A.6 Instructional Analysis – The French American Academy of Arizona

Instructional Analysis for Grade 1 in Reading

Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.

Required Standard: 1.RI.2	Identify the main topic and retell key details of a text.
1. ***Learning Targets*** **Identify what students must know and be able to do to demonstrate mastery of the Required Standard.**	*1. By reading an informational text aligned to the unit of study, the students will be able to identify, on their own, the main topic of the text.* *2. By reading an informational text aligned to the unit of study, the students will be able to identify, on their own, the key details of the story.* *This is aligned to our educational philosophy because the students will be using their critical thinking skills and logical reasoning to identify the main topic and key details of the text. (Webbs DoK Level 2)*
2. ***Prior Knowledge*** **List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.**	*The students will need a basic understanding of what a detail is and what a text is about (main idea).* *This prior knowledge will be used to introduce the learning target by explaining what they already know (what is a text about) and connecting that to the term "main idea". Also, their prior knowledge of details will be introduced and connected to the term "key details" as they understand what "parts" make the text interesting. The teacher will use anticipatory set (AS) to ask questions linking their prior knowledge to the new learning targets.* *The teacher will write the learning targets on the board and read them outloud as the students actively listen. Then the teacher will ask the students to retell in their own words what they will be doing during this lesson.*
3. ***Instructional Plan*** **Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.**	*Using direct, whole group instruction, the teacher will introduce the lesson. Next, teacher will explain how they are going to use the materials of their work book, highlighter, active listening skills, and critical thinking skills to master the learning targets (multi-sensory instruction with listening, reading, highlighting)* *Instructional plan: Using the model inquiry method, the teacher will explain to the students that they will read a passage called, 'Six Kids' from their Reading Wonders work book. The teacher will tell the students that they are trying to identify the main idea (learning target 1) (Asking, what is the passage about?) and key details (learning target 2) (important parts about the text). The teacher will explain that they will read this aloud as a group taking turns (each student reading a page). Before reading the text aloud, the teacher will check for understanding by asking students to again explain*

	in their own words what they are looking for when reading (main idea and key details). *Guided Practice:* *The teacher will write the title of the text, "Bill and the Great Big Hill"on the board. The teacher will call on a student to read the title out loud. (The teacher will write it in the center of the board and all the students will highlight it in their copy of the text.) Next, the students will begin reading the text page by page, taking turns. The teacher will pause after each sentence and or key detail and ask the students to identify any key details in that paragraph. (The teacher will write these on the board in front of the class and ask students to highlight in their text what the teacher wrote on the board.) After completing the entire text, the teacher will review the details listed on the board (and what the students highlighted) to determine if they are key detail in the text. The teacher does this by asking why these details are important (critical thinking) and referring back to the title of the text (learning target 2)* *After the key details are identified, the teacher will ask the students, "What do all these details have in common?" The teacher will also ask the students "What is this text about?" thus guiding the students toward the main idea of the text (learning target 1).* *Small group practice:* *The teacher will assign each group of 2-3 a different text and ask them to read the text together quietly. The teacher will ask the groups to highlight the title of the text, and anything they think is important in the text (key details). The teacher will observe and guide students as necessary during this time.* *Independent practice: Students will be given the text, "Jelly Fish". The teacher instructs each student to read the text, and fill in the blanks on the bottom of the text. The questions include, "What is the main idea?" "List three details from the text." Students will do this independently while the teacher walks around the room and observes.* *Wrap up:* *The teacher will ask the students to repeat the learning targets (Identify the main idea and key details in a text)* *The teacher will call on a few students to describe what they learned today.*
4. ***Instruction*** **Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and**	*Activities/tasks students will complete to meet each of the learning targets:* *The students will repeat the learning target out loud after the teacher.* *The teacher will write the key details on the board while saying them aloud to ensure both visual and auditory instruction.* *The students will highlight the title of the text and key details with teacher*

educational philosophy that are incorporated into Instruction.	*support.* *Students will read aloud taking turns page by page.* *Students will actively listen to the teacher and participate in the discussion by stating details in the text when called on by the teacher.* *The students will actively communicate in their small group about the key details and main idea.* *Students will read silently and answer main idea and detail questions on their own.* *Students will actively participate in stating what they learned today.* *Students will actively listen as their peers describe what they learned today.* *This teacher-led instruction is aligned to our educational philosophy and program of instruction because students are being guided by the teacher through the rigorous lesson with the goal of mastering the learning targets. The teacher is challenging the students by asking questions causing them to think critically about the text while guiding them toward understanding of both learning targets. The teacher provides many opportunities for practice through the group practice and the independent practice. The teacher observes and guides students during the small group practice while formatively assessing as she moves through the lesson. At the end of the lesson, the teacher assesses the individual student to ensure the standard is mastered.*
5. ***Formative Assessment*** **List criteria for determining whether students have met each of the learning targets.**	*During independent practice, the teacher will observe learning target 2- identify key details. By walking around the room, the teacher will observe students highlighting details in the text. Then at the bottom of this page the student will list the 3 key details in the appropriate blanks. If the student is able to identify 2 out of 3 key details by writing them in the blanks, then the student has met learning target 2.* *During the independent practice the teacher will observe learning target 1- identifying main idea. By walking around the room, the teacher will observe each student highlight the title of the text. Then at the bottom of the page, in the blank titled 'Main Idea', the student will write the main idea of the text after considering the details already identified and the title of text. If the student is able to write the main idea with 90% accuracy, then they have met learning target 1.* *The teacher will keep track of both learning targets on a checklist as she walks through the room/grades the independent progress.*

6. ***Summative Assessment*** **Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.**	*Given the text, "The Truth About Pigs", the student will read the text silently and answer the following on the main idea/key details assessment-fill in the blankstyle assessment. Using a rubric to grade, If a student answers this question fully, they will receive 2 points, partially is 1 point. Each of the 3 key details are also worth 2 points. If a student answers part of a detail it is worth 1 point. If they miss the detail completely or don't write anything in, they receive 0 points.* *Mastery of this standard occurs when the student receives 5 points or more on the main idea/key details cumulative portion of the summative assessment.* *This summative assessment will take place at the end of this unit of study incorporating other related standards within in this unit of study. This combination increases the rigor of the program of instruction.*
7. ***Remediation*** **Describe the processes available to provide support to students that do not meet the learning targets.**	*Using the Response to intervention model (RTI), the FrenchAm Academy will use pull out (small group) instruction for any student who falls below 70% in any French language or English language core academic area. Teachers will review grade reports every Friday at the Teacher Planning Day. The teacher will make a list of students who need remediation the following week. FrenchAm Academy also offers tutoring every Friday during the school year for students needing further intervention.*

Instructional Analysis – The French American Academy of Arizona

Instructional Analysis for Grade 1 in Writing	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: 1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
1. ***Learning Targets*** **Identify what students must know and be able to do to demonstrate mastery of the Required Standard.**	*1. Students will write a narrative that includes two or more sequenced events in the appropriate order, using temporal words to signal event order (first, second, next, then, finally).* *2. Students will write a narrative with sequenced events including details of each event, including temporal words to signal event order.* *3. Students will write a narrative with appropriately sequenced events and provide a sense of closure, such as an opinion sentence.* *(Webb's DoK level 2-3)*
2. ***Prior Knowledge*** **List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.**	*Students need an understanding of sequencing (first, second, last) and temporal words.* *Students will need an understanding of details.* *Students need an understanding of closure.* *The students will be expected to use critical thinking in order to write a paragraph incorporating the sequencing, temporal words, details and closure.* *Anticipatory set (AS): Ask students, "what did you do this morning to get ready for school?" Thus leading to a discussion about sequencing, temporal words, details, and finish with closure which was, "getting ready for school".* *After the AS, the teacher will restate the learning targets and write them on the board. The teacher will ask the students to read the learning targets which will be written on the board. The teacher will ask the students to retell, in their own words, the learning targets.*
3. ***Instructional Plan*** **Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning**	*Using the model/inquiry method and multi sensory instruction, the teacher will write the topic on the board, 'Making a sandwich' and ask students to brainstorm what type of sandwich they want to make. The teacher will both model and lead the inquiry into the process for making a sandwich emphasizing sequencing, temporal words, and details by asking questions such as, "what happens next, what happens last, etc.). (learning target 1)* *In this process of writing down the sequencing, the teacher will ask students to come up to the board and underline the temporal words in red. The*

targets identified.	*teacher will emphasize details which the students have shared out loud and ask the students to come up to the board and underline the details in blue. (e.g., specifying the type of jelly, grape jelly underlined in blue or the type of bread, wheat bread underlined in blue.) The teacher will ask students to be specific in order to add more detail. (learning target 2)* *When the students have shared all the steps in making the sandwich, the teacher will ask, "What was it that we did?" The students will say, "We explained how to make a peanut butter and jelly sandwich." The teacher will then rewrite the steps in paragraph form with a sentence at the end stating the closure. (learning target 3)* *Throughout all three learning targets the teacher is asking questions to check for understanding and guide the learning process through direct teacher-led instruction.*
4. ***Instruction*** **Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.**	*Activities/tasks students will complete to meet the learning targets:* *The students will actively listen and actively participate in the discussion as the teacher asks what they did that morning to get ready for school (prior knowledge).* *The students will repeat the learning targets outloud.* *The students will actively brainstorm the specific topic to be sequenced by the whole class.* *The students will raise hands to answer questions by the teacher guiding them through the steps of their topic.* *The students will actively share details of the sequencing of the topic.* *The students will actively listen as their peers answer questions.* *The students will come up to the board and underline temporal words written by the teacher for sequenced events.* *The students will come up to the board and underline details.* *The students will create a closing sentence.* *This teacher-led instruction is aligned to our educational philosophy and program of instruction because students are being guided by the teacher through the rigorous lesson will the goal of mastering the learning targets. The teacher is challenging the students by asking questions causing them to think critically about the process while guiding them toward understanding of the three learning targets. The teacher provides many opportunities to practice the learning targets and incorporates multisensory instruction to more engage the students. The teacher observes and guides students during the small group practice while formatively assessing as she moves through the lesson. At the end of the lesson, the teacher assesses the*

	individual student to ensure each learning target is mastered.
5. ***Formative Assessment*** **List criteria for determining whether students have met each of the learning targets.**	*Learning Target 1 and 2: Students will write a how-to narrative in list form on the topic of 'Bedtime', drawing pictures and writing at least three specific events in order using appropriate temporal words.* *Learning target 3: students will rewrite the above how-to narrative in paragraph form and add a closure sentence at the end.* *The assessment will be graded according to a 4-section rubric.* *Section 1 and learning target 1: 1 point for each temporal word (3 points total)* *Section 2 and learning target 2: 3 specific events listed (3 points total)* *Section 3 learning target 1: Events listed in the correct order (3 points total)* *Section 4 and learning target 3: students write a closure statement. (3 points for a complete answer that answers the question "what did you do". 1 point for a partial answer to that question)* *A student will need a score of at least a 2 in each section in order to meet each section's learning target.*
6. ***Summative Assessment*** **Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.**	*Learning Target 1 and 2 and 3: Students will write a how-to narrative given a list of 3 topics to chose from, drawing pictures and writing at least three specific events in order using appropriate temporal words and include a closing sentence.* *The assessment will be graded according to a 4 section rubric.* *Section 1 and learning target 1: 1 point for each temporal word (3 points total)* *Section 2 and learning target 2: 3 specific events listed (3 points total)* *Section 3 learning target 1: Events listed in the correct order (3 points total)* *Section 4 and learning target 3: students write a closure statement. (3 points for a complete answer that answers the question "what did you do". 1 point for a partial answer to that question.* *A maximum cumulative score of 12 points.* *A cumulative score of 8 or better indicates the student has mastered the standard.* *This summative assessment will be given at the end of the unit of study*

	possibly including other related standards. This combination increases the rigor of the program of instruction.
7. ***Remediation*** **Describe the processes available to provide support to students that do not meet the learning targets.**	*Using the Response to intervention model (RTI), the FrenchAm Academy will use pull out (small group) instruction for any student who falls below 70% in any French language or English language core academic area. Teachers will review grade reports every Friday at the Teacher Planning Day. The teacher will make a list of students who need remediation the following week. FrenchAm Academy also offers tutoring every Friday during the school year for students needing further intervention.*

Instructional Analysis – The French American Academy of Arizona

Instructional Analysis for Grade 2 Math	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.	
Required Standard: 2.NBT.B.7	Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.
1. ***Learning Targets*** **Identify what students must know and be able to do to demonstrate mastery of the Required Standard.**	*1. Students will solve addition and subtraction problems using base ten blocks as models. Using these blocks, students will practice composing and decomposing tens and hundreds. Also by using the blocks, the students will respect the place value of each number.* *2. Students will solve addition and subtraction problems within 1000 using strategies based on place value, such as breaking a number into tens and ones, counting up and counting back, the commutative property of addition, the associative property of addition and the identity property of addition.* *3. Students will relate addition and subtraction as inverse operations.* *4. Students will relate the addition and subtraction strategies to a written form such as a drawing, number sentence, or written explanation.* *(Webb's DoK level 2-3)*
2. ***Prior Knowledge*** **List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.**	*The students will need knowledge of addition, subtraction, and place value* *This prior knowledge will be used to introduce the learning targets by showing the manipulatives being used in the lesson and then explaining each of the learning targets.* *The teacher will restate the learning targets and write them on the board.* *The teacher will call on students to explain in their own words each learning target.*
3. ***Instructional Plan*** **Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.**	*Instructional Plan:* *Using whole group instructions, the teacher will use the model inquiry method using base ten blocks to guide students through four addition and subtraction problems on the board. (learning target 1).* *Guided practice: Teacher will write four addition and subtraction problems on the board and students will solve them on their own using base ten blocks. The teacher walks around and observes students offering help as needed. (Learning target 1)* *Wrap up: Teacher will call on students to share and explain their answers to*

	the guided practice problems (Learning target 1) *The teacher will use the model inquiry method modeling different strategies, such as breaking apart a number into ones and tens, using properties of addition and/or counting up and counting back to guide students through solving addition and subtraction problems through 1000 (Learning target 2).* *Guided practice: The teacher will write four addition and subtraction problems within 1000 on the board. Students will solve each problem and name the strategy that they would use (Learning target 2).* *Wrap up: The teacher will call on students to share and explain their answers to the guided practice problems (Learning target 2).* *Teacher will use the model inquiry method by writing four number sentences that are inverse operations and guide students through how to relate addition and subtraction as inverse operations(Learning target 3).* *Guided practice: Teacher will write four inverse operation problems on the board. The student is instructed to write the inverse operation problem answering the inverse operations written on the board by the teacher. The teacher walks around and observes students, offering help as needed (Learning target 3).* *Wrap up: The teacher will call on students to share and explain their answers to the guided practice problems (Learning target 3).* *The teacher will use the model inquiry method to show problems on the board and modeling different ways to represent the problem such as drawing a picture (Learning target 4).* *Guided practice: The teacher will write eight addition and subtraction problems on the board and students have to solve them by representing the problem in a written form such as a drawing. Teacher walks around and observes students, offering help as needed (Learning target 4).* *Wrap up: The teacher will call on students to share and explain their answers to the guided practice problems (Learning target 4).*
4. ***Instruction*** **Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.**	*Learning Target 1: Students will actively listen as the teacher models sample problems on the board. Students listen to the teacher and provide direction on the next step to solve the problem. Students solve problems independently during guided practice. Students will explore learning target 1 using base ten blocks.* *Learning Target 2: Students will actively listen as the teacher models sample problems on the board. Students listen to the teacher and provide direction on the next step to solve the problem. Students solve problems independently during guided practice. Students will complete addition and subtraction problems using each of the different strategies listed in the*

	learning target. *Learning Target 3: Students will actively listen as the teacher models sample problems on the board. Students listen to teacher and provide direction on the next step to solve the problem. Students solve problems independently during guided practice. Students will explore the relationship between addition and subtraction as inverse operations.* *Learning Target 4: Students will actively listen as the teacher models sample problems on the board. Students listen to the teacher and provide direction on next steps to solve the problem. Students solve problems independently during guided practice. Students will relate addition and subtraction problems to a written form, by making a drawing, number sentence, or written explanation.* *This teacher-led instruction is aligned to our educational philosophy and program of instruction because students are being guided by the teacher using a multisensory approach throughout the rigorous lesson with the goal of mastering each of the learning targets. The teacher is challenging the students by asking questions causing them to think critically about the math problems while guiding them toward understanding of all 4 learning targets. The teacher gives many opportunities for students to practice the learning targets and uses a multisensory approach by including manipulatives. The teacher observes and guides students during the independent guided practice while assessing as she moves through the room. At the end of the lesson, the teacher assesses the individual student to ensure the standard is mastered.*
5. ***Formative Assessment*** **List criteria for determining whether students have met each of the learning targets.**	*Learning Target 1: Students will complete four addition and subtraction problems using base ten blocks. The teacher walks around the room and makes a check mark on a checklist if the student gets at least three out of four correct. When the student receives at least three out of four correct this learning target has been met.* *Learning Target 2: Students will complete four addition and subtraction problems, showing understanding of the strategy they used. They must write or explain the strategy so the teacher understands which strategy the student used. The teacher walks around the room and makes a check mark on a checklist if the student gets at least three out of four problems correct and can explain the strategy used. When the student receives at least three out of four correct, this learning target has been met.* *Learning Target 3: Students will complete four eight addition and subtraction problems and identify those that are related, for example, by circling them. The teacher walks around the room and makes a check mark on a checklist if the student gets at least six out of eight problems correct and can explain the strategy used. When the student receives at least six out*

	of eight correct, this learning target has been met. *Learning Target 4: Students will complete four addition and subtraction problems and show them in written form, such as with a drawing, number sentence or written explanation. The teacher walks around the room and makes a check mark on a checklist if the student gets at least three out of four problems correct and can explain the written form. When the student receives at least three out of four correct, this learning target has been met.*
6. ***Summative Assessment*** **Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.**	*Students will be given a unit test that covers learning targets 1-4. Students will complete 25 fill in the blank problems. Students must have 70% or better on this test to show mastery of the standard.*
7. ***Remediation*** **Describe the processes available to provide support to students that do not meet the learning targets.**	*Using the Response to intervention model (RTI), the FrenchAm Academy will use pull out (small group) instruction for any student who falls below 70% in any French language or English language core academic area. Teachers will review grade reports every Friday at the Teacher Planning Day. The teacher will make a list of students who need remediation the following week. FrenchAm Academy also offers tutoring every Friday during the school year for students needing further intervention.*

Instructional Analysis – The French American Academy of Arizona

Instructional Analysis for Grade 4 in Reading	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: 4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
1. ***Learning Targets*** **Identify what students must know and be able to do to demonstrate mastery of the Required Standard.**	*1. Students will read an informational text aligned to the unit of study and cite details from the text to explain events.* *2. Students will read an informational text aligned to the unit of study and cite details from the text to draw inferences.* *(Webb's DoK level 2-3)*
2. ***Prior Knowledge*** **List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.**	*The students will need an understanding of details and inferences* *This prior knowledge will be used to introduce the learning target explaining that details are used to explain events. The prior knowledge will also be used to explain that details and events in a text lead to inferences or conclusions being made based upon those details.* *The teacher will write the learning targets on the board and ask students to explain each target in their own words.*
3. ***Instructional Plan*** **Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.**	*Using whole group, teacher-led instruction, the teacher will introduce the text "Food Fight: Is it safe to interfere with Mother Nature?" and read the text out loud with the students taking turns.* *Using teacher/model inquiry, the the teacher will stop at key points and ask students what the details were from the text (learning target 1)?* *The teacher will define inference as a conclusion based on details or evidence and students will write this definition in their "key terms" notebook.* *During the reading, the teacher will ask the students to make an inference based on the details shared-learning target 2.* *Project based learning: The teacher will divide the class into groups of 2. Each group will be given a short text to read. They will make a small poster which explains the text by citing details, drawing pictures and makes an inference statement based on the details. At the end of the class, each group will share their small poster in front of the class (learning targets 1 and 2).*

4. ***Instruction*** **Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.**	*Activities/tasks students will complete to meet each of the learning targets:* *Students actively state and restate the learning targets in their own words-(learning targets 1 and 2).* *Students share details from the text read out loud-(learning target 1)* *Students answer and discuss the anticipatory set (AS)- (learning target 1 and 2)* *Students actively write the definitions of key terms –(learning target 2)* *Students actively listen as their peers answer questions-(learning target 1 and 2)* *Students work in groups to complete the small poster, writing/drawing the details and making an inference which is written on the poster-(learning target 1 and 2).* *This teacher-led instruction is aligned to our educational philosophy and program of instruction because students are being guided by the teacher through the rigorous lesson will the goal of mastering the learning targets. The teacher is challenging the students by asking questions causing them to think critically about the process while guiding them toward understanding of the two learning targets. The teacher provides the students many opportunities through the group project to practice the learning targets. The teacher observes and guides students during the small group project while formatively assessing as she moves through the lesson. At the end of the lesson, the teacher assesses the individual student to ensure each learning target is mastered.*
5. ***Formative Assessment*** **List criteria for determining whether students have met each of the learning targets.**	*During the small poster project presentation, the teacher ask each pair the following questions. Each group needs to confer together before giving the answers.* *Question 1: "What was your text about, including title of text and at least 5 details from the text?" (learning target 1)* *Question 2: "What did you infer from the text including the details you stated on your poster?" (learning target 2)* *Students who verbally answer question 1 with at least 3 details have met the learning target 1.* *Students who verbally answer question 2 with a reasoned inference based on the details provided have met learning target 2.*

6. ***Summative Assessment*** **Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.**	*After choosing from a list of informational narratives, the students will write a paragraph in which they state at least 5 details about the topic and have a conclusion statement that draws an inference from the details written.* *Grading will be based on a rubric giving 1 point for each complete detail. 4 points for a complete inference statement.* *A cumulative score on this rubric of 7 is required to determine a student has mastered the standard.* *This summative assessment will be given at the end of the unit of study incorporating other related standards. This combination increases the rigor of the program of instruction.*
7. ***Remediation*** **Describe the processes available to provide support to students that do not meet the learning targets.**	*Using the Response to intervention model (RTI), the FrenchAm Academy will use pull out (small group) instruction for any student who falls below 70% in any French language or English language core academic area. Teachers will review grade reports every Friday at the Teacher Planning Day. The teacher will make a list of students who need remediation the following week. FrenchAm Academy also offers tutoring every Friday during the school year for students needing further intervention.*

Instructional Analysis – The French American Academy of Arizona

Instructional Analysis for Grade 4 in Science	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.	
Required Standard: S1.C3.PO 2	Formulate conclusions based upon identified trends in data.
1. ***Learning Targets*** **Identify what students must know and be able to do to demonstrate mastery of the Required Standard.**	1. Students will analyze trends in data and formulate conclusions. (Webb's DoK level 2-3)
2. ***Prior Knowledge*** **List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.**	*The students will understand data how to analyze data, observe a trend in data, and understand a conclusion.* *This prior knowledge will be used when introducing the lesson and connecting it to the learning target. The teacher will ask the students to organize themselves according to who likes eating spinach. Once the students are arranged into 2 groups, the teacher will ask "how many students like spinach?" and "Does this mean most of the students like spinach?" "Do you think most of Mrs. Smith's class likes spinach the way our class does?" The teacher will recap the data gathered and the conclusion of the class.* *After this exercise, the teacher will write the learning target on the board and ask students to read it out loud.*
3. ***Instructional Plan*** **Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.**	*Using teacher-led instruction and a multisensory approach, the teacher will connect prior knowledge to the learning targets during introduction of the lesson.* *Using whole group, teacher-led instruction, specifically the model/inquiry method, the teacher will introduce the table showing phases of the moon. Asking, "What do you see? "What does this table show". "How do we know?" "Do you see a pattern?" (learning target 1)* *The teacher will continue to review the data table showing phases of the moon on the board with the students by asking specific questions about the parts of data and students filling in the tally chart on the board. The students will put a tally mark for the amount of times each phase of the moon occurs for the given month. The teacher will ask students to come to the board and fill in the tally chart based on how many times each phase of the moon occurs for the given month.* *The teacher will guide the students in analyzing the tally chart and ask questions to guide their critical thinking in formulating conclusions based on the data-(learning target 1).*

	After the data is analyzed by the class, the teacher will ask the students what they learned from data in order to formulate conclusions-(learning target 1). *Small group practice: The teacher will divide students into groups of 2.* *The teacher gives each group a table of the phases of the moon for a different month. Each group fills out the tally chart and and analyzes the data in order to compare which month has the most/least full moons, etc. Each group will make a poster that includes the tally chart from the table given and a 5 sentence paragraph stating their conclusions. Next each group presents their poster to the class* *Wrap up: Ask students to read the learning target written on the board. The teacher will call on a few students to describe what they learned today.*
4. ***Instruction*** **Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.**	*Activities/tasks students will complete to meet the learning targets:* *Students will read learning target out loud.* *Students will actively listen as their peers answer questions.* *Students will actively participate in questions.* *Students will come up to the board and fill in the tally chart.* *Students will actively communicate in small groups to organize the data into a tally chart.* *Work in small groups to analyze data trends and formulate conclusions.* *Students will participate in the class discussion describing the trends and drawing conclusions.* *Students will analyze trends in their groups and draw conclusions.* *This teacher-led instruction is aligned to our educational philosophy and program of instruction because students are being guided by the teacher through the rigorous lesson will the goal of mastering the learning targets. The teacher is challenging the students by asking questions causing them to think critically about the process while guiding them toward understanding of this learning target. The teacher provides the students many opportunities to practice the learning target through the whole group instruction and the group project. The teacher observes and guides students during the small group project while assessing as she moves through the lesson. At the end of the lesson, the teacher assesses the individual student to ensure the learning target is mastered.*
5. ***Formative Assessment*** **List criteria for determining whether students have met**	*The poster from the small group practice will be graded using a Rubric. Tally chart is worth 8 points. The paragraph is worth 5 points (cumulative score of 13). A score of 10 means the learning target has been met.*

each of the learning targets.	
6. ***Summative Assessment*** **Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used to determine whether a student has mastered the Required Standard.**	*Students will be given a 10-question multiple choice test that includes a data chart from which the students will answer the questions. Students will need read and analyze the data shown in order to formulate conclusions with which to answer multiple choice questions. Students need a 70% or better on this assessment in order to demonstrate mastery of the standard.* *This summative assessment will be given at the end of the unit of study incorporating other related standards. This combination increases the rigor of the program of instruction.*
7. ***Remediation*** **Describe the processes available to provide support to students that do not meet the learning targets.**	*Using the Response to intervention model (RTI), the FrenchAm Academy will use pull out (small group) instruction for any student who falls below 70% in any French language or English language core academic area. Teachers will review grade reports every Friday at the Teacher Planning Day. The teacher will make a list of students who need remediation the following week. FrenchAm Academy also offers tutoring every Friday during the school year for students needing further intervention.*

Instructional Analysis – The French American Academy of Arizona

Instructional Analysis for Grade 4 in Writing	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left-hand column and aligns with the new charter application package.	
Required Standard: 4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). (Webb's DoK level 2-4)
1. ***Learning Targets*** **Identify what students must know and be able to do to demonstrate mastery of the Required Standard.**	*1. Students will write informative/explanatory texts, grouping related information into paragraph sections.* *2. Students will write informative/explanatory texts using formatting such as: formatting with headings and illustrations as they are useful to aid comprehension.* *3. Students will write informative/explanatory texts organizing the information into categories by using words and phrases, such as: another, for example, also, because.*
2. ***Prior Knowledge*** **List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.**	*Students will have knowledge of informative and explanatory texts. Students will understand the parts of a paragraph, basic organization of a paragraph, and headings/illustrations. Students will understand categorization and the words another, for example, also, and because.* *This prior knowledge will be used when introducing the learning targets by the teacher explaining the learning targets which are written on the board. The teacher will then ask students to read the learning targets on the board outloud. The teacher will use (AS) anticipatory set and ask students "What is a topic you are interested in that you want to inform others about?" "Should your essay have a formal tone or informal tone?" "What illustrations might you include with a text like this?" "How is the text organized?"*
3. ***Instructional Plan*** **Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to**	*Instructional plan: Using whole group, direct teacher-led instruction, the teacher will give each student a copy of the the essay "Peregrine Falcons". The teacher will explain they are going to read this together as a class taking turns paragraph by paragraph.* *Using the model inquiry model, the teacher will pause periodically to review and ask the following as appropriate in the text, "Peregrine Falcons": "Does it introduce the topic and develop ideas related to the topic?" (learning*

meet each of the learning targets identified.	*target 1-3) "What are the headings/illustrations used to inform/explain?" (learning target 2) "How are related facts grouped and what words does the author use to organize these facts?" (learning target 2-3) "Do the linking words connect the ideas?" (Learning target 3) "Does the essay provide a conclusion that relates to the topic?" (Learning target 1)* *Guided practice: The teacher will give each student a graphic organizer (spider web) and ask students to choose a topic which they would like to inform the class about and write it in the main idea (written in the center of the graphic organizer). The teacher will instruct students to fill in the graphic organizer with details and facts which explain their topic of choice around the web of the graphic organizer. The teacher will walk around the room and assist students with their graphic organizer.* *The teacher will ask students to use their graphic organizer to write a 5 paragraph essay. The first paragraph includes a topic sentence. The next 3 paragraphs focusing on 1 fact each (taken from the web graphic organizer). Each fact paragraph needs to be supported by at least 3 details pertaining to that fact using phrases such, "for example, also, because". The final paragraph is the conclusion paragraph which includes a concluding statement and any final thoughts or ideas relating to the topic and the details discussed in the previous 3 paragraphs. The teacher will remind the students that a strong conclusion often restates the main idea, sums up important information given in the essay, or leaves readers with something to think about after they have finished the essay.* *The students will also be asked to draw a picture and write a caption which pertains to their text.* *Wrap up: the teacher will ask the students to repeat the learning targets. The teacher will call on a few students to describe what they did today.*
4. ***Instruction*** **Describe the activity/tasks students will complete to meet the learning targets. Identify components of the program of instruction and educational philosophy that are incorporated into Instruction.**	*Students will read the learning targets out loud. (learning targets 1-3)* *Students will actively answer questions the teacher asks regarding the Peregrine Falcons essay. (learning targets 1-3)* *Students will actively listen as their peers answer questions. (learning targets 1-3)* *Students will actively read the essay Peregrine Falcons. (learning targets 1-3)* *Students will brainstorm topics of interest before filling in the graphic organizer. (learning targets 1-3)* *Students will think critically about their graphic organizer and fill it in as directed by the teacher. (learning targets 1-3)* *Students will write an essay on their chosen topic chosen and use graphic organizer to assist in their essay organization. (learning targets 1-3)*

	Students will draw a picture and write a caption for the picture. (learning target 2) *This teacher-led instruction is aligned to our educational philosophy and program of instruction because students are being guided by the teacher through the rigorous lesson will the goal of mastering the 3 learning targets. The teacher is challenging the students by asking questions causing them to think critically about the process while guiding them toward understanding of these learning targets. The teacher provides many opportunities for the students to practice the learning targets through the whole group instruction and the guided practice. The teacher observes and guides students during the guided practice while assessing as she moves through the lesson. At the end of the lesson, the teacher assesses the individual student to ensure each learning target is mastered.*
5. ***Formative Assessment*** **List criteria for determining whether students have met each of the learning targets.**	*Learning Target 1: During guided practice, the teacher will walk around the room observing students writing their essay in paragraph form. The teacher will mark on a checklist if the student has grouped the information correctly into the 5-paragraph essay (introduction paragraph, 3 paragraphs with details, and a conclusion paragraph). Using a 3-point rubric (1 point-the student used no organization/not readable. 2 points, introduction, body and conclusion generally clear. 3 points, clear introduction, body, and conclusion including logical sequence of events). A student who receives a 2 or higher has met learning target 1.* *Learning Target 2: During guided practice, the teacher will walk around the classroom. The teacher will mark on a checklist after observing the students drawing and writing a caption using the following rubric. A 2-point rubric will be used to assess the drawing and caption. 1 point for a drawing and caption that is not decipherable. 2 points for a drawing on topic and including a decipherable caption. A student who scores a 2 has met this learning target.* *Learning Target 3: During guided practice, the teacher will walk around the classroom and mark on a checklist using the following rubric: Uses few to no organizing phrases -1 point. Uses some organizing phrases- 2 point. Uses organizing phrases appropriately throughout -3 points. Students who get a 2 or better have met this learning target.*
6. ***Summative Assessment*** **Describe how students will demonstrate mastery of the Required Standard. Describe the criteria used**	*Students will be asked to do a research paper on a topic of choosing. The students will be graded according the following rubric. 3 points for 'exceeds', 2 points for 'meets', and 1 point for 'does not meet'. A cumulative score of at least 8 out of a possible 12 points indicates the student has mastered the standard.*

to determine whether a student has mastered the Required Standard.

Informational Writing Rubric

	Exceeds	Meets	Does Not Meet
Ideas	*main idea is clear *supporting details *very specific information	*main idea is stated *some supporting details *some important information is left out	*states the main idea but then goes off topic
Organization	*clear introduction, body, and conclusion *logical sequence of events	*introduction, body, and conclusion *generally clear sequence of events	*no organizations *not readable
Style	*precise words *different lengths of sentences *engaging	*some precise words *some words are boring	*confusing use of words *can not understand what is being said
Conventions	*complete sentences *correct punctuation *correct spelling *correct grammar	*some errors in sentences, punctuation, spelling or grammar	*many errors *difficult to read

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7. ***Remediation***
Describe the processes available to provide support to students that do not meet the learning targets.

Using the Response to intervention model (RTI), the FrenchAm Academy will use pull out (small group) instruction for any student who falls below 70% in any French language or English language core academic area. Teachers will review grade reports every Friday at the Teacher Planning Day. The teacher will make a list of students who need remediation the following week. FrenchAm Academy also offers tutoring every Friday during the school year for students needing further intervention.

Instructional Analysis – The French American Academy of Arizona

Instructional Analysis for Grade 5 in Math	
Provide a complete response for each component below (1 through 7) based on the listed Required Standard. Ensure that each response meets the criteria listed in the left hand column and aligns with the new charter application package.	
Required Standard: 5.NF.B.5	Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number; explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{n \times a}{n \times b}\frac{a}{b} = \frac{n \times a}{n \times b}$ to the effect of multiplying $\frac{a}{b}\frac{a}{b}$ by 1.
1. ***Learning Targets*** **Identify what students must know and be able to do to demonstrate mastery of the Required Standard.**	*1. Students will analyze multiplication problems with fractions, comparing the factors in order to estimate the product.* *2. Students will explain that multiplying a number by a fraction greater than 1 will result in a product greater than the given number* *3. Students will explain that multiplying a given number by a fraction less than 1 results in a product less than 1.* *4. Students will explain how multiplying a fraction by n/n is the same as multiplying by 1.* *(Webb's DoK level 2-3)*
2. ***Prior Knowledge*** **List the knowledge/skills that are required prior to meeting learning targets. Describe how prior knowledge will be used to introduce the learning targets.**	*Students will understand factors, products, and operations with fractions. This prior knowledge will be connected to the learning targets by writing the learning targets on the board and having the students read them out loud. The teacher will use anticipatory set (AS) to engage the students by going through each of the new learning targets and connecting it to their prior knowledge step by step.*
3. ***Instructional Plan*** **Describe the process for presenting new information, necessary for students to meet the learning targets. Describe the instructional strategies used to lead students to meet each of the learning targets identified.**	*Learning Target 1:* *Instructional Plan: Using whole group, teacher-led instruction, specifically the model inquiry method, the teacher writes a multiplication problem with two fractions on the board. The teacher will draw a picture on the board while going through the steps to solve the problem. The teacher will ask the students to solve the problem by using the picture.* *Guided practice: Teacher will write four fraction multiplication problems on the board for students to solve. They must draw a picture of each problem*

	to visualize it. The teacher walks around the room observing and giving help where needed. *Wrap up: Teacher calls on students to share and explain their answers.* *Learning Target 2:* *Instructional Plan: Using the model inquiry method, the teacher writes a multiplication problem on the board. Using drawings, the teacher will show that multiplying a number by a fraction greater than 1 will result in a product greater than one.* *Guided Practice: The teacher will write four multiplication problems on the board for students to solve. The students will estimate the answer before solving so they see that the product will be greater than 1. The teacher walks around the room observing students and giving help as needed.* *Wrap up: The teacher calls on students to share and explain their answers.* *Learning Target 3:* *Instructional Plan: Using the model inquiry method, the teacher will show that multiplying a number by a fraction less than 1 will result in a product less than 1.* *Guided Practice: The teacher will write four multiplication problems on the board for students to solve. The students will estimate the answer before solving the problem so they can see that the product will be less than 1. The teacher walks around the room observing students and giving help as needed.* *Wrap up: The teacher calls on students to share and explain their answers.* *Learning Target 4:* *Instructional Plan: Using the model inquiry method, the teacher will show that multiplying a fraction by a fraction such as 5/5 is the same as multiplying a fraction by 1. Then the teacher writes a multiplication problem on the board with a factor of n/n and guides the students through the steps to solve it. Then the teacher will show the problem written multiplied by 1 to show the answer would be the same.* *Guided Practice: The teacher will write four multiplication problems on the board for students to solve. Students will draw pictures. The teacher walks around the room observing students and giving help as needed.* *Wrap up: The teacher calls on students to share and explain their answers.*
4. ***Instruction*** **Describe the activity/tasks students will complete to meet the learning targets. Identify components of the**	*Activities/tasks the students will complete the learning targets:* *Students will actively listen as the teacher presents the learning target. (learning targets 1-4)* *Students will actively answer questions from the (AS) (learning targets 1-4).*

program of instruction and educational philosophy that are incorporated into Instruction.	*Students will use pictures from the board to answer questions. Students will draw their own pictures to solve problems on their own. (learning target 1)* *Students will estimate before solving problems (learning target 2-3).* *Students will complete the multiplication problems a second time, multiplying by 1 to see that the answer is the same (learning target 4).* *This teacher-led instruction is aligned to our educational philosophy and program of instruction because students are being guided by the teacher through the rigorous lesson with the goal of meeting the learning targets. The teacher is challenging the students by asking questions causing them to think critically about the math problems while guiding them toward understanding of all 4 learning targets. The teacher provides many opportunities for the students to practice through the whole group instruction. The teacher observes and guides students during the independent guided practice while assessing as she moves through the room. At the end of the lesson, the teacher assesses the individual student to ensure each learning target is mastered.*
5. ***Formative Assessment*** **List criteria for determining whether students have met each of the learning targets.**	*Learning Target 1: Students will complete four multiplication problems, drawing a picture to solve them. The teacher walks around the room and makes a check on a checklist for each correct answer. Students must have at least 3 out of 4 problems correct to meet this learning target.* *Learning Target 2: Students will complete four multiplication problems, estimating to show that multiplying a number by a fraction greater than 1 will result in a product greater than 1. The teacher walks around the room and makes a check on a checklist for each correct answer. Students must have at least 3 out of 4 problems correct to meet this learning target.* *Learning Target 3: Students will complete four multiplication problems, estimating first to show that multiplying a number by a fraction less than 1 will result in a product less than 1. The teacher walks around the room and makes a check on a checklist for each correct answer. Students must have at least 3 out of 4 problems correct to meet this learning target.* *Learning Target 4: Students will solve four multiplication problems showing understanding that multiplying a fraction by n/n is the same as multiplying by 1. Students will solve each problem as given then solve the same problem by multiplying by 1 instead of n/n to see that the answer is the same. The teacher walks around the room and makes a check on a checklist for each correct answer. Students must have at least 3 out of 4 problems correct to meet this learning target.*
6. ***Summative Assessment*** **Describe how students will demonstrate mastery of the Required Standard.**	*The students will be given a test covering all four learning targets. The test will be 30 fill-in-the-blank questions. The student must have 70% or better to show mastery of the learning standard.*

Describe the criteria used to determine whether a student has mastered the Required Standard.	
7. ***Remediation*** **Describe the processes available to provide support to students that do not meet the learning targets.**	*Using the Response to intervention model (RTI), the FrenchAm Academy will use pull out (small group) instruction for any student who falls below 70% in any French language or English language core academic area. Teachers will review grade reports every Friday at the Teacher Planning Day. The teacher will make a list of students who need remediation the following week. FrenchAm Academy also offers tutoring every Friday during the school year for students needing further intervention.*