELL supports are also defined to ensure the delivery of well-rounded and equitable educational opportunities for all students.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) 2.OA.C.4 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>2.OA.B.2 - Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>MP.7 Look for and make use of structure. Also MP.1 and MP.3.</p> <p>Next Generation Science Standards: 2-LS4-1</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas enVision Mathematics as our core curriculum for math. This lesson contains components from Grade 2, Topic 2 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Counters (or Teaching Tool 6) 		

Lesson (add as needed)	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p>Topic: Use Arrays to Find Totals</p> <p><u>Essential Questions:</u> How can you show even and odd numbers? How do arrays relate to repeated addition?</p>	

<p>STEM Project: Plants, Animals, and Arrays</p> <p>Discuss with students how the animals and plants come together in their neighborhood or in a nearby park.</p> <p>Have students talk about plants or animals they see in groups and look for patterns.</p> <p>PROBLEM-BASED LEARNING (10-15 minutes)</p> <p>ENGAGE AND EXPLORE Purpose:</p> <ul style="list-style-type: none"> • To elicit productive struggle that builds understanding by connecting prior knowledge to new ideas. Students show and explain two different ways to find a total. Their work shows prior and emerging understandings you can build on during the Visual Learning Bridge. <p>BEFORE – WHOLE CLASS Introduce the Solve & Share Problem Check for Understanding of the Problem</p> <ul style="list-style-type: none"> • What do you need to find? • How many different ways do you need to show? <p>DURING – SMALL GROUP Observe Students at Work</p> <ul style="list-style-type: none"> • To support productive struggle, observe and, if needed, ask guiding questions that elicit thinking. <p>How do students find the total number? Students might count each circle individually. Or they might count by groups. If needed, ask <i>How could you group the circles to count more quickly?</i></p> <p>How do students explain their work? How do students explain their work? Students might describe how they counted. Or they might write equations. If needed, ask <i>How can you show how you got your answer? What did you do first? Next?</i></p> <p>AFTER – WHOLE CLASS Discuss Solution Strategies and Key Ideas</p> <ul style="list-style-type: none"> • Based on your observations, choose which solutions to have students share and in what order. Focus on whether students use the rows and columns to help them find the total number of circles and how they do that. If needed, show and discuss the student work at the right. 	<p>STEM Project Find Out: Make lists of different types of plants and wild animals that you see. Look in your neighborhood or in a nearby park. Look at how the animals and plants come together. Journal: Make a Book Show what you find out in a book. In your book, also:</p> <p>Tell about plants or animals that you see in groups. Look for patterns. Make an array of a group of plants and an array of a group of animals.</p> <p>STEM Project EXTENSION Have students write an equation to show the total number of plants or animals in each array that they drew for their books.</p> <p>Solve and Share Activity Students show and explain two different ways to find how many circles in all. Interactive Student Guide</p> <p>Students participate in the activity in small groups.</p> <p>Students share out their solutions to the problem.</p>
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<p>Consider Instructional Implications</p> <ul style="list-style-type: none">• The Visual Learning Bridge illustrates how arrays have equal rows and equal columns. Adding the rows or the columns results in the same sum. Using students' work on the Solve & Share if possible, show different ways to find the total number of circles using the rows and columns. <p>EXTENSION Ask students to explain a third way to find the total.</p> <p>ENGLISH LANGUAGE LEARNERS Use with the Solve & Share.</p> <p>Speaking Draw an array of 3-by-4 squares on the board. Count the top row with students. Ask How many squares did we count? [4] Count the first column. Ask How many squares did we count? [3] Ask have we found how many squares in all? [No] Point to the row and column, then the whole array as you say We have found the number in this group and the number in this group. We need to find the number of squares in all.</p> <p>Entering Ask How can we find the number of squares in all? Paraphrase and expand on their responses for the group, as needed.</p> <p>Emerging Ask How can we find the number of squares in all? Paraphrase and expand on their responses for the group, as needed.</p> <p>Expanding Ask How can we find the number of squares in all?</p> <p>VISUAL LEARNING (20-30 minutes)</p> <p>EXPLAIN Visual Learning Bridge</p> <p>Essential Question</p> <ul style="list-style-type: none">• Ask <i>What are two ways you can use addition to find the total number of objects in an array?</i> <p>CLASSROOM CONVERSATION Make Sense and Persevere How many strawberries are in each row? [3] How many strawberries are in each column? [2] Is this an array? [Yes]</p>	<p>Students are challenged to show a different way to solve the problem.</p> <p>Students work to find a third way to solve the problem.</p> <p>Students answer Speaking questions from the instructor.</p> <p>Students work in pairs to share their ideas. Students may use one or two words, short sentences, and gestures.</p> <p>Have students work individually to share their ideas.</p> <p>Students work individually to share their ideas. Ask students to summarize two different ways they have heard from the group.</p> <p>Students are collectively answering the teacher's questions during the conversation.</p>
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<p>How many strawberries are there in all? [6] How do you know?</p> <p>How can you add the number of berries in each column to find the total number of berries? How many strawberries are there in all?[6]</p> <p>Which equation shows adding the berries in each row to find the total? [3+3=6] Which equation shows adding the berries in each column to find the total? [2+2+2=6] What do you notice about the two equations? [They have the same sum.]</p> <p>Convince Me! (Formative Assessment)</p> <p>Construct Arguments</p> <ul style="list-style-type: none"> • Draw an incomplete array on the board. <p>Revisit the Essential Question</p> <ul style="list-style-type: none"> • Students should explain that they can count the number of rows and then add the number of objects in each row that many times. Or they can count the number of columns and add the number of objects in each column that many times. <p>ELABORATE</p> <p>Guided Practice</p> <p>ERROR INTERVENTION</p> <p>Item 2</p> <p>If students lose their place while counting the identical items in a row, the prompt them to circle the rows as they count. Point out to students that this is a special case, in which the number of columns and rows is equal.</p> <p>RETEACHING (MLSS - Layer 1)</p> <p>Assign Reteaching Set B on p. 83.</p> <p>Independent Practice</p> <p>Item 3</p> <p>Make sure students understand how to write the equations. How many items are in each row? [3] Can you add 3 again and again to find the total number of strawberries? [Yes] How many times will you add 3? [5 times] Why? [Because there are 5 rows] Write an equation to show adding 3 five times. What is the total? [15] Repeat that line of questioning to help students write an equation to find the total by adding the number of objects in each column.</p>	<p>[Sample answer: There are 3 berries in each row, and there are 2 rows, so I can add 3 plus 3, which equals 6.]</p> <p>[Sample answer: Since there are 2 berries in each column and there are 3 columns, I can add 2 plus 2 plus 2.]</p> <p>Ask volunteers to erase or add circles to the drawing to make it an array. Then have them explain their thinking.</p> <p>Students explain that they can count the number of rows and then add the number of objects in each row that many times.</p> <p>Guided Practice p.70 of the Interactive Student Edition</p> <p>Students complete the work items. Directions: Write two equations that match each array.</p> <p>Items 3 to 6</p> <p>Students complete the problems. Directions: Write two equations that match each array.</p>
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Items 5 and 6

After students complete these items, ask them to analyze their results for each of them. What do you notice about the equations for the array? [The equations are exactly the same.] Why are the equations the same? [Because the array has the same number of objects in each row and column.] You could have students build the arrays with counters to demonstrate that, when the number of objects in each row and column is the same, the array forms a square.

Problem Solving

Item 8

Look for Patterns Students need to analyze the relationship between the array and two equations that they write to represent the same array. Remind students that arrays can be represented in rows or in columns. Students may find it easier to solve the problem if they use counters to make the array. Check to see if they build the array correctly.

Item 9

Encourage students to turn the question into a statement. What do you need to do? [I need to figure out if I can write two different equations to find the total number of objects in the array, and I need to find the total.] Some students may need to write both equations—one equation by adding rows and one equation by adding columns—to see that they are the same. Ask guiding questions to help them, if needed. How many rows of cars are there? [3] How many cars are in each row? [3] How many columns of cars are there? [3] How many cars in each column? [3]

EVALUATE

Quick Check (Formative Assessment)

A check mark indicates items for prescribing differentiation on the next page; Items 4 and 11: 1 point each; Item 10: up to 3 points.

(MLSS – Level 2)

Use the Quick Check results to prescribe differentiated instruction.

Intervention: 0-3 points

On-Level: 4 points

Advanced: 5 points

Item 9

Students work to turn the question into a statement.

Students answer guiding questions if needed.

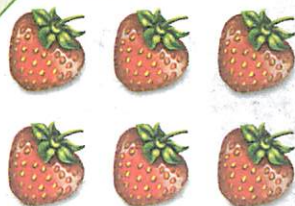
	INTERVENTION ACTIVITY Count on Counters! Counters (or Teaching Tool 6), 10 per pair <ul style="list-style-type: none"> Arrange students in pairs. Give each pair six counters and ask them to make an array using their counters. 	Students work on the intervention questions. Ask one partner to name the number of rows. Ask the other partner to name the number of counters in each row. Have partners work together to write an equation to show the total number of counters in the array, by rows. Ask one partner to name the number of columns. Ask the other partner to name the number of counters in each column. Have partners work together to write.
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i>	Summative Assessment Items The assessment questions and scoring guide are attached. Questions #2, #4, #6, and #7 test the focus standard, 2.OA.C.4

	<i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	
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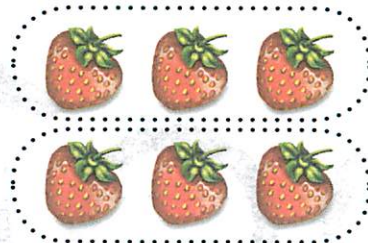
Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

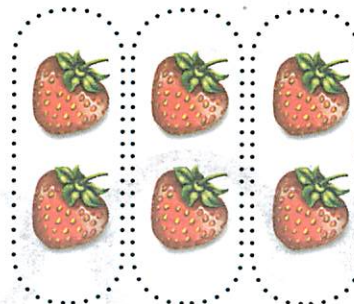
You can model repeated addition with an **array**.



Arrays have equal **rows**. Each row has 3 strawberries.



Arrays have equal **columns**. Each column has 2 strawberries.

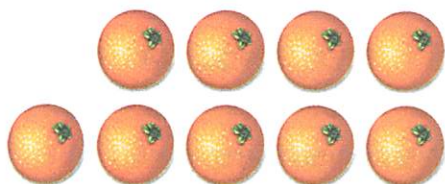


Write two equations that match the array.

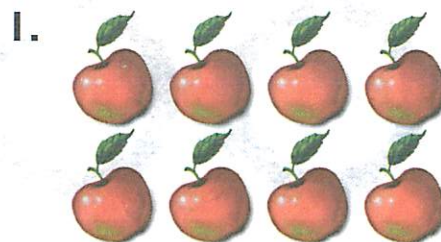
By Rows
 $3 + 3 = 6$

By Columns
 $2 + 2 + 2 = 6$

Convince Me! Is this group an array? Explain.

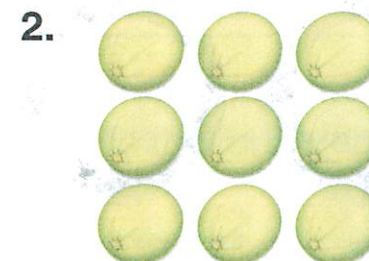


★ **Guided Practice** ★ Write two equations that match each array.



By Rows
 $4 + 4 = 8$

By Columns
 $2 + 2 + 2 + 2 = 8$



By Rows
____ + ____ + ____ = ____

By Columns
____ + ____ + ____ = ____



TOPIC ASSESSMENT MASTERS

Name _____

Topic 2 Assessment

1. Carla writes an equation. The sum is an even number greater than 12. Which equation does Carla write? **1 point**

☐ A $6 + 6 = 12$

☐ B $6 + 7 = 13$

☒ C $7 + 7 = 14$

☐ D $8 + 9 = 17$

2. Dee has 3 rows of pennies with 4 pennies in each row. Which equation shows how many pennies Dee has in all? **1 point**

☐ A $3 + 3 = 6$

☐ B $3 + 3 + 3 = 9$

☒ C $4 + 4 + 4 = 12$

☐ D $4 + 4 + 4 + 4 = 16$

3. Choose Yes or No to tell if the sum in each equation is an even number. **1 point**

$3 + 9 = 12$ ☒ Yes ☐ No

$9 + 8 = 17$ ☐ Yes ☒ No

$8 + 8 = 16$ ☒ Yes ☐ No

$5 + 6 = 11$ ☐ Yes ☒ No

4. Darren plants 3 rows of flowers in his garden. He plants 5 flowers in each row. Draw a picture to show the array of flowers. Then write an equation for your picture. **2 points**

Sample drawing:

$5 + 5 + 5 = 15$

There are **15** flowers in all.

5. How many starfish are shown? Is the number even or odd? Draw a picture to show how you know. **3 points**

6 starfish; Sample answer:

★ ★ ★

★ ★ ★

When I make pairs, there are none left, so 6 is an even number.

6. Julia has 12 beads. Look at each equation. Choose Yes or No to tell if Julia can use the equation to make an array with the beads. **1 point**

$5 + 5 = 10$ ☐ Yes ☒ No

$8 + 4 = 12$ ☐ Yes ☒ No

$4 + 4 + 4 = 12$ ☒ Yes ☐ No

$6 + 6 = 12$ ☒ Yes ☐ No

7. Lucas drew this bar diagram to show 2 equal parts can make 12.

Part A 1 point
Draw a picture to show what the "?" stands for.

Sample answers given:

$6 + 6$

Part B 2 points
Change 12 to 10 in the diagram. What does the "?" stand for now? Tell how you know.

5, because

$5 + 5 = 10$.



Item Analysis for Diagnosis and Intervention

Item	DOK	MDIS	© Standards
1	2	A21 B21	2.OA.B.2 2.OA.C.3
2	1	A90 E19	2.OA.B.2 2.OA.C.4
3	2	A21 B21	2.OA.B.2 2.OA.C.3
4	2	A90 E19	2.OA.B.2 2.OA.C.4
5	2	A21	2.OA.B.2 2.OA.C.3
6	2	A90 E19	2.OA.B.2 2.OA.C.4
7	2	B21 E19	2.OA.A.1 2.OA.C.4

The Topic Assessment Masters assess the same content item for item as the Topic Assessment Practice in the Student's Edition.

Scoring Guide

Item	Points	Topic Assessment (Student's Edition and Masters)
1	1	Correct choice selected
2	1	Correct choice selected
3	1	All correct Yes/No choices selected
4	2 1	Correct array modeled AND correct equation with solution Correct array modeled OR correct equation with solution
5	3 2 1	Correct number of objects, correct even/odd answer, AND correct drawing Correct number of objects, correct even/odd answer, AND some work shown Correct number of objects, OR correct even/odd answer, OR some correct work shown
6	1	All correct Yes/No choices selected
7A	1	Correct drawing that shows the missing parts
7B	1	Correct solution with explanation

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	3	Content Area	ELA Reading and Writing
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	<p>ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson integrate the critical tasks of reading and writing to develop lifelong readers, writers, and thinkers. The instructional model includes a close read minilesson and application. Teachers have options to include defined small group, whole group, interventions, and ELL supports to ensure the delivery of well-rounded and equitable educational opportunities for all students.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) RL.3.1. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>W.3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>(M) a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas myView Literacy as our core curriculum for ELA Reading and Writing. This lesson contains components from Grade 3, Unit 3 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • myFocus Intervention Teacher’s Guide • Cold Reads • Stack Books 		

Lesson (add as needed)	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	<p align="center">READING WORKSHOP</p> <p>LISTENING COMPREHENSION</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> Listen actively, ask relevant questions to clarify information, and make pertinent comments. <p>HISTORICAL FICTION Tell students you are going to read a historical fiction story aloud. Have students listen as you read “Heart Mountain.” Explain that students should listen actively, paying careful attention to the characters in the story as you read. Prompt them to ask relevant questions to clarify information and to make pertinent comments.</p> <p><u>START-UP: READ-ALOUD ROUTINE</u> Purpose Have students actively listen for elements of historical fiction. READ the entire text aloud without stopping for Think Aloud callouts. REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the characters in the story.</p> <p><u>WRAP-UP</u> Use a T-chart to help students note details about real events in the story and the details that relate to Mai’s feelings about those events.</p> <p>SPOTLIGHT ON GENRE</p> <p><u>LEARNING GOAL</u> I can learn more about historical fiction and analyze characters in historical fiction.</p> <p><u>OBJECTIVE</u> Read on-level text with purpose and understanding.</p> <p>Historical Fiction</p>	<p>Students listen to the teacher read and reread the story.</p> <p>Students observe the teacher as they use a T-chart to display details about the reading.</p>

MINILESSON

FOCUS ON STRATEGIES

Major characters in historical fiction can be fictional or real, and they live in a setting that is realistic of the time. They also face real problems that affected people in that time and place. The story provides readers with insight into the lives of those people living in that time period.

- Ask yourself whether the major characters seem like real people who might have lived in that time. How do you know?
- Look for details that tell whether the setting is in a realistic location and whether the plot includes historical events. Does the story happen during a real time in history? How do you know?

MODEL AND PRACTICE

Model determining if a story is historical fiction: *In "Heart Mountain," Mai says that her family is taken from Palo Alto, a real city, and transported by bus to an internment camp at Heart Mountain. The setting is a real place and the time is real. Heart Mountain was an internment camp in Wyoming and was open from 1942 to 1945. I also notice that Mai is afraid of the armed guards and realizes that being kept under guard in barracks behind barbed wire is not normal. I ask myself, Did this happen in real life to Japanese Americans? Yes, it did happen, and people at the camps were affected by their experiences. I decide that "Heart Mountain" is an example of historical fiction.*

Talk about historical fiction stories with which students are familiar. Discuss the characters, settings, and plots in the stories and whether the stories seem like they happened in a real time and place in history.

FORMATIVE ASSESSMENT OPTIONS

APPLY

Have students use the strategies to identify historical fiction.

Option 1: Use the Anchor Chart

Have students work with a partner to discuss the characteristics of historical fiction. Determine if students understand why people might read historical fiction.

Option 2: Use Independent Text

Have students use a three-column chart to record details about how and why characters respond to the time, place, and events in the text.

Students listen to the teacher model determining whether a story is historical fiction.

Students listen as the teacher talks about historical fiction stories that are known to them.

Students use the strategies to identify historical fiction.

Students work in pairs to discuss the characteristics of historical fiction.

Students use a three-column chart to record details about how and why characters respond to the time, place, and events in the text.

Quick Check**Notice and Assess**

Can students identify historical fiction?

Decide

- If students struggle, revisit instruction about historical fiction in Small Group on pp. T100–T101.
- If students show understanding, have them continue practicing the strategies for reading historical fiction in Small Group on pp. T100–T101.

TURN, TALK, AND SHARE

Have students complete the Turn and Talk activity on p. 62 of the Student Interactive. Call on volunteers to share their purpose with the class. Pages 62-63 in student interactive

READING-WRITING WORKSHOP BRIDGE**Academic Vocabulary****LEARNING GOAL**

I can develop knowledge about language to make connections between reading and writing historical fiction.

OBJECTIVES

Use print or digital resources to determine meaning, syllabication, and pronunciation. Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

Synonyms and Antonyms**MINILESSON****FOCUS ON STRATEGIES**

A synonym for a word is another word that has the same or nearly the same meaning. An antonym for a word has the opposite meaning. Knowing synonyms and antonyms can help you understand the meaning of different words. You can use resources, such as a dictionary or a thesaurus, to help you learn synonyms and antonyms.

Student directions:

With a partner, discuss different purposes for reading Granddaddy's Turn: A Journey to the Ballot Box. For instance, you may want to find out what the title means. Establish your purpose for reading this text.

MODEL AND PRACTICE

Model this strategy using the example on p. 83 of the Student Interactive.

- Read the word encourage. Then say: *The word encourage means "to give hope or confidence." To help me better understand the word encourage, I'm going to think of some synonyms and antonyms for the word. Urge and cheer have similar meanings to encourage. Discourage and hinder are words that have opposite meanings to encourage.*
- Model finding and confirming the definition of a word and locating synonyms and antonyms by looking up encourage in a print or online dictionary and thesaurus.

ELL Targeted Support

Academic Vocabulary Have students practice the strategy of using synonyms to show their understanding of Academic Vocabulary heard in the classroom.

Read aloud these sentences: My team suffered a defeat in the game. My team suffered a loss in the game. Have students identify the synonym for defeat.

EMERGING

Read aloud the first sentence above. Then display the sentence as a sentence frame: My team suffered a _____ in the game. Have students complete the sentence frame with a synonym for defeat. (loss) Then have students say the sentence aloud.

DEVELOPING

Read aloud the first sentence above. Have students rewrite the sentence with a synonym for defeat. (loss) Repeat the activity with the synonyms command and direct.

EXPANDING/BRIDGING**ASSESS UNDERSTANDING****APPLY: My TURN**

Have students follow the same strategy as they complete p. 83 of the Student Interactive. Remind students that they will use these Academic Vocabulary words throughout this unit.

Students listen to the teacher model the use of words with similar and opposite meanings.

Students listen as the teacher models finding and confirming the definition of a word and locating synonyms and antonyms by looking up encourage in a print or online dictionary and thesaurus.

Students practice the strategy of using synonyms to show their understanding of Academic Vocabulary heard in the classroom.

Students identify the synonym for defeat.

Students complete the sentence frame with a synonym for defeat. (loss). Then students say the sentence aloud.

Students rewrite the sentence with a synonym for defeat. (loss)

Student directions:

1. Define each entry word.
2. Choose two synonyms and antonyms for each word.
3. Confirm your definitions, synonyms, and antonyms using your glossary or a print or online dictionary or thesaurus.

	<p>ASSESS AND DIFERENTIATE Use the Quick Check above to determine small group instruction.</p> <p>Intervention Activity (MLSS) – Identify Fiction Use Lesson 21, pp. T133–T138, in the myFocus Intervention Teacher’s Guide for instruction on the characteristics of historical fiction.</p> <p>On-Level and Advanced INQUIRY – Question and Investigate Have students use the poem on Student Interactive pp. 60–61 to generate questions about how the actions of heroes affect individuals and communities. Then choose a heroic action to investigate. Throughout the week, have students conduct research about the question. See Extension Activities pp. 126–130 in the Resource Download Center.</p> <p>Independent Reading Use pp. 43–48 in Unit 2, Week 3 Cold Reads to assess students. Have partners practice reading the passage. Use the Fluency Progress Chart to track student progress.</p> <p>Whole Group SHARE Bring the class back together in whole group. Invite one student to share some observations from his or her chart or the Turn, Talk, and Share discussion. Reinforce the reading strategies used by the volunteer.</p>	<p>Students collectively respond to the teacher’s probing questions.</p> <p>Students use the poem on Student Interactive pp. 60–61 to generate questions about how the actions of heroes affect individuals and communities. Then choose a heroic action to investigate.</p> <p>Students can</p> <ul style="list-style-type: none"> • read a self-selected trade book. • read or listen to a previously-read leveled reader or selection. • begin reading their Book Club text or one of the suggested titles on p. T473. <p>One student shares some observations from his or her chart or the Turn, Talk, and Share discussion.</p>
2	<p>WRITING WORKSHOP</p> <p>COMPOSE CHARACTERS</p> <p>OBJECTIVE</p> <ul style="list-style-type: none"> • Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <p><u>MINILESSON</u></p> <p>TEACHING POINT Characters in historical fiction may be real or imaginary. Characterization must seem realistic and true.</p> <ul style="list-style-type: none"> • Characters’ actions, speech, and dress should reflect the time 	

period.

- Major, or main, characters are essential to the story.
- Minor characters receive less focus.

MODEL AND PRACTICE

Explain to students that as they write their historical fiction stories, the main character must seem realistic. Choose a historical fiction text from the stack. As you read aloud, encourage students to visualize the character.

- Ask: *Who is the main character? What does he or she look like? What do we learn about this character's life? What job does he or she have? What does this character think about his or her situation? Is there anything special about this character that helps you visualize the time period?* Transcribe students' responses on the board. Then, discuss students' responses and look for text evidence.
- Choose a minor character who has a relationship with the main character. Ask: *What relationship does the minor character have with the main character?*

Direct students to the first My Turn on p. 89 of the Student Interactive. Have them select another text from the stack to complete the graphic organizer. Encourage partners to work together and discuss the questions aloud.

INDEPENDENT WRITING

FOCUS ON DETAILS

- In the second My Turn on p. 89 of the Student Interactive, students will transition into independent writing.
- Prompt students who are still formulating their historical fiction stories to create a cluster web describing different traits of their main character.

WRITING SUPPORT (MLSS – Layer 1)

- **Modeled** Model how to fill out a cluster web for a main character in a story. Place the character in a specific time period.
- **Shared** Use your cluster web and have students flesh out the traits of the character. As you transcribe, ask students questions that relate to the character's beliefs and attitudes.

Students visualize the character as the teacher reads.

Students respond to the teacher's prompts.

Students respond to the teacher's prompt.

Students partner to work together and discuss the questions aloud.

Students read independently. Some create a cluster web describing different traits of their main character.

	<ul style="list-style-type: none"> • Guided Use a T-chart to help students describe the physical and internal (beliefs, thoughts) traits of their main character <p>SHARE BACK Ask volunteers to share information about their main character. Encourage listeners to ask questions about the main character's traits in order to help writers develop characterization.</p>	Students share information about their main character. Listeners ask questions about the main character's traits in order to help writers develop characterization.
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i>	Summative Assessment Items The assessment questions and scoring guide are attached. Questions #1 and #2, along with the writing prompt, test the focus standards, RL.3.1 and W.3.3.

	<i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Learning Goal

I can learn more about historical fiction and analyze characters in historical fiction.

Spotlight on Genre



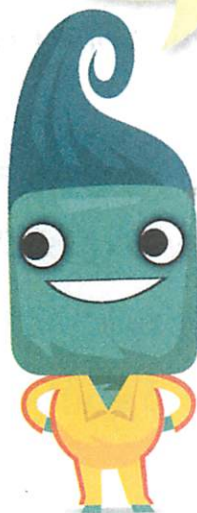
Historical Fiction

In **historical fiction**, characters

- Live in a setting that is a real place
- Can be real people or fictional characters
- Face real problems that people experienced in the time and place in which the story is set

Establish a Purpose The **purpose**, or reason, for reading historical fiction may be for enjoyment or to learn about people and events from the past.

Notice what characters think, say, and do.



My PURPOSE

TURN and TALK With a partner, discuss different purposes for reading *Granddaddy's Turn: A Journey to the Ballot Box*. For instance, you may want to find out what the title means. Establish your purpose for reading this text.

Historical Fiction Anchor Chart

↓ Purpose

- ★ To entertain using events from the past
- ★ To give information about history
- ★ To show how the past and present are similar and different

↓ Characters

- ★ May be real people from the past or made-up characters
- ★ Are understood through their thoughts, actions, feelings, and dialogue

- 8 Before long, William saw a great army with beautiful horses coming toward the crowd. At the front of the army was Richard the Lionhearted. His silver armor shone in the sunlight. William couldn't take his eyes off the king. As King Richard passed, he looked right at William and smiled.
- 9 William would never forget the day Richard the Lionhearted rode through his village.

1 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

The main problem in the selection is that William wants —

- A** to be king
- B** to own a horse
- (C)** a more exciting life
- D** a job working with his father

Part B

How is the problem solved in the selection?

- A** King Richard asks William to join his army.
- (B)** King Richard smiles at William.
- C** King Richard gives William a horse.
- D** King Richard gives the family land to farm.

- 2** The description of William's family's home in paragraphs 1 and 2 is important because it shows —
- A** that William's family is very poor
 - B** that the king was a brave warrior
 - C** that William's family has a fireplace
 - (D)** that William's family lives a simple life

GRADE 3, UNIT 3 TEST

UNIT	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
3	Reading Comprehension	1	Analyze Plot and Setting	DOK 2	RL.3.1
		2	Analyze Plot and Setting	DOK 2	RL.3.1
		3	Analyze Characters	DOK 3	RL.3.3
		4	Analyze Characters	DOK 2	RL.3.3
		5	Infer Theme	DOK 2	RL.3.2
		6	Infer Theme	DOK 2	RL.3.2
		7	Explain Poetic Characters	DOK 2	RL.3.5
		8	Explain Poetic Characters	DOK 3	RL.3.4
		9	Analyze Text Structure	DOK 2	RI.3.3
		10	Analyze Text Structure	DOK 2	RI.3.3
	Word Study	11	Prefixes pre-, dis-, in-, im-, non-	DOK 2	RF.3.3.a
		12	Prefixes pre-, dis-, in-, im-, non-	DOK 2	RF.3.3.a
		13	Abbreviations	DOK 3	RF.3.3
		14	Abbreviations	DOK 3	RF.3.3
		15	Suffixes -ful, -y, -ness	DOK 2	RF.3.3.a
		16	Suffixes -ful, -y, -ness	DOK 3	RF.3.3.a
		17	Vowel Teams oo, ew, ue, ui, eu	DOK 2	RF.3.3
		18	Vowel Teams oo, ew, ue, ui, eu	DOK 2	RF.3.3
		19	Irregular Plural Nouns	DOK 2	L.3.1.b
		20	Irregular Plural Nouns	DOK 2	L.3.1.b
	Conventions	21	Subject-Verb Agreement	DOK 2	L.3.1.f
		22	Subject-Verb Agreement	DOK 2	L.3.1.f
		23	Edit for Subject-Verb Agreement	DOK 2	L.3.1.f
		24	Edit for Subject-Verb Agreement	DOK 3	L.3.1.f
		25	Simple Verb Tenses	DOK 2	L.3.1.e
		26	Simple Verb Tenses	DOK 2	L.3.1.e
		27	Irregular Verbs	DOK 2	L.3.1.d
		28	Irregular Verbs	DOK 3	L.3.1.d
		29	Pronouns	DOK 2	L.3.1.a
		30	Pronouns	DOK 2	L.3.1.a
	Writing	Prompt	Narrative	DOK 3	W.3.3

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	3	Content Area	Math
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	<p>ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson include the focus, coherence, and rigor outlined in the Common Core. The 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) provides a carefully planned sequence of instruction that places students at the center of learning. STEM activities, interventions, and ELL supports are also defined to ensure the delivery of well-rounded and equitable educational opportunities for all students.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) 3.OA.A.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Also 3.OA.A.1 and 3.OA.D.9</p> <p>MP.7 Look For and Make Use of Structure Students will use patterns to find products for multiplication facts to represent and solve problems. Also MP.2, MP.3</p> <p>Next Generation Science Standards: 3-LS2-1</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas enVision Mathematics as our core curriculum for math. This lesson contains components from Grade 3, Topic 2 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Two-color counters (or Teaching Tool 9) • Watch the Listen and Look For Lesson Video 		

Lesson (add as needed)	Instructional Strategies —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1	Topic: 9 as a Factor Essential Questions: How can you show even and odd numbers? How do arrays relate to repeated addition?	

STEM Theme: Motion Patterns

Ask students to look at the children in the photo and discuss what would be moving in this situation. Ask them to explain what could cause the movement.

Ask students to think about what would happen if the girl moves away from the swing. What motion do you think the swing will have? How do you know?

Project-Based Learning Have students work on the enVision® STEM Project over the course of several days.

PROBLEM-BASED LEARNING (10-15 minutes)**ENGAGE AND EXPLORE**

Purpose:

- To elicit productive struggle that builds understanding by connecting prior knowledge to new ideas. Students use patterns to gain fluency in the products for multiplication with a factor of 9. Their work shows prior and emerging understandings you can build on during the Visual Learning Bridge.

BEFORE – WHOLE CLASS

Introduce the Solve & Share Problem

- Provide students with two-color counters (or Teaching Tool 9) or other tools as needed.

Check for Understanding of the Problem

- What information is given about the number of packages and the number of bottles of water in each package?
- How might you use an array or a table to solve the problem?

DURING – SMALL GROUP

Observe Students at Work

- To support productive struggle, observe and, if needed, ask guiding questions that elicit thinking.

Do students use an array to represent the information in the problem?

Students might arrange counters in different groups. If needed, ask *How could you make an array to represent the information in the problem?*

STEM Project

Do Research Swings, seesaws, and some other playground objects move with force.

Use the Internet or other sources to see what happens when these objects move.

Record the number of times that someone pushes or pulls to make the object move.

Record the number of times that the object moves.

Journal: Write a Report Include what you found. Also in your report:

- Explain any patterns you found. Tell how you can use your patterns to predict how the objects will move in the future.
- Write an equation for one of the patterns.
- Explain what the numbers in your equation represent.

STEM Project EXTENSION

Ask students to roll a ball over a flat surface and a downhill surface. Tell students to use the same amount of force for each roll. Ask them to measure the distance the ball moved. Have students roll the ball three times in each area. Then tell them to describe any patterns they see and write equations for the patterns.

Students respond to questions related to understanding the problem.

Solve and Share Activity

Students work on the assigned problem. The task is to determine the number of bottles purchased. p.45 of Interactive Student Guide

Students participate in the activity in small groups.

What operation do students use to find how many bottles Maria bought? Students might write the multiplication facts for 9. If needed, ask *What operation can you use to find how many bottles of water Maria bought? Why would you use that operation?*

AFTER – WHOLE CLASS

Discuss Solution Strategies and Key Ideas

Based on your observations, choose which solutions to have students share and in what order. Focus on finding the number of bottles of water Maria bought and on the different strategies students use to find the total number of bottles. If needed, show and discuss sample student work.

Consider Instructional Implications

The Visual Learning Bridge illustrates the relationship between factor patterns and multiplication. Using students' work on the Solve & Share if possible, write the multiplication equation to represent the array showing the number of bottles of water Maria bought.

EXTENSION

Patterns are seen in a list of numbers that follow a certain sequence.

ENGLISH LANGUAGE LEARNERS

Use with the Solve & Share.

Speaking

Review the terms *data*, *array*, and *patterns*. Use the terms as you discuss how to find how many bottles of water Maria bought.

Draw nine circles on the board. *What do the 9 circles represent?* Discuss how the data is arranged in the context of the question. *How can grouping data help you to find how many bottles of water Maria bought?* Explain that grouping data can help to create a pattern. In this example, the group of 9 can be repeated 4 times to find the answer.

Monitor students' responses to identify errors. Pair students who answered incorrectly with those who answered correctly to find a new answer.

Entering

Ask students to read aloud and complete the sentence stem: "To find the product of 2×9 is to group 9s _____ times."

Emerging

Ask students to list and review the 9s multiplication facts with a partner. Ask them to read and complete the sentence stem: "The tens digits in the products of these multiplication facts increase by _____."

Students share out their solutions to the problem.

Have students find the products for 9×10 , 9×11 , and 9×12 . [90, 99 108]

Students answer Speaking questions from the instructor.

Students work in pairs to share their ideas.

Students read aloud and complete the sentence stems.

Students list and review the 9s multiplication facts with a partner. Have students complete the sentences.

<p>Expanding Ask students to make a data table of the 9s multiplication facts and point out patterns they see between each product and its factors. Alternately, they can use an array to show the 9s multiplication facts. Have students describe to each other how to use an array to multiply.</p> <p>VISUAL LEARNING (20-30 minutes)</p> <p>EXPLAIN Visual Learning Bridge</p> <p>CLASSROOM CONVERSATION Do you need to know how many roses are in each package to solve the problem? [Sample answer: Yes, because I need to find how many roses are in 8 packages.] If you know $2 \times 9 = 18$, can you say $9 \times 2 = 18$? [Yes] As the tens digits in the products increase by one, what do you notice about the ones digits in the products? [They decrease by one.] Based on this knowledge, what is the product of 3×9? [27]</p> <p>Look for Relationships <i>How can you use these patterns to find 4×9?</i> [$3 \times 9 = 27$; The tens digit will be 1 more than 2, so the tens digit will be 3. The ones digit will be 1 less than 7, so the ones digit will be 6. So, $4 \times 9 = 36$.]</p> <p><i>How can you use this pattern to find 7×9?</i> [For each group of 9: Add 1 ten and subtract 1 one. Add 7 tens and subtract 7 ones; 63.]</p> <p>Convince Me! (Formative Assessment)</p> <p>Look For and Make Use of Structure Students examine patterns produced by multiples of 9.</p> <p>Coherence Students examine patterns with 9 as a factor. This connects to the work in Lesson 2-1, where students learned patterns with 2 or 5 as a factor. The work with multiplication patterns in this lesson helps students gain fluency with multiplication.</p> <p>Revisit the Essential Question Point out that there are patterns in the products for multiplication facts with a factor of 9. As shown in the 9s fact table, the ones digit decreases by 1 each time, and the tens digit increases by 1 each time. The tens digit in the product is 1 less than the factor being multiplied by 9.</p>	<p>Students make a data table of the 9s multiplication facts and point out patterns they see between each product and its factors.</p> <p>Students are collectively answering the teacher's questions during the conversation.</p> <p>[Sample answer: There are 3 berries in each row, and there are 2 rows, so I can add 3 plus 3, which equals 6.] [Sample answer: Since there are 2 berries in each column and there are 3 columns, I can add 2 plus 2 plus 2.]</p> <p>Student volunteers erase or add circles to the drawing to make it an array. Then have them explain their thinking.</p> <p>Students explain that they can count the number of rows and then add the number of objects in each row that many times.</p> <p>Guided Practice p.47 of the Interactive Student Edition</p> <p>Students complete the work items. Directions. Use Structure. Use the patterns above to find math 9 & 9. Explain how you found the product.</p>
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<p>ELABORATE</p> <p>Guided Practice ERROR INTERVENTION Items 9 and 10 If students are having difficulty using the 9s pattern, then explain that there are other multiplication patterns that can help them find the products. What other pattern can you use to help solve 3×9? [Since $3 \times 9 = 9 \times 3$, I can skip count by 3s nine times to find the product.] What other pattern can you use to help solve 8×9? [Since $8 \times 9 = 9 \times 8$, I can skip count by 8s nine times to find the product.]</p> <p>RETEACHING (MLSS - Layer 1) Assign Reteaching Set B on p. 67.</p> <p>Independent Practice and Problem Solving Item 23 Reason Quantitatively How much does one hardcover book cost? [\$9] What would a number line look like for the cost of 4 books?</p> <p>Item 25 To help students understand how Maggie knows that the clerk is incorrect, remind them that all multiples of 2 are even numbers. Because each single magazine costs \$2 and Maggie bought only magazines, the amount she owed would be the number of magazines she bought times the price of one magazine, \$2, making the final cost end in a 0, 2, 4, 6, or 8.</p> <p>EVALUATE Quick Check (Formative Assessment)</p> <p>A check mark indicates items for prescribing differentiation on the next page. Items 15 and 28: each 1 point. Item 24: up to 3 points</p> <p>(MLSS – Layer 2) Use the Quick Check results to prescribe differentiated instruction. Intervention: 0-3 points On-Level: 4 points Advanced: 5 points</p>	<p>Items 9 and 10. Students work to understand using the 9s pattern.</p> <p>Students answer guiding questions if needed.</p> <p>Item 23 Students work on problems. [Sample answer: It would have 40 tick marks labeled 0 to 40 with an arrow drawn from 0 to 36, the number of dollars for 4 books.]</p>
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	INTERVENTION ACTIVITY Modeling 9s Facts Materials: Two-color counters (or Teaching Tool 9) <ul style="list-style-type: none"> • Display 3 rows of 10 counters. Have students skip count as you point to each row: "10, 20, 30." • Remove the last counter in each row. Have students count back from 30 as you remove each counter: "29, 28, 27." • Point out that there are now 3 rows of 9 counters each. Remind students that they can represent 3 groups of 9 as 3×9. So, $3 \times 9 = 27$. • Ask volunteers to model 2×9 and 4×9 using the counters. • Then, have students use mental math to find 5×9, 6×9, and 7×9 on their own. 	Students work on the intervention questions.
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i>	Summative Assessment Items The assessment questions and scoring guide are attached. Questions #1, #2, #3, #5, #8, #9, #12, and #13 test the focus standard, 3.OA.A.3.

	<i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.



TOPIC ASSESSMENT MASTERS

Name _____

Topic 2 Assessment

1. A garden has 9 rows of tomato plants. There are 7 plants in each row. Write and solve an equation to find the total number of tomato plants. **2 points**

$9 \times 7 = 63$
63 tomato plants

2. At the fair, tickets are \$6 for each adult. Five adults attend the fair. What is the total cost of their tickets?

A. Draw a bar diagram and write an equation to solve the problem. **2 points**

$5 \times \$6 = \30

B. What is the total cost of the adults' tickets? **1 point**

\$30

3. Louis got 5 questions correct on an assignment. Each question is worth 3 points. He wrote the expression 5×3 to represent how many points he earned in all. Which expression is equal to 5×3 ? **1 point**

☐ A. 5×6
☐ B. 3×5
☐ C. 5×5
☐ D. 6×5

4. James told Lily he baked 15 muffins on a rectangular pan. Which sentence could Lily use to describe how the muffins were baked? **1 point**

☐ A. James baked 15 rows of 15 muffins.
☐ B. James baked 15 rows of 3 muffins.
☐ C. James baked 5 rows of 3 muffins.
☐ D. James baked 5 rows of 5 muffins.

5. Lucy has 9 nickels in her pocket. A nickel is worth 5 cents. Write an expression that represents how many cents Lucy has in her pocket. How much money does she have? **2 points**

9×5
45 cents

6. Which number completes the equation? Select all that apply. **1 point**

$\square \times 0 = 0$

☐ 9
☐ 5
☐ 2
☐ 1
☐ 0

7. Leon says that when any number between 1 and 9 is multiplied by 0, the product always has a 0 or 5 in the ones place. Is this reasonable? Explain. **2 points**

No; Sample answer: The product of any number multiplied by 0 will have a 0 in the ones place.

8. Elena has 4 jewelry boxes. She keeps 5 necklaces in each box. How many necklaces does Elena have? Use a bar diagram to represent the problem. **2 points**

20
20 necklaces

9. A beaded bracelet has 3 different colored beads that make a pattern. The pattern repeats 10 times. Write and solve an equation to find the number of beads. **2 points**

$10 \times 3 = 30$;
There are 30 beads.

10. Tara arranges her dimes into 4 rows and 9 columns. Morgan arranges her dimes into 9 rows and 4 columns. Who has more dimes? Explain. **2 points**

Sample answer: They have the same number of dimes because of the Commutative Property; $4 \times 9 = 9 \times 4$.

11. Use the expression 5×7 where 7 represents a factor between 1 and 9. What is true about the digit in the ones place of each product? Explain. **2 points**

Sample answer: The ones place will always be 0 or 5 because all multiples of 5 will end in 0 or 5.

12. Tamika has 2 pies. She cuts each pie into 6 pieces. Write and solve an equation to find the number of pieces of pie that Tamika has. **2 points**

$2 \times 6 = 12$; 12 pieces

13. Jackson has 50 daisies to plant in window boxes. Each window box holds 10 flowers. How many window boxes does he need to buy? Explain how you found your answer. **2 points**

Sample answer: I can use 10s facts to solve the problem. $5 \times 10 = 50$, so Jackson needs 5 window boxes.



Item Analysis for Diagnosis and Intervention

Item	DOK	MDIS	Standard
1	2	B47 B52	3.OA.A.3
2	2	B46 B50 B52	3.OA.A.3
3	1	B46 B47 B50 B51	3.OA.B.5
4	1	B46 B50 B52	3.OA.A.1
5	2	B46 B47 B49 B53	3.OA.A.3
6	1	B62	3.OA.A.1
7	3	B81	3.OA.D.9
8	2	B46 B51	3.OA.A.3
9	2	B49–B51	3.OA.A.3
10	2	B44	3.OA.B.5
11	3	B46 B49	3.OA.D.9
12	2	B46 B52 B53	3.OA.A.3
13	2	B57	3.OA.A.3

The Topic Assessment Masters assess the same content item for item as the Topic Assessment Practice in the Student's Edition.

Scoring Guide

Item	Points	Topic Assessment (Student's Edition and Masters)
1	2 1	Correct equation and answer Correct equation or answer
2A	2 1	Correct bar diagram and equation Correct bar diagram or equation
2B	1	Correct answer
3	1	Correct choice selected
4	1	Correct choice selected
5	2 1	Correct expression and answer Correct expression or answer
6	1	All correct choices selected
7	2 1	Correct answer and explanation Correct answer or explanation
8	2 1	Correct bar diagram and answer Correct bar diagram or answer
9	2 1	Correct answer and explanation Correct answer or explanation
10	2 1	Correct answer and explanation Correct answer or explanation
11	2 1	Correct answer and explanation Correct answer or explanation
12	2 1	Correct equation and answer Correct equation or answer
13	2 1	Correct answer and explanation Correct answer or explanation

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	4	Content Area	ELA Reading and Writing
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	<p>ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson integrate the critical tasks of reading and writing to develop lifelong readers, writers, and thinkers. The instructional model includes a close read minilesson and application. Teachers have options to include defined small group, whole group, interventions, and ELL supports to ensure the delivery of well-rounded and equitable educational opportunities for all students.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) RL.4.3. - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>SL.4.1. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly</p> <p>L.4.5a. - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>(M) W.4.2a. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas myView Literacy as our core curriculum for ELA Reading and Writing. This lesson contains components from Grade 4, Unit 2 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Cold Reads 		

<ul style="list-style-type: none"> • Think about the different settings in the story, such as the river, swamp, and brook. <p>MODEL AND PRACTICE Use the Close Read note on p. 310 of the Student Interactive to model how to underline elements of the plot and setting.</p> <ul style="list-style-type: none"> • <i>What happens at the beginning of the story? What is the setting? At the beginning, Minn navigates a stream and discovers a wide range of animals that live and hunt in the water. Then Minn hibernates in the mud at the bottom of the swamp.</i> • Have pairs find and underline the setting at the beginning of the story. If necessary, guide them to understand that the setting at the beginning of the story is the Mississippi River. • Guide students as they identify and analyze plot elements, including the rising action, climax, falling action, and resolution. On the board, display a plot diagram to demonstrate the order in which each element takes place. Prompt them with questions: <i>The rising action is the series of events leading up to the climax. What is the rising action in Minn of the Mississippi?</i> <p>ELL Targeted Support Retelling Tell students that retelling the main events of a story is a good way to check that they fully understand the plot and setting. Ask students to retell the plot of the story. If necessary, provide the following sentence frames for students to use: In the beginning, _____. Then _____. Next, _____. Finally, _____. Then ask students to explain when and where the story takes place. If necessary, provide students with the following words: Mississippi, swamp, brook, and swimmin' hole.</p> <p>EMERGING/DEVELOPING</p> <p>FORMATIVE ASSESSMENT OPTIONS</p> <p>APPLY Have students use the strategies to analyze plot and setting.</p> <p>Option 1: My Turn Have students record what happens at the beginning, middle, and end of Minn of the Mississippi. Then have them go to the Close Read notes in Minn of the Mississippi, underline parts that show when the plot and setting change, and use their notes to fill out p. 322.</p>	<p>Students work in pairs to find and underline the setting at the beginning of the story.</p> <p>Students retell the plot of the story. Then students explain when and where the story takes place.</p> <p>Students use the strategies to analyze plot and setting.</p> <p>Students record what happens at the beginning, middle, and end of Minn of the Mississippi. Then they complete the plot and setting assignment.</p>
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<p>Option 2: Use Independent Text Have students use sticky notes to mark plot and setting changes in the text. Tell them to focus on the story’s rising action, climax, falling action, and resolution.</p> <p>Quick Check Notice and Assess Can students explain the plot and setting of a story?</p> <p>Decide</p> <ul style="list-style-type: none"> • If students struggle, revisit instruction about analyzing plot and setting in Small Group on p. T190. • If students show understanding, extend instruction about analyzing plot and setting in Small Group on p. T191. <p>READING-WRITING WORKSHOP BRIDGE</p> <p>Read Like a Writer</p> <p><u>OBJECTIVES</u> Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.</p> <p>Analyze Figurative Language <u>MINILESSON</u></p> <p>FOCUS ON STRATEGIES Figurative language includes any expression or text that departs from the literal meaning of the words themselves. Common forms of figurative language include similes, imaginative comparisons that begin with like or as, and metaphors, imaginative comparisons that compare items directly, without like or as.</p> <ul style="list-style-type: none"> • For his first day on vacation, Max felt free <u>as a puppy off the leash</u>. The simile uses the word as to compare Max to a puppy. The simile gives the reader an imaginative impression of how Max felt. • <u>Mira is a machine</u> when it comes to spotting spelling mistakes. The phrase compares Mira to a machine without using like or as, so it is a metaphor. The metaphor gives the reader a vivid view of how hardworking Mira is. 	<p>Students use sticky notes to mark plot and setting changes in the text.</p>
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MODEL AND PRACTICE

Model this strategy for analyzing figurative language on p. 327 in the Student Interactive.

1. Identify clues to similes and metaphors. Similes use the word like or as. Metaphors typically identify one item as “being” another.
2. Ask yourself how the metaphor helps you understand Minn.
3. Guide students to visualize Minn using the metaphor and to draw a conclusion about what Holling Clancy Holling communicates with this example of figurative language.

Ask students to keep track of examples of figurative language and note how it enhances their reading experience.

ELL Targeted Support

Figurative Language As students read a text, encourage them to look for examples of figurative language.

Guide students by asking: What signal words do you see for a simile? What kind of comparison do you see for a metaphor?

EMERGING/DEVELOPING

Guide students by asking: How does this example of figurative language go beyond the normal meaning of the words?

EXPANDING/BRIDGING**ASSESS UNDERSTANDING****APPLY: My TURN**

Ask students to go through Minn of the Mississippi and find examples of figurative language. Have them identify each example as a simile, metaphor, or some other form of figurative language. Then have them complete the activity on Student Interactive p. 327.

ASSESS AND DIFFERENTIATE

Use the Quick Check above to determine small group instruction.

Intervention Activity (MLSS) – Analyze Plot and Setting

Teaching Point *Good readers pay attention to the plot and setting and to how the plot and setting change in the beginning, middle, and end of the story. This helps readers keep track of events.*

Students listen to the teacher, keep track of examples of figurative language, and note how it enhances their reading experience.

Students look for examples of figurative language as they read.

Students go through Minn of the Mississippi and find examples of figurative language. Then they identify each example as a simile, metaphor, or some other form of figurative language. Students then complete the assignment.

	<p>Fluency (Assess 2-4 students)</p> <p>ACCURACY Have student pairs focus on accuracy as they take turns reading a short passage aloud.</p> <p>ORAL READING RATE AND ACCURACY Use pp. 43–48 in Unit 2 Week 3 Cold Reads to assess students. Have partners practice reading the passage. Use the Fluency Progress Chart to track student progress.</p> <p>Whole Group SHARE Bring the class back together in whole group. Invite one or two students to identify the settings and the rising action and climax of the story they are reading.</p>	<p>Student pairs focus on accuracy as they take turns reading a short passage aloud.</p> <p>Student partners practice reading the assigned passage.</p> <p>One or two students identify the settings and the rising action and climax of the story they are reading.</p>
2	<p>WRITING WORKSHOP</p> <p>COMPOSE CHARACTERS</p> <p>OBJECTIVES</p> <ul style="list-style-type: none"> • Develop drafts into a focused, structured, and coherent piece of writing. • Compose informational texts, including brief compositions that convey information about a topic using a clear central idea and genre characteristics and craft. <p>MINILESSON TEACHING POINT Encourage students to group related details and then come up with a specific subheading (nine words maximum) that describes each group of details. Invite them to try different ways to group items and generate subheadings, including:</p> <ul style="list-style-type: none"> • Freewriting and then circling details with markers, using a different color for each section that the student plans to write. • Creating a web graphic organizer with the main idea in the center, the subtopics in circles around that idea, and details about each subtopic in smaller circles. • Writing details on sticky notes or index cards and then organizing those details in clusters on a wall or bulletin board. 	

	<p>MODEL AND PRACTICE Have students work in pairs or groups to complete the exercise on p. 333 of the Student Interactive. Select a few pairs or groups to present their results. Ask:</p> <ul style="list-style-type: none"> • Which organization do you believe is clearest, and why? • Which subheading most accurately describes its section? • Which subheading makes you want to keep reading, and why? <p>INDEPENDENT WRITING</p> <p>FOCUS ON SECTIONS Direct students to write sections and subheadings for their travel articles.</p> <ul style="list-style-type: none"> • If individuals need more help, work with them to brainstorm subtopics to write about. <p><u>WRITING SUPPORT (MLSS – Layer 1)</u></p> <ul style="list-style-type: none"> • Modeled Do a Think Aloud to model how to group paragraphs into sections for a travel article. • Shared Ask students to select a stack text, describe its sections, and point out how the writer organized the sections. • Guided Use a stack text to provide explicit instruction on creating sections and subheadings. • If students have already begun writing the body paragraphs of their travel articles, then they should continue and make any needed modifications based on today's minilesson. <p>SHARE BACK Select a few students to share subheadings they have written. Discuss whether writing subheadings helped students clarify which details to include and in what order to place them.</p>	<p>Students partner to work together on the exercise. Then present their results.</p> <p>Students write sections and subheadings for their travel articles.</p> <p>Students receive support with understanding sections.</p> <p>Students share subheadings they have written.</p>
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i></p>	<p>Summative Assessment Items The assessment questions and scoring guide are attached. Questions #7, and #8, along with the writing prompt, test the focus standards, RL.4.3 and W.4.2.</p>

	<i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Read Like a Writer

Authors use **figurative language** to describe characters, setting, and plot. Figurative language includes similes, metaphors, and imagery. A **simile** compares two things using the words *like* or *as*. A **metaphor** compares two things without using comparison words.

Model !

Read the text from *Minn of the Mississippi*.

Among swirling weeds, Minn with her stately, relentless tread was an ancient monster marching out of the past.

metaphor

- 1. Identify** In this passage, Holling Clancy Holling uses a metaphor to compare Minn to “an ancient monster marching out of the past.”
- 2. Question** How does the metaphor help me understand Minn’s character?
- 3. Conclude** The metaphor helps me understand that Minn is slow, but her slow walk has remained unchanged since ancient times.

Reread paragraph 2 from *Minn of the Mississippi*.

My TURN Follow the steps to analyze figurative language.

- 1. Identify** Holling Clancy Holling uses the simile to describe _____.
- 2. Question** How does the figurative language help me understand the setting?
- 3. Conclude** The simile helps me understand _____.



UNIT 2 ANSWER KEY

- 1 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is a main idea of the selection?

- A An animal's feet help it to run fast.
- B An animal's feet help it survive in its habitat.**
- C An animal's feet are often a bad match for its habitat.
- D An animal's feet are designed for grabbing prey.

Part B

Which detail from the selection supports your answer in Part A?

- A The lion has small, padded paws.
- B The bald eagle is an effective prey.
- C The duck's feet are not great for walking.
- D The polar bear's paws protect it from the cold.**

- 2 Read paragraph 3.

The elephant is another large animal with big, cushioned feet. It is lucky to have them. When you weigh between six and eight tons and are on your feet most of the day, it is helpful to have good, shock-absorbing support. The padding on an elephant's feet also helps it move silently across the land.

Underline the two sentences that include details to support the idea that an elephant's feet help it to move quietly and comfortably.

- 3 One way the polar bear is similar to the lion is that it has —

- A hairy claws
- B hard paws
- C padded paws**
- D retractable claws

24

Unit 2 Test

Name _____

- 4 Which statement shows cause and effect?

- A Polar bears have big, padded paws.
- B The bald eagle's gripping strength is stronger than a human's.
- C Because horses have hooves, they are able to get started quickly.**
- D A lion is a powerful runner with padded feet and retractable claws.

- 5 The elephant and the lion are alike because they both can —

- A move quietly**
- B grab prey quickly
- C weigh several tons
- D outrun smaller, faster animals

- 6 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

The reader can conclude that —

- A all animals are natural swimmers
- B only large animals can survive in the wild
- C animals in cold environments are strongest
- D animals are adapted to live in a variety of environments**

Part B

Which sentence from the selection supports your answer in Part A?

- A Some kinds of animal feet are described here.
- B It is lucky to have them.
- C ...even though its feet are not great for walking, they are ideal for swimming.**
- D Talons are like claws.

Unit 2 Test

25

Directions: Read the selection. Then answer each question.

This is a poem about raccoons—animals that are loved by some and disliked by others. Raccoons are pointy-faced, furry creatures with what looks like a black mask across their cheeks and eyes. They are found throughout the United States. Their natural habitat is in places near woods and streams, but they have adapted to suburban and urban environments as well.

Five Little Bandits by Buffy Silverman

Five little bandits
peering out a hole.
The first one said,
"Let's take a moonlit stroll."

- 5 The second one sniffed.
"I smell crayfish over there."
The third one stopped.
"Beware! A bear!"
The fourth one pounced

- 10 and caught a fish to eat.
The fifth one slapped,
then scooped another treat.
Ooooooh went the wind
through the cool, dark night,

- 15 and the five little bandits
sloshed out of sight.

- 7 Which of the following happens first in "Five Little Bandits"?

- A One of the bandits suggests taking a stroll.**
- B One of the bandits sniffs and smells crayfish.
- C One of the bandits pounces and catches a fish.
- D One of the bandits sees a bear and tells the others.

26

Unit 2 Test

Name _____

- 8 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the setting of the poem "Five Little Bandits"?

- A a big city
- B a desert
- C a cozy house
- D a wilderness area**

Part B

Which line from the poem supports your answer in Part A?

- A "Beware! A bear!"**
- B then scooped another treat.
- C Ooooooh went the wind
- D "Let's take a moonlit stroll."

- 9 Draw lines from the left column to the right column to match the three lines that end with words that rhyme.

Five little bandits peering out a hole.	"Beware! A bear!"
"I smell crayfish over there."	"Let's take a moonlit stroll."
The fourth one pounced and caught a fish to eat.	The fifth one slapped, then scooped another treat. Ooooooh went the wind

Unit 2 Test

27

☆ Guided Practice

Do You Understand?

- Paul thinks 3×9 is 24. Use a 9s pattern to show Paul is wrong.
- Look at the table of 9s facts on the previous page. Describe a number pattern in the multiples of 9.

Do You Know How?

In **3–10**, find each product.

3. $9 \times 2 = \underline{\quad}$

4. $\underline{\quad} = 5 \times 9$

5. $7 \times 9 = \underline{\quad}$

6. $\underline{\quad} = 4 \times 9$

7. $2 \times 9 = \underline{\quad}$

8. $\underline{\quad} = 6 \times 9$

9.
$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

You can use patterns to solve multiplication facts with 9s.



☆ Independent Practice ☆

In **11–22**, find the missing product or factor.

11. $9 \times 0 = \underline{\quad}$ 12. $2 \times \underline{\quad} = 18$ 13. $\underline{\quad} \times 9 = 72$ 14. $9 \times 9 = \underline{\quad}$

15.
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$
 16.
$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$
 17.
$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$
 18.
$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

19. What is 9×3 ? $\underline{\quad}$ 20. What is 9×6 ? $\underline{\quad}$

21. What is 0×9 ? $\underline{\quad}$ 22. What is 9×8 ? $\underline{\quad}$

- 24 Read the following sentence.

The school bus picks up students after the final bell rings.

Which words make up the independent clause in this sentence?

- A The school bus picks
- ☒ B The school bus picks up students
- C picks up students after the final bell rings
- D after the final bell rings

- 25 Which word in the sentence below should be capitalized?

Pablo Juarez and his mother, Cristina, were excited to travel to Mexico city from Arizona for the first time.

- A his
- B mother
- ☒ C city
- D time

- 26 Read the following sentence.

My neighbor, Mrs. Simpson, said I could borrow her book called Treasure Island after I leave my school, Kennedy Elementary.

Write the common nouns on the lines.

neighbor book school

- 27 Write each word in the correct column based on how the word is made plural.
paragraph business eagle enemy penny bush

add -s	add -es	Change y to i and add -es
paragraph	business	enemy
eagle	bush	penny

- 28 Which of the following words requires a spelling change instead of adding -s to make it plural?

- A nephew
- ☒ B woman
- C stallion
- D thorn

22

Unit 2 Test

Name _____

- 29 Which of the following sentences uses correct subject-verb agreement?

- A The animals walks many miles across the land.
- B A messenger leave a package by the door.
- ☒ C That gentleman goes to work every day on the train.
- D Slowly the mule climb the hill with its load.

- 30 What change should be made to the following sentence?

The dog barks at the delivery person, but the owner make his dog behave.

- A Change *delivery* to *Delivery*.
- ☒ B Change *make* to *makes*.
- C Change the period to a question mark.
- D The sentence should not be changed.

Writing

Read the "Animals in the Wild" passage set.

Source 1: Giraffes in Africa

- Have you ever seen a giraffe up close? Perhaps you have visited a zoo or an animal sanctuary, and you have seen giraffes there. What do you think of when you picture a giraffe? Their long necks? Their long legs?
- Giraffes are fascinating animals! Not only are they the tallest living land animal, but they are also the largest ruminant. A ruminant is an animal that eats plants and digests the food in its stomach, which has multiple compartments. Common ruminants include giraffes, cows, antelopes, and deer.
- Giraffes love the leaves from acacia trees. Giraffes can eat up to 75 pounds of food each day! Acacia leaves are most of this food. Acacia trees are well-known landmarks on a savanna. The savanna is a common ecosystem in Africa. It is an open grassland that also has lots of shrubs and trees.

Unit 2 Test

23

GRADE 4, UNIT 2 TEST

UNIT	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
2	Reading Comprehension	1	Analyze Main Idea and Details	DOK 2	RI.4.2
		2	Analyze Main Idea and Details	DOK 3	RI.4.2
		3	Analyze Text Structure	DOK 2	RI.4.5
		4	Analyze Text Structure	DOK 2	RI.4.5
		5	Synthesize Information	DOK 2	RI.4.1
		6	Synthesize Information	DOK 2	RI.4.1
		7	Analyze Plot and Setting	DOK 2	RL.4.3
		8	Analyze Plot and Setting	DOK 2	RL.4.3
		9	Explain Poetic Language and Elements	DOK 3	RL.4.5
		10	Explain Poetic Language and Elements	DOK 2	RL.4.5
	Word Study	11	Plurals	DOK 3	L.4.1
		12	Plurals	DOK 2	L.4.1
		13	Vowel Diphthongs	DOK 2	RF.4.3.a
		14	Vowel Diphthongs	DOK 2	RF.4.3.a
		15	Irregular Plurals	DOK 3	L.4.2.d
		16	Irregular Plurals	DOK 2	L.4.2
		17	Greek Roots bio, phon, scope, graph, meter, tele	DOK 2	RF.4.3.a
		18	Greek Roots bio, phon, scope, graph, meter, tele	DOK 2	RF.4.3.a
		19	Latin Roots terr, rupt, tract, aqua, dict	DOK 2	RF.4.3.a
		20	Latin Roots terr, rupt, tract, aqua, dict	DOK 2	RF.4.3.a
	Conventions	21	Compound Sentences	DOK 2	L.4.2.c
		22	Compound Sentences	DOK 2	L.4.2.c
		23	Complex Sentences	DOK 2	L.4.1
		24	Complex Sentences	DOK 2	L.4.1
		25	Common and Proper Nouns	DOK 2	L.4.2.a
		26	Common and Proper Nouns	DOK 3	L.4.2.a
		27	Singular and Plural Nouns	DOK 3	L.4.1
		28	Singular and Plural Nouns	DOK 2	L.4.1
		29	Subject-Verb Agreement	DOK 2	L.4.1
		30	Subject-Verb Agreement	DOK 2	L.4.1
	Writing	Prompt	Informational	DOK 3	W.4.2

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level	4	Content Area	Math
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	<p>ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson include the focus, coherence, and rigor outlined in the Common Core. The 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) provides a carefully planned sequence of instruction that places students at the center of learning. STEM activities, interventions, and ELL supports are also defined to ensure the delivery of well-rounded and equitable educational opportunities for all students.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Also 4.NBT.B.4</p> <p>MP.2 Reason Abstractly and Quantitatively Students will use rounding to estimate sums and differences. Also MP.3.</p> <p>Next Generation Science Standards: 4-PS3-1</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas enVision Mathematics as our core curriculum for math. This lesson contains components from Grade 4, Topic 2 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Watch the Listen and Look For Lesson Video 		

Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	Topic: Estimate Sums and Differences Essential Questions: How can sums and differences of whole numbers be estimated? What are standard procedures for adding and subtracting whole	

<p>numbers?</p> <p>STEM Theme: Energy and Speed Explain that speed is created and affected by several different elements. For example, an athlete on a track can run faster or slower depending on the direction of the wind.</p> <p>Have students help you list animals that move at different speeds. Use “greater than” and “less than” to compare the amounts of energy the animals use to move.</p> <p>Project-Based Learning Have students work on the enVision® STEM Project over the course of several days.</p> <p>PROBLEM-BASED LEARNING (10-15 minutes)</p> <p>ENGAGE AND EXPLORE Purpose:</p> <ul style="list-style-type: none">• To elicit productive struggle that builds understanding by connecting prior knowledge to new ideas. Students estimate the sum of 3 weights to determine if it exceeds a maximum allowable weight. Their work shows prior and emerging understandings you can build on during the Visual Learning Bridge. <p>BEFORE – WHOLE CLASS Pose the Solve & Share Problem</p> <ul style="list-style-type: none">• A manufacturer in Detroit produces three new cars that weigh 6,127 pounds, 4,652 pounds, and 3,393 pounds. If these are loaded on a truck, has the truck reached its 15,000-pound maximum? Use an estimate to decide. Solve this problem any way you choose. <p>Check for Understanding of the Problem</p> <ul style="list-style-type: none">• What is the greatest number of pounds that the 3 cars can weigh and still be loaded on the truck?• Do you need to find the exact weight of the 3 cars to answer the question? <p>DURING – SMALL GROUP Observe Students at Work</p> <ul style="list-style-type: none">• To support productive struggle, observe and, if needed, ask guiding questions that elicit thinking.	<p>STEM Project: The World’s Fastest Vehicles Do Research Since 1970, the speed record has been broken many times. Use the Internet or other sources to find five vehicles that can go faster than 1,000 kilometers per hour.</p> <p>Journal: Write a Report Include what you found. Also in your report:</p> <ul style="list-style-type: none">• Make a table that includes the type of vehicle, whether the vehicle moves on land, water, or in space, and the speed of the vehicle.• Use place value to find the fastest and the slowest vehicle in your table.• Calculate the difference between the speeds of two of the vehicles in your table. <p>STEM Project EXTENSION Have students use the information they gathered in their reports to write three more comparisons between the speeds of the vehicles they researched.</p> <p>Students respond to questions related to understanding the problem.</p> <p>Solve and Share Activity</p> <p>Students work on the assigned problem. The task is to determine whether the truck has reached its 15,000-pound maximum? P.41 of Interactive Student Guide</p>
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<p>How do students decide whether an exact answer or an estimate is needed? Students might recognize that they only need to know if the sum will be less than 15,000, which doesn't require an exact answer. If needed, ask <i>Which sentence tells you whether an estimate or an exact answer is needed?</i></p> <p>What method do students use to estimate the sum? Students might round each addend to the nearest 10, 100, or 1000. If needed, ask <i>To which place value could you round to make the numbers easiest to add?</i></p> <p>AFTER – WHOLE CLASS</p> <p>Discuss Solution Strategies and Key Ideas Based on your observations, choose which solutions to have students share and in what order. Focus on how students round. If needed, show and discuss the work at the right.</p> <p>Consider Instructional Implications The Visual Learning Bridge and Another Example illustrate how to round using different places to estimate sums and differences. Using students' work on the Solve & Share if possible, show various ways that the sum was found.</p> <p>EXTENSION Estimate $9,518 + 8,271$ by rounding each number to the nearest hundred. [17,800] Then estimate the sum by rounding each number to the nearest thousand. [18,000] Which estimate is easier to calculate mentally? [Sample answer: Rounding to the nearest thousand].</p> <p>ENGLISH LANGUAGE LEARNERS Use with the Solve & Share.</p> <p>Reading Ask students to read the Solve & Share paragraph and to circle any words that are unfamiliar to them. Help students understand words such as maximum and estimated using the words in context or providing the terms in the students' first language.</p> <p>Entering Pounds are a unit for measuring weight. What is the weight of each car? [6,127 pounds, 4,652 pounds, 3,393 pounds] Maximum means the most, or heaviest, weight. What is the heaviest weight that the truck can hold? [15,000 pounds]</p>	<p>Students participate in the activity in small groups.</p> <p>Students share out their solutions to the problem.</p> <p>Have students estimate $9,518 + 8,271$ by rounding each number to the nearest hundred. Then estimate the sum by rounding each number to the nearest thousand.</p> <p>Students complete the Reading exercise.</p>
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<p>Developing Have students reread the sentence, “If these are loaded on a truck, has the truck reached its 15,000-pound maximum? “What does it mean that 15,000 pounds is the maximum? [The total weight can’t be more than 15,000 pounds.] If you add the weights of the 3 cars, will the total be an estimate? Explain. [No. That will be an exact answer. You can round the addends to find an estimate.]</p> <p>Bridging Have students work in pairs. Ask students to reread the problem and then explain to their partner how they can use an estimate to solve the problem.</p> <p>VISUAL LEARNING (20-30 minutes)</p> <p>EXPLAIN Visual Learning Bridge</p> <p>CLASSROOM CONVERSATION</p> <p>Do you always need an exact answer? [No.] When might an estimate be preferable to a precise answer? [Sample answer: When using greater numbers, such as the population of a city or measuring a length of time]</p> <p>What are you being asked to find? [About how many more books were checked out than magazines and movies combined] What do you need to find first? [An estimated sum of the magazines and movies]</p> <p>Construct Arguments Which of the two versions of the problem results in the correct answer? [Sample answer: Both answers are correct. Rounding to different places can result in different estimates. Though one may be closer to the actual answer, neither is more correct than the other.]</p> <p>(MLSS – Layer 1) Prevent Misconceptions If students did not get a reasonable estimate, ensure that they understand that it is important to check that they have correctly rounded the numbers to get a reasonable result.</p> <p>Convince Me! (Formative Assessment)</p> <p>Construct Arguments Students should recognize that the closer a rounded number is to the actual number, the more reasonable the estimate will be. In some cases, rounding to a greater place will actually give a better estimated sum, but in most cases rounding to a lesser place will give the better estimated sum.</p>	<p>Students read and complete the questions.</p> <p>Students work in pairs to solve and explain the problem.</p> <p>Students are collectively answering the teacher’s questions during the conversation.</p> <p>Construct Arguments p.42 of the Interactive Student Edition</p> <p>Students complete the work items. Directions. Read the information. Which of the estimates above should you use to help her make her decision? Explain.</p>
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Coherence Students apply what they learned in the rounding lesson in Topic 1 to the addition of greater numbers. This lays the foundation for students to recognize if their answer is reasonable when they add and subtract using the standard algorithm.

Revisit the Essential Question Students can estimate a sum or difference by rounding each number before adding or subtracting.

ELABORATE

Guided Practice

ERROR INTERVENTION

Item 1

If students try to solve by using front-end estimation,

then ask If rounding to the nearest thousand, which place do you look at?

[Hundreds] If rounding to the nearest hundred, which place do you look at?

[Tens]

RETEACHING (MLSS - Layer 1)

Assign Reteaching Set B on p. 71.

Independent Practice and Problem Solving

Item 8

Coherence When estimating the sum or difference of two numbers that have a different number of digits, students need to understand the relative magnitudes of the number to decide the most appropriate way to round each number. Since 98 is close to 100, it is appropriate to round 4,225 to the nearest hundred rather than to the nearest thousand. This understanding was developed in Topic 1.

Item 16

Critique Reasoning What mistake did Elle make in her rounding? [Elle rounded to the nearest ten thousand.]

EVALUATE

Quick Check (Formative Assessment)

A check mark indicates items for prescribing differentiation on the next page. Items 6 and 18: each 1 point. Item 17: up to 3 points.

(MLSS – Layer 2)

Use the Quick Check results to prescribe differentiated instruction.

Item 1.

Students work to understand which place to look at.

Students answer guiding questions if needed.

Item 8

Students work on problem.

Item 16

Students answer what mistake Elle made.

	<p>Intervention: 0-3 points On-Level: 4 points Advanced: 5 points</p> <p>INTERVENTION ACTIVITY Mental Math: Estimate Sums and Differences of Whole Numbers</p> <p>Materials: Place-Value Blocks (Teaching Tools 4 and 5)</p> <ul style="list-style-type: none"> • Have one partner show 485 and the other show 736. • Show students how to use the blocks to round to the nearest hundred. Tell them if there are 5 or more tens rods to replace the tens and ones with another hundreds flat to round to the nearest hundred. • Have students find both the estimated sum and difference of the two numbers. • Repeat the activity having students switch numbers and round to the nearest ten. Then have students choose two 4-digit numbers to extend the activity, rounding to the nearest hundred. 	<p>Students work on the intervention questions.</p>
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i></p>	<p>Summative Assessment Items The assessment questions and scoring guide are attached. Questions #1 and #10 are multi-part and test the focus standard, 4.OA.A.3. Other questions test other noted standard 4.NBT.B.4.</p>

	<p><i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

How Can You Estimate Sums and Differences of Whole Numbers?

A

Books, magazines, and movies were checked out of the public library. About how many more books were checked out than magazines and movies combined?



Use reasoning. Use an estimate to solve. You can round to the nearest thousand or the nearest hundred to estimate.



12,642 books, 4,298 magazines, and 2,149 movies are checked out.

B Estimate: Round to the nearest thousand.

Find the number of magazines and movies.

$$\begin{array}{r} 4,298 \longrightarrow 4,000 \\ + 2,149 \longrightarrow + 2,000 \\ \hline 6,000 \end{array}$$

Subtract the number of magazines and movies from the rounded number of books.

$$13,000 - 6,000 = 7,000$$

About 7,000 more books were checked out.

C Estimate: Round to the nearest hundred.

Find the number of magazines and movies.

$$\begin{array}{r} 4,298 \longrightarrow 4,300 \\ + 2,149 \longrightarrow + 2,100 \\ \hline 6,400 \end{array}$$

Subtract the number of magazines and movies from the rounded number of books.

$$12,600 - 6,400 = 6,200$$

About 6,200 more books were checked out.

Convince Me! Construct Arguments The head librarian at the public library says she will establish a separate checkout desk for magazines and movies if the difference between the number of books and the number of these other materials is greater than 6,500. Which of the estimates above should you use to help her make her decision? Explain.



TOPIC ASSESSMENT MASTERS

Name _____

Topic 2 Assessment

1. The table shows the number of people at the last three baseball games.

Game	Number of People
1	5,753
2	2,250
3	3,160

A. Estimate the total attendance by rounding each number in the table to the nearest thousand and finding the sum. 2 points

$6,000 + 2,000 + 3,000 = 11,000$ people

B. Write and solve an equation to find the total attendance. 2 points

Sample answer: $5,753 + 2,250 + 3,160 = n$; $n = 11,163$ people

2. Find $3,000 - 2,450$. 1 point

550

3. Enter the missing digits to complete the subtraction. 1 point

$$\begin{array}{r} 10,881 \\ - 4,965 \\ \hline 5,916 \end{array}$$

4. Find the difference. 1 point

$$\begin{array}{r} 9,601 \\ - 9,338 \\ \hline 263 \end{array}$$

5. Complete the equation to make it true. Write your answer in the box. 1 point

$(4,200 + 75) + 5 = 4,200 + (75 + 5)$

6. Find the difference. Then use addition to check your work. 2 points

$$\begin{array}{r} 17,088 \\ + 9,487 \\ \hline 26,575 \end{array}$$

7. Which of the following statements is true? Select all that apply. 1 point

☐ $61,640 + 1,111 = 62,751$
☐ $62,561 - 17,638 = 80,199$
☐ $15,020 + 8,604 = 23,660$
☒ $12,314 - 9,103 = 3,211$
☒ $22,222 - 11,111 = 11,111$

8. Find the sum. 1 point

$$\begin{array}{r} 7,236 \\ + 5,957 \\ \hline 13,193 \end{array}$$

9. DuJuan used addition properties to rewrite the equation below. Select all the equations DuJuan might have written. 1 point

$3,010 + 2,370 + 1,505 = n$

☐ $3,010 + 1,505 + 2,370 = n$
☐ $3,010 + 2,300 + 1,500 = n$
☒ $(2,370 + 3,010) + 1,505 = n$
☒ $(3,000 + 2,300 + 1,500) + (10 + 70 + 5) = n$

10. Nikolas and Jayson recorded the number of miles each ran over two years.

Year	Nikolas	Jayson
Last Year	1,362	1,948
This Year	1,982	1,013

A. Write and solve equations to find how many more total miles Nikolas and Jayson ran last year than this year. 2 points

Sample answer: $1,362 + 1,948 = 3,310$
 $1,982 + 1,013 = 2,995$
 $3,310 - 2,995 = 315$
 more miles

B. Estimate how many more miles were run last year than this year by rounding each number in the table to the nearest hundred and solving the problem. Use the estimate to check if your answer to Part A is reasonable. 2 points

Sample answer: $1,400 + 1,900 = 3,300$
 $2,000 + 1,000 = 3,000$
 $3,300 - 3,000 = 300$ miles
 300 is close to 315, so my answer is reasonable.

Item Analysis for Diagnosis
and Intervention

Item	DOK	MDIS	Standard
1	3	G5 G17	4.OA.A.3
2	1	G15 G16	4.NBT.B.4
3	1	G15 G16	4.NBT.B.4
4	1	G15	4.NBT.B.4
5	1	G18	4.NBT.B.4
6	1	G19	4.NBT.B.4
7	1	G18 G19	4.NBT.B.4
8	1	G17	4.NBT.B.4
9	2	G1	4.NBT.B.4
10	3	F10 G5 G13	4.OA.A.3

Scoring Guide

Item	Points	Topic Assessment (Student's Edition and Masters)
1A	2 1	Correct estimate and answer Correct estimate or answer
1B	2 1	Correct equation and answer Correct answer or equation
2	1	Correct answer
3	1	Correct answer
4	1	Correct choice selected
5	1	Correct answer
6	2 1	Correct answer and check Correct answer or check
7	1	All correct choices selected
8	1	Correct answer
9	1	All correct choices selected
10A	2 1	Correct equations and answers Correct equations or answers
10B	2 1	Correct estimate and explanation of reasonableness. Correct estimate or explanation of reasonableness

The Topic Assessment Masters assess the same content item for item as the Topic Assessment Practice in the Student's Edition.

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	5	Content Area	ELA Reading and Writing
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	<p>ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson integrate the critical tasks of reading and writing to develop lifelong readers, writers, and thinkers. The instructional model includes a close read minilesson and application. Teachers have options to include defined small group, whole group, interventions, and ELL supports to ensure the delivery of well-rounded and equitable educational opportunities for all students.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) RL.5.3. - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RI.5.8. - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>(M) W.5.9a. - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas myView Literacy as our core curriculum for ELA Reading and Writing. This lesson contains components from Grade 5, Unit 3 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • myFocus Intervention Teacher’s Guide • Cold Reads • Fluency Process Chart 		

Lesson (add as needed)	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.</i> <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	READING WORKSHOP CLOSE READ	

OBJECTIVE

- Analyze the relationships of and conflicts among the characters.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about the characters. Give students sentence starters, such as

- *Abuelita's perspective on loss is that sometimes _____.*
- *Amalia can confide _____.*

ELL Access

Tell students that it is important not only to understand what happens in a story but also to understand the characters. A T-chart comparing Amalia and Abuelita may help students understand each character more clearly. Draw a T-chart on the board and ask students to volunteer words that describe Amalia and Abuelita.

Analyze Characters**MINILESSON****FOCUS ON STRATEGIES**

Tell students that understanding characters is key to understanding a work of fiction. To analyze characters, students should

- Notice the characters' relationships, interactions, and conflicts.
- Think about what the characters think, feel, and do.
- Consider similarities and differences between characters, which often make each character's personality and actions clearer.

MODEL AND PRACTICE

Use the Close Read note on p. 22 of the Student Interactive to model how to annotate the text to analyze a character.

Which details tell me about Amalia's relationship with Abuelita? In the first paragraph, Abuelita says, "It is obvious that something is wrong." This tells me that Abuelita knows Amalia well. They are close. I'm going to underline that part of the text and write "Abuelita knows her well" in the margin.

Have student pairs find and underline other details on the page and write what the details tell them about Amalia's relationship with Abuelita.

Students practice using academic vocabulary.

Students listen to the ways in which to analyze characters in fiction.

Students work in pairs to find and underline other details on the page and write what the details tell them about Amalia's relationship with Abuelita.

<p>ELL Targeted Support Respond to Questions Tell students they can ask themselves questions to check their understanding of a character. Work with students on a list of questions such as Is the character happy or sad? What is the relationship between these two characters? Do the characters know each other well? What conflict or problem is the character facing? Does the character change and, if so, how? Have students work in small groups to respond to the questions. EMERGING/DEVELOPING</p> <p style="text-align: center;">FORMATIVE ASSESSMENT OPTIONS</p> <p>APPLY Have students use the strategies for analyzing characters.</p> <p>Option 1: My Turn Have students annotate the text using the other Close Read notes for Analyze Characters and then use their notes to complete the chart on Student Interactive p. 38</p> <p>Option 2: Use Independent Text Have students create a two-column chart on a piece of paper with the names of two main characters at the top. Have students take notes in their charts, analyzing the two characters in terms of their relationship, personalities, conflict, and interactions. Then have students write analyses of the characters based on the charts.</p> <p>Quick Check Notice and Assess Can students explain similarities and differences between two characters in a story?</p> <p>Decide</p> <ul style="list-style-type: none"> • If students struggle, revisit instruction about analyzing characters in Small Group on pp. T60–T61 • If students show understanding, extend instruction about analyzing characters in Small Group on pp. T60–T61. 	<p>ELL students receive targeted support regarding understanding characters.</p> <p>Students use the strategies for analyzing characters.</p> <p>Students annotate the text using the other Close Read notes for Analyze Characters and then use their notes to complete the chart.</p> <p>Students complete the assignment using a two-column chart. They analyze two characters using notes.</p> <p>Students should be able to explain similarities and differences between two characters in a story.</p>
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READING-WRITING WORKSHOP BRIDGE

Read Like a Writer

OBJECTIVE

Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

Analyze Imagery

MINILESSON

FOCUS ON STRATEGIES

Imagery, or the use of sensory language, is a tool that authors use to describe things and share experiences with readers. Imagery appeals to—or evokes a response from—readers' senses of sight, hearing, smell, taste, and touch. It makes a story feel more "real." Follow these steps to analyze imagery:

- Look for words and phrases that describe something you could perceive with your senses.
- Ask yourself how the imagery helps you experience the text. To which senses does it appeal? How does it add to your understanding?
- Draw a conclusion about the purpose of the imagery.

MODEL AND PRACTICE

Model analyzing an author's use of imagery by directing students to the top of p. 43 of the Student Interactive. Have them follow along as you complete the steps.

- Identify the imagery: *The authors describe the light from the setting sun.*
- Explain how the imagery helps you experience the text. *The imagery appeals mainly to my sense of sight. It helps me understand what the kitchen is like.*
- Draw a conclusion about the purpose of the imagery. *The purpose is to convey the feeling that Abuelita's kitchen is a peaceful, pleasant place.*

Students listen to the teacher, keep track of examples of imagery, and note how it enhances their reading experience.

<p>ELL Targeted Support Imagery Help students describe the effects of sensory language.</p> <p>Use sentence frames such as When I read ___, in my mind I see ___ and hear ___.</p> <p>EMERGING</p> <p>Use sentence frames such as The author develops an image of ___ by using the words ___.</p> <p>DEVELOPING</p> <p>Use sentence starters such as This image reminds me of... This image makes me feel...</p> <p>EXPANDING/BRIDGING</p> <p>ASSESS UNDERSTANDING APPLY: My TURN Direct students to complete the My Turn activity on p. 43 of the Student Interactive. Then have them go back to Love, Amalia and find and analyze another example of imagery.</p> <p>ASSESS AND DIFERENTIATE Use the Quick Check above to determine small group instruction.</p> <p>Intervention Activity (MLSS) – Analyze Plot and Setting Use Lesson 21, T139–T144, in the myFocus Intervention Teacher’s Guide for instruction on analyzing characters.</p> <p>Fluency (Assess 2-4 students) PROSODY Have students practice reading a short passage with appropriate expression.</p> <p>ORAL READING RATE AND ACCURACY Use pp. 61–66 in Unit 3 Week 1 Cold Reads to assess students. Have partners practice reading the passage. Use the Fluency Progress Chart to track student progress.</p> <p>Whole Group SHARE Bring the class back together. Ask volunteers to tell the class about one of the characters they are reading about. Ask them to tell the class what words the author used to tell the reader about the character</p>	<p>Students describe the effects of sensory language.</p> <p>Students complete the My Turn activity on p. 43 of the Student Interactive. They then go back to Love, Amalia and find and analyze another example of imagery.</p> <p>Students practice reading a short passage with appropriate expression.</p> <p>Student partners practice reading the assigned passage.</p> <p>Student volunteers to tell the class about one of the characters they are reading about.</p>
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WRITING WORKSHOP

ANALYZE REASONS AND INFORMATION

OBJECTIVE

- Compose argumentative texts, including opinion essays, using genre characteristics and craft.

MINILESSON

TEACHING POINT

An opinion writer provides reasons, examples, and other information that supports his or her opinion.

- a reason explains why someone thinks or believes something.
- an example is a specific person, place, thing, or event that helps to illustrate, or explain, a bigger idea.

There are countless reasons and examples that could be used to support any point of view, and it is therefore up to the writer to decide which reasons and examples will be most effective. The reasons and examples the writer chooses can show what the writer particularly cares about or is interested in.

MODEL AND PRACTICE

Review the example on p. 49 of the Student Interactive. Then choose one of the stack texts you have already read with your students, and read it aloud again. Say: *As I reread this opinion essay, think about how the writer supports his or her opinion with reasons and examples. After reading, lead a discussion about the writer's reasons and information.*

Place students in pairs and direct them to the classroom library. Say: *Choose an opinion essay that neither of you has read before. Read the essay and then discuss how the writer uses reasons and examples to support his or her opinion. Complete the chart on p. 49 of the Student Interactive.*

INDEPENDENT WRITING

FOCUS ON SUPPORTING OPINIONS

Direct students to begin writing their ideas for topics they could write about and the reasons and information they may use to support their opinions.

- Students should refer to the stack texts as they are writing to help generate ideas and to develop their understanding of how writers write in this genre. They may use the entire independent writing time to work on this.

Students listen the teacher read the opinion essay.

Students partner to work together on the exercise. They read the essay and then discuss how the writer uses reasons and examples to support his or her opinion. Afterwards, they complete the assigned chart.

Students write their ideas for topics they could write about and the reasons and information they may use to support their opinions.

	<p><u>WRITING SUPPORT (MLSS – Layer 1)</u></p> <ul style="list-style-type: none"> • Modeled Choose a stack text and do a Think Aloud to model analyzing reasons and information. • Shared Prompt students to analyze reasons and information in a stack text of their choice. Record their responses. • Guided Use a stack text to provide explicit instruction on supporting an opinion with reasons and examples. • If students are ready to begin writing their opinion essays, they may do so in their writer’s notebooks. <p>SHARE BACK Have a few volunteers share the reasons and examples they identified in an opinion essay. Ask them to explain which reason they found most convincing and why.</p>	<p>Students receive support with analyzing reasons and information.</p> <p>Students write their opinion essays in their notebooks.</p> <p>Students share the reasons and examples they identified in an opinion essay. Then explain which reason they found most convincing and why.</p>
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i></p>	<p>Summative Assessment Items The assessment questions and scoring guide are attached. Questions #1, #2, #3 and #4 test the focus standards, RL.5.3. Standard W.5.9.a is assessed during the writing workshop.</p>

<p><i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing characters.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Analyze Characters and then use their notes to complete the chart on *Student Interactive* p. 38.

OPTION 2 Use Independent Text Have students create a two-column chart on a piece of paper with the names of two main characters at the top. Have students take notes in their charts, analyzing the two characters in terms of their relationship, personalities, conflict, and interactions. Then have students write analyses of the characters based on the charts.

QUICK CHECK

Notice and Assess Can students explain similarities and differences between two characters in a story?

Decide

- **If students struggle**, revisit instruction about analyzing characters in Small Group on pp. T60–T61.
- **If students show understanding**, extend instruction about analyzing characters in Small Group on pp. T60–T61.

STUDENT INTERACTIVE, p. 38



CLOSE READ

Analyze Characters

Readers can notice the interactions and conflicts between characters. Readers think about how the characters think, feel, and act to analyze the characters' relationships. Readers think about the characters' opinions and differences to analyze characters' conflicts.

1. **MyTURN** Go to the Close Read notes in *Love, Amalia* and underline the parts that help you analyze the relationship between Amalia and Abuelita.

2. **Text Evidence** Use the parts you underlined to complete the chart.

Possible responses:

Relationship	
Amalia "Amalia looked forward to the time she spent at her grandmother's house."	Abuelita "'You are too quiet, <i>hijita</i> .' "'It is obvious that something is wrong.'" "
Analysis Amalia and Abuelita have a strong, close relationship.	

Conflict	
How Amalia Responds "Talking about it only made Amalia feel worse."	How Abuelita Responds "'I know how hard it is when someone you love goes away.'" "
Analysis Both Amalia and Abuelita feel bad that their loved ones are no longer close by. Abuelita tries to comfort her granddaughter, but Amalia does not want to talk about the problem at first.	

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ASSESS UNDERSTANDING

Apply

MyTURN Direct students to complete the My Turn activity on p. 43 of the *Student Interactive*. Then have them go back to *Love, Amalia* and find and analyze another example of imagery.

STUDENT INTERACTIVE, p. 43



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use images, or sensory language, to help a reader experience the way things look, feel, smell, sound, or taste.

Model Read the text from *Love, Amalia*.

The light from the setting sun entered the small window over the sink with a soft glow. The geraniums on the windowsill added a subtle hint of pink.

imagery

1. **Identify** The authors use the sensory language "light from the setting sun," "a soft glow," and "a subtle hint of pink."
2. **Question** How does this imagery help me experience the text?
3. **Conclude** The imagery develops an emotion and helps me experience how the setting looks.

Reread paragraph 9 of *Love, Amalia*.

MyTURN Describe how the authors' use of imagery creates a feeling or experience.

1. **Identify** The authors use the sensory language "sunlight faded," "cooled into a dark, thick mass," and "sweet aroma filled the air"
2. **Question** How does the imagery help me experience the text?
3. **Conclude** The details appealing to the senses of sight, touch, and smell help me experience how the setting looks, feels, and smells and develop a feeling of peace and comfort



UNIT 3 ANSWER KEY

- 1 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What can the reader conclude about Misty's owners?

- (A) They are concerned about Misty.
- (B) They don't allow Misty to play in the park.
- (C) The parents make the children walk the dog often.
- (D) The children care more about the dog than their parents do.

Part B

Which sentence from the selection supports your answer in Part A?

- (A) Trent rolled over and pulled the blankets over his head, but Chester was relentless.
- (B) After thirty minutes of calling her name with no results, the Walker family sat on the curb and tried to figure out what to do next.
- (C) Trent wondered if Misty had wandered to the neighboring town.
- (D) They didn't see Misty anywhere.

- 2 When Chester and his family realize that Misty is missing, they —

- (A) work together to find her
- (B) decide to split up to look for her
- (C) argue about where she liked to go
- (D) accuse each other of letting her run away

- 3 Write the correct plot element next to each event from the story.

rising action climax resolution

The family is happy to have Misty back. resolution

Misty crawls out from under a bush. climax

The family searches for Misty. rising action

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Unit 3 Test

Name _____

- 4 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which sentence best shows the Walker family's conflict in the story?

- (A) Chester ran into his older brother Trent's room, and he tried to shake him awake.
- (B) Trent rolled over and pulled the blankets over his head, but Chester was relentless.
- (C) Trent finally opened his eyes and groggily asked Chester what all the shaking was about.
- (D) When Chester informed him that their dog, Misty, was missing, Trent jumped out of bed, and the two boys ran out of the house in their pajamas.

Part B

Where is the conflict resolved?

- (A) in the grocery store parking lot
- (B) in the middle school playground
- (C) in the local dog park
- (D) in the neighboring town

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Unit 3 Test

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Directions: Read the selection. Then answer each question.

Martina and the Mystery Tree

(MARTINA walks through a large field. It's a sunny day, not a cloud in the sky. She stops occasionally to smell flowers.)

- 1 MARTINA: Hello, birds! (MARTINA walks over a hill. She jumps over a tiny stream. She waves at the fish.)
- 2 MARTINA: Good afternoon, fish! (MARTINA walks into the forest. She sits on a log and looks at the sun coming through the trees. She enjoys the breeze blowing around her. A squirrel jumps on the log.)
- 3 MARTINA: Hello, Squirrel. How are you today? Beautiful day, isn't it? I just love taking walks. Whenever I'm feeling down, I just head out into the woods. Taking a walk outside always makes me happy. (The squirrel jumps off the log. Raindrops start to fall.)
- 4 MARTINA: Uh-oh. I'd better take cover. (MARTINA runs under a tree. She leans against the trunk and waits for the rain to pass. As she waits, she notices something carved into the tree trunk.)
- 5 MARTINA: It looks like a poem! (MARTINA runs her finger along the poem.)
- 6 MARTINA: I wonder who put this here. It looks like someone carved it a long time ago. I've walked past this tree so many times, and I've never noticed it before.
- 7 MARTINA (reads the poem aloud):

May you hear the whoosh of the breeze
as it passes through the leafy trees.
Like a whisper in the air,
it moves without a care.

(MARTINA finishes reading; the rain stops. MARTINA walks back home, thinking about the poem. She waves goodbye to the birds, fish, and trees.)

- 5 Which sentence from the selection is a line that the main character speaks?

- (A) Martina walks through a large field.
- (B) The squirrel jumps off the log.
- (C) She enjoys the breeze blowing around her.
- (D) It looks like someone carved it a long time ago.

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Unit 3 Test

Name _____

- 6 What do the stage directions in the selection show the reader?

- (A) Martina's actions
- (B) Martina's tone of voice
- (C) the author's feelings about Martina
- (D) the author's interest in figurative language

- 7 Read these lines from the poem in the selection. Underline the word that is an example of onomatopoeia.

May you hear the whoosh of the breeze
As it passes through the leafy trees.

- 8 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the poem describe?

- (A) the large field Martina walks through
- (B) the sunny day Martina enjoys
- (C) the sound of the rain in the forest
- (D) the sound of the wind in the forest

Part B

The phrase "Like a whisper in the air" in the poem is an example of —

- (A) simile
- (B) rhyme
- (C) metaphor
- (D) onomatopoeia

- 9 Which sentence best expresses a theme of the selection?

- (A) Nature's beauty can be seen all around us.
- (B) People should study animals in the woods.
- (C) Walking through the woods is good exercise.
- (D) Going for a walk in the woods requires a raincoat and boots.

- 10 Details in the selection support the theme that —

- (A) people should plant trees
- (B) nature is sometimes unpleasant
- (C) enjoying nature brings happiness
- (D) writing poems makes people feel good

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Unit 3 Test

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GRADE 5, UNIT 3 TEST

UNIT	SECTION	ITEMS	ITEM FOCUS/SKILL	DOK LEVEL	CCSS
3	Reading Comprehension	1	Analyze Characters	DOK 2	RL.5.3
		2	Analyze Characters	DOK 2	RL.5.3
		3	Analyze Plot Elements	DOK 3	RL.5.3
		4	Analyze Plot Elements	DOK 2	RL.5.3
		5	Explain Literary Structure	DOK 2	RL.5.5
		6	Explain Literary Structure	DOK 2	RL.5.5
		7	Explain Figurative Language	DOK 3	RL.5.4
		8	Explain Figurative Language	DOK 2	RL.5.4
		9	Infer Multiple Themes	DOK 2	RL.5.2
		10	Infer Multiple Themes	DOK 2	RL.5.2
	Word Study	11	Words with Latin Roots port, dict, ject, terr	DOK 2	L.5.4.b
		12	Words with Latin Roots port, dict, ject, terr	DOK 3	L.5.4.b
		13	Suffixes -ize, -ance, -ence, -ist	DOK 2	L.5.4.b
		14	Suffixes -ize, -ance, -ence, -ist	DOK 2	L.5.4.b
		15	Unusual Spellings	DOK 2	RF.5.3.a
		16	Unusual Spellings	DOK 2	RF.5.3.a
		17	Suffixes -ous, -eous, -ious	DOK 2	RF.5.3.a
		18	Suffixes -ous, -eous, -ious	DOK 3	RF.5.3.a
		19	Syllable Patterns	DOK 2	RF.5.3.a
		20	Syllable Patterns	DOK 2	RF.5.3.a
	Conventions	21	Prepositions and Prepositional Phrases	DOK 2	L.5.1.a
		22	Prepositions and Prepositional Phrases	DOK 2	L.5.1.a
		23	Pronouns and Antecedents	DOK 3	L.5.1
		24	Pronouns and Antecedents	DOK 2	L.5.1
		25	Possessive Pronouns	DOK 2	L.5.1
		26	Possessive Pronouns	DOK 2	L.5.1
		27	Indefinite and Reflexive Pronouns	DOK 2	L.5.1
		28	Indefinite and Reflexive Pronouns	DOK 2	L.5.1
		29	Adverbs	DOK 3	L.5.1
		30	Adverbs	DOK 2	L.5.1
	Writing	Prompt	Opinion	DOK 3	W.5.1

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	5	Content Area	Math
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	<p>ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson include the focus, coherence, and rigor outlined in the Common Core. The 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) provides a carefully planned sequence of instruction that places students at the center of learning. STEM activities, interventions, and ELL supports are also defined to ensure the delivery of well-rounded and equitable educational opportunities for all students.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm</p> <p>MP.1 Make sense of problems and persevere in solving them. Students will use what they know about multiplying 2-digit numbers by 2-digit numbers to multiply 3-digit by 2-digit numbers. Also MP.3.</p> <p>STEM Project: 5-ESS2-2, 5-ESS3-1</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas enVision Mathematics as our core curriculum for math. This lesson contains components from Grade 5, Topic 3 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Internet for STEM activity • Student Journal 		

Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	Topic: Multiply 3-Digit by 2-Digit Numbers <u>Essential Question:</u> What are the standard procedures for estimating and finding products of multi-digit numbers?	

STEM Theme: Water Usage

Have students help you list sources of fresh water. Then discuss the importance of conservation.

Explain that renewable resources are natural resources that can be replenished over time. Ask students for examples of renewable and non-renewable resources.

Project-Based Learning Have students work on the enVision®STEM Project over the course of several days.

PROBLEM-BASED LEARNING (10-15 minutes)**ENGAGE AND EXPLORE**

Purpose:

- To elicit productive struggle that builds understanding by connecting prior knowledge to new ideas. Students will combine equal groups and add partial products to multiply a 3-digit number by a 2-digit number. Their work shows prior and emerging understandings you can build on during the Visual Learning Bridge

BEFORE – WHOLE CLASS

Pose the Solve & Share Problem

- A local charity collected 163 cans of food each day for 14 days. How many cans did they collect in all? Explain how you found your answer.

Check for Understanding of the Problem

- How many cans did the charity collect in 1 day? For how many days did the charity collect cans?

DURING – SMALL GROUP

Observe Students at Work

- To support productive struggle, observe and, if needed, ask guiding questions that elicit thinking.

Do students understand how place value affects multiplication of digits? Students might recognize that when multiplying by 14, they are multiplying by 4 and then by 10. If needed, ask *How does place value determine what numbers you use when finding the partial products?*

STEM Project: Water Usage

Do Research Use the Internet or other sources to find how much water is used for household activities like taking a shower or bath, using a dishwasher, hand washing dishes, and using a washing machine.

Journal: Write a Report Include what you found. Also in your report:

- Choose 3 of the activities. Estimate how many times each activity is done each week in your household.
- Estimate the weekly water usage for each activity. Organize your results in a table.
- Make up and solve multiplication problems based on your data.

STEM Project EXTENSION

Have students gather information about their family's water bills. Ask them to estimate the cost of the water used for the three household activities they researched and add this information to their report.

Students learn the problem.

Students respond to questions related to understanding the problem.

Solve and Share Activity

Students work on the assigned problem. The task is to calculate the total number of cans collected by the charity. P.97 of Interactive Student Guide

Students participate in the activity in small groups.

<p>How do students represent the problem? Students might use area models or equations. If needed, ask <i>How can you show each partial product?</i></p> <p>AFTER – WHOLE CLASS</p> <p>Discuss Solution Strategies and Key Ideas Based on your observations, choose which solutions to have students share and in what order. Focus on how students use place value understanding to determine each partial product. If needed, show and discuss the work at the right.</p> <p>Consider Instructional Implications The Visual Learning Bridge illustrates that students' understanding of using partial products or the standard algorithm can be applied to larger numbers. Using students' work on the Solve & Share if possible, show how area models and place-value strategies can help them find partial products.</p> <p>EXTENSION Find 25×342 using partial products.</p> <p>ENGLISH LANGUAGE LEARNERS Use with the Solve and Share</p> <p>Speaking</p> <p>Entering Read the Solve & Share. Reread the thought bubble with students. Have students think about how they multiplied 2-digit numbers by 2-digit numbers using partial products, area models, and the standard algorithm in the previous lesson. Discuss what each term means. Have students discuss how they could solve the problem if 63 cans were collected each day.</p> <p>Developing Reread the thought bubble with students. Have students name one method they used to multiply 2-digit numbers by 2-digit numbers in the previous lesson. [Area models, partial products, standard algorithm] Discuss what each term means. Have students discuss which method they like the best.</p> <p>Expanding Have students reread the thought bubble with partners. Ask students to list the methods they used to multiply 2-digit numbers by 2-digit numbers in the previous lesson. Discuss what each term means. Have students confirm with other partner groups. Have students discuss which method they like the best.</p>	<p>Students share out their solutions to the problem.</p> <p>Students find 25×342 using partial products.</p> <p>Students reread with the teacher. Students discuss how they could solve the problem if 63 cans were collected each day.</p> <p>Students name one method they used to multiply 2-digit numbers by 2-digit numbers in the previous lesson.</p> <p>Students reread the thought bubble with partners. Then list the methods they used to multiply 2-digit numbers by 2-digit numbers in the previous lesson. Students discuss which method they like the best.</p>
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<p>VISUAL LEARNING (20-30 minutes)</p> <p>EXPLAIN Visual Learning Bridge</p> <p>CLASSROOM CONVERSATION</p> <p><i>Why do you multiply 389 by 12 to solve this problem?</i> [There are 12 bagels per box and 389 boxes. You are combining equal groups.</p> <p><i>In Step 1, what partial products make up the product of 778?</i> [$2 \times 9 = 18$; $2 \times 80 = 160$; and $2 \times 300 = 600$]</p> <p><i>In Step 2, what partial products make up the product of 3,890?</i> [$10 \times 9 = 90$; $10 \times 80 = 800$; and $10 \times 300 = 3,000$]</p> <p>Reason Quantitatively <i>How can you check that this answer is reasonable?</i> [Sample answer: Use estimation: $10 \times 400 = 4,000$, which is close to the actual product.</p> <p>(MLSS – Layer 1) Prevent Misconceptions If students forget that when they multiply by 12, they are multiplying by $10 + 2$, not by 1 and 2, their product will be much smaller than their estimate. So, using estimation to check answers for reasonableness is a good strategy to use in checking their work.</p> <p>Convince Me! (Formative Assessment)</p> <p>Construct Arguments If students are not sure if 300×10 is a good estimate, have them compare each factor in the estimate with the actual factors. <i>Is 10 close to 12?</i> [Yes.] <i>Is 300 close to 389?</i> [No, 400 is much closer.]</p> <p>Coherence In determining the number of bagels sold, students learn to multiply a three-digit number by a two-digit number using both partial products and the standard algorithm. This extends the work in the previous lesson in which students multiplied a 2-digit number by a 2-digit number.</p> <p>Revisit the Essential Question Students can multiply 3-digit numbers by 2-digit numbers by using the standard algorithm. They can also round to the nearest 10 or use compatible numbers to help them estimate with greater accuracy when multiplying with larger numbers.</p>	<p>Students are collectively answering the teacher’s questions during the conversation.</p> <p>Construct Arguments p.98 of the Interactive Student Edition</p> <p>Students answer the question: Is 300×10 a good estimate for the number of bagels sold at the bakery? Explain.</p>
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<p>ELABORATE</p> <p>Guided Practice ERROR INTERVENTION Item 1 If students are not sure how to multiply a 3-digit number and a 2-digit number, then ask <i>Which number should be on top?</i> [540] <i>What places can we line up?</i> [The ones and tens]</p> <p>RETEACHING (MLSS - Layer 1) Assign Reteaching Set E on p. 120.</p> <p>Independent Practice and Problem Solving Item 21 Construct Arguments After the students understand that 3,198 is not a reasonable estimate, ask them to find the actual product. [31,988].</p> <p>Item 22 Higher Order Thinking <i>What are hidden questions that need to be answered to solve this problem?</i> [How many plants are in each flat? How many plants were sold on Saturday? How many plants were sold on Sunday?]</p> <p>EVALUATE Quick Check (Formative Assessment)</p> <p>A check mark indicates items for prescribing differentiation on the next page. Items 8 and 23: each 1 point. Item 22: up to 3 points.</p> <p>(MLSS – Layer 2) Use the Quick Check results to prescribe differentiated instruction. Intervention: 0-3 points On-Level: 4 points Advanced: 5 points</p> <p>INTERVENTION ACTIVITY Multiply 3-Digit by 2-Digit Numbers</p> <p>Write the following three problems on the board: 624×31; 815×19; 437×52</p> <ul style="list-style-type: none"> Tell students that you are going to work together to solve each problem. Remind students what partial products are and have 	<p>Item 1. Students work to understand how to multiply a 3-digit number and a 2-digit number.</p> <p>Students answer guiding questions if needed.</p> <p>Item 21 Students work on problem.</p> <p>Item 22 Students answer what hidden questions that need to be answered to solve this problem.</p> <p>Students work on the intervention questions.</p>
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	<p>students label them in their work.</p> <ul style="list-style-type: none"> • Write each step on the board, so that students may reference them as needed. • Begin by asking students to help you lineup the ones and tens in the first problem as you write it vertically. • Then encourage them to help you find the first partial product in the first problem. • Have them find the second partial product in the first problem. • Finally, ask them to add the partial products to find the final product. • Repeat with the other problems. 	
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i></p>	<p>Summative Assessment Items The assessment questions and scoring guide are attached. Questions #1-3, #5-9, and #12 test the focus standard, 5.NBT.B.5. p.122A</p>

	<p><i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

How Do You Multiply 3-Digit Numbers by 2-Digit Numbers?

A

Last month a bakery sold 389 boxes of bagels. How many bagels did the store sell last month? Find 12×389 .



You can show all partial products or you can use the standard algorithm.



$$\begin{array}{r}
 389 \\
 \times 12 \\
 \hline
 18 \quad 2 \times 9 \\
 160 \quad 2 \times 80 \\
 600 \quad 2 \times 300 \\
 90 \quad 10 \times 9 \\
 800 \quad 10 \times 80 \\
 + 3,000 \quad 10 \times 300 \\
 \hline
 4,668
 \end{array}$$

B Step 1

To use the Standard Algorithm, first multiply by the ones. Regroup as needed.

$$\begin{array}{r}
 11 \\
 389 \\
 \times 12 \\
 \hline
 778
 \end{array}$$

2×9 ones = 18 ones or
1 ten and 8 ones

2×8 tens = 16 tens

16 tens + 1 ten = 17 tens

17 tens = 1 hundred 7 tens

2×3 hundreds = 6 hundreds

6 hundreds + 1 hundred =

7 hundreds

C Step 2

Multiply by the tens. Regroup as needed.

$$\begin{array}{r}
 389 \\
 \times 12 \\
 \hline
 778 \\
 + 3890 \\
 \hline
 \end{array}$$

10×9 ones = 90 ones

10×8 tens = 80 tens,
or 8 hundreds

10×3 hundreds =
30 hundreds, or
3 thousands

D Step 3

Add to get the final product.

$$\begin{array}{r}
 389 \\
 \times 12 \\
 \hline
 778 \\
 + 3890 \\
 \hline
 4,668
 \end{array}$$

The store sold 4,668 bagels last month.

Convince Me! Construct Arguments Is 300×10 a good estimate for the number of bagels sold at the bakery? Explain.

Item	DOK	MDIS	Standard
1	2	G69	5.NBT.B.5
2	2	G69	5.NBT.B.5
3	2	G65	5.NBT.B.5
4	2	G67	5.NBT.A.2
5	2	G69	5.NBT.B.5
6	1	G69	5.NBT.B.5
7	2	G69	5.NBT.B.5
8	2	G69	5.NBT.B.5
9	1	G69	5.NBT.B.5
10	1	F17	5.NBT.A.2
11	2	F17	5.NBT.A.2
12	2	G69	5.NBT.B.5

Item Analysis for Diagnosis and Intervention



EXAMVIEW® TEST GENERATOR
ExamView can be used to create a blackline-master Topic Assessment with multiple-choice and free-response items.



Scoring Guide

Item	Points	Topic Assessment (Student's Edition and Masters)
1	1	Correct choice selected
2	1	Correct answer
3A	2	Correct estimate and explanation
3B	2	Correct answer and explanation
4	1	Correct choice selected
5A	2	Correct answer and equation
5B	2	Correct answer and equation
6	1	Correct answer
7	1	Correct answer
8	2	Correct answer and equation
9	1	Correct answer
10	1	All correct matches
11	1	All correct choices selected
12	1	Correct answer

The Topic Assessment Masters assess the same content item for item as the Topic Assessment Practice in the Student's Edition.

TOPIC ASSESSMENT MASTERS

1. A musical is playing at a theater that has 625 seats. How many tickets are available for 35 shows? 1 point

20,000
20,724
20,100
18,000

2. A furniture manufacturer shipped 26 cartons to a store. Each carton weighed 235 pounds. What was the total weight of the cartons? 1 point

6,110 pounds

3. The West Rock School District ordered 118 cartons of math books. The books were shipped in cartons that each held 35 books.

Sample answer: 4,800; 40 × 120 = 4,800

4. Did you calculate an overestimate or an underestimate? Explain how you know. 2 points

Sample answer: Overestimate; 40 > 35 and 120 > 118, so 40 × 120 > 36 × 118.

5. Memory cards for a popular brand of digital cameras sell for \$16 each. The table shows the sales of these memory cards by an electronics store.

Day	Memory Cards Sold
Tuesday	51
Monday	62
Sunday	105
Saturday	132

A. What was the dollar amount of sales of the memory cards on Saturday? Write an equation to model your work. 2 points

\$2,112; 132 × 16 = 2,112

B. What was the dollar amount of sales of the memory cards on Sunday? Write an equation to model your work. 2 points

\$1,680; 105 × 16 = 1,680

6. Mr. Gomez flies 876 miles round trip to visit her parents. What is the total distance in miles that she would fly for 12 visits to her parents' house? Below is her work to find the total distance in miles. What is the missing number? Enter your answer in the box. 1 point

9. Multiply. 1 point

19,530

10. Choose the correct expression for each number given at the left. 1 point

	43×10^1	43×10^2	$43 \times 1,000$	43×10^3
430	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43,000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43,000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Nicole buys envelopes for her home office that come in boxes of 125 envelopes. If she buys 18 boxes, how many envelopes will she have in all? 1 point

2,250 envelopes

8. On a family vacation, Aaron took 1,276 digital photos. His twin sister Ashley took 4 times as many photos as Aaron. Write an equation to find p, the number of photos that Ashley took. 2 points

1,276

12. Trevor has 228 e-books on his e-reader. Eli has 14 times as many e-books as Trevor. How many e-books does Eli have? 1 point

3,192 e-books

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). Instruction Pages above should be deleted before submission.

Grade Level	5	Content Area	Science
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>	<p>ACES Tech’s educational program is based upon high quality instruction and high supports. The instructional methods found in this lesson include best practices which help students to synthesize ideas, use evidence, and demonstrate their understandings of key concepts and skills. Teachers have options to include defined small group, whole group, interventions, and ELL supports to ensure the delivery of well-rounded and equitable educational opportunities for all students.</p>		
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>	<p>(M) 5-PS1-3 - Make observations and measurements to identify materials based on their properties.</p> <p>SEP.3 Planning and Carrying Out Investigations Make observations and measurements to produce data to serve as the basis for evidence and explanation of a phenomenon.</p> <p>SEP.6 Constructing Explanation Constructing an explanation of observed relationships.</p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>	<p>ACES Tech utilizes Savvas Elevate Science as our core curriculum for Science. This lesson contains components from Grade 5, Topic 1 of the curriculum.</p> <ul style="list-style-type: none"> • Teacher Edition • Student Edition • Lab Materials (on list) • Kit Materials (on list) • Materials for selected activities 		

Lesson (add as needed)	Instructional Strategies—Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	Student Activities—Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. <i>Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1	PROPERTIES OF MATTER OBJECTIVE <ul style="list-style-type: none"> • Students will identify materials based on their properties. 	

<p>STEM Connection After reading the STEM Connection, have students predict how this information affects sports teams that play outside. (The amount of air needed to inflate the ball might need to be different in cold climates compared to warm climates.) As a class, list other objects that are affected by this phenomenon. (Bike tire pressure might change when the weather gets cold. Inflatable holiday decorations might be somewhat limp if it gets colder outside.)</p> <p>Science Notebook Have students share their responses to the Reflection science notebook questions. Ask them to explain how their responses relate to the text.</p> <p>ELD Support Reading Use the “STEM Connection” paragraphs to help students practice their English vocabulary.</p> <p>Have students identify the words that describe how the weather changes at night. Entering</p> <p>Have students identify the sentence that describes how the soccer ball has changed. Beginning</p> <p>Have students identify the sentences that give an explanation of what is taking place inside the ball. Developing</p> <p>Have students skim the text and then explain how the ball changes and what the cause of these changes is. Expanding</p> <p>Have students skim the text and describe how the particles in the ball are affected by changes in temperature. Bridging</p> <p>uInvestigate Lab How can you use properties to identify solids?</p> <p>Objective: Students will use known properties to identify three unknown materials: salt, sugar, and cornstarch.</p> <ul style="list-style-type: none"> • Procedure 	<p>Student Reflection Did you ever play a sport on a cold day? What did you like the best about playing in the cold?</p> <p>Students share their responses to the Reflection science notebook questions. They explain how their responses relate to the text.</p> <p>Students identify the words that describe how the weather changes at night.</p> <p>Students identify the sentence that describes how the soccer ball has changed.</p> <p>Students identify the sentences that give an explanation of what is taking place inside the ball.</p> <p>Students skim the text and then explain how the ball changes and what the cause of these changes is.</p> <p>Students skim the text and describe how the particles in the ball are affected by changes in temperature.</p> <p>Students work in groups to complete the hands-on lab on using properties to identify solids. p. 27</p>
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<ul style="list-style-type: none"> Analyze and Interpret Data <p>STATES OF MATTER Have the students read the paragraph on states of matter.</p> <p>Scaffolded Questions Use the following questions to assess students' Depth of Knowledge levels of understanding.</p> <p>List What are the three states of matter? DOK1 (solid, liquid, gas).</p> <p>Compare How do the molecules of each state of matter behave differently? DOK2 (In a solid, the particles do not move easily past each other. In a liquid, they are a little looser and can move past each other. In a gas, they are far apart and move very quickly.)</p> <p>Hypothesize What could someone do to make gooey brownies more firm? DOK3 (Put them in the refrigerator to cool.)</p> <p>MODEL IT! Help the class understand the analogy that each student is considered one particle. Remind them that each state of matter contains a very large number of particles.</p> <ul style="list-style-type: none"> By standing close together in place, students show how particles behave in a solid. By having some space between them and moving around the room, students show how particles behave in a liquid. By having a lot of space between them and moving around the room very fast, students show how molecules behave in a gas. <p>DIFFERENTIATED INSTRUCTION</p> <p>Support Struggling Students – (MLSS – Layer 1) With students, make a three-column graphic organizer to help them remember the three states of matter. Label each column as Solid, Liquid, and Gas. In each column, have volunteers list the state, draw an example, add notes about how the particles behave, and notes about how temperature affects the molecules.</p> <p>Support Advanced Learners Have students create a three-way Venn diagram to compare the three states of matter. Challenge students to write something in every overlapping space.</p>	<p>Students read the paragraph on states of matter. p.28</p> <p>Students respond the teacher's scaffolded prompts.</p> <p>The class participates in modeling the states of matter activity.</p> <p>Students complete the exercise meant to support struggling students.</p> <p>Students complete the exercise meant to support advanced students.</p>
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	<p>TEMPERATURE, MASS, AND VOLUME Have the students read the paragraph on states of matter and complete the questions. Review the Possible Misconception (Mass vs. Weight) and the Scaffolded Questions.</p> <p>DEMONSTRATE Assessment and Remediation – Lesson Check</p> <p><u>Question 1</u> If students do not understand the relationship between mass and matter, then use common objects to review the concept.</p> <p><u>Question 2</u> If students have difficulty understanding the properties of each state of matter, then explain how the particles in a gas are spread apart and can move around the jar quickly.</p> <p>PERFORMANCE-BASED ASSESSMENT Investigative Phenomenon Use this lab as a performance-based assessment. Students should be able to demonstrate mastery of the standards.</p> <p>Objective: Students will identify unknown materials by testing and comparing their properties.</p> <p>[The Test and Assessment Rubric are provided as attachments.]</p>	<p>Students read the paragraph on states of matter and complete the questions.</p> <p>Students answer the two questions.</p> <p><u>Question 1</u> Analyze: A heavy brick weighs more than a fluffy cushion, but the cushion takes up more space. Which object has more matter? How do you know?</p> <p><u>Question 2</u> Explain – Why does a solid fill only part of the closed jar while the same mass of a gas fills the whole jar?</p> <p>Students complete the summative lab assessment.</p>
S.A.	<p><i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i></p>	<p>Summative Assessment Items The assessment questions and scoring guide are attached. The entire 6 question assessment tests the focus standard, 5-PS1-3. pp.40-41 of TE</p>
Approved 6.14.19	<p><i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i></p>	<p>Page 12</p>

Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

✓ Evidence-Based Assessment

Error Analysis

Explain to students that all five questions in this part of the assessment are related to the scenario presented at the beginning starting with, "A scientist in a manufacturing lab..."

Question 1

Evaluate If students wrote that observing color would be useful, explain that one thing all of the substances have in common is that they are white. It is important to see what the similarities are among substances when trying to tell them apart. However, focusing on the substances' differences can be more effective in trying to differentiate among them. **DOK3**

Question 2

Evaluate The correct answer is D. Using microscopes can help scientists observe properties of matter that are not seen with the naked eye. Each type of matter or substance has its own properties, and those properties can be used to identify a substance. **DOK3**

- If students chose A, explain to them that calcium carbonate has a powder appearance, not a crystal appearance. Remind them to refer to the table when answering these questions.
- If students chose B, tell them that fructose is made of crystals.
- If students chose C, remind them that sodium bicarbonate has a powder appearance, not a crystal appearance. Emphasize that they should refer to the table when answering these questions.

✓ Evidence-Based Assessment

Read this scenario and answer questions 1–5.

A scientist in a manufacturing lab was given a substance to identify. The substance was known to be one of four possible chemicals. The chart shows some properties of four possible substances. Equipment for the investigation included beakers, water, vinegar, a hand lens, and a conductivity meter.

Properties of Substances				
Property	calcium carbonate	calcium sulfate	sodium bicarbonate	fructose
Solubility in water	not soluble	not soluble	soluble	soluble
Color	white	white	white	white
Particle appearance	powder	crystals	powder	crystals
Makes bubbles in vinegar	yes	no	yes	no
Is a solution conductive	does not form solution	does not form solution	yes	no

1. **Evaluate** The chart shows the scientist's tests and results. Someone in the lab suggested that an observation of the color of the substance would be important. Explain why color would or would not be a useful observation in this investigation.

Color is not a useful observation because all of the possible substances are white, so color does not help identify it.

2. **Evaluate** The scientist observed one unknown substance using a hand lens. It was made up of crystals. What conclusion could be made based on this observation?

- A. The substance is calcium carbonate.
- B. The substance is not fructose.
- C. The substance might be sodium bicarbonate
- D.** The substance is either fructose or calcium sulfate.

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Professional Development

Reflect As you grade the assessment, take note of any issues that blocked students' general understanding of the properties of matter. You may wish to keep these challenges in mind as you teach this topic again.

3. **Collect Data** If the scientist thinks the substance is either sodium bicarbonate or fructose, what test could be used to decide which it is?

- A. Dissolve the substance in water.
- B. Observe the color of the substance.
- C. Measure the conductivity of a solution of the substance.**
- D. Observe the substance with the hand lens to see whether it has a crystal form.

4. **Plan an Investigation** The scientist considered starting with tests that could identify the substance in one step. Could any of the tests make an identification in one test? If so, identify which substance or substances could be identified by that test.

Sample answer: The conductivity test could identify sodium bicarbonate or fructose. None of the other tests can identify a substance in one test.

5. **Evaluate** The scientist recorded these observations.

Property	Observation
Solubility in water	soluble
Color	white
Particle appearance	powder
Makes bubbles in vinegar	yes
Is a solution conductive	yes

What was the unknown substance?

- A. calcium carbonate
- B. calcium sulfate
- C. sodium bicarbonate**
- D. fructose

Evidence-Based Assessment 39

Question 3

Collect Data The correct answer is C. The scientist could measure the conductivity of the solution because one substance is conductive and the other solution is not. Therefore, whichever substance is conductive or not conductive would help the scientist identify the substance. **DOK2**

- If students chose A, explain that both substances dissolve in water, so this test would not be effective.
- If students chose B, tell them that both substances are white, so this test would not be effective.
- If students chose D, explain that although a hand lens could be used to observe both substances, there is a better answer choice.

Question 4

Plan an Investigation If students wrote that any of the tests could identify the substance, remind them that the substances also share a lot of similarities. Since many of the substances being compared share similar properties, it is not possible to use one test (besides the conductivity test to identify sodium bicarbonate) to identify the substances. **DOK3**

Question 5

Evaluate The correct answer is C. The unknown substance is sodium bicarbonate based on its properties and observations. It is important to note that knowing the properties and observations of other substances helps to identify unfamiliar substances. This is why it is also important to have consistent records of data within the science community. **DOK3**

- If students chose A, point out that calcium carbonate is not soluble in water.
- If students chose B, explain to them that calcium sulfate is not soluble, so this cannot be the correct substance.
- If students chose D, remind them that fructose has a crystal particle appearance, does not make bubbles in vinegar, and is not a conductive solution.

3. Record your data.

HANDS-ON LAB

5-PS1-3, SEP.3

Substance	Appearance	Magnetic	Soluble	Conductive
salt	white crystals	no	yes	yes
sugar	white crystals	no	yes	no
iron fillings	dark pieces	yes	no	no
activated carbon	dark pieces	no	no	no
unknown #1				
unknown #2				

Analyze and Interpret Data

4. **Evaluate** What were the properties of the substances that you used for identifying the unknown substances?

Answers will vary depending on measured values but may include particle shape/color, solubility in water, conductivity, and whether the substance is magnetic.

5. **CCC Structure and Function** Was your test able to show differences among all of the four known materials? Provide evidence to support your answer.

Answers should cite a unique combination of properties for each substance.

6. **Draw Conclusions** Were you able to identify the two unknown substances? Explain.

Answers should be based on experimental evidence.

uDemonstrate Lab

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Assessment Rubric

	3	2	1
5-PS1-3	Students demonstrate the ability to make observations and measurements to identify materials based on their properties.	Students can make observations and measurements, but have errors when identifying materials based on data and observations.	Students do not demonstrate the ability to make observations and measurements to identify materials based on their properties.
SEP.3	Students demonstrate the ability to plan and carry out an investigation that produces data to serve as the evidence for an explanation.	Students plan and carry out an investigation, but have errors in their data and using it as evidence to form explanations.	Students do not demonstrate the ability to plan and carry out an investigation that produces data to serve as the evidence for an explanation.

What to Expect

Students will record data about the solubility, conductivity, and magnetic properties of two unknown solutions. They will use this data to identify the substances. They will compare and contrast this information to draw conclusions about the identity of the unknown.



Go online to the Lab Center to get editable versions of this lab, including Open Inquiry and Do-It-Yourself Inquiry. You can also use the Activity card for this lab.

Analyze and Interpret Data

Students should demonstrate how to accurately plan and carry out an investigation that allows them to observe, evaluate, and draw conclusions. Their data should provide evidence that each substance has unique properties that distinguish it from other substances.

Activity Card Extensions

Use the following to support Open and Do-It-Yourself Inquiry options on the Activity Card.

DOK4

Open Inquiry

The second level of inquiry requires students to go further in writing the procedure. Students will also devise a way to record their results. Students can refer to the uDemonstrate model as they answer the following question: *What happens if more than one substance has the same properties?*

What to Expect

Students will come up with a procedure for testing similar substances in order to be able to differentiate among them. Students will acknowledge that there are several types of tests and investigations that can be done to identify substances.

Do-It-Yourself Inquiry

The third level of inquiry asks students to pursue a question of their own choosing and developing their own procedure. A sample question might be: *Do man-made, or synthetic, substances have different properties than natural substances?*

What to Expect

Students will explain that not all substances are natural or organic, and that some substances are synthetic. These substances have different properties than the natural substances.

✓ Performance-Based Assessment

Investigative Phenomenon Use this lab as a performance-based assessment. Students should be able to demonstrate mastery of the standards. Ask students questions, such as *What are some ways to test and observe substances?* and *How can the properties of known substances be used to identify unknown substances?* to help you assess students' mastery.

Demonstrate Lab

How do you know what it is?

Objective Students will identify unknown materials by testing and comparing their properties.

Time 30

Grouping 2

Understanding the Science Practice

Students will make observations of the substances to identify the unknown materials. Observations must be recorded so that they can be studied and used to draw conclusions.

Materials Go online to download the master material list, which also identifies kit materials.

Advance Preparation The unknowns need to be one of the four identified substances.

Next Generation Science Standards and Science and Engineering Practices

5-PS1-3 Make observations and measurements to identify materials based on their properties.

SEP.3 Planning and Carrying Out Investigations Make observations and measurements to produce data to serve as the basis for evidence an explanation of a phenomenon.

Demonstrate Lab

How do you know what it is?

Phenomenon When scientists test substances, they make observations. Then they compare the substance to a substance with known properties. How can you identify unknown materials by comparing test results to known properties?

Procedure

1. What tests will you perform to identify the unknown substances? You should use at least two different tests.

Sample answer: I will use observations of the appearance of the unknown substances, their solubility in water, whether they are magnetic, and whether they are conductive in water.

Based on these tests I will be able to identify the unknown substances.

2. **SEP Plan an Investigation** Write a procedure for the tests of the unknown substances. Use all of the listed materials. Show your procedure to your teacher before you begin.

Answers will vary. Procedures should indicate in detail how tests will be performed.

Materials

- safety goggles
- 2 plastic cups
- 2 unknown substances
- hand lens
- water
- magnet
- spoon
- conductivity tester

Do not taste any of the materials.

Wear safety goggles.

Science Practice

Scientists make observations to answer questions.



40 Topic 1 Properties of Matter

Guiding Inquiry

If your students need more direction on this lab, use the following procedure.

1. Analyze the data presented in the data table. Discuss the properties of each known substance.
2. Label your first cup Unknown Substance #1 and your second cup Unknown Substance #2.
3. Observe the appearance of each unknown. Record your observations in the data table.
4. Use a magnet to hover over each unknown. Record your observations.
5. Fill each cup halfway with water. Stir for 10 seconds. Record your observations in the data table.
6. Place the conductivity tester in each cup. Record your observations in the data table.
7. Analyze and compare your data. Use the data table to identify your unknown substances.