

AGENDA ITEM: Request to Expand Charter School Operations – Rising Schools, Inc.

Issue

Rising Schools, Inc. (Rising) began operating The Rising School in FY 2015. Because academic performance dashboards were not calculated for FY 2015 the Charter Holder was required to submit internal benchmarking data for FY 2015 and FY 2016 with its expansion request. Rising submitted an Adding Grade Levels (AGL) to Charter Amendment Request to add grades 4 and 5.

Summary of Narrative Provided

Rationale for Expansion Request

According to the narrative (presented in the Appendix: A. Amendment Request Materials), Rising is requesting expansion to its grade levels in order to offer grades 4 and 5, as there has been “insufficient student demand for a small high school with rigorous academic standards and limited elective courses and extracurricular clubs.” The Charter Holder also cites parent inquiries requesting that younger students be served at the school.

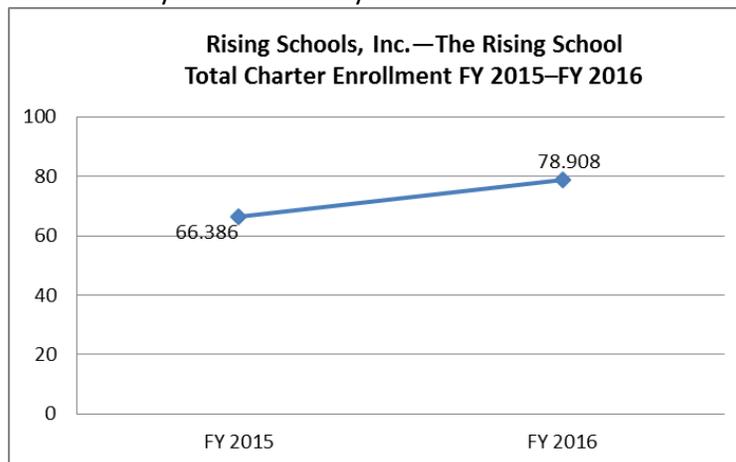
I. Background

Rising was granted a charter in 2013, which is currently approved for grades 6–12. Rising operates one school. See table below.

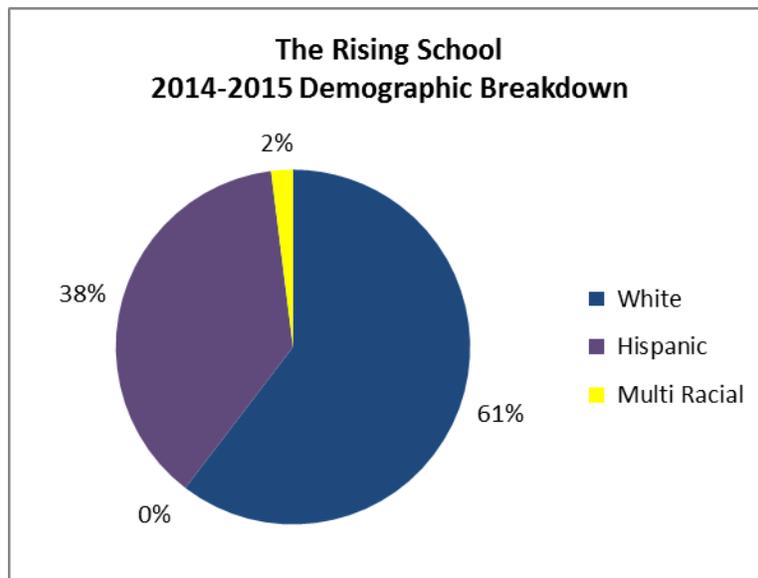
School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
The Rising School	August 2014	Tucson	6–10	78.908	180

Mission Statement for Rising Schools, Inc.: “The Rising School is a high-quality college-prep school that prepares Tucson-area 6th-9th grade students for success in school, college, and 21st century careers. Students, parents, and teachers are treated with respect and enjoy being a part of a safe, caring community. Classes are engaging and relevant; teachers are experts in curriculum and instruction; and standards and assessments are rigorous. Students create quality projects; surpass state and national standards on assessments; and mature alumni who are successful scholars and professionals engaged with their community and the world.”

The current enrollment cap for Rising is 112. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2015–2016.



The demographic data for The Rising School from the 2014–2015 school year is represented in the chart below.¹



The percentage of students served by The Rising School in the 2014–2015 school year who are classified as English Language Learners, classified as students with disabilities, or are eligible for Free or Reduced Price Lunch (FRL), is represented in the table below.²

School Name	Free or Reduced-Price Lunch (FRL)	English Language Learners (ELL)	Students with Disabilities
The Rising School	73%	*	20%

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

II. Academic Performance

A Charter Holder’s academic performance will be evaluated by the Board when considering expansion requests. Rising is in its second year of operation. Due to the absence of Academic Dashboards for the FY 2015 year, academic performance information is not available. However, internal benchmarking data was reviewed as part of the expansion request submitted by Rising. (Refer to Section IV. of this staff report titled Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data).

¹ Information provided by the Research and Evaluation division of the ADE.

² Information provided by the Research and Evaluation division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.

III. Additional School Choices

The Rising School is located in Tucson near the intersection of Broadway Blvd. and Kolb Rd. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 31 schools serving grades 6–10 within a five mile radius of The Rising School that received an A–F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A–F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of The Rising School, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY 2014.

Letter Grade	The Rising School			ELA 14%	Math 21%	Charter Schools	Meets Board’s Standard
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)		
A	6	6	6	0	0	4	4
B	11	4	4	0	2	7	5
C	11	0	1	4	4	3	0
D	1	0	0	1	0	0	0
F	2	0	0	1	0	1	0

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of The Rising School serving a comparable percentage of students (± 5%) in the identified subgroups.³

The Rising School	73%	*%	20%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A	0		0
B	1		2
C	3		5
D	0		1
F	0		1

³ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



IV. Demonstration of Sufficient Progress—FY 2015 and FY 2016 Internal Benchmarking Data

Rising submitted internal benchmarking data for FY 2015 and FY 2016 with the AGL request because the school operated by the Charter Holder did not meet the academic performance standards set forth by the Board.

Staff conducted a desk audit to review the internal benchmarking data submitted with the AGL request.

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

After considering information from the internal benchmarking data provided for the desk audit, the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance in 4 out of the 10 measures required by the Board.

Based on the findings summarized above and described in appendix C. Data Inventory, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

V. Board Options

Option 1: The Board may approve the Adding Grade Levels to Charter Amendment Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to add grade levels 4 and 5 to the charter contract of Rising Schools, Inc.

Option 2: The Board may deny the Adding Grade Levels to Charter Amendment Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to add grade levels 4 and 5 to the charter contract of Rising Schools, Inc., for the reasons that: (Board member must specify reasons the Board found during its consideration.)

APPENDIX A

AMENDMENT REQUEST MATERIALS



**Rising Schools, Inc./The Rising School Governing Board Regular Meeting
7444 E. Broadway Blvd.
Tucson, Arizona, 85710**

August 27, 2015

MINUTES

Governing Board present

George Rising, President
Greg Berger, Secretary
Kevin Stombaugh, Member

Governing Board absent

Margret Huebner, Treasurer

Also present

None

Item	Action
<u>CALL TO ORDER</u> 4:58 p.m.	
<u>ACTION ITEMS</u> 1. Approve Minutes from previous Governing Board meeting.	George Rising moved approval, Greg Berger seconded. Approved unanimously.
2. Approve student-parent handbook for 2015-16.	Kevin Stombaugh moved approval, Greg Berger seconded. Approved unanimously.
3. Approve adding grades 4 and 5 starting in 2016-17.	George Rising moved approval, Kevin Stombaugh seconded. Approved unanimously.
4. Schedule an Executive Session at this time to consider the follow matters: Contract negotiations pursuant to A.R.S. 38-431.03.A.5.	George Rising moved approval, Greg Berger seconded. Approved unanimously.
<u>INFORMATION ITEMS</u> 5. Examine financial documents.	No action required.

6. CEO/Principal Update: <ul style="list-style-type: none"> • Student numbers • Personnel 	
7. Set date, time, and place for next Board meeting: Thursday, September 24, 2015, at 4:30pm at The Rising School at 7444 E. Broadway Blvd., Tucson, Arizona, 85710.	
<u>FUTURE AGENDA ITEMS</u>	
None	
<u>ADJOURNMENT</u>	
5:40 p.m.	

Narrative for Adding Grade Levels

The Rising School

1) The rationale for the increase in grade levels served:

The Rising School (TRS) was chartered as a 6th-12th grade school, and we currently serve grades 6-10. We wish to add grade levels 4 and 5. There are three main rationales for this change. First, we have found insufficient student demand for a small high school with rigorous academic standards and limited electives courses and extracurricular clubs. Because of this inadequate demand, we are far below our target numbers for student numbers. Second, students who have remained at TRS have been acculturated into our program's philosophy, which is based on rigorous academic and firm behavioral standards. Consequently, having lower grades to serve as a feeder program will strengthen this positive culture. And third, we have had several inquiries from parents and prospective parents requesting that TRS serve younger students.

To expand on the first rationale: In our first two years of operation, TRS has not been successful in meeting our target numbers for recruiting and retaining high-school students. By contrast, we have effectively enrolled and retained younger students. In our first year, 2014-15, we enrolled students in grades 6-9, with the plan to add one additional grade in each of the following years: 10th grade in 2015-16, 11th grade in 2016-17, and 12th grade in 2017-18. Our ultimate enrollment goal by 2017-18 was 25-50 students in each grade for a total of at least 200 students. (Our building can hold up to 240 students.) We set a target number of 20-25 students in each grade, 6th-9th. In our first year, 2014-15, our plan for grades 6-8 worked well, as we averaged about 20 students in each of these grades through the first 100 school days.

In 2014-15, however, only six students enrolled in ninth grade, our only high-school grade that year. This was far below our target number of 25 students. We eventually determined that most teenagers in our area desired the large high school "experience," with 5A football teams, a myriad of elective courses, plentiful extracurricular clubs, and an extensive social scene. Unfortunately, our school is geographically situated between two large public high schools, Sahuaro and Palo Verde, which are each less than two miles away. Additionally, our commitment to rigorous academics has made us a poor fit for students looking for credit recovery, and there are nearby charter schools that specialize in credit recovery.

Leading up to our second year, 2015-16, we again aggressively recruited students in grades 6-10 and assertively attempted to retain our students. However, we recruited only 9 new high-school students. Meanwhile, only 2 of 6 our ninth graders and only 3 of 22 of our eighth graders chose to remain at TRS as high-school students. Currently, we have 3 students in ninth grade and 6 in tenth grade. (By contrast, our recruitment and retention of students was satisfactory for our lower grades, as we currently average about 20 students in grades 6, 7, and 8.) Hence, we overestimated student demand for a small, academically rigorous high school. Consequently, we are far below our target student numbers for high school, and we question whether we will ever meet these targets. At this point, we intend to keep our high-school program for 2016-17, but our Governing Board and administration will carefully examine the feasibility of a high-school program for future years.

Our second major rationale for adding grades 4 and 5 is that these new students will be acculturated to our philosophy at an earlier age and then serve as a feeder for our higher grades. We have observed that students who have remained at TRS have been acculturated into our program's philosophy; consequently, having lower grades to serve as a feeder for our high grades will strengthen this culture.

Finally, we have had several inquiries from parents and prospective parents requesting that TRS serve younger students. Therefore, we believe that there is sufficient demand for 4th and 5th grades, in contrast to the insufficient demand for a small, rigorously academic high school.

2) How the additional grades support the mission, educational philosophy, and methods of instruction:

As described above, we have observed that students who remain at TRS become acculturated to our school's positive culture of rigorous academics and firm behavioral standards. We are an open-enrollment urban charter school in a working-class neighborhood, so our enrollees often come to us with severe academic and behavioral issues. Over time at TRS, these issues are often ameliorated by our consistent culture of high academic and behavioral expectations combined with compassionate teachers and extra academic help built into each school day. Adding two additional grades will enable us to strengthen this positive culture and to set our students up for success in our higher grades. Educational research supports our notion of early intervention in a child's life.

The 4th and 5th grade classrooms will be self-contained. Self-contained classrooms will help students bond with their teacher. They will also restrict interaction with older students, which will be further aided by different lunch and recess times for younger and older students.

3) Mastery of coursework and grade-level promotion (for K-8 grades only):

Our 4th and 5th grade programs will follow the promotion requirements already in place for our 6th-8th graders. The Rising School's is committed to having all of its students demonstrate mastery of Arizona's College and Career Readiness Standards. As in grades 6-8, students in grades 4-5 will earn promotion to the next grade level by demonstrating mastery of academic core content by passing (with a grade of D- or higher) all core subjects—Math, English, Humanities (which includes social studies), and Science. Any student who fails any of these core courses will be retained in his/her current grade. Like older students, 4th and 5th grade students will have both formative and summative assessments throughout the year, including ATI Galileo Pretest, three Benchmark tests, and Post-Test in reading, writing, math, and science, as well as internal formative and summative assessments.

4) Course offerings, proficiency level required for course credit, policy on acceptance of transfer credit, and graduation requirements that identify number of credits in each content area and electives (for 9-12 grades only):

This questions is not applicable to our application to add grades 4 and 5.

5) Changes in staffing that comply with the Highly Qualified federal guidelines:

TRS will require teachers for 4th and 5th grade to hold an Elementary Education, 1-8, teaching certificate.

Timeline for Adding Grades

The Rising School (TRS)

June 2015 through August 2015

- TRS's Administration and Governing Board analyze student-enrollment data and other data to determine the short-term and long-term feasibility of TRS's current grade levels.

August 27, 2015

- At TRS's Governing Board meeting, the Board approves a motion to amend TRS's charter to add grades 4 and 5 beginning with the 2016-17 school year.

August 27, 2015, through March 2016

- TRS's Administration collects all documents necessary to request that the Arizona State Board for Charter Schools (ASBCS) amend TRS's charter to add grades 4 and 5

March 13, 2016

- TRS uploads its request to amend its charter to the ASBCS website

March-April 2016

- TRS's principal advertises, recruits, interviews, and observes with selected teachers demonstration lessons of potential 4th and 5th grade teachers

By May 1, 2016

- Assuming the ASBCS approves the charter amendment, TRS hires a highly qualified 4th grade teacher and a highly qualified 5th grade teacher

May-July 2016

- TRS heavily advertises its 4th and 5th grade program, working with Movement Marketing

May 24-27, 2016

- 4th and 5th grade teachers attend TRS's May In-Service

June-July, 2016

- 4th and 5th grade teachers collaborate frequently with the principal and other teachers to develop curriculum for their classes

July 21-August 3, 2016

- 4th and 5th grade teachers attend TRS's July-August In-Service
- 4th and 5th grade teachers ready their self-contained classrooms (both of these rooms have been furnished with student desks, teacher desk, chairs, etc., since July 2015)

August 1, 2016

- Mandatory orientation for 4th and 5th grade students and parents

August 4, 2016

- First day of school for 2016-17

Curriculum Sample— 8 Pages Max. (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

Grade Level	4	Content Area	Mathematics
Course Title (grades 9-12 Only)			
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	Students will have had ample experience with addition and subtraction of whole numbers, including extensive experience solving word problems involving the addition and subtraction of whole numbers. They will have had experience halving numbers, and be familiar with related terms (dividing by two, cutting in half). They will have general knowledge of fractions as portions of a whole, including knowledge of numerators and denominators, and will have had sufficient experience labeling pictorial representations of fractions and mixed numbers. Finally, they will have limited experience (not all students will have mastered) simplifying fractions, or reducing them to lowest terms. The latter will not be a focus in this series of lessons.		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	The school's program of instruction stresses alignment with research-supported instructional techniques, including Hunter's Essential Elements of Instruction. This series of lessons incorporates all seven components of Hunter's EEI: objectives, standards, anticipatory set, teaching (input, modeling, checking for understanding), guided practice, closure, and independent practice.		
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 for review by having (M) before the Standard number.</i>	<p>(M) 4.NF.B.3 <u>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</u></p> <p>a. (M) <u>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</u></p> <p>d. (M) <u>Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</u></p> <p>4.MP.3 Construct viable arguments and critique the reasoning of others.</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>Cuisenaire rods</p> <p>Hexagon paper</p> <p>Pattern blocks</p> <p>White boards/markers (student set)</p> <p>Student journals (class set)</p>		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>Teacher states the objective (also posted): In pairs, students will demonstrate their understanding of the addition of fractions referring to the same whole as joining parts by accurately identifying and diagraming at least five of the possible combinations of like denominator pattern block fractions that sum to a hexagonal whole in class. (2 minutes)</p> <p>Teacher pairs students and provides anticipatory set: Students are asked to generate a list with their partners that they will draw from to contribute to a whole-group discussion. (1 minute)</p> <p>Teacher asks for students to share their lists and draws on students' examples to review fraction-related terminology (numerator, denominator) and the concept of fractions as parts of a whole in relevant contexts. (2 minutes)</p> <p>Teacher demonstrates from the front several combinations of same-size rods that sum to a whole using Cuisenaire rods. Teacher models labeling of individual fractions (different sized rods and combinations of same-size rods) and writing of equations summing to one whole (e.g. $1/2 + 1/2 = 1$; $1/3 + 1/3 + 1/3 = 1$; $1/3 + 2/3=1$; etc.). (10 minutes)</p> <p>Following teacher modeling, teacher asks students to use pattern blocks and hexagon paper and work in pairs to find as many combinations of like denominator fractions (utilizing same-size pattern blocks) that sum to one whole as possible. Teacher walks around the room to differentiate instruction as appropriate (for example, a student pair that finds all possible combinations of like denominator pattern block fractions summing to one can be asked to find additional combinations of pattern block fractions with unlike denominators that sum to one). (30 minutes)</p> <p>Teacher calls the class together and ask select students to come to the board to share their pictorial representations and corresponding equations. Students are asked to re-read the objective and decide whether they have met it for the day. (8 minutes)</p> <p>Teacher distributes and introduces individual practice/ homework. Much like</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given one minute, students generate a list of as many items as they can think of that can be split into equal parts (brownies, paper, pies...).</p> <p>Students share their lists in a whole-group discussion and answer questions teacher poses during said discussion.</p> <p>Students continue to engage in teacher discussion during the modeling portion of the teacher lesson and take notes in their math journals as directed.</p> <p>Guided practice: Students work in pairs with pattern blocks and hexagon paper to generate as many combinations of like denominator (pattern block) fractions that sum to one (hexagon) as possible. They record pictorial representations of these combinations on hexagon paper, as well as write equations for each of them in their math journals.</p> <p>Closure: Students contribute to a whole-class closure discussion and take relevant notes in their math journals.</p> <p>Independent practice/ homework: Students will have to label pictorial</p>

<p>they have done in class, students will be asked to label pictorial representations of the addition of five pairs of fractions (each pair with same-size pieces) and to write equations to represent them. If they are able, they will be asked to present their final answer in lowest terms. (2 minutes)</p> <p>Methods of instruction: Direct instruction with guided questioning, teacher-led modeling, and guided partner practice followed by the provision of intentional and differentiated teacher feedback to student pairs and small groups as students work.</p>	<p>representations of the addition of five different pairs of fractions (each pair having same-size pieces) and write equations to represent them. (Note: This assignment is much like Summative Assessment Item 1- see below.)</p>
<p>2</p> <p>Teacher states the objective (also posted): Students will further demonstrate their understanding of the addition of fractions referring to the same whole as joining parts by accurately adding fractions with like denominators. They will demonstrate their understanding of the subtraction of fractions referring to the same whole as separating parts by accurately subtracting fractions with like denominators. (2 minutes)</p> <p>Teacher asks students to list in their math journals as many fraction combinations as they can remember from the previous lesson that sum to one. (1 minute)</p> <p>Teacher asks for students to share their combinations and draws on students' examples to review fraction-related terminology (numerator, denominator) and the concept of fractions as parts of a whole. (2 minutes)</p> <p>Teacher begins mini-lesson. When adding fractions with like denominators, the denominator remains the same and the numerators are added together in the same manner as though they were whole numbers. Teacher demonstrates with pattern blocks as well as written equations. Students are asked to record at least one example in their math journals. In the same manner, when subtracting fractions with like denominators, the denominator remains the same and the second numerator is subtracted from the first, just as though they were whole numbers. Again, teacher demonstrates with pattern blocks and written equations; students must record at least one example in their math journal. Mixed numbers and fractions less than one are used. (10 minutes)</p> <p>Following teacher modeling, teacher directs students' attention to fifteen problems written on the board involving the addition and subtraction of fractions. The first ten are required and involve only fractions with like denominators. The last five are challenge problems that students can only attempt if they have successfully completed the first. They contain mixed numbers and improper fractions and one fraction with an unlike denominator</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given one minute, students list in their journals as many fraction combinations as they can remember from the previous lesson that sum to one.</p> <p>Students share their combinations to contribute to a whole-group discussion and answer questions teacher poses during said discussion.</p> <p>Students continue to engage in teacher-discussion during the modeling portion of the teacher lesson and take notes in their math journals as directed.</p> <p>Guided practice: Students obtain white boards and markers to solve the problems on the board. Students do the work individually on their boards, but are encouraged to collaborate with their peers. They can also seek the help of their teacher who is walking around to offer feedback. They must check the answer of each problem before attempting the next.</p>

	<p>(last problem). Teacher walks around the room to differentiate instruction and offer feedback as appropriate. After fifteen minutes, teacher calls attention of students for a whole-group discussion. Students are asked to share their reasoning to defend their answers to two of the first ten problems completed. (18 minutes)</p> <p>Teacher distributes worksheets containing addition and subtraction of fractions with common denominators for students' individual practice. (12 minutes)</p> <p>Teacher distributes formative assessment (closing activity): Students work in pairs to add and subtract fractions with common denominators and represent their solutions by shading in the appropriate number of spots on a pre-drawn fractional diagram (pie graph). (8 minutes)</p> <p>Teacher calls the class together and asks a student to re-read the objective and decide whether they have met it for the day. Teacher distributes and introduces individual practice/ homework. Much like the formative assessment they have just completed in pairs, on the homework, students will be asked to add and subtract four pairs of fractions with like denominators and to shade in the appropriate number of spots to represent their answer on a pre-drawn fractional diagram. If they are able, they will again be asked to present their final answer in lowest terms. (2 minutes)</p> <p>Methods of instruction: Direct instruction with guided questioning, teacher-led modeling, guided individual practice (alongside the provision of intentional and differentiated teacher feedback), and formative assessment in pairs.</p>	<p>Independent practice: Students work independently on a worksheet involving the addition and subtraction of fractions with common denominators.</p> <p>Closing activity: In pairs, students solve four problems involving the addition and subtraction of fractions (and mixed numbers) with common denominators and represent their answers by shading on a pre-drawn fractional (pie graph) diagram. They take turns writing.</p> <p>Final closure: Students contribute to a whole-class reflection on whether the objective for the day has been met.</p> <p>Independent practice/ homework: Students will solve four problems for homework much like the four from the closure activity they worked on in pairs. (Note: This assignment is much like Summative Assessment Item 2- see below.)</p>
<p>3</p>	<p>Teacher states the objective (also posted): Students will demonstrate their understanding of the concepts of addition and subtraction of fractions by identifying when to use addition and when to use subtraction in solving word problems involving fractions with common denominators. (2 minutes)</p> <p>Teacher asks students to complete ten simple addition and subtraction fraction problems from the board in their math journals. (10 minutes)</p> <p>Teacher asks students to <i>Think-Pair-Share</i> as an introduction to story problems involving fractions. First, teacher directs students to put their heads down and think back to the lists they generated in the first lesson in this series for things that can be cut into same-size pieces. Then the teacher asks the students to think of when they may need to add or subtract those pieces in real-life contexts. Students are asked to think of at least one example for when you may add fractions with like size pieces and one for when you would subtract in real-</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: In ten minutes, students perform computations to solve ten addition and subtraction fraction problems in their math journals.</p> <p>Students are given three minutes of silence before they are allowed to share: two minutes to think with their heads down and one minute to write their ideas in their math journals. Finally, students are asked to share their examples with their shoulder partner(s).</p>

	<p>life contexts and then to share their examples with their partners. (5 minutes)</p> <p>Teacher asks students to share some of the examples they came up with and uses these examples to write equations representing real-life situations for summing and subtracting fractions to solve problems. Teacher demonstrates one addition and one subtraction problem with equations, pattern blocks, and pictorial representations. Students are asked to record both examples in their math journals. (10 minutes)</p> <p>Teacher begins mini-lesson. When solving word problems involving the addition and subtraction of fractions with like denominators, it is important to look for key words in the text to decide whether you need to add or subtract. As part of the lesson, teacher reviews key words for addition (bought, found, was given...) and key words for subtraction (sold, gave away, lost...). Teacher models an addition and subtraction problem using pattern blocks, solves the problem using an equation, and represents the answer in a pictorial diagram. Students are asked to record both examples in their math journals. (10 minutes)</p> <p>Following teacher modeling, teacher divides students into groups of three and four and distributes ten word problems to each group. Students are charged with the task of deciding whether they should use addition or subtraction to solve each problem. Teacher walks around the room to differentiate instruction and offer feedback as appropriate. (15 minutes)</p> <p>Teacher calls students to attention and asks them to re-read the daily objective. Have they met it? Teacher reminds students to look for key words to indicate whether they will be adding or subtracting to solve each word problem and introduces the homework. Students will solve five word problems involving the addition and subtraction of fractions with common denominators. (3 minutes)</p> <p>Methods of instruction: Direct instruction with guided questioning, teacher-led modeling, and guided small-group practice (alongside the provision of intentional and differentiated teacher feedback), followed by independent practice (homework).</p>	<p>Students share their combinations to contribute to a whole-group discussion and answer questions teacher poses during said discussion.</p> <p>Students record two examples (equations and pictorial representations) in their math journals as directed.</p> <p>Students continue to engage in teacher-discussion during the modeling portion of the teacher lesson and take notes in their math journals as directed.</p> <p>Guided practice: In groups of three or four, students collaborate to decide whether to use addition or subtraction to solve ten different word problems. Students rotate the lead roll and must listen to and critique one another's reasoning. Computation is unnecessary. The task at hand is to decide which operation is appropriate and why. Each member of each group must be ready to share the group decision and articulate the argument.</p> <p>Closure: Students contribute to a whole-class reflection on whether the objective for the day has been met.</p> <p>Independent practice/homework: Students will solve five word problems involving the addition and subtraction of fractions with like denominators. (Note: This assignment is much like Summative Assessment Item 3- see below.)</p>
4	<p>Teacher states the objective (also posted): Students will solve simple computation problems and more complex word problems involving the addition and subtraction of fractions referring to the same whole and having like denominators using visual models, pattern blocks, and equations to represent their solutions to each problem. (2 minutes)</p> <p>Teacher breaks students into groups to work together to answer questions of</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Guided practice: In groups of three or four, students collaborate to answer</p>

<p>three types, just like the questions they will be asked to solve independently within each of the three sections of the larger culminating (summative) assessment during the next lesson. Teacher introduces the activity as a mock exam. Teacher emphasizes the importance of productive collaboration, what it means to help a peer (not giving the answer), and how to listen to and critique the reasoning of others and present an argument well. Teacher asks students to work together in groups to solve each problem. Teacher instructs students that each person must record the work for each question but the teacher will only choose one paper at random to collect and that will be the work that is marked and recorded. Students rotate responsibility roles so that for each question they are either presenting and defending a solution to a problem or listening to and critiquing the reasoning of the group member who is. Teacher asks students to demonstrate their addition and subtraction with equations, pattern blocks, and pictorial representations. Teacher further encourages students to refer to their notes in their math journals as needed. The entire lesson is presented as a time for review before a culminating assessment. The teacher walks around the room to differentiate instruction and offer feedback as appropriate. (45 minutes)</p> <p>Teacher calls students to attention and has a member from three different groups share with the class their solution to three different items, one of each type. Teacher contributes to the conversation good strategies for solving each problem type, provides differentiated feedback, and answers questions. Then a student is asked to re-read the day's objective. Has it been met? Teacher announces that homework is to review for tomorrow's culminating (summative) exam. (8 minutes)</p> <p>Methods of instruction: Direct instruction with guided questioning, teacher-led modeling, and guided small-group practice (alongside the provision of intentional and differentiated teacher feedback), followed by independent revision (assigned for homework).</p>	<p>questions of three types, much like those they will be asked to solve on the culminating summative assessment during the next lesson. Each section has two problems and students are expected to alternate roles in their groups between presenting and defending a solution and listening to and critiquing the reasoning of the person who is. All students record work and final solutions on their papers. For the first two problems, the students are presented with visual models to shade as they solve addition problems of simple fractions with the same denominator (see Summative Assessment Item 1 below for similar problems). For the second section, students are asked to solve addition and subtraction problems of fractions with like denominators without pre-drawn visual models (see Summative Assessment Item 2 below for similar problems). For the final section, students are asked to solve two word problems involving the addition and subtraction of fractions and mixed numbers with common denominators and to write an equation representing their solution (see Summative Assessment Item 3 below for similar problems).</p> <p>Closure: Students contribute to a whole-class closure discussion and take relevant notes in their math journals.</p> <p>Students reflect on whether the objective for the day has been met.</p> <p>Independent practice/homework: Students will review their journals and work from these first four lessons in preparation for a culminating assessment that they will take during the next lesson.</p>
<p>S.A. <i>Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.</i></p>	<p>Following the fourth lesson, students will take a culminating summative assessment comprised of three distinct summative assessment items (sections; see below). To demonstrate mastery of the target objectives, students will have to score 80% or higher on the first two Summative Assessment Items and 75% or higher on the last (see keys below). The students will have no more than 30 minutes to complete the three items unless there is an individualized education plan in place that requires a particular student be given extra time.</p>

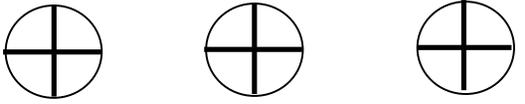
Summative Assessment Items and Scoring: *Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately 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, such that mastery of the*

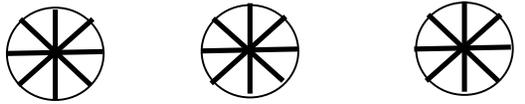
application of the content and/or skills as defined by the grade-level rigor in the Standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Summative Assessment Item 1 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Note: Assessment retyped in the interest of space. As a result, figures shown below are not drawn to scale, as they would be on the actual assessment.

1. 
 $\frac{1}{3} + \frac{1}{3} = \underline{\hspace{2cm}}$

2. 
 $\frac{1}{4} + \frac{2}{4} = \underline{\hspace{2cm}}$

3. 
 $\frac{2}{8} + \frac{3}{8} = \underline{\hspace{2cm}}$

4. 
 $\frac{3}{10} + \frac{1}{10} = \underline{\hspace{2cm}}$

5. 
 $\frac{2}{6} + \frac{3}{6} = \underline{\hspace{2cm}}$

Summative Assessment Item 1: Standard focus, answer key, and scoring information:

Standard focus: (M) 4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$; (M) a. Understand addition and subtraction of fractions as **joining** and **separating** parts referring to the same whole.

Answer key and scoring information:

- 4 points possible: 1 point- 1 portion shaded in first circle diagram, 1 point- 1 portion shaded in second circle diagram, 1 point- 2 portions shaded in third circle diagram, 1 point- correct answer ($2/3$) beneath third circle diagram.
- 4 points possible: 1 point- 1 portion shaded in first circle diagram, 1 point- 2 portions shaded in second circle diagram, 1 point- 3 portions shaded in third circle diagram, 1 point- correct answer ($3/4$) beneath third circle diagram.
- 4 points possible: 1 point- 2 portions shaded in first circle diagram, 1 point- 3 portions shaded in second circle diagram, 1 point- 5 portions shaded in third circle diagram, 1 point- correct answer ($5/8$) beneath third circle diagram.
- 4 points possible: 1 point- 3 portions shaded in first circle diagram, 1 point- 1 portion shaded in second circle diagram, 1 point- 4 portions shaded in third circle diagram, 1 point- correct answer ($4/10$) beneath third circle diagram. [Note: $2/5$ accepted but reduction to lowest terms not required.]
- 4 points possible: 1 point- 2 portions shaded in first circle diagram, 1 point- 3 portions shaded in second circle diagram, 1 point- 5 portions shaded in third circle diagram, 1 point- correct answer ($5/6$) beneath third circle diagram.

TOTAL POSSIBLE (4 points each X 5 questions = 20 points); Mastery on **this** portion will be demonstrated by a score of 80% or higher (16 points or higher). This item alone is insufficient to demonstrate mastery of the target standard.

Note: Assessment Item 1 will appear as Part 1 of a 3-part cumulative summative assessment, as explained above.

Summative Assessment Item 2 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Note: Assessment Item 2 will appear as Part 2 of a 3-part cumulative summative assessment, as explained above. It will contain 10 computation problems involving the addition and subtraction of fractions (and mixed numbers) referring to the same whole and with common denominators. **In addition to the computations, students will be asked to choose 1 problem to illustrate using a visual model or diagram.**

1. $4/5 + 1\ 3/5$
2. $3/4 + 1/4$
3. $4\ 4/7 - 1\ 1/7$
4. $8/9 + 2/9$
5. $3/8 + 2/8$
6. $10/11 - 3/11$
7. $4\ 4/6 + 1\ 1/6$
8. $8/10 - 3/10$
9. $3/9 - 1/9$
10. $4/15 + 7/15$

Summative Assessment Item 2: Standard focus, answer key, and scoring information:

Standard focus: (M) 4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$: (M) a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

Answer key and scoring information: Each question is worth a potential 2 points: If partial credit is acceptable, it is indicated below. Finally, the diagrams students draw to represent the one problem they choose are worth up to 3 points (1 for each correct diagram or step to the problem- If it is addition, for instance, there should be three diagrams, one for each addend, and one for the sum, just as in Summative Assessment Item 1.)

- | | |
|-------------------------------------|--|
| 1) $2\ 2/5$ (1 point for $1\ 7/5$) | 2) 1 (1 point for $4/4$) |
| 3) $1\ 3/7$ | 4) $1\ 1/9$ (1 point for $10/9$) |
| 5) $5/8$ | 6) $8/11$ |
| 7) $5\ 5/6$ | 8) $5/10$ (Simplified $1/2$ also acceptable, but not required) |
| 9) $2/9$ | 10) $11/15$ |

TOTAL POSSIBLE (2 points each X 10 questions = 20 points + 3 points for accurate diagrams representing one of the problems [diagrams will vary]= 23 possible points; Mastery will be demonstrated by a score of 80% or higher (16 points or higher). This item alone is insufficient to demonstrate mastery of the target standard.

Summative Assessment Item 3 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score) – (add as needed)

Note: Assessment Item 3 will appear as Part 3 of a 3-part cumulative summative assessment, as explained above. It will contain 4 word problems involving the addition and subtraction of fractions referring to the same whole and with common denominators. Students will be asked to use an equation to solve each question and to label their answers appropriately.

1. Anastasia bought a pie at the store and came home and ate half of it. How much was left?
2. Johnny ate one third of a pan of brownies. His sister Amber also ate one third of the same pan of brownies. How much did they eat altogether?
3. Hansel dropped one fifth of the breadcrumbs on their way into the forest. Gretel dropped four fifths of the breadcrumbs. How many did they drop altogether?
4. The construction workers have finished building three quarters of the house. How much of the house do they still have to build?

Standard focus: (M) 4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$: d. (M) Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Answer key and scoring information: Each question is worth 3 points: 1 for correct equation, 1 for correct answer, and 1 for labeling the answer appropriately/correctly. TOTAL POSSIBLE (3 points each X 4 questions) = 12 points; Mastery will be demonstrated by a score of 75% or higher (9 points or higher).

- 1) $1 - 1/2 = 1/2$ pie left
- 2) $1/3 + 1/3 = 2/3$ of the pan of brownies
- 3) $1/5 + 4/5 = 5/5 = 1$ All of them! (No point for label if student reports 1 breadcrumb dropped.)
- 4) $1 - 3/4 = 1/4$ of the house left to build

Curriculum Sample— 8 Pages Max. (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

Grade Level	4	Content Area	Reading
Course Title (grades 9-12 Only)			
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	Specifically related to this series of lessons, the students will already have experience distinguishing their own point of view from that of the author, narrator, or characters within a text (3.RL.6, 3.RI.6).		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	The school’s program of instruction stresses alignment with research-supported instructional techniques, including Hunter’s Essential Elements of Instruction. This series of lessons incorporates all seven components of Hunter’s EEI: objectives, standards, anticipatory set, teaching (input, modeling, checking for understanding), guided practice, closure, and independent practice.		
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 for review by having (M) before the Standard number.</i>	<p>(M) 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>(M) 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</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><i>Voices in the Park</i>, by Anthony Browne (DL Publishing, 1998)</p> <p>Sorting cards (first-person, second-person, third-person- simple)- Three different sets for all student groups (Ten cards each set, literature and informational text)</p>		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
<p style="text-align: center;">1</p>	<p>Teacher states the objective (also posted): Independently, students will demonstrate their understanding of the distinction between first-person, second-person, and third-person points of view in literature and informational text by accurately classifying at least ten of twelve passages according to the point of view of the author. (2 minutes)</p> <p>Anticipatory set: “Three Times the Charm”: First, teacher tells students to pay close attention to a story because one of them will be asked to retell it shortly. Teacher proceeds with a brief story about his/her morning using personal pronouns (i.e., “Today <i>I</i> rolled out of bed and stumbled to <i>my</i> bathroom...”). Second, teacher asks for a student volunteer to retell what happened in the story <i>to the teacher</i>. Teacher has the student turn and face him/her at the front of the classroom and repeat what he/she did (i.e., “Today <i>you</i> rolled out of bed and stumbled to <i>your</i> bathroom...”). Third, teacher has a new student volunteer retell the story to the class <i>about</i> the teacher (i.e., “Today <u>Teacher Name</u> stumbled rolled out of <i>his/her</i> bed and stumbled to <i>his/her</i> bathroom...”). (8 minutes)</p> <p>Teaching: Teacher asks a volunteer to re-read the objective. Teacher asks for volunteers to conjecture about the purpose of the storytelling activity in relation to the objective. Teacher utilizes student understanding to transition into the lesson. Even though the story of his/her morning remained the same, it was told from three different points of view. Different authors often write about the same event or idea differently. When you read two different accounts or descriptions of the same subject, you can learn different things. This helps you compare and contrast the authors’ points, or their ideas and information. The point of view of a passage is who is telling the story, or whose thoughts and feelings are shown. Some authors share their ideas in first-person point of view, and some passages share others’ ideas in third-person point of view. First-person point of view is used when a passage is presented from the author’s point of view. Passages written in first person point of view use words like “I,” “we,” and “us.” Second-person point of view is used when a passage is presented from the author to the reader directly. Passages written in second-person point of view use words like “you” and “your” and often ask questions of the reader or give the reader directions. Third-person point of view is used</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Students engage in a storytelling activity as teacher attempts to demonstrate three main points of view of authors.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson. Students answer questions and respond to teacher as appropriate.</p>

	<p>when a passage presents thoughts, feelings, or ideas that are not the author's. Passages written in third person point of view use words like "he," "she," and "them." In informational texts, first-person point of view is found in firsthand accounts whereas third-person points of view are found in secondhand events. Second-person point of view is more rare, but is present in literature and informational text, most often in instruction manuals. (10 minutes)</p> <p>Teacher places students in groups of three or four and distributes sorting cards. Teacher circulates the room to offer differentiated feedback as students work. (15 minutes)</p> <p>Teacher calls the class together and ask student groups to report what strategies they used to classify the narratives. Teacher utilizes guided questioning to ensure students discuss the pronouns used in the narratives as well as the information known as evidence for each classification. Then teacher distributes and introduces individual practice/ homework. Much like they have done in class, students will be asked to classify various narrative passages based on the point of view of the author. (10 minutes)</p> <p>Closure: Teacher reminds the students of the initial activity (anticipatory set). Teacher asks the class to identify the points of view relative to the activity: First-person (the teacher), second-person (the student speaking to the teacher), and third-person (the student telling the story to the class, as if the teacher wasn't in the room). Teacher asks a volunteer to re-read the objective for the day to decide together whether it has been met. Finally, teacher asks students to summarize key understandings. (10 minutes)</p>	<p>Guided practice: Given fifteen minutes, students collaborate to classify a set of ten narrative passages based on the point of view of the author. Students may only touch their own cards and alternate roles between making and defending a placement (e.g., by making note of the pronouns used) and stating agreement or disagreement. The group must agree on the final placement of each card. (Note: This activity is authentic preparation for Summative Assessment Items 1 and 3- see below).</p> <p>Students contribute to a whole-class discussion regarding the strategies utilized to complete the activity.</p> <p>Independent practice/homework: Students will classify various narrative passages independently, based on the points of view of the authors.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings of the lesson as well as whether the objective for the day has been met.</p>
<p>2</p>	<p>Teacher states the objective (also posted): Independently, students will demonstrate their understanding of the distinction between first-person, second-person, and third-person points of view in literature and informational text by accurately classifying at least ten of twelve passages according to the point of view of the author. (2 minutes)</p> <p>Anticipatory set: In groups of three or four, students will classify as many narrative passages by the point of view of the author (first, second, or third) as possible in the ten minutes allotted. (10 minutes)</p> <p>Teaching: Teacher asks a volunteer to re-read the objective. Teacher reminds</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given 10 minutes, students collaborate under the same restraints as in the prior lesson to classify as many narrative passages in a set of twelve as possible.</p> <p>Volunteer student reads the objective for the day. Students continue to engage</p>

	<p>students of prior lesson and transitions into a discussion of the differences between the information given when multiple perspectives on the same story or event are shared. Teacher reads aloud <i>Voices in the Park</i>, by Anthony Browne (DL Publishing, 1998), and asks students how the book relates to a discussion of point of view. On the board, teacher generates a mind map. Point of view is written in the center. Students are encouraged to contribute some of their key understandings to date as well as specific examples from the book just read. Teacher contributes to the discussion to ensure key understandings are addressed. (25 minutes)</p> <p>Teacher distributes individual practice. Teacher circulates the room to offer differentiated feedback as students work. (10 minutes)</p> <p>Teacher calls the class together and ask volunteers to report their answers for the first five narratives. Teacher contributes to a discussion of justification and instructs students to check their answers. Teacher announces that remainder of assignment becomes homework. (5 minutes)</p> <p>Closure: Teacher asks the class to decide together whether they have met the objective. Teacher asks students to summarize key understandings. (3 minutes)</p>	<p>in teacher lesson, answering questions and responding to teacher as appropriate.</p> <p>Guided practice: Given twenty-five minutes, students work in pairs to classify as many narrative passages as time allows (cards) based on the point of view of the author. Anything not completed will become homework. Partners will divide remaining cards to split the work. (Note: This activity is further authentic preparation for Summative Assessment Items 1 and 3- see below).</p> <p>Students contribute to a whole-class discussion regarding the appropriate classification of the first five narratives. Independent practice/homework: Students will classify various narrative passages independently, based on the points of view of the authors.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on whether the objective for the day has been met.</p>
<p>3</p>	<p>Teacher states the objective (also posted): In pairs, students will demonstrate their understanding of the distinction between first-person and third-person points of view by rewriting three short narratives originally presented as secondhand accounts as though they were firsthand accounts. (2 minutes)</p> <p>Anticipatory set: Teacher asks students to summarize the difference between firsthand and secondhand accounts, and to identify which point of view each is told from. Teacher hands out a sheet containing two different sets of readings, each containing a firsthand and a secondhand account of the same topic or event. Teacher has students <i>Think-Pair-Share</i> to discuss what they notice about each. They are to read the first two accounts to themselves and then discuss the similarities and differences with their shoulder partner. This same process is repeated for the next set of readings. Teacher calls students to attention and transitions into a whole-group discussion of findings. Teacher has students summarize key similarities and differences between firsthand (first-person) and secondhand (third-person) accounts. (20 minutes)</p> <p>Teacher reminds students of objective for the day and distributes partner</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Students contribute to whole-class discussion of the difference between firsthand and secondhand accounts.</p> <p>Guided practice: Students participate in a <i>Think-Pair-Share</i> activity to compare and contrast two sets of firsthand and secondhand narratives about the same topic or event.</p> <p>Partners share their observations in a whole-group discussion, responding to the teacher as appropriate.</p> <p>More guided practice: In pairs, students demonstrate their understanding of</p>

	<p>practice activity (worksheet). Teacher circulates the room to offer differentiated feedback as students work. (25 minutes)</p> <p>Teacher calls the class together and ask three pairs of students to volunteer to read aloud their rewritten narrative for the first account. Teacher comments as appropriate and announces that remainder of assignment becomes homework. (5 minutes)</p> <p>Closure: Teacher asks the class to decide together whether they have met the objective. Teacher asks students to summarize key understandings. (3 minutes)</p>	<p>the distinction between first-person and third-person points of view by rewriting three short narratives originally presented as secondhand accounts as though they were firsthand accounts. Each student must write on his/her own sheet.</p> <p>Independent practice/homework: Students will identify the points of view of various passages and rewrite a passage originally told in first-person. (Note: This is authentic practice for Summative Assessment Item 2- see below.)</p> <p>Students contribute to a discussion of key understandings and determine whether the objective for the day has been met.</p>
4	<p>Teacher states the objective (also posted): In pairs, students will demonstrate their understanding of the distinction between first-person and third-person points of view by rewriting three short narratives originally presented as firsthand accounts as though they were secondhand accounts. (2 minutes)</p> <p>Anticipatory set: Teacher asks students to <i>Think-Pair-Share</i> regarding the strategies they used during the previous lesson to rewrite narratives in first-person. During this lesson, they will use similar strategies to do the reverse. Before they get started, they will spend some time classifying narratives by the point of view of the author. Teacher places students in small groups (three or four students) and distributes a new set of sorting cards. (15 minutes)</p> <p>Teacher reminds students of objective for the day and distributes partner practice activity (worksheet). Teacher circulates the room to offer differentiated feedback as students work. (25 minutes)</p> <p>Teacher calls the class together and ask three volunteers to read aloud their rewritten narrative for the first account. Teacher comments as appropriate and announces that remainder of assignment becomes homework. (10 minutes)</p> <p>Closure: Teacher asks the class to decide together whether they have met the objective. Teacher asks students to summarize key understandings. (3 minutes)</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: First, students participate in a <i>Think-Pair-Share</i> activity with their shoulder partners to discuss the strategies they used in the previous lesson and for homework to rewrite narratives. Then, in small groups, they practice classifying ten different narratives based on the point of view of the author as they have done before (sorting cards).</p> <p>More guided practice: In pairs, students demonstrate their understanding of the distinction between first-person and third-person points of view by rewriting three short narratives originally presented as secondhand accounts as though they were firsthand accounts. Each student must write on his/her own sheet.</p> <p>Independent practice/homework: Students will identify the points of view of various passages and rewrite a passage originally told in third-person. (Note: This is authentic practice for Summative Assessment Item 2- see below.)</p> <p>Students contribute to a discussion of key understandings and determine whether the objective for the day has been met.</p>
S.A.	<p><i>Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the</i></p>	<p>Following lesson four students will take a culminating (summative) assessment comprised of three sections. The first summative assessment item will be comprised entirely of multiple-choice questions. Students will be asked to demonstrate their understanding of the points of view of various authors, including the types of literature and informational text where they are likely to</p>

	<p><i>rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.</i></p>	<p>find each point of view. The second summative assessment item will be a writing prompt where students are asked to rewrite a firsthand account from literature as though it were a secondhand account. The assessment item will be scored based on content, not grammar or conventions. The final assessment item will require students to compare and contrast two different accounts of the same topic (informational literature). Again, student responses will be scored on content and not grammar or conventions. Together, these three summative assessment items will be sufficient for students to demonstrate mastery of the target objectives. Students will be given fifty-five minutes to complete all three summative assessment items (unless an individualized education plan requires they be given more time) and encouraged to revise their writing on the open-response items. See descriptions below.</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, such that 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.

Summative Assessment Item 1 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Standard area addressed: (M) 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Scoring information: Each question is worth one point. Correct answers **underlined and bold** below. No partial credit. This assessment item alone is insufficient to demonstrate mastery of the target standards. 70% and above is an acceptable score (Score of 7), sufficient to contribute toward a demonstration of mastery alongside acceptable scores from the other two assessment items (see below). Note: Questions from this assessment item were adapted from: http://www.helpteaching.com/questions/Point_of_View/Grade_5.

1. Which point of view is it when the narrator tells the story of “he” or “she”?
a. First-person b. Second-person **c. Third-person** d. Fourth-person
2. Which point of view is it when the story is narrated from the perspective of “I”?
a. First-person b. Second-person c. Third-person d. Fourth-person
3. Which point of view is it when the narrator tells the story of “you”?
a. First-person **b. Second-person** c. Third-person d. Fourth-person
4. Which point of view is the following passage written in?
Janet slowly opened the curtains. She couldn’t believe her eyes! There was more than a foot of snow! She couldn’t be more excited for what she hoped would be a day of sledding and building snowmen. Mrs. Tony, on the other hand, her English teacher, was extremely disappointed to see all the snow. That meant another day lost in the classroom. She hoped her students would have enough time to finish their projects before the break.
a. First-person b. Second-person **c. Third-person** d. Fourth-person

5. Which point of view is the following passage written in?
Jamie loved his new kitten named Buster. Buster was orange and white with green eyes. Jamie had never loved or cared for anything as much as he did for Buster. Oftentimes he would get so caught up playing with Buster that he forgot to do his homework or didn’t hear his mom calling him to come to dinner. Buster was his new best friend. “What would my friend Davie think if he knew?” he thought.

- a. First-person b. Second-person **c. Third-person** d. Fourth-person
6. Which point of view is the following passage written in?
To Make French toast: First, take out a skillet and turn the stove on low. Second, melt butter in the pan and move it around with a spatula. Third, beat the eggs in a bowl to the side. Fourth, dip the bread in the eggs so that both sides are covered. Fifth, place the bread in the pan on the butter. Let it sit for 30 seconds and then flip it over and let it sit for 30 seconds on the other side. Now you have a slice of French toast. Repeat steps for more.
- a. First-person **b. Second-person** c. Third-person d. Fourth-person
7. Which point of view is the following passage written in?
I was shaking in my boots. My palms were all sweaty. My heartbeat sounded like a gong in a library. I was certain everyone around me could hear it. I have always hated oral presentations.
- a. First-person** b. Second-person c. Third-person d. Fourth-person
8. Which of the following is **most** likely to be told from a second-person point of view?
a. Personal letter b. History book c. Diary entry **d. Cooking directions**
9. Which of the following is **most** likely to be told from a first-person point of view?
a. Newscast b. History book **c. Diary entry** d. Children’s book
10. Which of the following is **most** likely to be told from a third-person point of view?
a. Personal letter **b. History book** c. Diary entry d. Cooking directions

Summative Assessment Item 2 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Standard area addressed: (M) 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (M) 4.RI.6 Compare and **contrast** a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Scoring information: This assessment item is worth four points. Student responses will vary. This question will be marked based on content. Grammar and conventions are not being assessed, though the teacher may choose to make grammatical and convention-related corrections for students to review. Two points will be awarded for removal of all first-person pronouns (I, my, me...) from the passage, one point for each paragraph. Partial credit (half point each) can be awarded only if a student removes all but one personal pronoun from a paragraph. One point will be awarded for completing the account (rewriting the entire passage, including all major points and details). The final point will be awarded for a student’s attempt to use his or her own words, as the prompt clearly requests. If all the student has changed are the pronouns, no point will be awarded. If the student has attempted to change at least two words in each paragraph, the effort will warrant the full point. This assessment item alone is insufficient to demonstrate mastery of the target standards. 75% and above is an acceptable score (Score of 3), sufficient to contribute toward a demonstration of mastery alongside acceptable scores from the other two assessment items (see above and below). (Note: The passage for this assessment item was taken from: <http://www.k12reader.com/worksheet/change-the-point-of-view-first-person-and-third-person/view/>.)

Directions: Below is a passage from *Treasure Island* by Robert Louis Stevenson. It is a story about Jim Hawkins, a boy in the 1700s. Jim has found part of a treasure map. He with some men from his town, have hired a ship to find the treasure. Some of the sailors on the ship, like Long John Silver, may be dangerous. The passage is a first-person narrative, from Jim’s point of view. **Rewrite the passage, changing it to a third-person narration. Be sure to use your own words.**

Now, just after sundown, when all my work was over and I was on my way to my berth, it occurred to me that I should like an apple. I ran on deck. The watch was all forward looking out for the island. The man at the helm was watching the luff of the sail and whistling away gently to himself, and that was the only sound excepting the swish of the sea against the bows and around the sides of the ship.

In I got bodily into the apple barrel, and found there was scarce an apple left; but, sitting down there in the dark, what with the sound of the waters and the rocking movement of the ship, I had either fallen asleep, or was on the point of doing so, when a heavy man sat down with rather a clash close by. The barrel shook as he leaned his shoulders against it, and I was just about to jump up when the man began to speak. It was Silver’s voice, and, before I

had heard a dozen words, I would not have shown myself for all the world, but lay there, trembling and listening, in the extreme of fear and curiosity; for from these dozen words I understood that the lives of all the honest men aboard depended upon me alone.

(AMPLE SPACE WOULD BE PROVIDED HERE FOR STUDENTS TO RESPOND).

Summative Assessment Item 3 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score) – (add as needed)

Standard areas addressed: (M) 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ; (M) 5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.

Key and Scoring information: This assessment item prompts a short-response paragraph worth six points. Student responses to this question will vary greatly. This item will be marked based on content. Grammar and conventions are not being assessed. Points are awarded as follows:

- Identifying Account A as the secondhand account- **1 point**; Adequate justification (i.e., third-person point of view or pronouns “their” and “they”, etc.)- **1 point**
- Identifying Account B as the firsthand account- **1 point**; Adequate justification (i.e., first-person point of view or pronouns “I” and “me”, etc.)- **1 point**
- Mention of how accounts are alike- **1 point** for at least two details, **1/2 point** for only one. Teacher discretion; details must come directly from texts- no inferences.
- Mention of how accounts are different- **1 point** for at least two details, **1/2 point** for only one. Teacher discretion; details must come directly from texts- no inferences.

Important Note: This assessment item alone is insufficient to demonstrate mastery of the target standards. 75% and above is an acceptable score (Score of 4.5), sufficient to contribute toward a demonstration of mastery alongside acceptable scores from the other two assessment items (see above). (Note: The passages for this assessment item were obtained from: http://macmillanmh.com/ccsreading/imagineit/grade4/ccslh_g4_ri_2_2d_11.html.)

Directions: The passages below are two accounts of the same topic: The Oregon Trail. One is a firsthand account and one is a secondhand account. Read each account and compare and contrast them in the space provided. Be sure to include which account is firsthand and which is secondhand and how you know as well as details from each text describing how the accounts are alike and different.

Account A

The Oregon Trail

In 1843, thousands of people began traveling across America to the open lands of the West. Most of these people followed a path known as the Oregon Trail. Pioneers set out from towns along the Missouri River in the Midwest. They made a 2,000-mile trek to their new homes in California and Oregon. Some traveled in covered wagons. Others were on foot or horseback. The route was filled with danger and hardship.

Account B

From Across the Plains in 1844

August 1st we nooned in a beautiful grove on the north side of the Platte [River]. We had by this time got used to climbing in and out of the wagon when in motion. When performing this feat that afternoon, my dress caught on an axle helve. I was thrown under the wagon wheel, which passed over and badly crushed my leg before my father could stop the team. He picked me up and saw the extent of the injury... The news soon spread along the train and a halt was called. A surgeon was found and the limb set...

(AMPLE SPACE WOULD BE PROVIDED HERE FOR STUDENTS TO RESPOND).

Curriculum Sample— 8 Pages Max. (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

Grade Level	4	Content Area	Writing
Course Title (grades 9-12 Only)			
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	<p>Specifically related to this series of lessons, the students will already have some experience writing opinion pieces on topics or texts, supporting a point of view with reasons. They will have had practice introducing the topic or text they are writing about, stating an opinion, and creating an organizational structure that lists reasons. They will have had to provide reasons to support their opinion. They will have had practice using linking words and phrases to connect their opinion and reasons. Finally, they will have had to provide a concluding section or statement. (3.W.1) This series of lessons has been designed to lead them into a more sophisticated and complete presentation of their arguments in the form of a more formal essay.</p> <p>In addition, the students will have finished reading as a class <i>The Indian in the Cupboard</i>, by Lynne Reid Banks.</p>		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	<p>The school’s program of instruction stresses alignment with research-supported instructional techniques, including Hunter’s Essential Elements of Instruction. This series of lessons incorporates all seven components of Hunter’s EEI: objectives, standards, anticipatory set, teaching (input, modeling, checking for understanding), guided practice, closure, and independent practice. In addition, for writing, all courses at the school employ the Six-Trait Writing Assessment Rubric. For this assignment, students’ summative assessment will be evaluated in part using this rubric (see Summative Assessment description below).</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 for review by having (M) before the Standard number.</i>	<p>(M) 4.W.1 <u>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u></p> <p>a. (M) <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</u></p> <p>b. (M) <u>Provide reasons that are supported by facts and details.</u></p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. (M) <u>Provide a concluding statement or section related to the opinion presented.</u></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>Fact or Opinion sorting cards (10)- one set per small group Station Rotation graphic organizer (see description in lesson 1) Opinion Writing graphic organizer (see description in lesson 2) Thematic Essay (Opinion) Content Rubric (see Summative Assessment Item component below) Six-Trait Assessment Rubric (standard- not included below for lack of space) Class set <i>Indian in the Cupboard</i>, by Lynne Reid Banks</p>		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson <small>(add as needed)</small>	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>Teacher states the objective (also posted): Students will demonstrate their understanding of presenting an argument by taking a position on three separate issues and presenting at least three reasons to defend each position to their peers. (2 minutes)</p> <p>Anticipatory set: “Fact or Opinion”: Teacher will direct students to work with their shoulder partner to sort a set of 20 cards as fact or opinion. This exercise will reinforce their understanding of classification in order to prepare them for making sophisticated arguments; they will need to know the difference between what they need to defend (opinions) and what is factual. (10 minutes)</p> <p>Instructional input: Teacher asks a volunteer to reread the objective. Teacher asks students the purpose of the anticipatory set and transitions into main lesson. Teacher explains that the bulk of the time during this initial lesson will be about them practicing taking a stance and defending a position. The unit will culminate in students writing a formal essay based on the chapter book they have just finished reading in class in which they take a stance and defend a position, providing details and factual evidence from the text to support their decision. Teacher explains that a good argument will typically have at least three good justifications or reasons, and that each reason will be presented alongside facts, details, or examples to make them more convincing. Teacher reads three short opinion pieces and asks students to identify the stance taken by each author as well as the main reasons presented. (8 minutes)</p> <p>Guided practice: Station Rotations: Teacher places students in groups of three or four, distributes graphic organizer worksheet (Station Rotation), and explains the activity. Student groups will spend ten minutes at each station. Each station will have a topic where students will be expected to take a stance. Together, they will be asked to consider both sides of the argument, listing as many possible pros and cons of each. Finally, they will be expected to make a decision and to list at least three reasons defending their position in order of significance. Topics are posted at each station: Student uniforms? Homework on the weekend? Cell phones in schools? At each station, students will brainstorm pros and cons for each potential stance. They will record this information (graphic organizer worksheet). Then they will take a stance and</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given ten minutes, students work in pairs to classify as many cards as time allows as presenting facts or opinions.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson. Students answer questions and respond to teacher as appropriate.</p> <p>Guided practice: Given thirty minutes, students collaborate in small groups to take a stance on three distinct issues. As part of a Station Rotation activity, they complete graphic organizers considering the pros and cons of each potential argument and make decisions about which argument is stronger. All information is recorded on a graphic organizer.</p>

	<p>record their reasons in order of significance. They will record this information as well (same graphic organizer). Students will continue to discuss the topic at hand with the intent of strengthening their arguments until they are asked to move to the next station. (30 minutes)</p> <p>Closure: Teacher calls the class together and chooses one of the three topics. Teacher asks different student groups to share the pros and cons of each potential stance as well as their final arguments. Then teacher asks a volunteer to reread the objective for the day and asks the class to decide together whether it has been met. Finally, teacher distributes independent practice/homework. For homework, students will be asked to classify a set of statements as fact or opinion and then to list the pros and cons of a specific debate issue, take a stance, and list three reasons for that stance. (5 minutes)</p>	<p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings of the lesson as well as whether the objective for the day has been met.</p> <p>Independent practice/homework: Students will classify various narrative passages independently, based on the points of view of the authors. They will also list the pros and cons of a specific debate, take a stance, and defend it.</p>
2	<p>Teacher states the objective (also posted): Students will further demonstrate their understanding of presenting an argument by fully articulating their position on a debate issue of their choice: stating their opinion clearly, using linking phrases to connect their opinion to their reasons, providing at least three reasons, and providing a concluding statement. (2 minutes)</p> <p>Anticipatory set: "Think-Pair-Share": Teacher gives students two minutes to list independently as many arguments as they can remember from the three debate issues from the prior lesson. Students are asked to pair up (shoulder partners) and share their lists. Students are encouraged to add to their lists during this discussion. They have three minutes to collaborate. (5 minutes)</p> <p>Instructional input: Teacher asks a volunteer to reread the objective. Teacher introduces graphic organizer (Opinion Writing) and introduces the activity. Students will choose one of the topics from the previous lesson, complete the graphic organizer, and write a final paragraph with a clear introduction to the topic, a thesis statement (their opinion), transitions from their opinion to each reason, at least three reasons, and a concluding statement. To prepare students for this activity, teacher will ask students to come up with suggestions for a new topic that people disagree on. The class will select one and brainstorm pros and cons. The teacher will have students vote on a stance and come up with at least three reasons to support it. Teacher will use guided questioning and student contributions to model the completion of the graphic organizer for this position. Students will collaborate to write an argument paragraph. Teacher will model and record student ideas. (20 minutes)</p> <p>Guided practice: Students will be given the bulk of the time remaining to work on their own argument paragraphs. Teacher walks around as the students</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Students work individually and then in pairs to recall as many arguments from the previous lesson as possible.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson. Students answer questions and respond to teacher as appropriate to contribute to the construction of a sample argument paragraph.</p> <p>Guided practice: Given twenty-three minutes, students work independently to fully articulate the argument of their choice from the previous lesson. Students</p>

	<p>work, offering differentiated feedback and ensuring all students are adequately completing the Opinion Writing graphic organizer before attempting their argument paragraphs. (23 minutes)</p> <p>Closure: Teacher calls the class together and asks a volunteer to reread the objective for the day. Teacher asks the class to decide together whether it has been met. Finally, teacher introduces independent practice/homework. For homework, students will be asked to complete their argument paragraphs if necessary and to revise them checking for content as well as grammar and convention errors. (5 minutes)</p>	<p>must complete the provided graphic organizers before attempting to write their argument paragraphs. Students may seek teacher help and suggestions.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings of the lesson as well as whether the objective for the day has been met.</p> <p>Independent practice/homework: Whatever is not completed of the in-class activity will become homework. In addition, students are expected to proofread and rewrite their paragraphs neatly.</p>
3	<p>Teacher states the objective (also posted): Students will further demonstrate their understanding of presenting an argument by collaborating to write a formal essay: stating their opinion clearly in an introduction, providing an organized body with at least three reasons alongside facts and details to support those reasons, and a ending with a concluding paragraph. This will be the objective for the next three lessons. (2 minutes)</p> <p>Anticipatory set: Students will be broken into small groups and asked to think about their favorite movies. Given five minutes, they will have to choose one movie to write about that everyone in the group has seen. (5 minutes)</p> <p>Instructional input: Teacher asks a volunteer to reread the objective. Teacher reintroduces the graphic organizer from lesson 2 (Opinion Writing) and introduces the new activity. Students will be working together to write an opinion essay about the movie they have chosen. They will collaborate during each stage of the planning of the essay, agree on their claim, and use all of the same reasons and details and facts to support those reasons, but each student will be responsible for writing his or her own essay. The tasks for this particular lesson will be to decide on a claim, decide three main reasons for that claim, and gather evidence (facts and details) to support each of those reasons. Specifically, the group has to decide on a theme they believe is important to the maker's of the movie they have chosen. Teacher transitions into discussion of themes, seeking student input. Teacher uses a book the students have all read earlier in the year for a topic example and asks students to suggest a theme important in that book. Teacher uses guided questioning and student contributions to model the completion of the graphic organizer for this sample text. When teacher is satisfied with the modeling, students will be allowed to collaborate in their groups. (20 minutes)</p> <p>Guided practice: Students will be given twenty-five minutes in their small</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Students collaborate in groups of three or four to decide on a movie to write about.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson. Students answer questions and respond to teacher as appropriate to contribute to the construction of a sample graphic organizer.</p> <p>Guided practice: Given twenty-five minutes, students work in their small groups</p>

	<p>groups to work on their own movie arguments. Teacher walks around as the students work, offering differentiated feedback and ensuring all students are adequately completing the Opinion Writing graphic organizer. Emphasis is placed on the provision of details and facts for each main reason cited, and students are encouraged to use space on the back of their sheets if necessary to get down as many examples and facts from the movie to support their argument as possible. (25 minutes)</p> <p>Closure: Teacher calls the class together and asks a volunteer to reread the objective for the day. Teacher reminds the class that this objective will continue for the next two lessons and asks the class to decide together whether they have made adequate progress for the day. Finally, teacher introduces independent practice/homework. For homework, students will be asked to read a completed opinion essay and answer questions about the author's main argument. (3 minutes)</p>	<p>to determine a theme for their chosen movie and complete the provided graphic organizer with three main reasons for their decision. They list facts and details to support each main reason and utilize space on the back of the worksheet if necessary to provide sufficient examples of each reason. Students may seek teacher help and suggestions during this time.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings of the lesson as well as whether the objective for the day has been met.</p> <p>Independent practice/homework: Students are given a worksheet containing an opinion essay and some comprehension questions to answer. The focus is on the author's main argument.</p>
<p>4</p>	<p>Teacher restates the objective (see lesson 3). (2 minutes)</p> <p>Anticipatory set: Students pair to discuss the previous night's homework with their shoulder partners. Teacher walks around the room as they talk to check for understanding. (5 minutes)</p> <p>Instructional input: Teacher asks a volunteer to reread the objective. Teacher directs students' attention to the graphic organizer they completed during the previous lesson and introduces today's foci: the introduction and the conclusion. Teacher places students in their movie groups and hands out a Thematic Essay (Opinion) Rubric. Even though the rubric refers to an essay about a book, the students will be using it to plan for and evaluate their thematic movie essays. Teacher transitions into lesson. Introductions have three main components: a context (introducing the topic), a claim (thesis or opinion), and a direction or purpose (introducing the structure). Teacher hands out a sheet with three sample introductions for thematic essays (different) to each group as examples. In this particular lesson, the students will write their introduction and conclusion for their movie essays. The conclusion is reviewed as a time to restate (enthusiastically) their claim, and bring the conversation to a close. Sample conclusions are handed out as well. Teacher uses the book example from the previous lesson (book that students all read earlier in the year). Teacher uses guided questioning and student contributions to model the writing (collaborative with class) of an introduction and conclusion that could be written to discuss the major theme in said book. When teacher is satisfied with the modeling, students will be allowed to collaborate in their groups. (20 minutes)</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given five minutes, students discuss the previous night's homework with their shoulder partners. Teacher walks around the room as they talk to check for understanding.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson. Students answer questions and respond to teacher as appropriate to contribute to the construction of a sample introduction and conclusion based on the book focused on in the previous lesson.</p>

	<p>Guided practice: Students will be given twenty-five minutes in their small groups to work on the introduction and conclusion for their movie arguments. Teacher walks around as the students work, offering differentiated feedback and ensuring all students understand the task at hand. Emphasis is placed on the three main components of the introduction. (25 minutes)</p> <p>Closure: Teacher calls the class together and asks a volunteer to reread the objective for the day. Teacher reminds the class that this objective will continue for the next two lessons and asks the class to decide together whether they have made adequate progress for the day. Finally, teacher introduces independent practice/homework. For homework, students will be asked to use their previously completed (Opinion Writing) graphic organizers to write the body portion of their essays. (3 minutes)</p>	<p>Guided practice: Given twenty-five minutes, students work in their small groups to write an introduction and a conclusion to their movie essays.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings of the lesson as well as whether the objective for the day has been met.</p> <p>Independent practice/homework: Students will use their previously completed (Opinion Writing) graphic organizers to write the body portion of their essays</p>
<p>5</p>	<p>Teacher restates the objective (see lesson 3). (2 minutes)</p> <p>Anticipatory Set: In their small movie groups, students use the Thematic Essay (Opinion) Rubrics (see below) to rate each component of one another's essays in their current state. Students will read each portion aloud to their small group and each group member will mark a score based on the rubric. At this point, the focus is content and not grammar or conventions, but students are encouraged to find those mistakes for one another as well. Teacher walks around to check for homework completion and overall understanding. (20 minutes)</p> <p>Guided practice/ independent practice: Students work independently for the bulk of the rest of class to complete their essays (proofread and rewrite neatly in final draft form). Teacher continues to direct attention to the thematic essay rubric. Whatever they do not finish will be homework. (25 minutes)</p> <p>Closure: Teacher calls the class together and asks a volunteer to reread the objective for the day. Teacher asks class to decide whether it has been met. Teacher explains that the essay must be completed (final draft form) for homework and reviews the rubric in its entirety as a way to help them focus on key components. (10 minutes)</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Students will read their essay components to their small groups and practice using the Thematic Essay (Opinion) Rubric to evaluate them. Students will have the remainder of the class to edit their essays, looking to the rubric for guidelines.</p> <p>Guided practice/ independent practice: Students will be given the bulk of the remainder of class to finish their essays and to rewrite them neatly and with fewer mistakes to be submitted.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings of the lesson as well as whether the objective for the day has been met.</p> <p>Independent practice/homework: Students must ensure their individual essay is in final draft form.</p>
<p>S.A.</p>	<p><i>Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the</i></p>	<p>The unit will culminate in students writing a formal essay based on their reading of <i>The Indian in the Cupboard</i>. They will have just finished reading the book in class. Students will be given three days in class to work on this extended assignment, alongside the Thematic Essay (Opinion) rubric they have been working with (see below), the Six-Trait rubric they are accustomed to</p>

	<p><i>rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.</i></p>	<p>(standard), and their chapter book to gather evidence. They will be asked to choose from a list of three themes (responsibility, loyalty, and friendship) the theme they believe to be most important to the author and to defend that claim. They will not be given additional help or allowed to collaborate with their peers. For three days, they will have a testing environment. Just as with the movie essay, students will be expected to provide at least three reasons for their decision and each reason will need to be accompanied by details and factual evidence from the text. Finally, they will be expected to organize their argument in a traditional essay format with an introduction, body, and conclusion. As part of this organization, they will be expected to group like information together (e.g., all the facts and details supporting one reason should be presented together). Each of the main parts of this essay (introduction, body, and conclusion) will serve as their own summative assessment item. For mastery of the target standards, they will be scored based on the aforementioned thematic rubric (see below). Each item will be worth up to six points. Teacher may choose to award both half points and odd scores of 1, 3, and 5, based on the rubric, at his or her discretion. In addition to the thematic essay rubric, students will be scored against the Six-Trait rubric. That score will not serve as indication of mastery of the content of the target standards, but will be a score representing the holistic achievement of the student, grammar and conventions taken into account.</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, such that 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.*

Summative Assessment Item 1 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Standard area assessed: **(M)** 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information: a. **(M)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.

The first summative assessment item is the **introduction** of the thematic essay. (See descriptions above). An acceptable score is 4/6 or higher. (See rubric below).

Summative Assessment Item 2 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Standard area assessed: **(M)** 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information: b. **(M)** Provide reasons that are supported by facts and details.

The second summative assessment item is the **body** of the thematic essay. (See descriptions above). An acceptable score is 4/6 or higher. (See rubric below).

Summative Assessment Item 3 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score) – (add as needed)

Standard area assessed: **(M) 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information:**d. **(M) Provide a concluding statement or section related to the opinion presented.**

The final summative assessment item is the **conclusion** of the essay. Because students have had ample experience writing conclusions, an acceptable score is 5.5/6 or higher.

*Individually, these essay components are insufficient to demonstrate mastery of the target standards, but together they are sufficient.

THEMATIC ESSAY (OPINION) CONTENT RUBRIC

CATEGORY	6	4	2	0
Introduction- context, claim, purpose and direction (organization)	The introduction does three things: (1) introduces the book/topic (context), (2) clearly states the writer’s opinion (claim), and (3) lets the reader know what things will be discussed in the essay (structure), either by actually providing the main reasons for the writer’s opinion or by telling the reader that a number of reasons will be discussed in the essay.	The introduction (1) introduces the book/topic (context) and (2) clearly states the writer’s opinion (claim), but does not let the reader know what things will be discussed in the essay or hint at how the essay will be organized.	The introduction contains only one of the three main components discussed in class (context, claim, and purpose/direction).	The introduction is missing all three main components (context, claim, purpose/direction) entirely.
Body- citing evidence to support claim regarding specific theme	The body of the essay is organized by grouping related information. The writer presents three main reasons or examples separately, and each main reason or example is accompanied by at least three pieces of evidence (facts/details) to support it from the text. For example, if the main claim of the essay is that determination is the most important theme to the author and one of the main reasons is that the main character continually shows determination, the writer should provide at least three pieces of evidence (specific examples, facts, and details) from the story where that character was determined.	The body of the essay is organized by grouping related information and reasons are presented separately. Either the writer presents only two main reasons to support his or her claim or each main reason or example is accompanied by less than three pieces of evidence (facts/details) to support it from the text.	The body of the essay is either not organized based on separate reasons for the main claim or little to no evidence (facts/details) is provided to support the individual reasons cited to support the writer’s main claim. There is some information provided to support a main claim, but it is not sufficient.	There is no evidence from the text to support the author’s main claim. There are either no reasons listed to support the main claim or only one reason listed. Content is not sufficient to warrant credit.
Conclusion- retelling of the main points of the essay to bring closure	The writer provides a closing paragraph that restates the claim made (enthusiastically) and the main reasons for that claim. The reader can tell the essay is coming to a close. It does not end abruptly but rather provides a natural ending to the discussion.	The writer provides a closing paragraph, but something is missing. Either the writer does not restate the claim made or the writer does not revisit the main reasons for that claim.	The writer provides a closing paragraph, but it does not revisit either the claim made or the reasons for it.	There is no closing paragraph.

Curriculum Sample— 8 Pages Max. (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

Grade Level	5	Content Area	Mathematics
Course Title (grades 9-12 Only)			
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	Students will already have an understanding of the concept of equivalent fractions, developed in fourth grade. They will have the ability to rewrite fractions in an equivalent form to find common denominators. They will also know that multiplying the denominators will always give a common denominator, though they may not result in the smallest denominator. They will have had sufficient experience rewriting fractions in equivalent forms for the express purpose of comparing fractions (as <, >, or =), and to determine their relative placements along a number line. Finally, they will have had ample experience reducing fractions to lowest terms. Still, each of these skills will be reviewed in these lessons.		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	The school’s program of instruction stresses alignment with research-supported instructional techniques, including Hunter’s Essential Elements of Instruction. This series of lessons incorporates all seven components of Hunter’s EEI: objectives, standards, anticipatory set, teaching (input, modeling, checking for understanding), guided practice, closure, and independent practice.		
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 for review by having (M) before the Standard number.</i>	<p>(M) 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad+bc)/bd$.)</p> <p>5.MP.1 Reason abstractly and quantitatively.</p> <p>5.MP.3 Construct viable arguments and critique the reasoning of others.</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>White boards/markers (student set)</p> <p>Student journals (class set)</p> <p>Pattern blocks</p> <p>12 Fraction and mixed number cards, unlike denominators (for ordering)- sets for all student groups</p> <p>15 Fraction and mixed number cards, unlike denominators (for equivalence matching- ten equivalent groups)- sets for all student groups</p>		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>Teacher states the objective (also posted): In pairs, students will demonstrate their understanding of equivalent fractions by accurately rewriting at least five fractions and/or mixed numbers in an equivalent form with a common denominator in order to compare two fractions or mixed numbers with unlike denominators (using $<$, $>$, or $=$). (2 minutes)</p> <p>Teacher places students in groups of three or four and provides anticipatory set: Students will work in groups to order a set of fraction and mixed number cards with unlike denominators from least to greatest. They will have to defend their placements to one another. (20 minutes)</p> <p>Teacher asks for student groups to share their final lists and asks each group to share their strategies for ordering the cards. Correct order posted. Teacher utilizes student examples and understanding to transition into the lesson. First, teacher reminds students of the objective. Teacher models how to change two fractions with unlike denominators into two equivalent fractions with common denominators using first the product of the two denominators and then the least common multiple (LCM) of the two denominators as the new denominator. Teacher emphasizes the fact that any common multiple can be used to convert fraction pairs with unlike denominators to fractions with common denominators. In this lesson, they will be doing so to compare fractions, but eventually, they will do so in order to add and subtract fractions with unlike denominators. Students are required to record examples in their math journals. (15 minutes)</p> <p>Teacher introduces partner practice worksheet. Students are given ten fraction and mixed number pairs with unlike denominators and asked to work with partners to rewrite at least one of the fractions in each pair as an equivalent fraction to obtain common denominators. Then for each pair, students must accurately identify the first fraction as $<$, $>$, or $=$ to the second in each pair. Teacher walks around to offer differentiated feedback. (15 minutes)</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given twenty minutes, students work in small groups to order a set of twelve fraction and mixed number cards with unlike denominators from least to greatest. Students divide the cards amongst themselves and may only touch their own cards. Students alternate roles between making a card placement and stating an argument to defend said placement (such as using benchmark fractions for comparison, converting to a percent, or rewriting fractions with common denominators) and critiquing the reasoning of the one who is making such a placement. The group must agree on the final order.</p> <p>Students share their lists in a whole-group discussion and answer questions teacher poses during said discussion.</p> <p>Students continue to engage in teacher-discussion during the modeling portion of the teacher lesson and take notes in their math journals as directed.</p> <p>Guided practice: Students work in pairs to compare fractions with unlike denominators by rewriting fractions as equivalent fractions with common denominators. They refer to their notes and examples and ask questions as needed from one another as well as the teacher.</p>

	<p>Teacher calls the class together and asks students to re-read the objective for the day and to discuss whether it has been met. (2 minutes)</p> <p>Teacher distributes and introduces individual practice/ homework. Much like the activity they have just completed in pairs, for homework, students will be asked to compare two fractions with unlike denominators by rewriting at least one as an equivalent fraction to obtain a common denominator. (1 minute)</p> <p>Methods of instruction: Direct instruction with guided questioning, teacher-led modeling, small group work, partner practice, and independent practice (homework); guidance and differentiated teacher feedback given.</p>	<p>Closure: Students contribute to a whole-class closure reflection to determine whether the objective for the day has been met.</p> <p>Independent practice/ homework: Given two fractions or mixed numbers with unlike denominators, students will have to rewrite at least one in each pair as an equivalent fraction to obtain common denominators. They will then identify the first fraction as $<$, $>$, or $=$ to the second. (Note: This assignment is much like Summative Assessment Item 1- see below.)</p>
2	<p>Teacher states the objective (also posted): In small groups, students will further demonstrate their understanding of equivalent fractions by accurately identifying all ten sets of equivalent fractions and/or mixed numbers from a collection of fraction and mixed number cards. Individually, students will demonstrate their understanding by successfully rewriting at least five fractions or mixed numbers from a set in lowest terms in the time allotted. (2 minutes)</p> <p>Five-minute math: Teacher directs student attention to five fractions and mixed numbers on the board. They are not in simplest form. Students will rewrite each fraction or mixed number as an equivalent fraction or mixed number in lowest terms. They will complete as many as they can on the white boards provided in five minutes. (5 minutes)</p> <p>After five minutes of work, teacher calls five students to the board to work out each of the problems from the anticipatory set. Teacher offers feedback as students articulate their process in front of their peers and directs students to check (and correct if necessary) their work on their boards. Students are reminded of the method of using the greatest common factor (GCF) of the numerator and denominator to come to a fraction or mixed number in lowest terms. This process is clearly articulated for students using additional examples. Students are required to work along on their boards. (15 minutes)</p> <p>Teacher places students in groups of three or four and provides guided practice: Students will work in groups to place a set of fraction and mixed number cards with unlike denominators into equivalent groups. Every card will have at least one equivalent match. They will have to defend their placements to one another. Once all cards have been grouped, teacher will check final placements before students can record their answers in their journals. (20 minutes)</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given five minutes, students rewrite a set of fractions and mixed numbers from the board in lowest terms on their whiteboards. They must rewrite as many of the five as they are able in the time allowed.</p> <p>All students engage in other students' modeling of simplifying fractions. Students check their own work and make corrections and additions to the work on their boards as appropriate.</p> <p>Students continue to engage in whole-group discussion and practice the GCF method of simplifying fractions on their boards as the teacher models it. After fifteen minutes, students return boards and markers and get out their math journals.</p> <p>Guided practice: Given twenty minutes, students work in small groups to place a set of fifteen fraction and mixed number cards with unlike denominators into equivalent groups. Students divide the cards amongst themselves and may only touch their own cards. Students alternate roles between making a card placement and stating an argument to defend said placement (such as converting to a percent or rewriting fractions with common denominators) and critiquing the reasoning of the one who is making such a placement. The group</p>

	<p>Following group activity, teacher distributes worksheets containing twenty fractions (including improper) and mixed numbers that must be rewritten in simplest form for students' individual practice. This worksheet will become homework, but students are to start their work as teacher walks around the room to check for understanding and offer feedback. (10 minutes)</p> <p>After ten minutes of work, teacher directs students to put the worksheets away to be completed for homework. When homework has been put away, teacher calls the class together and asks a student to re-read the objective so they can decide as a class whether they have met it for the day. (3 minutes)</p> <p>Methods of instruction: Direct instruction with guided questioning, teacher-led modeling, independent practice, and small group work; guidance and differentiated teacher feedback given to students as they work.</p>	<p>must agree on the final placement of each card. Once the group is in agreement, students call the teacher to check final placements. Once they have been verified, students record final groupings in their math journals.</p> <p>Independent practice/homework: Students work independently on a worksheet containing twenty fractions (including improper) and mixed numbers that must be rewritten in lowest terms. Students ask for help and feedback as necessary from teacher circulating the room.</p> <p>Closure: Students contribute to a whole-class reflection on whether the objective for the day has been met.</p>
<p>3</p>	<p>Teacher states the objective (also posted): Students will further demonstrate their understanding of equivalent fractions by accurately rewriting at least ten fractions and/or mixed numbers in an equivalent form with a common denominator in order to add and subtract. (2 minutes)</p> <p>Ten-minute math: Teacher directs student attention to ten problems on the board: Students will add and subtract fractions and mixed numbers with common denominators. They will express their final answers in lowest terms. They will complete as many as possible in their math journals. (10 minutes)</p> <p>Teacher asks for students to share and compare their answers with their shoulder partners and then takes volunteers to identify the correct answers for the anticipatory set problems and writes them on the board. Teacher provides feedback as appropriate. (5 minutes)</p> <p>Teacher begins mini-lesson. In order to add or subtract fractions or mixed numbers with unlike denominators, at least one fraction must be rewritten as an equivalent fraction in order to obtain common denominators. This is just what the students were doing in the previous lesson to compare fractions. Once there are common denominators, the students proceed in the manner they are accustomed to. The denominator remains the same and the numerators are added together or subtracted as though they were whole numbers. Final answers will need to be expressed in lowest terms. Teacher</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given ten minutes, students add and subtract fractions and mixed numbers with like denominators in their journals. They must perform as many computations as they are able in the time allowed and express their answers in lowest terms.</p> <p>Students share their work with their partners and then share their final answers with the class.</p> <p>Students continue to engage in teacher-discussion during the modeling portion of the teacher lesson and take notes in their math journals as directed.</p>

	<p>demonstrates with three different examples (fractions and mixed numbers). Students are asked to record the examples in their math journals. (15 minutes)</p> <p>Following teacher modeling, teacher distributes worksheets containing fifteen addition and subtraction of fractions and mixed numbers with unlike denominators problems for students' individual practice. Teacher walks around the room to differentiate instruction and offer feedback. (10 minutes)</p> <p>After ten minutes, teacher asks students to share their reasoning to defend their answers to the first two problems completed. Students are directed to check their own work and make changes if necessary. Following explanation of the first two problems, teacher instructs students to put away the worksheets and to complete them for homework. (5 minutes)</p> <p>When the homework has been put away, teacher calls the class together so they can decide as a class whether they have met the objective. (3 minutes)</p> <p>As a check for understanding, teacher distributes a ticket out (formative assessment): Students work independently to complete one problem. They must add a fraction and a mixed number with unlike denominators and represent their solutions by shading on a pictorial diagrams. The problem has pre-drawn fractional diagrams that the students may simply shade as appropriate. (5 minutes)</p> <p>Methods of instruction: Direct instruction with guided questioning, teacher-led modeling, individual practice, and partner practice; guidance and differentiated teacher feedback given to students as they work.</p>	<p>Guided practice: Students work individually on a worksheet containing fifteen addition and subtraction problems of fractions and mixed numbers with unlike denominators. While students are working individually, they are encouraged to ask questions of their peers (not copy) and teacher for guidance.</p> <p>Students contribute to whole-class discussion to defend their strategies and answers for the first two of the problems they have been working on.</p> <p>Independent practice/homework: Students will complete the worksheets for homework.</p> <p>Closure: Students re-read the objective for the day and contribute to a whole-class reflection on whether it has been met.</p> <p>Independent practice: Students work independently to solve a problem involving the addition of a fraction and a mixed number with common denominators and represent their answers by shading on a pre-drawn fractional diagram.</p>
<p>4</p>	<p>Teacher states the objective (also posted): Students will further demonstrate their understanding of equivalent fractions by solving at least three word problems involving the addition or subtraction of fractions and mixed numbers with unlike denominators in small groups. (2 minutes)</p> <p>Five-minute math: Teacher asks students to complete as many problems from the board as they can in five minutes in their math journals. On the board are ten computation problems involving the addition and subtraction of fraction and mixed numbers with unlike denominators. Students are asked to express their final answers in lowest terms. (5 minutes)</p> <p>Teacher calls students to the board to solve each of the first five computation problems. Teacher provides feedback and instruction as appropriate and asks students to check their work and make appropriate corrections in their math</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: In five minutes, students perform computations to solve as many addition and subtraction fraction problems (unlike denominators) in their math journals as possible.</p> <p>Students share their computations to contribute to a whole-group discussion and answer questions teacher poses during said discussion.</p>

	<p>journals. Teacher provides correct answers for last five problems for students who completed them to check their work. (10 minutes)</p> <p>Teacher puts a word problem on the board for students to solve together in pairs on their white boards. The problem requires the addition of a fraction and a mixed number with unlike denominators. Students are asked to label their answers appropriately and express their answers in lowest terms. After four minutes, teacher has students show their answers (hold up their boards). Correct answer is identified. (5 minutes)</p> <p>Teacher has a student re-read the objective for the day. Then teacher begins mini-lesson. When solving word problems involving the addition and subtraction of fractions, it is important to look for key words in the text to decide whether you need to add or subtract. As part of the lesson, teacher reviews key words for addition (bought, found, was given...) and key words for subtraction (sold, gave away, lost...). Teacher models an addition and subtraction problem using pattern blocks, solves the problem using an equation, and represents the answer in a pictorial diagram. Students are asked to perform all calculations on their white boards. (15 minutes)</p> <p>Following teacher modeling, teacher divides students into groups of two or three and distributes ten word problems to each group. Students are charged with the task of solving as many word problems involving the addition and subtraction of fractions and mixed numbers as possible. Answers must be accurately labeled and presented in lowest terms. Teacher walks around to differentiate instruction and offer feedback as appropriate. (15 minutes)</p> <p>Teacher calls students to attention and asks them to re-read the daily objective. Have they met it? Teacher reminds students to look for key words to indicate whether they will be adding or subtracting to solve each word problem and introduces the homework. Students will solve five word problems involving the addition and subtraction of fractions and mixed numbers with unlike denominators for homework. (3 minutes)</p> <p>Methods of instruction: Direct instruction with guided questioning, teacher-led modeling, guided partner and small-group practice (alongside the provision of intentional and differentiated teacher feedback), followed by independent practice (homework).</p>	<p>Students obtain white boards and markers and work with their shoulder partners to solve the word problem on the board.</p> <p>Students continue to engage in teacher-discussion during the modeling portion of the teacher lesson and follow along on their white boards.</p> <p>Students return their white boards and markers.</p> <p>Guided practice: In groups of two or three, students collaborate to solve as many different word problems as possible. Students must listen to and critique one another's reasoning. Each member of each group must do all the work on his or her own paper, but students must come to a group decision and all students must be able to articulate the group argument. Collaboration with other groups is encouraged as necessary.</p> <p>Closure: Students contribute to a whole-class reflection on whether the objective for the day has been met.</p> <p>Independent practice/homework: Students will solve five word problems involving the addition and subtraction of fractions with unlike denominators. (Note: This assignment is much like Summative Assessment Item 3- see below.)</p>
5	<p>Teacher states the objective (also posted): Students will collaborate to solve a variety of problems to further demonstrate their understanding of equivalent fractions with the express purpose of preparing for the culminating assessment</p>	<p>Students read along as teacher reads the objective (posted).</p>

	<p>they will take individually during the next lesson. (2 minutes)</p> <p>Teacher breaks students into groups to work together to answer questions of three types, just like the questions they will be asked to solve independently within each of the three sections of the larger culminating (summative) assessment during the next class. Teacher emphasizes the importance of productive collaboration. Teacher encourages students to refer to their notes in their math journals as needed. The entire lesson is presented as a time for review before a culminating assessment. The teacher walks around the room to differentiate instruction and offer feedback as appropriate. (45 minutes)</p> <p>Teacher calls students to attention and has a member from three different groups share with the class their solution to a given problem. One problem is chosen from each set (section) of questions. Teacher provides feedback. Then a student is asked to re-read the day's objective. Has it been met? Finally, teacher announces that homework is to review for tomorrow's culminating (summative) exam. (8 minutes)</p> <p>Methods of instruction: Direct instruction with guided questioning, teacher-led modeling, guided partner and small-group practice (differentiated teacher feedback), followed by independent revision (assigned for homework).</p>	<p>Guided practice: In groups of three or four, students collaborate to answer questions of three types. The first two sections have five problems and the last has two. Students are expected to alternate roles in their groups between presenting and defending a solution and listening to and critiquing the reasoning of the student who is. All students record work and final solutions on their papers. See Summative Assessment Items 1-3 below for similar problems.</p> <p>Closure: Students contribute to a whole-class closure discussion and take relevant notes in their math journals.</p> <p>Students reflect on whether the objective for the day has been met.</p> <p>Independent practice/homework: Students will review journals and classwork from earlier lessons in preparation for the final culminating assessment.</p>
<p>S.A.</p>	<p><i>Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.</i></p>	<p>Following the fifth lesson, the students will take a culminating summative assessment comprised of three distinct summative assessment items (sections; see below). To demonstrate mastery of the target objectives, students will have to score a 75% or higher on each section (see keys below). The students will have no more than 30 minutes to complete the three items unless there is an individualized education plan in place that requires a particular student be given extra time.</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, such that 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.

Summative Assessment Item 1 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Standard focus: (M) 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by **replacing given fractions with equivalent fractions** in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$. (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad+bc}{bd}$.)

Note: Assessment Item 1 will appear as Part 1 of a 3-part cumulative summative assessment, as explained above. It will contain the following 10 pairs of fractions (and mixed numbers) with unlike denominators (see below). Students must compare the pairs by converting at least one fraction or mixed number to an equivalent fraction to obtain

common denominators, and then using $<$, $>$, or $=$ to accurately describe the relationship. Each question is worth 1 point. **(Answers in bold below)**. Mastery of this skill will be demonstrated by a score of 75% or higher (8 points- no partial credit). Mastery of this item alone is insufficient to demonstrate mastery of the target standard.

- 1) $2/3$ $10/15$ 2) $7/12$ $9/11$ 3) $8/11$ $4/6$ 4) $3/7$ $1/2$ 5) $3/6$ $3/4$
 6) $10/17$ $1/2$ 7) $4/5$ $11/15$ 8) $8/12$ $7/10$ 9) $3/10$ $1/4$ 10) $4/15$ $8/30$

Summative Assessment Item 2 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Note: Assessment Item 2 will appear as Part 2 of a 3-part cumulative summative assessment, as explained above. It will contain the following 10 computation problems involving the addition and subtraction of fractions (and mixed numbers) with unlike denominators (see below). Students are expected to express their final answer in simplest form.

1. $3/8 + 1\ 3/5$
2. $3/4 + 1/12$
3. $4\ 4/5 - 1\ 1/7$
4. $8/9 + 1/3$
5. $3/11 + 2/4$
6. $10/17 - 1/2$
7. $4\ 4/5 + 1\ 1/15$
8. $8/12 - 3/10$
9. $3/10 - 1/4$
10. $4/15 + 7/30$

Summative Assessment Item 2: Standard focus, answer key, and scoring information:

Standard focus: (M) 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad+bc)/bd$.)

Answer key and scoring information: Each question is worth 1 point: Half credit is given to equivalent fractions not in lowest terms as indicated.

1) 1 39/40	2) 5/6 (1/2 point for 10/12, or 40/48)
3) 3 23/35	4) 1 2/9 (1/2 point for 11/9, 33/27, or 1 6/27)
5) 17/22 (1/2 point for 34/44)	6) 3/34
7) 5 13/15 (1/2 point for 5 26/30, 5 39/45, 5 26/30, or 5 70/75)	8) 11/30 (1/2 point for 44/120 or 22/60)
9) 1/20 (1/2 point for 2/40)	10) 17/30 (1/2 point for 34/60 or 125/450)

TOTAL POSSIBLE= 10 points. Mastery will be demonstrated by a score of 75% or higher (7.5 points or more).

Summative Assessment Item 3 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score) – (add as needed)

Standard focus: (M) 5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad+bc)/bd$.)

Assessment Item 3 will appear as Part 3 of a 3-part cumulative summative assessment, as explained above. Students will be asked to use an equation to solve each of the 3 word problems below, to express their final answer in lowest terms, and to label their answers appropriately. Each question is worth 4 points: 1 for correct equation, 1 for correct answer (or equivalent fraction), 1 point if answer is presented in lowest terms, and 1 point for appropriate/correct label. TOTAL POSSIBLE (4 points each X 3 questions) = 12 points; Mastery will be demonstrated by a score of 75% or higher (9 points or more). **(Answers in bold below)**.

1. Anastasia came home with $3\ 3/8$ pizzas for her brothers and sisters to share. Her brothers and sisters ate $1\ 1/2$ pizzas. How much pizza was left?
($3\ 3/8 - 1\ 1/2 = 1\ 7/8$ pizzas)
2. Johnny ate twelve of the thirty-six brownies his mother made. His sister Amber ate half of the same pan of brownies. How much did they eat altogether?
($12/36 - 1/2 = 1/3$ of a pan of brownies or of all the brownies; 12 brownies also acceptable. NO POINT for label of brownies alongside fraction answer.)
3. Hansel dropped $1\ 1/15$ loaves of bread on their journey into the forest. Gretel dropped the rest. If they brought $3\ 1/4$ loaves altogether, how much bread did Gretel drop?
($3\ 1/4 - 1\ 1/15 = 2\ 11/60$ loaves of bread)

Curriculum Sample— 8 Pages Max. (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

Grade Level	5	Content Area	Reading
Course Title (grades 9-12 Only)			
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	Specifically related to this series of lessons, the students will already have experience distinguishing their own point of view from that of the author, narrator, or characters within a text (3.RL.6, 3.RI.6); comparing and contrasting the point of view from which different stories are narrated, including the difference between first- and third-person narrations (4.RL.6); and comparing and contrasting firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided in each (4.RI.6).		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	The school’s program of instruction stresses alignment with research-supported instructional techniques, including Hunter’s Essential Elements of Instruction. This series of lessons incorporates all seven components of Hunter’s EEI: objectives, standards, anticipatory set, teaching (input, modeling, checking for understanding), guided practice, closure, and independent practice.		
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 for review by having (M) before the Standard number.</i>	<p>(M) 5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>(M) 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</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><i>Voices in the Park</i>, by Anthony Browne (DL Publishing, 1998)</p> <p><i>The Three Pigs</i>, by David Wiesner (Clarion, 2001)</p> <p><i>The True Story of the Three Little Pigs</i> by A. Wolf, by Jon Scieszka (Dutton, 1995)</p> <p><i>The Giant and the Beanstalk</i>, by Diane Stanley (HarperCollins, 2004)</p> <p><i>Jack and the Beanstalk</i>, by Ann Keay Beneduce (Philomel, 1999)</p> <p>Sorting cards (first-person, second-person, third-person- simple)- Two different sets for all student groups</p> <p>Sorting cards (first-person, second-person, third-person limited, third-person omniscient- advanced)- set for each two students</p> <p>Various passages (multiple perspectives) from “recent” significant historical events (i.e. 9-11, First black president, etc.;</p>		

***Standard Number:** For English Language Arts (Reading and Writing), use *Grade, Strand, Standard* (e.g., 3.RI.2). For K-8 Math, use *Grade, Domain, Cluster, Standard* (e.g., 6.EE.B.7). For HS Math, use *Conceptual Category-Domain, Cluster, Standard* (e.g., A-REI.C.6).

Lesson (add as needed)	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
<p>1</p>	<p>Teacher states the objective (also posted): Independently, students will demonstrate their understanding of the distinction between first-person, second-person, and third-person points of view in literature and informational text by accurately classifying at least ten of twelve passages according to the point of view of the author. (2 minutes)</p> <p>Anticipatory set: “Three Times the Charm”: First, teacher tells students to pay close attention to a story because one of them will be asked to retell it shortly. Teacher proceeds with a brief story about his/her morning using personal pronouns (i.e., “Today <i>I</i> rolled out of bed and stumbled to <i>my</i> bathroom...”). Second, teacher asks for a student volunteer to retell what happened in the story <i>to the teacher</i>. Teacher has the student turn and face him/her at the front of the classroom and repeat what he/she did (i.e., “Today <i>you</i> rolled out of bed and stumbled to <i>your</i> bathroom...”). Third, teacher has a new student volunteer retell the story to the class <i>about</i> the teacher (i.e., “Today <u>Teacher Name</u> stumbled rolled out of <i>his/her</i> bed and stumbled to <i>his/her</i> bathroom...”). (8 minutes)</p> <p>Teaching: Teacher asks a volunteer to re-read the objective. Teacher asks for volunteers to explain the purpose of the storytelling activity in relation to the objective. Teacher responds to student answers ensuring that it is clear that even though the story of his/her morning remained the same, it was told from three different points of view. Teacher proceeds to identify (or have students identify) the points of view relative to the activity: First-person (the teacher), second-person (the student speaking to the teacher), and third-person (the student telling the story to the class, as if the teacher wasn’t in the room). Teacher responds to student questions and clarifies as necessary. (5 minutes)</p> <p>Teacher places students in groups of three or four and distributes sorting cards. Teacher circulates the room to offer differentiated feedback as students work. (30 minutes)</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Students engage in a storytelling activity as teacher attempts to demonstrate three main points of view of authors.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson. Students answer questions and respond to teacher as appropriate.</p> <p>Guided practice: Given thirty minutes, students collaborate to classify a set of fifteen narrative passages based on the point of view of the author. Students may only touch their own cards and alternate roles between making and defending a placement (e.g., by making note of the pronouns used) and stating agreement or disagreement. The group must agree on the final placement of each card. (Note: This activity is authentic preparation for Summative Assessment Items 1 and 3- see below).</p>

	<p>Teacher calls the class together and ask student groups to report what strategies they used to classify the narratives. Teacher utilizes guided questioning to ensure students discuss the pronouns used in the narratives as well as the information known as evidence for each classification. Then teacher distributes and introduces individual practice/ homework. Much like they have done in class, students will be asked to classify various narrative passages based on the point of view of the author. (7 minutes)</p> <p>Closure: Teacher asks the class to decide together whether they have met the objective. Teacher asks students to summarize key understandings. (3 minutes)</p>	<p>Students contribute to a whole-class discussion regarding the strategies utilized to complete the activity.</p> <p>Independent practice/homework: Students will classify various narrative passages independently, based on the points of view of the authors.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on whether the objective for the day has been met.</p>
2	<p>Teacher states the objective (also posted): Independently, students will demonstrate their understanding of the distinction between first-person, second-person, and third-person points of view in literature and informational text by accurately classifying at least ten of twelve passages according to the point of view of the author. (2 minutes)</p> <p>Anticipatory set: In groups of three or four, students will classify as many narrative passages by the point of view of the author (first, second, or third) as possible in the ten minutes allotted. (10 minutes)</p> <p>Teaching: Teacher asks a volunteer to re-read the objective. Teacher reminds students of prior lesson and transitions into a discussion of the difference between third-person omniscient (all-knowing, multiple perspectives known) and third-person limited (told in third-person but from one character’s vantage point- limited). Teacher reads several short narratives and asks students to classify them as third-person omniscient or third-person limited. (10 minutes)</p> <p>Teacher distributes individual practice. Teacher circulates the room to offer differentiated feedback as students work. (25 minutes)</p> <p>Teacher calls the class together and ask volunteers to report their answers for the first five narratives. Teacher contributes to a discussion of justification and instructs students to check their answers. Teacher announces that remainder of assignment becomes homework. (5 minutes)</p> <p>Closure: Teacher asks the class to decide together whether they have met the objective. Teacher asks students to summarize key understandings. (3 minutes)</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given 10 minutes, students collaborate under the same restraints as in the prior lesson to classify as many narrative passages in a set of twelve as possible.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson, answering questions and responding to teacher as appropriate.</p> <p>Guided practice: Given twenty-five minutes, students work in pairs to classify as many narrative passages as time allows (cards) based on the point of view of the author. Anything not completed will become homework. Partners will divide remaining cards to split the work. (Note: This activity is further authentic preparation for Summative Assessment Items 1 and 3- see below).</p> <p>Students contribute to a whole-class discussion regarding the appropriate classification of the first five narratives. Independent practice/homework: Students will classify various narrative passages independently, based on the points of view of the authors.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on whether the objective for the day has been met.</p>

<p style="text-align: center;">3</p>	<p>Teacher states the objective (also posted): In small groups, students will analyze multiple accounts of three separate series of events in literature and informational texts, identifying important similarities and differences in the points of view they represent. (2 minutes)</p> <p>Anticipatory set: Teacher asks students to contribute to a mind map on the board. In the center is the term “point of view”. Students are encouraged to come to the board to add key understandings from the previous two lessons. Teacher ensures key ideas are represented. (8 minutes)</p> <p>Mini-lesson: Teacher asks volunteer to re-read objective for the day. Teacher poses a question: When comparing and contrasting narrative passages about the same topic or series of events, what should someone look for? Teacher asks students to Think-Pair-Share (shoulder partners). Students are given a minute to think in silence and a minute to talk. After two minutes, teacher engages students in discussion, ensuring that at least four foci are addressed: (1) main idea or argument in each text, (2) important details in a text, (3) things in one text and not another, and (4) whether the text has more facts and details or feelings and thoughts. Students are handed a printout of these. (10 minutes)</p> <p>Teacher introduces activity for remainder of this lesson and all of next lesson: Students will take part in a Station Rotation, moving in their small groups from one center to another to read different accounts of the same topic or series of events and to discuss specifically the four foci just identified. (30 minutes)</p> <p>Closure: Teacher calls the class together and asks the students to decide whether they have met the objective for the day. Teacher asks volunteer students to summarize key understandings and distributes homework. Homework is a worksheet asking students to identify points of view of various passages and rewrite a passage told in first-person in third-person. (5 minutes)</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Students contribute to a mind map on the board summarizing key understandings from previous two lessons.</p> <p>Student volunteer re-reads objective for the day.</p> <p>Students Think-Pair-Share to answer a key question posed by teacher.</p> <p>Students engage in teacher lesson, answering questions and contributing ideas as appropriate.</p> <p>Guided practice: In groups of three or four, students move to different stations to discuss the four foci addressed by the teacher. They will spend fifteen minutes at each station. As part of this lesson, each group will go to two centers. They will visit the remaining centers during the next lesson. (Note: This is authentic practice for Summative Assessment Item 3- see below). Station Rotation readings: (1) <i>Voices in the Park</i>, by Anthony Browne (DL Publishing, 1998), (2) <i>The Three Pigs</i>, by David Wiesner (Clarion, 2001) and <i>The True Story of the Three Little Pigs by A. Wolf</i>, by Jon Scieszka (Dutton, 1995), (3) <i>The Giant and the Beanstalk</i>, by Diane Stanley (HarperCollins, 2004) and <i>Jack and the Beanstalk</i>, by Ann Keay Beneduce (Philomel, 1999), (4) Four different narrative accounts from recent historical events (first and third-person represented).</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on whether the objective for the day has been met.</p> <p>Independent practice/homework: Students will be asked to identify the points of view of various passages and rewrite a passage told in first-person in third-person.</p>
<p style="text-align: center;">4</p>	<p>Teacher reminds students of objective from previous lesson (also posted): In small groups, students will analyze multiple accounts of three separate series of events in literature and informational texts, identifying important similarities</p>	<p>Students read along as teacher reads the objective (posted).</p>

	<p>and differences in the points of view they represent. (2 minutes)</p> <p>Anticipatory set: Teacher asks students to come to the board to list the four key foci for comparing and contrasting narratives from the previous day. Teacher has students summarize key understandings from previous lessons. (5 minutes)</p> <p>Teacher instructs students to continue in the Station Rotation from the previous day. (30 minutes)</p> <p>Teacher gives student groups ten minutes to summarize understandings from the last four lessons. Each group will read their summary aloud. (15 minutes)</p> <p>Closure: Teacher calls the class together and asks the students to decide whether they have met the objective for the day. Teacher asks volunteer students to summarize key understandings and distributes homework. Homework is a worksheet asking students to identify points of view of various passages and rewrite a passage told in third-person in first-person. (3 minutes)</p>	<p>Anticipatory set: Students contribute to a mind map on the board summarizing key understandings from previous two lessons.</p> <p>Guided practice: Students continue in their Station Rotation (see lesson 3).</p> <p>Closure: In small groups, students summarize key understandings from this and previous three lessons.</p> <p>Students contribute to a discussion of whether the objective for the day has been met.</p> <p>Independent practice/homework: Students will identify the points of view of various passages and rewrite a passage told in first-person.</p>
<p>S.A.</p>	<p><i>Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.</i></p>	<p>Following lesson four students will take a culminating (summative) assessment comprised of three sections. The first two summative assessment items will be comprised entirely of multiple-choice questions. Students will be asked to demonstrate their understanding of the points of view of various authors, including knowledge of their purposes for writing. The final summative assessment item will include open-ended responses. Students will have to identify the points of view of various authors and defend their answers with evidence from the text. See descriptions below.</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, such that 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.*

Summative Assessment Item 1 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Standard area addressed: (M) 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Scoring information: Each question is worth one point. Correct answers **underlined and bold** below. No partial credit. This assessment item alone is insufficient to demonstrate mastery of the target standards. 70% and above is an acceptable score (Score of 7), sufficient to contribute toward a demonstration of mastery alongside acceptable scores from the other two assessment items (see below). Note: Several questions on this item were adapted from: http://www.help4teaching.com/questions/Point_of_View/Grade_5.

1. Which pronoun is an example of those used in first-person point of view? **a. I** b. They c. You d. He
2. Which pronoun is an example of those used in third-person point of view? a. I **b. They** c. You d. We
3. Which pronoun is an example of those used in second-person point of view? a. I b. They **c. You** d. We

4. Which point of view is the following passage written in?

Janet slowly opened the curtains. She couldn't believe her eyes! There was more than a foot of snow! She couldn't be more excited for what she hoped would be a day of sledding and building snowmen. Mrs. Tony, on the other hand, her English teacher, was extremely disappointed to see the snow. That meant another school day lost!

- a. First-person b. Second-person c. Third-person limited **d. Third-person omniscient**

5. Which point of view is the following passage written in?

Jamie loved his new kitten, Buster. Buster was orange and white and Jamie had never loved or cared for anything as much as him. Oftentimes Jamie would get so caught up playing with Buster that he forgot about his homework or his other friends. "What would Davie think if he knew Buster was my new best friend?" he thought.

- a. First-person b. Second-person **c. Third-person limited** d. Third-person omniscient

6. Which point of view is the following passage written in?

To Make French toast: First, take out a skillet and turn the stove on low. Second, melt butter in the pan and move it around with a spatula. Third, beat the eggs in a bowl to the side. Fourth, dip the bread in the eggs so that both sides are covered. Fifth, place the bread in the pan on the butter. Let it sit for 30 seconds and then flip it over and let it sit for 30 seconds on the other side. Now you have a slice of French toast. Repeat steps for more.

- a. First-person **b. Second-person** c. Third-person limited d. Third-person omniscient

7. Which point of view is the following passage written in?

I was shaking in my boots. My palms were sweaty. My heartbeat sounded like a gong in a library. I was certain everyone around me could hear it. I hate presentations!

- a. First-person** b. Second-person c. Third-person limited d. Third-person omniscient

8. Which of the following is **most** likely to be told from a second-person point of view? a. Personal letter b. History book c. Diary entry **d. How-to manual**
9. Which of the following is **most** likely to be told from a first-person point of view? a. Newscast b. History book **c. Diary entry** d. Children's book
10. Which of the following is **most** likely to be told from a third-person point of view? a. Personal letter **b. History book** c. Diary entry d. How-to manual

Summative Assessment Item 2 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Standard areas addressed: (M) 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ; (M) 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

Scoring information: Each question is worth one point. Correct answers **underlined and bold** below. No partial credit. This assessment item alone is insufficient to demonstrate mastery of the target standards. 75% and above is an acceptable score (Score of 7), sufficient to contribute toward a demonstration of mastery alongside acceptable scores from the other two assessment items (see above and below). Note: Questions from this assessment item were adapted from:

http://www.internet4classrooms.com/common_core/analyze_multiple_accounts_same_event_topic_reading_informational_text_fifth_5th_grade_english_language_arts.htm.

1. What is it called when the author expresses his opinions and views? a. Entertainment **b. Point of view** c. Climax d. Conclusion
2. All of the following are the three **main** reasons an author writes, EXCEPT to:
a. Inform. b. Persuade. c. Entertain. **d. Ensure every reader enjoys what he or she is reading.**

For #3-9: Read to discover the author's main purpose. Answer the questions with purpose in mind.

3. What do you do with your plastic bottles? Your aluminum cans? Do you throw them in the trash, or do you recycle them? Be honest. At the rate we are filling our landfills, one day we will not have anywhere else to put our trash. But you can help. If you take the time to recycle, you can make a difference and help our environment. The next time you pop open a soda can or grab a bottle of water, think about what you will do with it when you are done drinking it. Take the time to find a place to recycle. Your effort will help.

The author's main purpose is to: a. Inform. **b. Persuade.** c. Entertain. d. Ensure every reader enjoys what he or she is reading.

4. Did you know tomatoes were once thought to be poisonous? It wasn't until some brave people finally took a bite of a tomato and survived that anyone thought them okay to eat. Today, we use tomatoes in so many of our foods. We cook them into pasta sauces, turn them into ketchup for our French-fries, put them in our salads, add them to our sandwiches, and even eat them by themselves! Can you imagine if those brave individuals had never taken a bite of a tomato?

The author's main purpose is to: **a. Inform.** b. Persuade. c. Entertain. d. Ensure every reader enjoys what he or she is reading.

5. In the United States, the bald eagle is a national symbol for patriotism and freedom. But did you know the bald eagle is still in danger of becoming extinct? At one time, the bald eagle was hunted for sport. Today, if you kill a bald eagle, you can go to jail. Unfortunately, there are not very many bald eagles left today and conservationists are not sure the bald eagle will be around in the next hundred years.

The author's main purpose is to: **a. Inform.** b. Persuade. c. Entertain. d. Ensure every reader enjoys what he or she is reading.

6. (From *Holes*, by Louis Sachar): The next morning Mr. Sir marched the boys to another section of the lake, and each boy dug his own hole, five feet deep and five feet wide. Stanley was glad to be away from the big hole. At least now he knew just how much he had to dig for the day. And it was a relief not to have other shovels swinging past his face, or the Warden hanging around (80).

The author's main purpose is to: a. Inform. b. Persuade. **c. Entertain.** d. Ensure every reader enjoys what he or she is reading.

For #7-9: Read the following passages and answer the questions.

7. Most people think that gorillas are mean, but actually they are shy. You would think that such a huge animal with very large teeth would be aggressive. Hollywood movies can sometimes help convey this image of a scary, ferocious animal. In fact, gorillas only attack if they are provoked, and it is rare that they have to fight at all. Gorillas usually don't even have to fight other animals because of their impressive size.

The author believes that: **a. Gorillas are misunderstood as vicious animals.** b. Gorillas are mean. c. Gorillas really like other animals. d. Gorillas aren't intelligent.

8. This was Kathy's first baby-sitting job. She was so excited, but she was also really nervous. Kathy's parents made her attend a baby-sitting workshop before she could baby-sit her neighbor's five-year-old son, Matthew. Kathy knew this was a lot of responsibility, but she thought she was ready. She marched confidently to Matthew's house and waved goodbye to Matthew's parents. Almost as soon as his parents left, Matthew fell and hit his chin on the coffee table. Without panicking, Kathy remembered what she learned in her baby-sitting class and applied the necessary first-aid.

The author wants to show that: a. Matthew should not run in the house. **b. Kathy is ready to baby-sit.** c. Kathy needs to attend more workshops. d. Coffee tables aren't safe.

9. Ted, a school reporter, interviewed all three candidates for student body president. In his column on the school election, he printed his interview with each of the candidates and was careful to ask each candidate the same questions. Being an experienced reporter, **Ted most likely did this because:**

a. He did not know who to vote for. b. All three candidates were his friends. c. His teacher told him to. **d. He wanted his readers to have all of the information.**

Summative Assessment Item 3 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score) – (add as needed)

Standard areas addressed: (M) 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ; (M) 5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.

Key and Scoring information: Each of the first four questions is worth two points, one for each of the two answers. Student answers for the second answer may vary. Acceptable answers are **underlined and bold** below. No partial credit. The final question is a short response paragraph worth six points. Student answers will vary. Scoring information is below. This assessment item alone is insufficient to demonstrate mastery of the target standards. 75% and above is an acceptable score (Score of 10.5), sufficient to contribute toward a demonstration of mastery alongside acceptable scores from the other two assessment items (see above). (Note: The first four questions for this assessment item were taken from: <http://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet-2-answers.html>. Assessment passages for question 5 were obtained from: http://macmillanmh.com/ccsreading/imaginait/grade5/ccslh_g5_ri_2_2d_1.html.)

Directions: For #1-4: Read the following passages and identify the narrative perspective (first-person, second-person, third-person limited, or third-person omniscient). Then, in the space provided, defend your answer with evidence from the text.

1. From The Wizard of Oz by L Frank Baum: The Scarecrow found a tree full of nuts and filled Dorothy's basket with them, so that she would not be hungry for a long time. She thought this was very kind and thoughtful of the Scarecrow, but she laughed heartily at the awkward way in which the poor creature picked up the nuts. His padded hands were so clumsy that he dropped almost as many as he put in the basket. But the Scarecrow did not mind how long it took him to fill the basket (49)...

Narrative Perspective: **Third-person omniscient** How do you know? **Both Dorothy's and the Scarecrow's thoughts are revealed.**

2. From Ask a Ninja Presents: The Ninja Handbook by the International Order of Ninjas: Remember, any tool that you can use against an enemy may also be used against you. Therefore it is highly recommended that you build a course with your clan to practice keeping your wits about you when something is trying to set you off course. Ninjas train on special courses that really mess with their perception of space, but that doesn't mean you can't make your own mini gauntlet to increase your skills in your own backyard (78).

Narrative Perspective: **Second-person** How do you know? **Instructions and directions are usually written from second-person perspective and the pronoun "you" is used.**

3. From Holes by Louis Sachar: The next morning Mr. Sir marched the boys to another section of the lake, and each boy dug his own hole, five feet deep and five feet wide. Stanley was glad to be away from the big hole. At least now he knew just how much he had to dig for the day. And it was a relief not to have other shovels swinging past (80)...

Narrative Perspective: **Third-person limited** How do you know? **There is no pronoun "I" or "we" and the narration is limited to Stanley's perspective.**

4. From The Magic Finger by Roald Dahl: The farm next to ours is owned by Mr. and Mrs. Gregg. The Greggs have two children, both of them boys. Their names are Philip and William. Sometimes I go over to their farm to play with them. I am a girl and I am eight years old. Philip is also eight years old (1).

Narrative Perspective: **First-person** How do you know? **The narrator is telling his own story and uses the pronoun "I."**

5. Directions: Read the following two accounts that relate to the same topic in history: indentured servitude in the American colonies. Write a paragraph in which you compare and contrast both accounts. Identify the point of view of each author. In your comparison, consider the main idea or argument in each text, the most important details in each text, those ideas found only in one text and not the other, and whether each text has more facts and details or feelings and thoughts.

Passage A

Early settlers in the American colonies had a lot of land but not enough people to work on it. So, beginning in the decade after the settlement of Jamestown, Virginia, in 1607, many men and women came to the colonies to live as indentured servants. In exchange for their passage overseas and room and board, these men and women agreed to work for a period of between four and seven years. Then they would be considered free. Until then, they had to fulfill their contracts by working very hard. Their lives were harsh and restricted. People who tried to run away could be punished by having their contracts extended. If they survived the hard labor, however, indentured servants received freedom packages which sometimes included at least 25 acres of land.

Passage B (Adapted from a letter by Richard Frethorne, an indentured servant; Virginia, 1623)

Loving and Kind Father and Mother, There is nothing here to comfort me. Since I left the ship, all I have eaten is watery porridge and peas. There is not enough meat or poultry to be had; I haven't seen any deer around, and I am working too hard to hunt for fowl. Early until late I work and work, awarded for my labor with yet more porridge. Four men have to share a meager serving of bread, so it's little wonder that so many have fallen ill. Not only am I hungry, I hardly have any clothing. My cloak was even stolen by a man whom I believe sold it for food. Fortunately, Mr. Jackson in Jamestown is kind to me and has given me some fish, but I am still miserable and hungry. I want nothing more than to go home. I do beg you, good Father, to release me from my great grief. I know you would cry if you saw my pathetic state. Give my love to all my friends and family. The answer to this letter will mean life or death for me; please, Father, send for me as soon as possible. -Richard

Responses to this question will vary greatly. This question will be marked based on content. Grammar and conventions are not being assessed. The first two points are for identifying passage A as told from a third-person point of view (one point) and passage B from a first-person point of view (one point). The rest of the question is worth four points, based on the prompt description. The student will get one point for addressing the main idea or argument in each text, one for giving the most important details from each text, one for addressing something found in one text and not the other, and one for addressing whether each text has more facts and details or feelings and thoughts. Half-points can be awarded at the teacher's discretion.

Curriculum Sample— 8 Pages Max. (12 pages for integrated ELA sample) – Instruction Pages above may be deleted

Grade Level	5	Content Area	Writing
Course Title (grades 9-12 Only)			
Expected Prior Knowledge <i>List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Standard identified as the focus for review.</i>	Specifically related to this series of lessons, the students will already have experience writing opinion pieces on topics or texts, supporting a point of view with reasons. They will have had practice introducing the topic or text they are writing about, stating an opinion, and creating an organizational structure that lists reasons. They will have had to provide reasons to support their opinion and details and evidence to support those reasons. They will have had practice using linking words and phrases to connect their opinion and reasons. Finally, they will have had to providing a concluding section or statement. (3.W.1, 4.W.1) This series of lessons has been designed to lead them into a more sophisticated and complete presentation of their arguments in the form of a more formal essay, and more specifically to teach them to logically organize their reasons and supporting evidence. In addition, the students will have finished reading as a class <i>Where the Red Fern Grows</i> , by Wilson Rawls.		
Alignment to Program of Instruction <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract.</i>	The school’s program of instruction stresses alignment with research-supported instructional techniques, including Hunter’s Essential Elements of Instruction. This series of lessons incorporates all seven components of Hunter’s EEI: objectives, standards, anticipatory set, teaching (input, modeling, checking for understanding), guided practice, closure, and independent practice.		
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 for review by having (M) before the Standard number.</i>	<p>(M) 5.W.1 <u>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u></p> <p>a. (M) <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</u></p> <p>b. (M) <u>Provide logically ordered reasons that are supported by facts and details.</u></p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. (M) <u>Provide a concluding statement or section related to the opinion presented.</u></p>		
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)</i>	Fact or Opinion sorting cards (10)- one set per small group Station Rotation graphic organizer (see description in lesson 1) Opinion Writing graphic organizer (see description in lesson 2) Thematic Essay rubric (see below) Six-Trait Rubric (standard- not included below for lack of space) Class set <i>Where the Red Fern Grows</i> , by Wilson Rawls		

***Standard Number:** For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).

Lesson <small>(add as needed)</small>	Instructional Strategies - Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.	Student Activities - Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona’s College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.
1	<p>Teacher states the objective (also posted): Students will demonstrate their understanding of presenting an argument by taking a position on three separate issues and presenting at least three reasons alongside significant and logically organized evidence to defend each position to their peers. (2 minutes)</p> <p>Anticipatory set: “Fact or Opinion”: Teacher directs students to work with shoulder partners to sort a set of 20 cards as fact or opinion. This exercise will reinforce their understanding of classification and prepare them for making sophisticated arguments; they will need to know the difference between what they need to defend (opinions) and what they can present as fact. (10 minutes)</p> <p>Instructional input: Teacher asks a volunteer to reread the objective. Teacher asks students the purpose of the anticipatory set and transitions into main lesson. Teacher explains that the bulk of the time during this initial lesson will be about them practicing taking a stance and defending a position. The unit will culminate in students writing a formal essay based on the chapter book they have just finished reading in class in which they take a stance and defend a position, providing details and factual evidence from the text to support their decision. Teacher explains that a good argument will typically have at least three good justifications or reasons, and that each reason will be presented alongside facts, details, or examples to make them more convincing. Teacher reads three short opinion pieces and asks students to identify the stance taken by each author as well as the main reasons presented. (8 minutes)</p> <p>Guided practice: Station Rotations: Teacher places students in groups of three or four, distributes graphic organizer worksheet (Station Rotation), and explains the activity. Student groups will spend ten minutes at each station. Each station will have a topic where students will be expected to take a stance. Together, they will be asked to consider both sides of the argument, listing as many possible pros and cons of each. Finally, they will be expected to make a decision and to list at least three reasons defending their position in order of significance. Topics are posted at each station: Student uniforms? Homework on the weekend? Cell phones in schools? At each station, students will brainstorm pros and cons for each potential stance. They will record this information (graphic organizer worksheet). Then they will take a stance and</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given ten minutes, students work in pairs to classify as many cards as time allows as presenting facts or opinions.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson. Students answer questions and respond to teacher as appropriate.</p> <p>Guided practice: Given thirty minutes, students collaborate in small groups to take a stance on three distinct issues. As part of a Station Rotation activity, they complete graphic organizers considering the pros and cons of each potential argument and make decisions about which argument is stronger. All information is recorded on a graphic organizer.</p>

	<p>record their reasons in order of significance. They will record this information as well (same graphic organizer). Students will continue to discuss the topic until they are asked to move to the next station. (30 minutes)</p> <p>Closure: Teacher calls the class together and chooses one of the three topics. Teacher asks different student groups to share the pros and cons of each potential stance as well as their final arguments. Then teacher asks a volunteer to reread the objective for the day and asks the class to decide together whether it has been met. Finally, teacher distributes independent practice/homework. For homework, students will be asked to classify a set of statements as fact or opinion and then to list the pros and cons of a specific debate issue, take a stance, and list at least three reasons for it. (5 minutes)</p>	<p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings of the lesson as well as whether the objective for the day has been met.</p> <p>Independent practice/homework: Students will classify various narrative passages independently, based on the points of view of the authors. They will also list the pros and cons of a specific debate, take a stance, and defend it.</p>
2	<p>Teacher states the objective (also posted): Students will further demonstrate their understanding of presenting an argument by fully articulating their position on a debate issue of their choice: stating their opinion clearly, using linking phrases to connect their opinion to their reasons, providing at least three reasons alongside sufficient details and logically-presented evidence, and providing a concluding statement. (2 minutes)</p> <p>Anticipatory set: “Think-Pair-Share”: Teacher gives students two minutes to list independently as many arguments as they can remember from the three debate issues from the prior lesson. Then students are asked to pair up (shoulder partners) and share their lists. Students are encouraged to add to their lists during this discussion. They have three minutes. (5 minutes)</p> <p>Instructional input: Teacher asks a volunteer to reread the objective. Teacher introduces graphic organizer (Opinion Writing) and introduces the activity. Students will choose one of the topics from the previous lesson, complete the graphic organizer, and write a short essay with a clear introduction to the topic, a thesis statement (their opinion), transitions from their opinion to each reason, at least three reasons alongside logically organized details and evidence, and a concluding statement. To prepare students for this activity, teacher will ask students to come up with suggestions for a new topic that people disagree on. The class will select one and brainstorm pros and cons. The teacher will have students vote on a stance and come up with at least three reasons to support it. Teacher will use guided questioning and student contributions to model the completion of the graphic organizer for this position. Students will collaborate to write an outline of what a short essay on this topic would look like. Teacher records student ideas. (20 minutes)</p> <p>Guided practice: Students will be given the bulk of the time remaining to work</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Students work individually and then in pairs to recall as many arguments from the previous lesson as possible.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson. Students answer questions and respond to teacher as appropriate to contribute to the construction of a sample outline of a short essay.</p> <p>Guided practice: Given twenty-three minutes, students work independently to</p>

	<p>on their own opinion essays. Teacher walks around as the students work, offering differentiated feedback and ensuring all students are adequately completing the graphic organizer before attempting their essays. (23 minutes)</p> <p>Closure: Teacher calls the class together and asks a volunteer to reread the objective for the day. Teacher asks the class to decide together whether it has been met. Finally, teacher introduces independent practice/homework. For homework, students will be asked to either complete their short essays, paying particular attention to logically organizing the details and facts they list to support each reason for their main claim. (5 minutes)</p>	<p>fully articulate the argument of their choice from the previous lesson. Students must complete the provided graphic organizers before attempting to write their opinion essays. Students may seek teacher help and suggestions.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings of the lesson as well as whether the objective for the day has been met.</p> <p>Independent practice/homework: Whatever is not completed of the in-class activity will become homework.</p>
<p>3</p>	<p>Teacher states the objective (also posted): Students will further demonstrate their understanding of presenting an argument by collaborating to write a formal essay: stating their opinion clearly in an introduction, providing an organized body with separate paragraphs focused on each of at least three reasons for that opinion, and an ending with a concluding paragraph. This will be the objective for the next three lessons. (2 minutes)</p> <p>Anticipatory set: Students will be broken into small groups and asked to think about their favorite movies. Given five minutes, they will have to choose one movie to write about that everyone in the group has seen. (5 minutes)</p> <p>Instructional input: Teacher asks a volunteer to reread the objective. Teacher reintroduces the graphic organizer from lesson 2 (Opinion Writing) and introduces the new activity. Students will be working together to write an opinion essay about the movie they have chosen. They will collaborate during each stage of the planning of the essay, agree on their claim, and use all of the same reasons and details and facts to support those reasons, but each student will be responsible for writing his or her own essay. The tasks for this particular lesson will be to decide on a claim, decide three main reasons for that claim, gather evidence (facts and details) to support each of those reasons, and decide the logical order of their presentation. Specifically, the group has to decide on a theme they believe is important to the maker's of the movie they have chosen. Teacher transitions into discussion of themes, seeking student input. Teacher uses a book the students have all read earlier in the year for a topic example and asks students to suggest a theme important in that book. Teacher uses guided questioning and student contributions to model the completion of the graphic organizer for this sample text. When teacher is satisfied with the modeling, students are allowed to collaborate. (20 minutes)</p> <p>Guided practice: Students will be given twenty-five minutes in their small groups to work on their own movie arguments. Teacher walks around as the</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Students collaborate in groups of three or four to decide on a movie to write about.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson. Students answer questions and respond to teacher as appropriate to contribute to the construction of a sample graphic organizer.</p> <p>Guided practice: Given twenty-five minutes, students work in their small groups to determine a theme for their chosen movie and complete the provided</p>

	<p>students work, offering differentiated feedback and ensuring all students are adequately completing the Opinion Writing graphic organizer. Emphasis is placed on the provision of details and facts for each main reason cited, and students are encouraged to use space on the back of their sheets if necessary to get down as many examples and facts from the movie to support their argument as possible. Further emphasis is placed on the organization of the supporting details such that most convincing details are listed last. (25 minutes)</p> <p>Closure: Teacher calls the class together and asks a volunteer to reread the objective for the day. Teacher reminds the class that this objective will continue for the next two lessons and asks the class to decide together whether they have made adequate progress for the day. Finally, teacher introduces independent practice/homework. For homework, students use their graphic organizers to write three separate body paragraphs, one for each of the reasons (and accompanying evidence) decided upon. They are to pay close attention to transitional phrases and logical order. (5 minutes)</p>	<p>graphic organizer with three main reasons for their decision. They list facts and details to support each main reason and utilize space on the back of the worksheet if necessary to provide sufficient examples of each reason. Students may seek teacher help and suggestions during this time.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings as well as whether the objective for the day has been met.</p> <p>Independent practice/homework: Students are to write three body paragraphs using the completed graphic organizer from the lesson.</p>
<p>4</p>	<p>Teacher restates the objective (see lesson 3). (2 minutes)</p> <p>Anticipatory set: Students Pair-Share the previous night’s homework with their shoulder partners. Teacher walks around the room as they talk to check for understanding. (5 minutes)</p> <p>Instructional input: Teacher asks a volunteer to reread the objective. Teacher directs students’ attention to the graphic organizer they completed during the previous lesson and introduces today’s foci: the introduction and the conclusion. Teacher places students in their movie groups and hands out a Thematic Essay (Opinion) Rubric. Even though the rubric refers to an essay about a book, the students will be using it to plan for and evaluate their thematic movie essays. Teacher transitions into lesson. Teacher reviews that introductions have three main components: a context (introducing the topic), a claim (thesis or opinion), and a direction or purpose (introducing the structure). Teacher hands out a sheet with three sample introductions for thematic essays (different) to each group as examples. Each introduction sample also has a hook (grabs the readers attention). Teacher mentions the hook as an engaging higher-level piece that does not take the place of the three things that need to be present in well-written introduction. In this particular lesson, the students will write their introduction and conclusion for their movie essays. The conclusion is reviewed as a time to restate (enthusiastically) their claim, and bring the conversation to a close. Sample conclusions are handed out as well. Teacher uses the book example from the previous lesson (book that students all read earlier in the year). Teacher uses guided questioning and student</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Anticipatory set: Given five minutes, students share the previous night’s homework with their shoulder partners. Teacher walks around the room as they talk to check for understanding.</p> <p>Volunteer student reads the objective for the day. Students continue to engage in teacher lesson. Students answer questions and respond to teacher as appropriate to contribute to the construction of a sample introduction and conclusion based on the book focused on in the previous lesson.</p>

	<p>contributions to model the writing (collaborative with class) of an introduction and conclusion that could be written to discuss the major theme in said book. When teacher is satisfied with modeling, students can collaborate. (20 minutes)</p> <p>Guided practice: Students will be given twenty-five minutes in their small groups to work on the introduction and conclusion for their movie arguments. Teacher walks around as the students work, offering differentiated feedback and ensuring all students understand the task at hand. Emphasis is placed on the three main components of the introduction, and suggestions are offered for types of hooks (quotes, short personal stories, etc.). (25 minutes)</p> <p>Closure: Teacher calls the class together and asks a volunteer to reread the objective for the day. Teacher reminds the class that this objective will continue for the next two lessons and asks the class to decide together whether they have made adequate progress for the day. Finally, teacher introduces independent practice/homework. For homework, students will be asked to revise their previously completed body paragraphs, taking into account their partner feedback and looking for grammar and convention errors. (3 minutes)</p>	<p>Guided practice: Given twenty-five minutes, students work in their small groups to write an introduction and a conclusion to their movie essays.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings as well as whether the objective for the day has been met.</p> <p>Independent practice/homework: Students are asked to revise the body of their essay. Emphasis is placed on organization. Each main reason warrants its own paragraph and the details and facts should be listed in a logical order such that the most convincing evidence comes last.</p>
5	<p>Teacher restates the objective (see lesson 3). (2 minutes)</p> <p>Anticipatory Set: In their small movie groups, students use the Thematic Essay (Opinion) Rubrics (see below) to rate each component of one another's essays in their current state. Students will read each portion aloud to their small group and each group member will mark a score based on the rubric. At this point, the focus is content and not grammar or conventions, but students are encouraged to find those mistakes for one another as well. Teacher walks around to check for homework completion and understanding. (20 minutes)</p> <p>Guided practice/ independent practice: Students work independently for the bulk of the rest of class to complete their essays (proofread and rewrite neatly in final draft form). Teacher continues to direct attention to thematic essay rubric. Whatever they do not finish will be homework. (25 minutes)</p> <p>Closure: Teacher calls the class together and asks a volunteer to reread the objective for the day. Teacher asks class to decide whether it has been met. Teacher explains that the essay must be completed (final draft form) for homework and reviews the rubric in its entirety as a way to help them focus on key components. (10 minutes)</p>	<p>Students read along as teacher reads the objective (posted).</p> <p>Students will read their essay components to their small groups and practice using the Thematic Essay (Opinion) Rubric to evaluate them. Students will have the remainder of the class to edit their essays, looking to the rubric for guidelines.</p> <p>Guided practice/ independent practice: Students will be given the bulk of the remainder of class to finish their essays and to rewrite them neatly and with fewer mistakes to be submitted.</p> <p>Closure: Students contribute to a whole-class closure discussion and reflect on key understandings as well as whether the objective for the day has been met.</p> <p>Independent practice/homework: Essay in final draft form.</p>
S.A.	<p><i>Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed</i></p>	<p>The unit will culminate in students writing a formal essay based on their reading of <i>Where the Red Fern Grows</i>. They will have just finished reading the book in class. Students will be given three days in class to work on this</p>

<p><i>independently. In the Student Activities column, describe the summative assessment items that will allow students to demonstrate mastery of the rigor of the Standard/components identified as the focus for review, and the context in which the items will be administered.</i></p>	<p>extended assignment, alongside the Thematic Essay (Opinion) rubric they have been working with (see below), the Six-Trait rubric they are accustomed to (standard), and their chapter book to gather evidence. They will be asked to choose from a list of three themes (determination, responsibility, and friendship) the theme they believe to be most important to the author and to defend that claim. They will not be given additional help or allowed to collaborate with their peers. For three days, they will have a testing environment. Just as with the movie essay, students will be expected to provide at least three reasons for their decision and each reason will need to be accompanied by details and factual evidence from the text. Finally, they will be expected to organize their argument in a traditional five-paragraph essay format with an introduction, body, and conclusion. As part of this organization, they will be expected to group like information together (e.g., all the facts and details supporting one reason should be presented together) and to present their argument in a logical order. Each of the main parts of this essay (introduction, body, and conclusion) will serve as their own summative assessment item. For mastery of the target standards, they will be scored based on the aforementioned thematic rubric (see below). Each item will be worth up to six points. Teacher may choose to award both half points and odd scores of 1, 3, and 5, based on the rubric, at his or her discretion. In addition to the thematic essay rubric, students will be scored against the Six-Trait rubric. That score will not serve as indication of mastery of the content of the target standards, but will be a score representing the holistic achievement of the student, grammar and conventions taken into account.</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, such that 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.*

Summative Assessment Item 1 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Standard area assessed: **(M)** 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information: a. **(M)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

The first summative assessment item is the **introduction** of the thematic essay. (See descriptions above). An acceptable score is 4/6 or higher. (See rubric below).

Summative Assessment Item 2 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score)

Standard area assessed: **(M)** 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information: b. **(M)** Provide logically ordered reasons that are supported by facts and details.

The second summative assessment item is the **body** of the thematic essay. (See descriptions above). An acceptable score is 4/6 or higher. (See rubric below).

Summative Assessment Item 3 (clearly identify Standard area assessed, answer key/scoring rubric, and acceptable score) – (add as needed)

Standard area assessed: **(M)** 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information: d. **(M)** Provide a concluding statement or section related to the opinion presented.

The final summative assessment item is the **conclusion** of the essay. Because students have had ample experience writing conclusions, an acceptable score is 5.5/6 or higher.

*Individually, these essay components are insufficient to demonstrate mastery of the target standards, but together they are sufficient.

THEMATIC ESSAY (OPINION) CONTENT RUBRIC

CATEGORY	6	4	2	0
Introduction- context, claim, purpose and direction (organization)	The introduction does three things: (1) introduces the book/topic (context), (2) clearly states the writer’s opinion (claim), and (3) lets the reader know what things will be discussed in the essay (structure), either by actually providing the main reasons for the writer’s opinion or by telling the reader that a number of reasons will be discussed in the essay. The writer has also attempted a hook to grab the reader’s attention.	The introduction (1) introduces the book/topic (context) and (2) clearly states the writer’s opinion (claim), but does not let the reader know what things will be discussed in the essay or hint at how the essay will be organized. The writer may or may not have attempted a hook to grab the reader’s attention.	The introduction contains only one of the three main components discussed in class (context, claim, and purpose/direction).	The introduction is missing all three main components (context, claim, purpose/direction) entirely.
Body- citing evidence to support claim regarding specific theme	The body of the essay is organized by grouping related information. The writer presents three main reasons or examples in separate, logically organized paragraphs, and each main reason or example is accompanied by at least three pieces of evidence (facts/details) to support it from the text. For example, if the main claim of the essay is that determination is the most important theme to the author and one of the main reasons is that the main character continually shows determination, the writer should provide at least three pieces of evidence (specific examples, facts, and details) from the story where that character was determined.	The body of the essay is organized by grouping related information and reasons are presented in separate, logically organized paragraphs. Either the writer presents only two main reasons to support his or her claim or each main reason or example is accompanied by less than three pieces of evidence (facts/details) to support it from the text.	The body of the essay is either not organized based on separate reasons for the main claim or little to no evidence (facts/details) is provided to support the individual reasons cited to support the writer’s main claim. There is some information provided to support a main claim, but it is not sufficient.	There is no evidence from the text to support the author’s main claim. There are either no reasons listed to support the main claim or only one reason listed. Content is not sufficient to warrant credit.
Conclusion- retelling of the main points of the essay to bring closure	The writer provides a closing paragraph that restates the claim made (enthusiastically) and the main reasons for that claim. The reader can tell the essay is coming to a close. It does not end abruptly but rather provides a natural ending to the discussion.	The writer provides a closing paragraph, but something is missing. Either the writer does not restate the claim made or the writer does not revisit the main reasons for that claim.	The writer provides a closing paragraph, but it does not revisit either the claim made or the reasons for it.	There is no closing paragraph.

APPENDIX B
DATA SUBMISSION SPREADSHEET

Directions for Growth Measures (SGP and Bottom 25%):

1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

Student Median Growth Percentile

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	34	70	49%
	Mid-Point/ Semester	31	63	49%
	Post-Test/ End of Year	23	54	43%
<i>Reading</i>	Baseline	58	70	83%
	Mid-Point/ Semester	46	63	73%
	Post-Test/ End of Year	37	54	69%

Math Change S1 0.63%

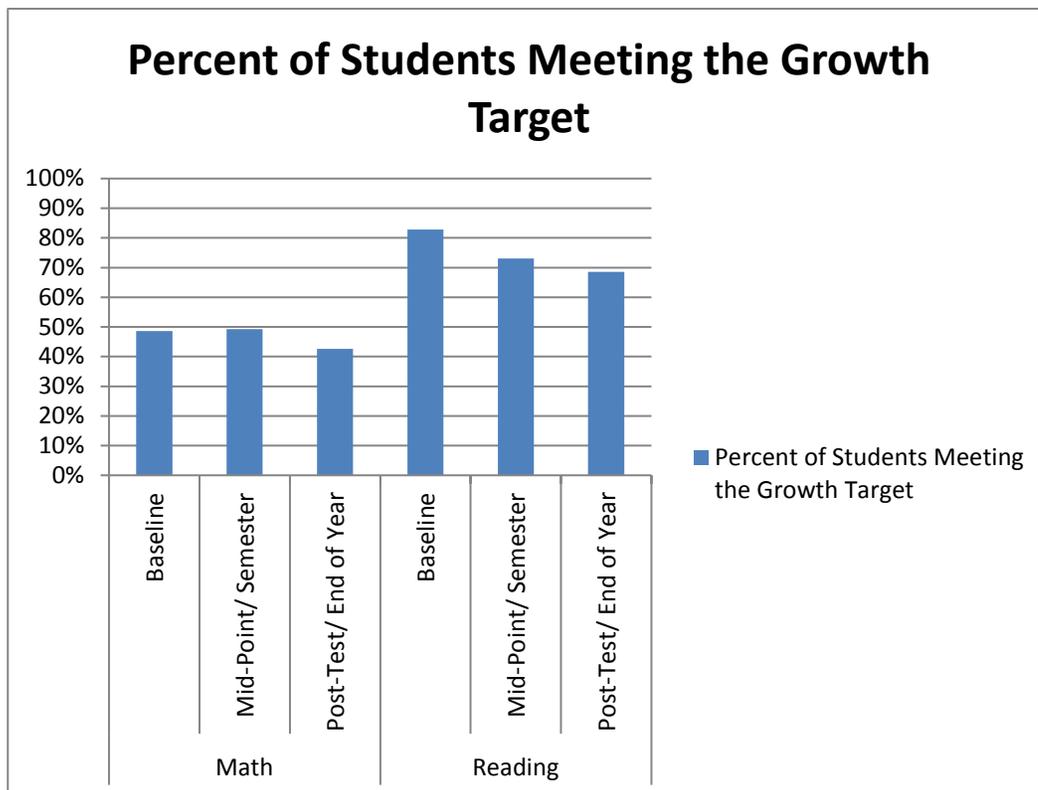
Math Change S2 -6.61%

Reading Change

S1 -9.84%

Reading Change

S2 -4.50%



Student Median Growth Percentile
Bottom 25%

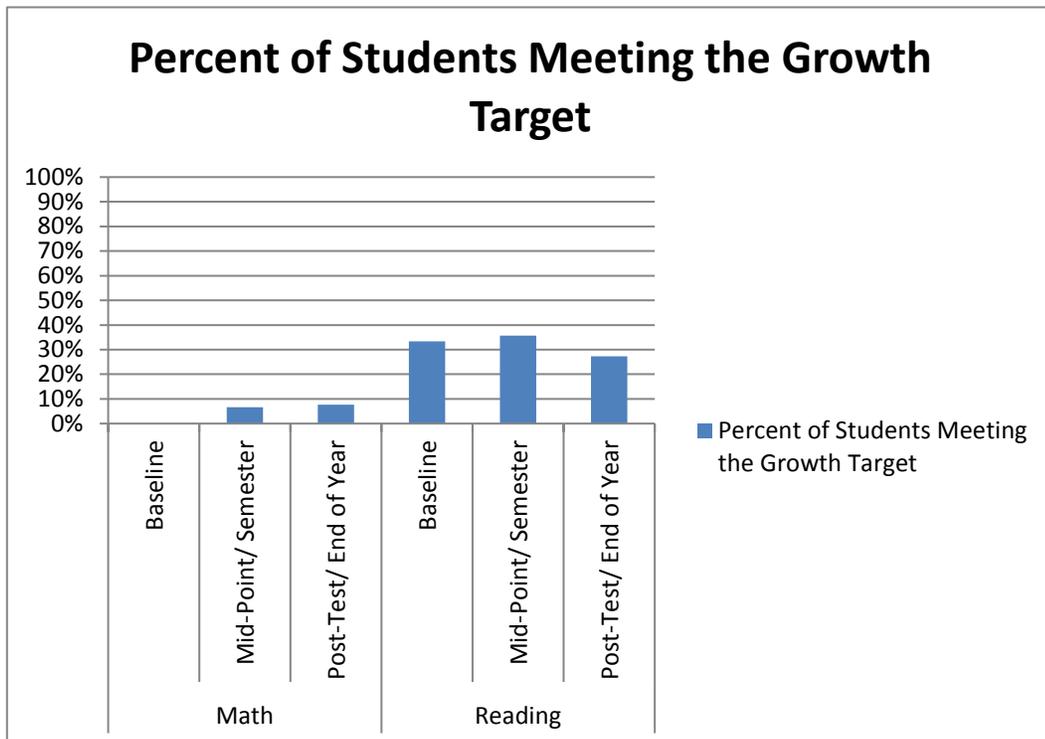
		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	0	18	0%
	Mid-Point/ Semester	1	15	7%
	Post-Test/ End of Year	1	13	8%
<i>Reading</i>	Baseline	6	18	33%
	Mid-Point/ Semester	5	14	36%
	Post-Test/ End of Year	3	11	27%

Math Change S1 6.67%

Math Change S2 1.03%

Reading Change S1 2.38%

Reading Change S2 -8.44%

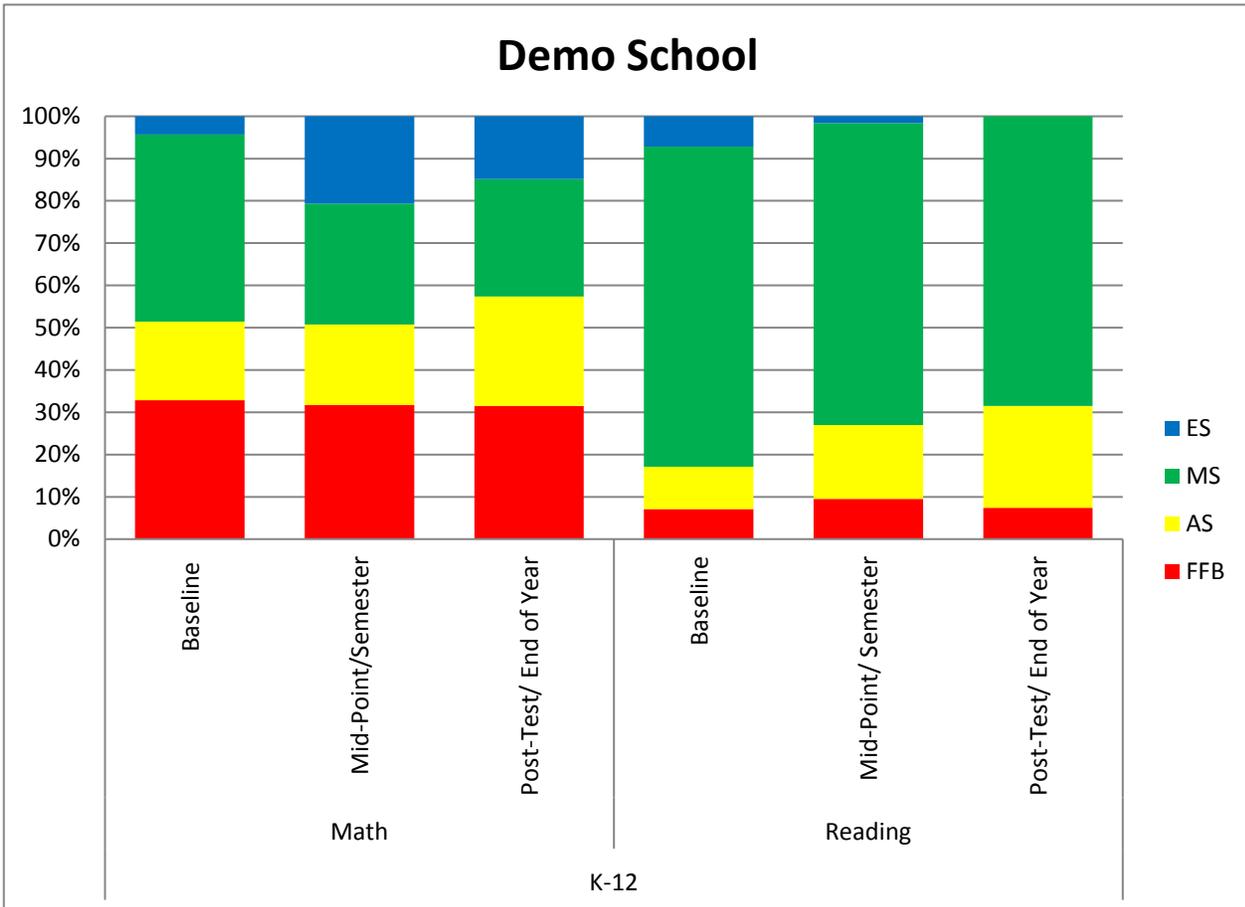


Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..
3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

School Wide Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
K-12	Math	Baseline	23	13	31	3	70	49%
		Mid-Point/Semester	20	12	18	13	63	49%
		Post-Test/ End of Year	17	14	15	8	54	43%
Reading	Baseline	5	7	53	5	70	83%	
		Mid-Point/ Semester	6	11	45	1	63	73%
		Post-Test/ End of Year	4	13	37	0	54	69%
	Math % Passing							
	Change-S1	1%						
	Math % Passing							
	Change-S2	#REF!						
	Reading % Passing							
	Change-S1	-10%						
	Reading % Passing							
	Change-S2	-4%						



FRL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
FRL	<i>Math</i>	Baseline	16	5	10	1	33	33%
		Mid-Point/ Semester	14	6	8	3	31	35%
		Post-Test/ End of Year	8	6	8	3	25	44%
	<i>Reading</i>	Baseline	3	3	26	1	33	82%
		Mid-Point/ Semester	3	8	19	1	31	65%
		Post-Test/ End of Year	4	4	17	0	25	68%

Math % Passing

Change-S1

Math % Passing

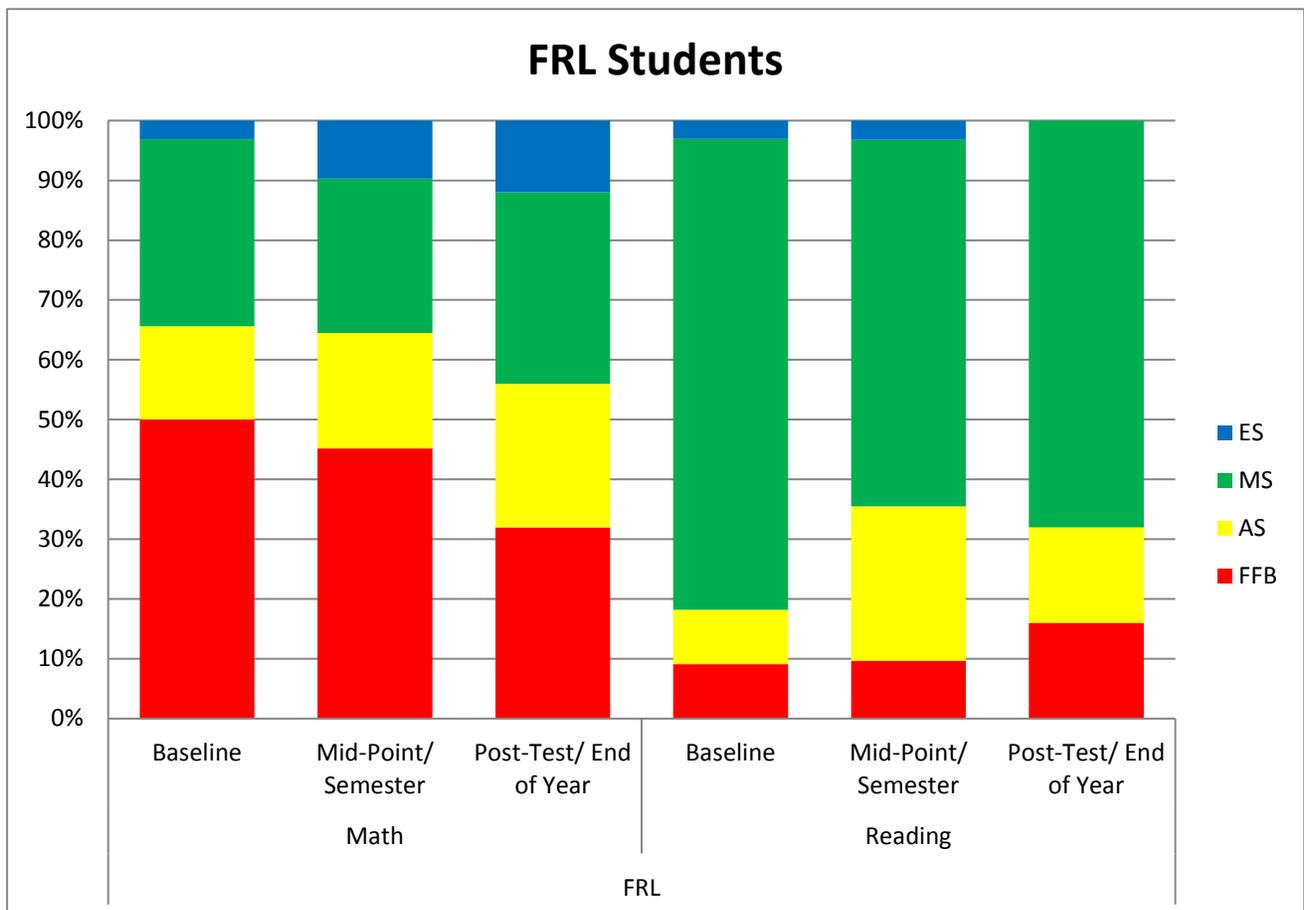
Change-S2

Reading % Passing

Change-S1

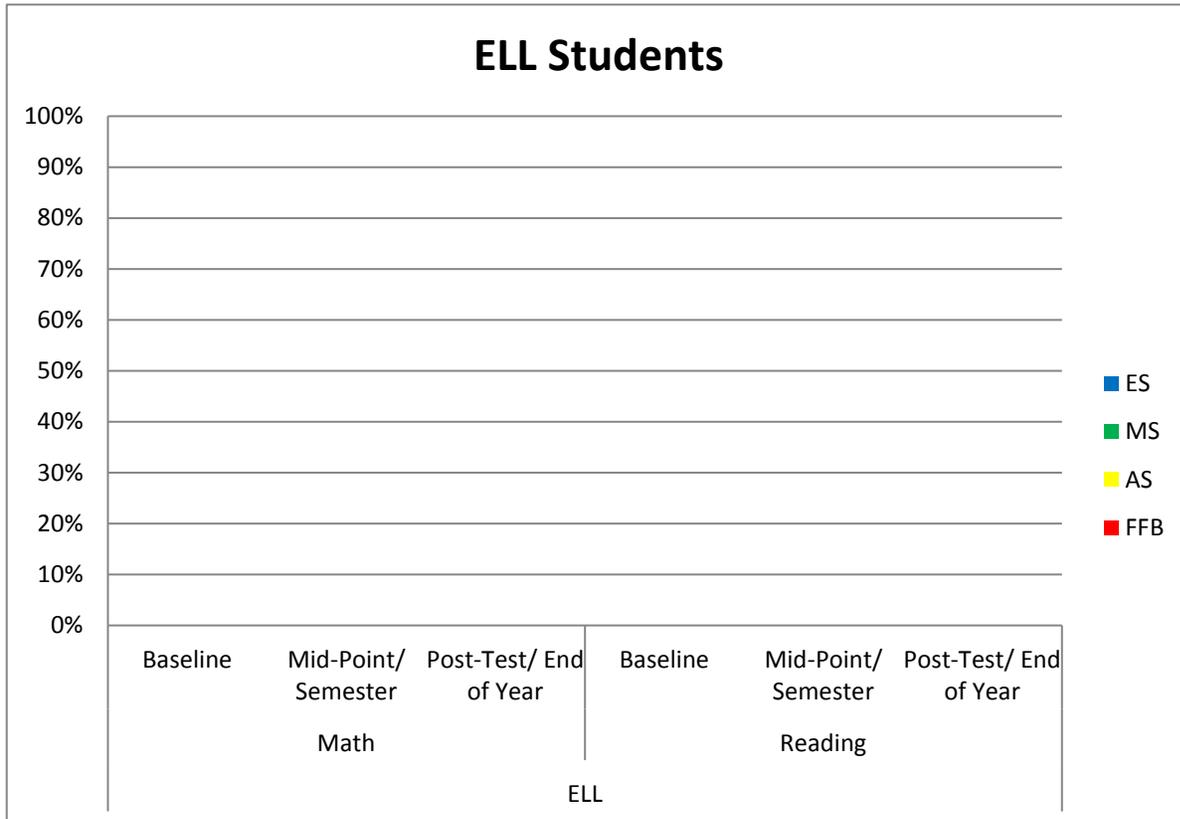
Reading % Passing

Change-S2



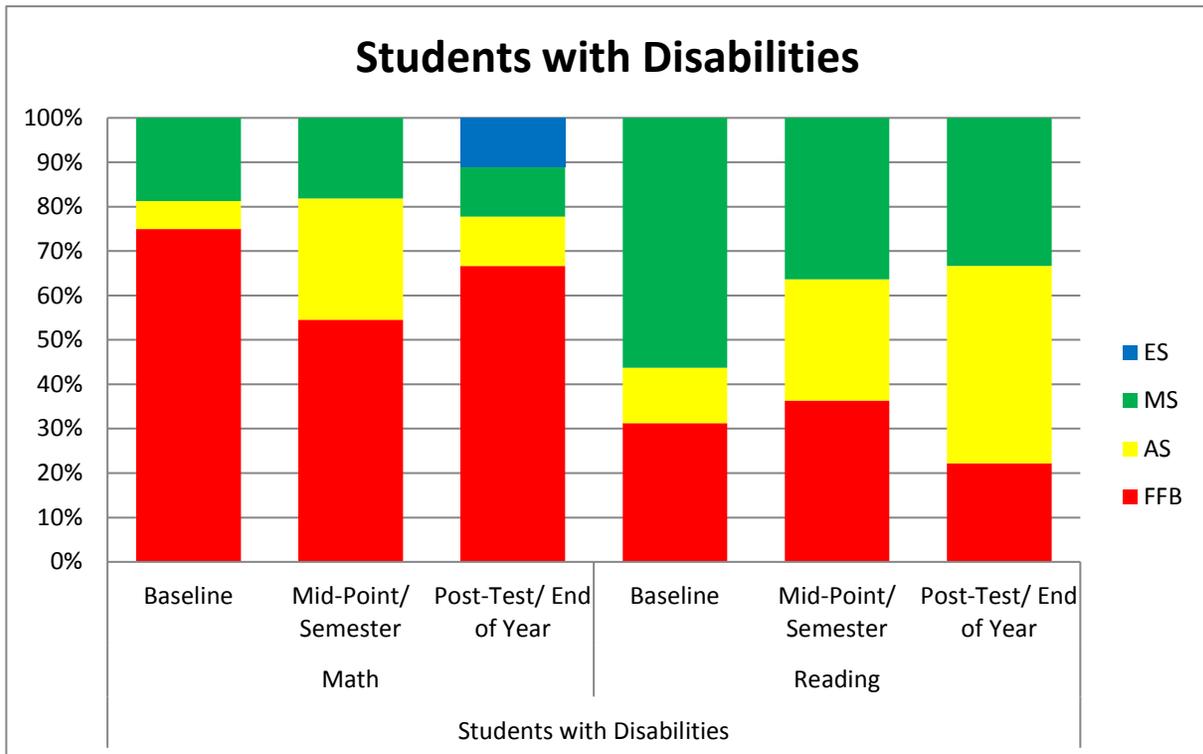
ELL Students' Math and Reading Proficiency

ELL			<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
	<i>Math</i>	Baseline	0	0	0	0	0	#DIV/0!
		Mid-Point/ Semester	0	0	0	0	0	#DIV/0!
		Post-Test/ End of						
		Year	0	0	0	0	0	#DIV/0!
	<i>Reading</i>	Baseline	0	0	0	0	0	#DIV/0!
		Mid-Point/ Semester	0	0	0	0	0	#DIV/0!
		Post-Test/ End of						
		Year	0	0	0	0	0	#DIV/0!
		<i>Math % Passing</i>						
		<i>Change-S1</i>	#DIV/0!					
		<i>Math % Passing</i>						
		<i>Change-S2</i>	#DIV/0!					
		<i>Reading % Passing</i>						
		<i>Change-S1</i>	#DIV/0!					
		<i>Reading % Passing</i>						
		<i>Change-S2</i>	#DIV/0!					



Students with Disabilities' Math and Reading Proficiency

			<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
Students with Disabilities	<i>Math</i>	Baseline	12	1	3	0	16	19%	
		Mid-Point/ Semester	6	3	2	0	11	18%	
		Post-Test/ End of Year	6	1	1	1	9	22%	
	<i>Reading</i>	Baseline	5	2	9	0	16	56%	
		Mid-Point/ Semester	4	3	4	0	11	36%	
		Post-Test/ End of Year	2	4	3	0	9	33%	
	<i>Math % Passing</i>								
	<i>Change-S1</i>			-1%					
	<i>Math % Passing</i>								
<i>Change-S2</i>			4%						
<i>Reading % Passing</i>									
<i>Change-S1</i>			-20%						
<i>Reading % Passing</i>									
<i>Change-S2</i>			-3%						



Directions for Growth Measures (SGP and Bottom 25%):

1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

Student Median Growth Percentile

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	8	71	11%
	Mid-Point/ Semester	5	78	6%
	Post-Test/ End of Year			#DIV/0!
<i>Reading</i>	Baseline	7	69	10%
	Mid-Point/ Semester	5	78	6%
	Post-Test/ End of Year			#DIV/0!

Math Change S1 -4.86%

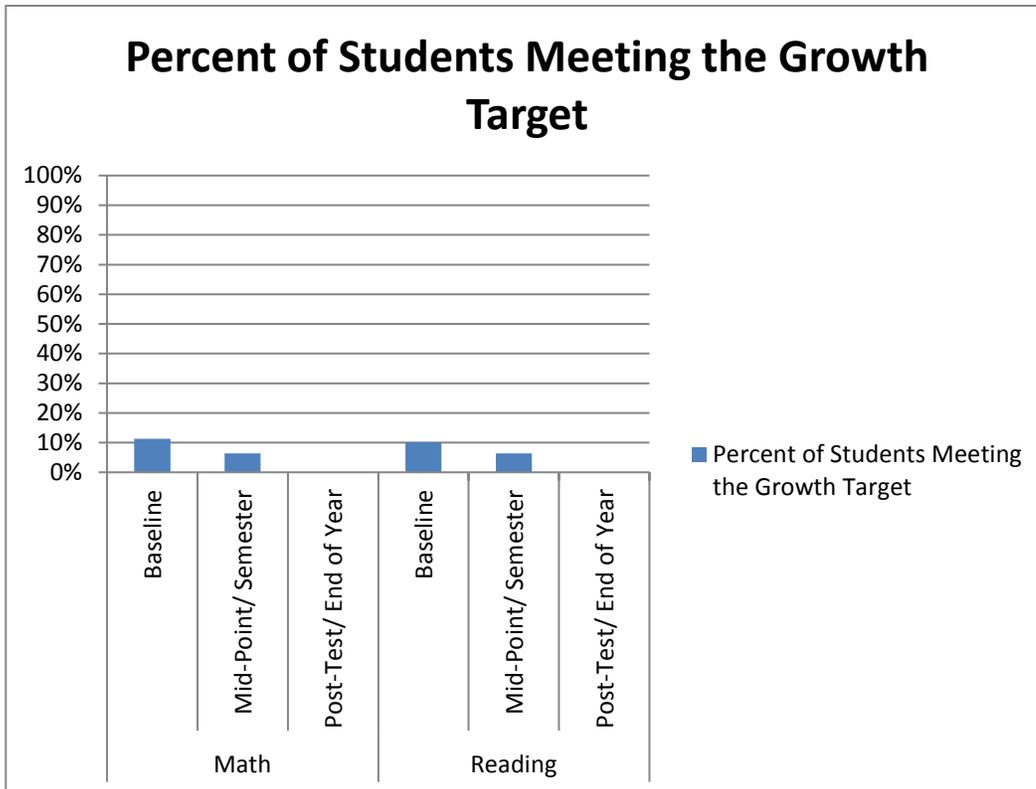
Math Change S2 #DIV/0!

Reading Change

S1 -3.73%

Reading Change

S2 #DIV/0!



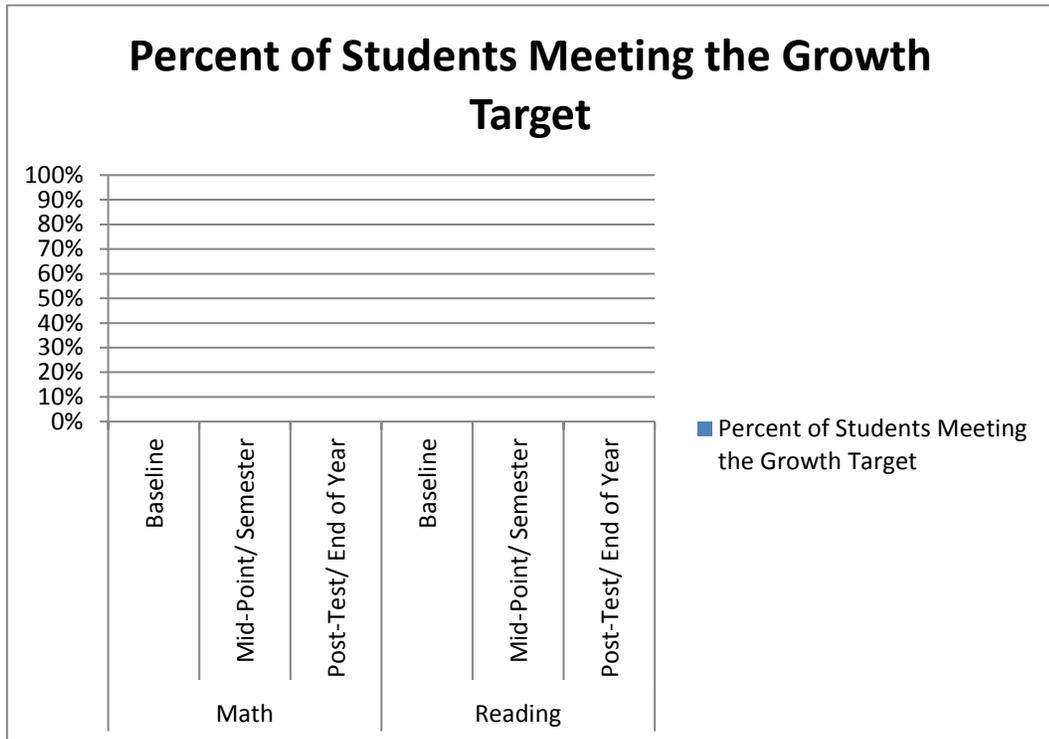
Student Median Growth Percentile
Bottom 25%

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	0	18	0%
	Mid-Point/ Semester	0	18	0%
	Post-Test/ End of Year			#DIV/0!
<i>Reading</i>	Baseline	0	18	0%
	Mid-Point/ Semester	0	18	0%
	Post-Test/ End of Year			#DIV/0!

Math Change S1 0.00%
Math Change S2 #DIV/0!

Reading Change S1 0.00%

Reading Change S2 #DIV/0!

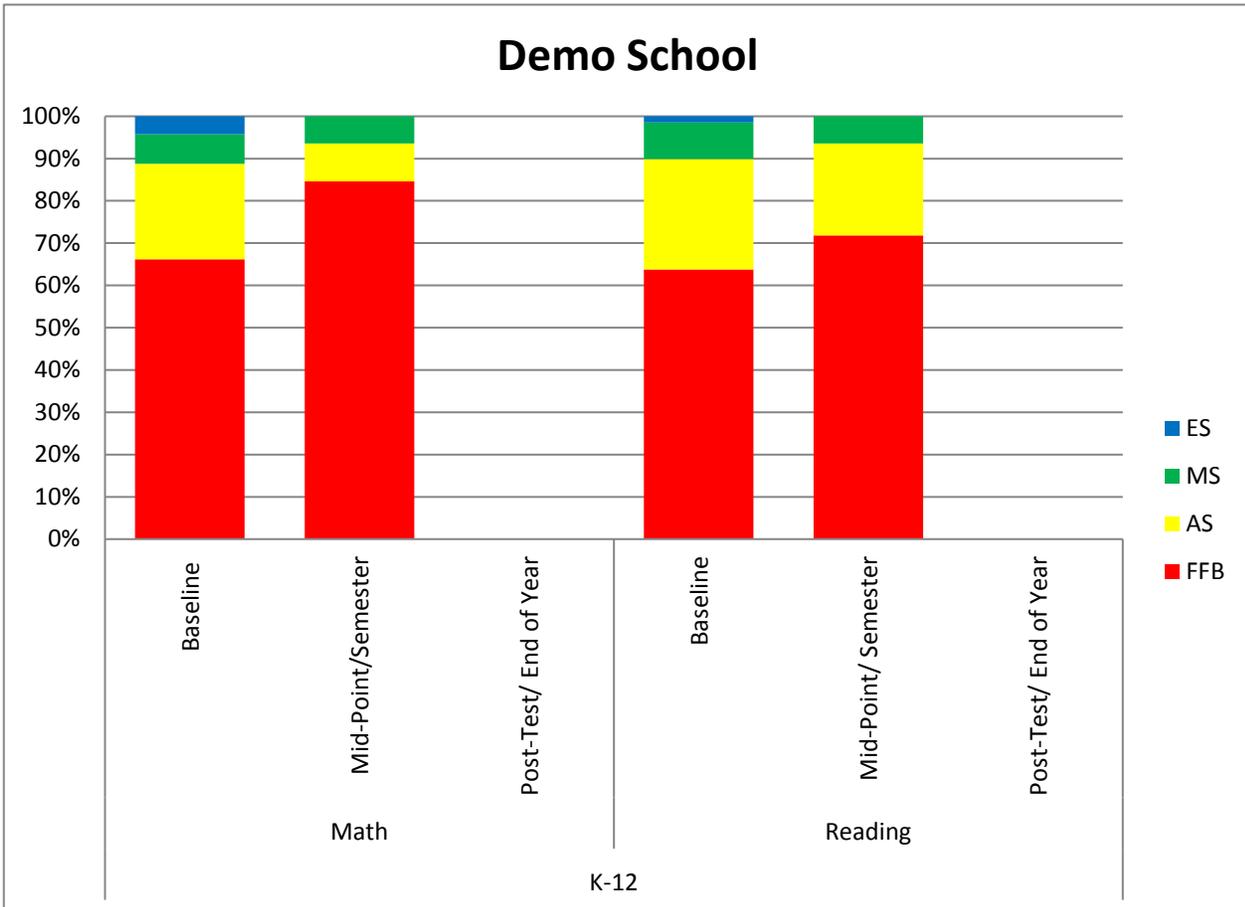


Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..
3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

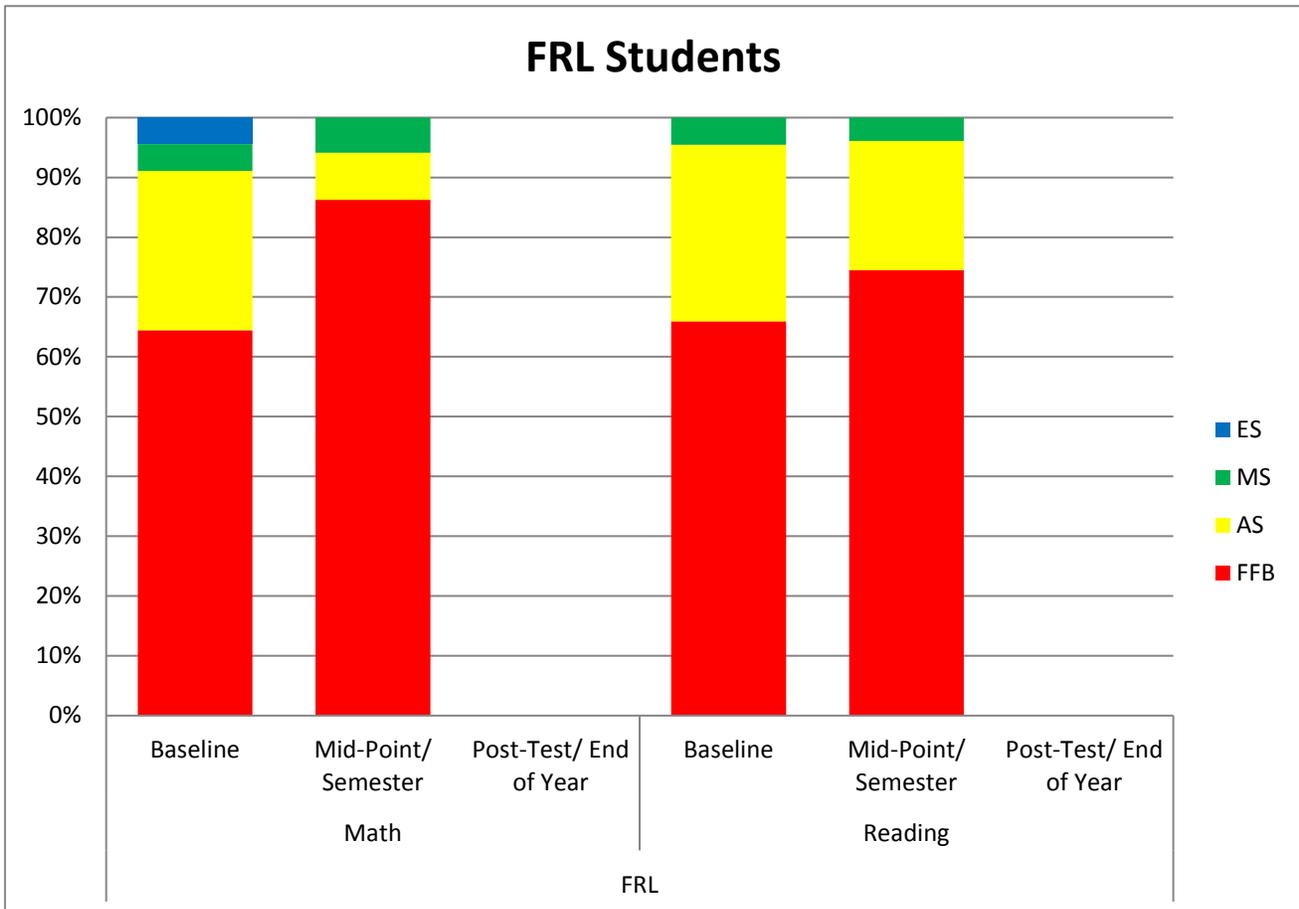
School Wide Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
K-12	<i>Math</i>	Baseline	47	16	5	3	71	11%
		Mid-Point/Semester	66	7	5	0	78	6%
		Post-Test/ End of Year					0	#DIV/0!
<i>Reading</i>	Baseline	44	18	6	1	69	10%	
		Mid-Point/ Semester	56	17	5	0	78	6%
		Post-Test/ End of Year					0	#DIV/0!
<i>Math % Passing</i>								
<i>Change-S1</i>		-5%						
<i>Math % Passing</i>								
<i>Change-S2</i>		#DIV/0!						
<i>Reading % Passing</i>								
<i>Change-S1</i>		-4%						
<i>Reading % Passing</i>								
<i>Change-S2</i>		#DIV/0!						



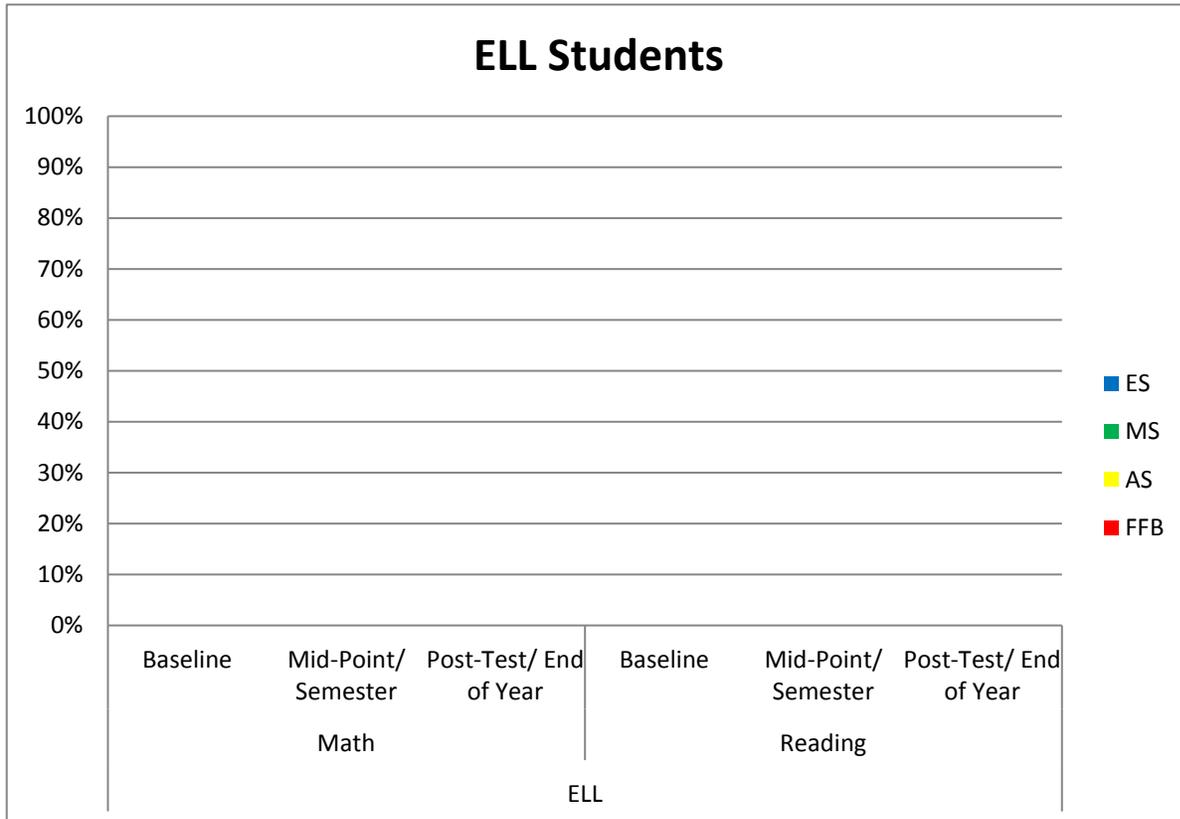
FRL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
FRL	<i>Math</i>	Baseline	29	12	2	2	45	9%
		Mid-Point/ Semester	44	4	3	0	51	6%
		Post-Test/ End of Year					0	#DIV/0!
	<i>Reading</i>	Baseline	29	13	2	0	44	5%
		Mid-Point/ Semester	38	11	2	0	51	4%
		Post-Test/ End of Year					0	#DIV/0!
		<i>Math % Passing</i>						
		<i>Change-S1</i>	-3%					
		<i>Math % Passing</i>						
		<i>Change-S2</i>	#DIV/0!					
		<i>Reading % Passing</i>						
		<i>Change-S1</i>	-1%					
		<i>Reading % Passing</i>						
		<i>Change-S2</i>	#DIV/0!					



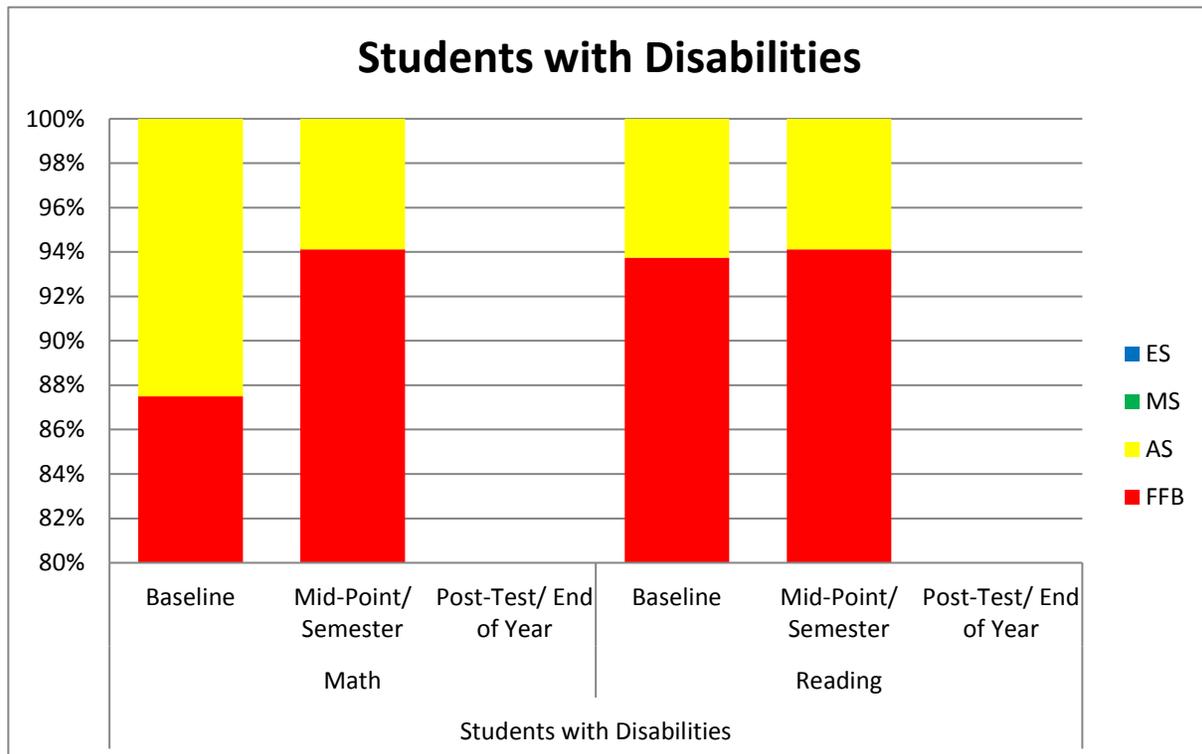
ELL Students' Math and Reading Proficiency

			<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
ELL	<i>Math</i>	Baseline	0	0	0	0	0	#DIV/0!
		Mid-Point/ Semester	0	0	0	0	0	#DIV/0!
		Post-Test/ End of Year					0	#DIV/0!
	<i>Reading</i>	Baseline	0	0	0	0	0	#DIV/0!
		Mid-Point/ Semester	0	0	0	0	0	#DIV/0!
		Post-Test/ End of Year					0	#DIV/0!
		<i>Math % Passing</i>						
		<i>Change-S1</i>	#DIV/0!					
		<i>Math % Passing</i>						
		<i>Change-S2</i>	#DIV/0!					
		<i>Reading % Passing</i>						
		<i>Change-S1</i>	#DIV/0!					
		<i>Reading % Passing</i>						
		<i>Change-S2</i>	#DIV/0!					



Students with Disabilities' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
Students with Disabilities	<i>Math</i>	Baseline	14	2	0	0	16	0%
		Mid-Point/ Semester	16	1	0	0	17	0%
		Post-Test/ End of Year					0	#DIV/0!
<hr/>								
	<i>Reading</i>	Baseline	15	1	0	0	16	0%
		Mid-Point/ Semester	16	1	0	0	17	0%
		Post-Test/ End of Year					0	#DIV/0!
		<i>Math % Passing Change-S1</i>	0%					
		<i>Math % Passing Change-S2</i>	#DIV/0!					
		<i>Reading % Passing Change-S1</i>	0%					
		<i>Reading % Passing Change-S2</i>	#DIV/0!					



APPENDIX C
DATA INVENTORY



Data Inventory

Charter Holder Name: Rising Schools, Inc.
 School Name: The Rising School
 Evaluation Date: May 25, 2016

Required for: Expansion - Grade Level
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome			
[D.1]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>Comparison of students achieving expected growth from Galileo pre-test to post-test assessments for FY 2015 and FY 2016 indicates that student performance has declined by 11 percentage points. In FY 2015, 54% of students (19 out of 35) met the growth standard, but in FY 2016, this declined to 43% of students (25 out of 58).</p> <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			
[D.2]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>Comparison of students achieving expected growth from Galileo pre-test to post-test assessments for FY 2015 and FY 2016 indicates that student performance has improved by 30 percentage points. In FY 2015, 21% of students (7 out of 34) met the growth standard, and in FY 2016, this improved to 51% of students (29 out of 57).</p> <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			
[D.3]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25%.</p>			



	<p>Comparison of students in the bottom 25% achieving expected growth from Galileo pre-test to post-test assessments for FY 2015 and FY 2016 indicates that student performance has declined by 21 percentage points. In FY 2015, 33% of students (4 out of 12) met the growth standard, but in FY 2016, this declined to 12% of students (2 out of 17).</p> <p>Final Evaluation:</p>	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<p>[D.4]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.</p> <p>Comparison of students in bottom 25% achieving expected growth from Galileo pre-test to post-test assessments for FY 2015 and FY 2016 indicates that student performance has improved by 33 percentage points. In FY 2015, 8% of students (1 out of 12) met the growth standard, and in FY 2016, this improved to 41% of students (7 out of 17).</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<p>[D.5]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Math.</p> <p>A year-over-year comparison of end of year Galileo assessments showing the number of students at or above the 50th percentile demonstrated a decrease in proficiency. In FY 2015, 39% of students (21 out of 54) were proficient, but in FY 2016, this decreased to 32% (21 out of 66), demonstrating a decrease of seven percentage points.</p> <p>Final Evaluation:</p>	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p>[D.6]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <p>A year-over-year comparison of end of year Galileo assessments showing the number of students at or above the 50th percentile demonstrated an increase in proficiency. In FY 2015, 45% of students (24 out of 53) were proficient, and in FY 2016, this increased to 46% of students (31 out of 68), demonstrating an increase of one percentage point.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.7]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>Not Applicable</p> <p>The Charter Holder did not serve ELL students in FY 2015, and therefore, does not have comparative data for ELL students.</p>	
<p>[D.8]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>Not Applicable</p> <p>The Charter Holder did not serve ELL students in FY 2015, and therefore, does not have comparative data for ELL students.</p>	
<p>[D.9]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <p>A year-over-year comparison of end of year Galileo assessments showing the number of FRL students at or above the 50th percentile demonstrated a decrease in proficiency. In FY 2015, 36% of students (13 out of 36) were proficient, but in FY 2016, this decreased to 32% of students (13 out of 41), demonstrating a decrease of four percentage points.</p> <p>Final Evaluation:</p>	

	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.10]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</p> <p>A year-over-year comparison of end of year Galileo assessments showing the number of FRL students at or above the 50th percentile demonstrated an increase in proficiency. In FY 2015, 36% of students (13 out of 36) were proficient, and in FY 2016, this increased to 40% of students (18 out of 45), demonstrating an increase of four percentage points.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.11]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided demonstrate evidence of maintained academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <p>A year-over-year comparison of end of year Galileo assessments showing the number of students with disabilities at or above the 50th percentile demonstrated maintained proficiency. In FY 2015, 20% of students (2 out of 10) were proficient, but in FY 2016, this remained at 20% of students (3 out of 15), demonstrating maintained performance.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of maintained academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p>[D.12]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</p> <p>A year-over-year comparison of end of year Galileo assessments showing the number of students with disabilities at or above the 50th percentile demonstrated an increase in proficiency. In FY 2015, 20% of students (2 out of 10) were proficient, and in FY 2016, this increased to 27% of students (4 out of 15), demonstrating an increase of seven percentage points.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

APPENDIX D
FINAL EVALUATION—DATA



**DEMONSTRATION OF SUFFICIENT PROGRESS
DATA EVALUATION**

CHARTER INFORMATION			
Charter Holder Name	Rising Schools, Inc.	Schools	The Rising School
Charter Holder Entity ID	92049	Dashboard Year	FY14
Submission Date	February 22, 2016	Purpose of Data Submission	Expansion Request
Evaluation Date	May 25, 2016	Additional Steps Required	None

AREA I: DATA

DATA TABLE 2			
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	No
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	No
1b. SGP Bottom 25% – Reading	Yes	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	No
2a. Percent Passing – Reading	Yes	Yes	Yes
2b/c. Subgroup, ELL – Math	Not applicable	Not applicable	Not applicable
2b/c. Subgroup, ELL – Reading	Not applicable	Not applicable	Not applicable
2b/c. Subgroup, FRL – Math	Yes	Yes	No
2b/c. Subgroup, FRL – Reading	Yes	Yes	Yes
2b/c. Subgroup, students with disabilities – Math	Yes	Yes	Yes
2b/c. Subgroup, students with disabilities – Reading	Yes	Yes	Yes

DATA OVERALL RATING

MEETS – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years.

DOES NOT MEET – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years for some required measures and maintained performance for others.

FALLS FAR BELOW – The Charter Holder failed to provide data and analysis generated from valid and reliable assessment sources AND/OR sufficient comparative data and analysis for one or more required measures and/or has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures.