



CORE Leadership Summit

Seminar Handouts for

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Hyatt Regency – San Francisco Airport



Sample Curricular Work Products

Reading, Writing, and Communicating – Grade 5

Mathematics – Grade 7



Major Work of the Grade Reading, Writing & Communicating Grade 05

Unit: English Language and Literature , Grade(s) 05

Major Work of the Grade Reading, Writing & Communicating Grade 05

Duration: 169 Days

Unit

Unit Details

Major Work of the Grade

Content: Reading, Writing & Communicating

Grade: 05

School Year: 12-13

Major Work of the Grade:

- Read widely and deeply from a range of high-quality, increasingly challenging literature and informational text from diverse cultures and different time periods (RL/RI.5.10) such that they will be able to quote accurately and explicitly to support inferences (RL/RI.5.1).
- Delve deeply into texts and build a knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details.
- Explain how elements of a story or text interact and describe how different points of view influence the description of events.
- Learn how to trace the development of a topic in texts of the same genre and integrate the information they glean.
- Synthesize what they read from multiple sources.
- Conduct research and write multiparagraph stories and essays, working on employing detailed descriptions, providing ample evidence and grouping related information.
- Respond critically to both literary and informational sources over the course of the year, writing both short- and long-form pieces while honing their appreciation for the nuances of grammar, usage and punctuation.
- In discussions, be able to contribute accurate and relevant information and comment on the remarks of others, but also able to synthesize what they read from multiple sources.
- Gain practice at acquiring and employing precise words is a critical element of their development this year.

Foundational Skills:

- *Decode words:* Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.5.3).
- *Read fluently:* Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.5.4).

Priorities:

- 1) **Building knowledge** through **content-rich** informational text.
- 2) Reading, writing, and speaking grounded in **evidence from text**.
- 3) Regular practice with **complex text** and its **academic vocabulary**.



Literacy Practices:

- **Reading complex texts:** This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages. Both close, analytic reading and comparing and synthesizing ideas across texts are expected.
- **Writing effectively when using and/or analyzing sources:** This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, and analyzing and presenting that evidence in writing.
- **Conducting and reporting on research:** This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).
- **Speaking and listening:** This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.
- **Language use for reading, writing and speaking:** This requires students to have a strong command of grammar and spoken and written academic English.

Key Literacy Concepts and Skills:

- **Cite evidence:** The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 5, students should quote accurately from a text when both explicitly explaining the text and making inferences (RL/RI.5.1).
- **Analyze content:** The content of each text should determine which standards (RL/RI.5.2–9 and SL.5.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.
- **Study and apply grammar:** While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.5.1–3.
- **Study and apply vocabulary:** To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.5.4–6).³¹ Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s) and use the words effectively when writing and speaking.
- **Conduct discussions:** Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to elaborate on the points of others while clearly explaining their own. They should review key ideas expressed and draw conclusions based on the information gained from the discussions (SL.5.1).
- **Report findings:** Students should report on a topic or a text, sequencing ideas logically with appropriate facts and details and an eye toward the needs of the audience by speaking clearly, at an appropriate pace (SL.5.4–6).



Foundational Skills:

Writing Foundational Skills Progression

In grade 05, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to demonstrate sufficient keyboarding skills to type a minimum of two pages in a single sitting. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.5.1–3).

Specific changes in Writing Foundational Skills from grade 04 to grade 05 are highlighted in the chart below:

Grade 04, Standard 1 (W.4.1)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. 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.
2. Provide reasons that are supported by facts and details.
3. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
4. Provide a concluding statement or section related to the opinion presented.

Grade 05, Standard 1 (W.5.1)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. 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.
2. Provide **logically ordered** reasons that are supported by facts and details.
3. Link opinion and reasons using words, phrases, **and clauses** (e.g., **consequently, specifically**).
4. Provide a concluding statement or section related to the opinion presented.

Grade 04, Standard 2 (W.4.2)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. 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.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a concluding statement or section related to the information or explanation presented.

Grade 05, Standard 2 (W.5.2)

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1. Introduce a topic clearly, **provide a general observation and focus**, and group related information **logically**; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
3. Link ideas within **and across** categories of information using words, phrases, **and clauses** (e.g., **in contrast, especially**).
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Provide a concluding statement or section related to the information or explanation presented.



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| <p>Grade 04, Standard 3 (W.4.3)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> 1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words and phrases to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events. | <p>Grade 05, Standard 3 (W.5.3)</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> 1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. 4. Use concrete words and phrases and sensory details to convey experiences and events precisely. 5. Provide a conclusion that follows from the narrated experiences or events. |
| <p>Grade 04, Standard 4 (W.4.4)</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>Grade 05, Standard 5 (W.5.4)</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |
| <p>Grade 04, Standard 5 (W.3.5)</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> | <p>Grade 05, Standard 5 (W.5.5)</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 05 on pages 28 and 29.)</p> |
| <p>Grade 04, Standard 6 (W.4.6)</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> | <p>Grade 05, Standard 6 (W.5.6)</p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> |
| <p>Grade 04, Standard 7 (W.4.7)</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> | <p>Grade 05, Standard 7 (W.5.7)</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> |
| <p>Grade 04, Standard 8 (W.4.8)</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> | <p>Grade 05, Standard 8 (W.5.8)</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> |



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| <p>Grade 04, Standard 9 (W.4.9)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 1. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). 2. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | <p>Grade 05, Standard 9 (W.5.9)</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 1. Apply grade 05 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). 2. Apply grade 05 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). |
| <p>Grade 04, Standard 10 (W.4.10)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>Grade 05, Standard 10 (W.5.10)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |
| <p>Speaking and Listening Foundational Skills Progression</p> | |
| <p>In grade 05, students speak (both in informal discussions and in more formal presentations) with growing maturity to convey ideas and information both clearly and persuasively. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.</p> <p>Specific changes in Speaking and Listening Foundational Skills from grade 04 to grade 05 are highlighted in the chart below:</p> | |
| <p>Grade 04, Standard 1 (SL.4.1)</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | <p>Grade 05, Standard 1 (SL.5.1)</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |
| <p>Grade 04, Standard 2 (SL.4.2)</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p>Grade 05, Standard 2 (SL.5.2)</p> <p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> |



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| Grade 04, Standard 3 (SL.4.3) Identify the reasons and evidence a speaker provides to support particular points. | Grade 05, Standard 3 (SL.5.3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
| Grade 04, Standard 4 (SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Grade 05, Standard 4 (SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| Grade 04, Standard 5 (SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | Grade 05, Standard 5 (SL.5.5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |
| Grade 04, Standard 6 (SL.4.6) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on pages 28–29 for specific expectations.) | Grade 05, Standard 6 (SL.5.6) Adapt speech to a variety of contexts and tasks , using formal English when appropriate to task and situation. (See grade 05 Language standards 1 and 3 on pages 28–29 for specific expectations.) |

Language Foundational Skills Progression

Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 03, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Specific changes in Language Foundational Skills from grade 04 to grade 05 are highlighted in the chart below:

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| Grade 04, Standard 1 (L.4.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 2. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. 3. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. 4. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). 5. Form and use prepositional phrases. 6. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 7. Correctly use frequently confused words (e.g., to, too, two; there, their).* | Grade 05, Standard 1 (L.5.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. 2. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. 3. Use verb tense to convey various times, sequences, states, and conditions. 4. Recognize and correct inappropriate shifts in verb tense.* 5. Use correlative conjunctions (e.g., either/or, neither/nor). |
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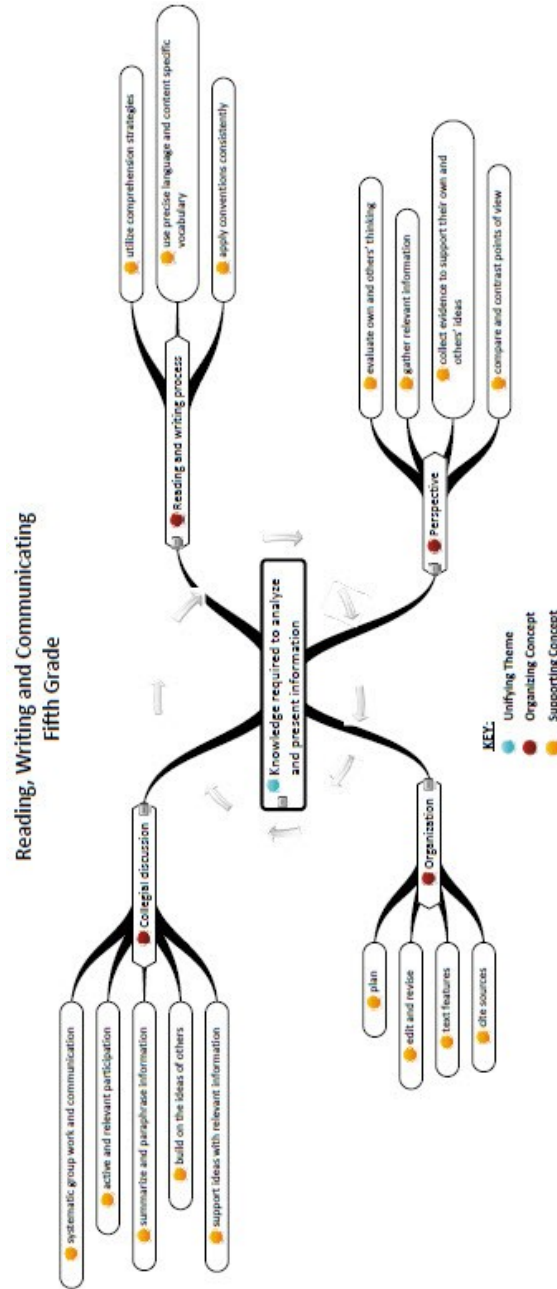
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| <p>Grade 04, Standard 2 (L.4.2)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> 1. Use correct capitalization. 2. Use commas and quotation marks to mark direct speech and quotations from a text. 3. Use a comma before a coordinating conjunction in a compound sentence. 4. Spell grade-appropriate words correctly, consulting references as needed. | <p>Grade 05, Standard 2 (L.5.2)</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> 1. Use punctuation to separate items in a series.* 2. Use a comma to separate an introductory element from the rest of the sentence. 3. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). 4. Use underlining, quotation marks, or italics to indicate titles of works. 5. Spell grade-appropriate words correctly, consulting references as needed. |
| <p>Grade 04, Standard 3 (L.4.3)</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> 1. Choose words and phrases to convey ideas precisely.* 2. Choose punctuation for effect.* 3. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | <p>Grade 05, Standard 3 (L.5.3)</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> 1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| <p>Grade 04, Standard 4 (L.4.4)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | <p>Grade 05, Standard 4 (L.5.4)</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| <p>Grade 04, Standard 5 (L.4.5)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> 1. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | <p>Grade 05, Standard 5 (L.5.5)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> 1. Interpret figurative language, including similes and metaphors, in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |

**Grade 04, Standard 6 (L.4.6)**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Grade 05, Standard 6 (L.5.6)

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



[LINK TO ENLARGED CONCEPT MAP](#)



Standards Covered

LA.5.2: Reading for All Purposes

LA.5.: Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

- **LA.5.2.2: Ideas found in a variety of informational texts need to be compared and understood Students can:**
 - **LA.5.2.2.a: Use Key Ideas and Details to:**
 - **LA.5.2.2.a.ii: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)**
 - **LA.5.2.2.c: Use Integration of Knowledge and Ideas to:**
 - **LA.5.2.2.c.iii: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)**

LA.5.: Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

- **LA.5.2.1: Literary texts are understood and interpreted using a range of strategies Students can:**
 - **LA.5.2.1.b: Use Key Ideas and Details to:**
 - **LA.5.2.1.b.ii: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)**
 - **LA.5.2.1.b.iii: Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)**
 - **LA.5.2.1.c: Use Craft and Structure to:**
 - **LA.5.2.1.c.iv: Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)**
 - **LA.5.2.1.d: Use Integration of Knowledge and Ideas to:**
 - **LA.5.2.1.d.ii: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)**

LA.5.3: Writing and Composition

LA.5.: Apply standard English conventions to effectively communicate with written language

- **LA.5.3.3: Conventions apply consistently when evaluating written texts Students can:**
 - **LA.5.3.3.c1: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)**

LA.5.: Implement the writing process successfully to plan, revise, and edit written work

- **LA.5.3.1: The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes Students can:**
 - **LA.5.3.1.a: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)**
- **LA.5.3.2: The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes Students can:**
 - **LA.5.3.2.a: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)**
 - **LA.5.3.2.b: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)**

LA.5.4: Research and Reasoning

LA.5.: Use primary, secondary, and tertiary written sources to generate and answer research questions

- **LA.5.4.1: High-quality research requires information that is organized and presented with documentation Students can:**
 - **LA.5.4.1.a: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)**

Materials

For a closer look at the materials list below, log onto <https://ecs.schoolnet.com>



Resources:

1. Concept Map Reading, Writing & Communicating Grade 05

Additional Properties

Author: ECS Curriculum Team

Publisher: Eagle County Schools (DCT)

Cost/Fee: no

Restricted Use: no

Rights: All rights reserved.

Keywords:

Created by: Curriculum Team, ECS (7/9/2012 9:26:00 PM)

Last modified by: Curriculum Team, ECS (8/24/2012 11:35:00 AM)

Other revisions of this resource:



Align Curricular Unit

Report Description

Curricular Unit Year at a Glance Reading, Writing & Communicating Grade 05

Subject: English Language and Literature

Duration: 169 Days

Instructional Unit

Year at a Glance

Year at a Glance Reading, Writing & Communicating Grade 05

[Link to Major Work of the Grade](#) NEW

[2012-13 Curricular Adjustments/Enhancements](#) NEW

| Reading, Writing & Communicating – Grade 05 | | | |
|---|---|---|--|
| 8/29/12-10/12/12 | 10/23/12-12/14/12 | 1/7/13-3/1/13 | 3/11/13-5/10/13 |
| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Literary Analysis / Narrative Writing | Reading for Information / Research Writing (nonfiction) | Understanding and Forming Perspectives (fiction / nonfiction) | Exploring Genres in Reading and Writing |
| 6.5 weeks 33 days (buffer-5) | 7 weeks 35 days (buffer-5) | 7 weeks 35 days (buffer-5) | 7 weeks 35 days (buffer-8) |

| CFA Administration Windows | | | | |
|---|-----------------|-------------------|---------------|-----------------|
| Reading, Writing & Communicating – Grade 05 | | | | |
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Pre-CFA | 8/29/12–8/30/12 | 10/23/12–10/24/12 | 1/7/13–1/8/13 | 3/11/13–3/12/13 |
| Post-CFA | 10/11–10/12 | 12/13–12/14 | 2/28–3/1 | 5/9–5/10 |

Common Formative Assessment (CFA) administration windows are as follows:
(for specific information on Writing pre- and post-CFAs, see the box directly below)

- **Pre-CFA:** First two days of the unit. (Pre-CFAs will be released as soon as the committees finish the assessment.)
- **Post-CFA:** Last two days of the unit. (Post-CFAs will be released four teacher work days before the administration window.)

To access Common Formative Assessments associated with this curriculum, see your teacher dashboard or go to link "Assessment Admin" (directly above in the blue horizontal bar).



Unit 3 - Understanding and Forming Perspective (fiction / nonfiction)

Unit: English Language and Literature , Grade(s) 05

Unit 3 - Understanding and Forming Perspective (fiction / nonfiction)

Duration: 35 Days

Unit

Unit Details

| | |
|-----------------------|---|
| Content Area | Reading, Writing & Communicating |
| Grade/Course | 05 |
| School Year | 12-13 |
| Unit of Study | Understanding and Forming Perspective (fiction / nonfiction) |
| Unit Number | 3 |
| Calendar Dates | 01/07/13 – 03/01/13 |
| Pacing | 7 weeks (buffer days – 5) |
| Unit Type | <input checked="" type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic |

| Priority Standards | Desired Outcomes | |
|--|--|---|
| <p>Standard 2 – Reading for All Purposes</p> <p>RWC.5.2.1.b.iii: [Use key ideas and details to] Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)</p> <p>RWC.5.2.1.c.iv: [Use craft and structure to] Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)</p> <p>RWC.5.2.2.a.ii: [Use key ideas and details to] Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)</p> <p>RWC.5.2.2.c.iii: [Use integration of knowledge and ideas to] Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)</p> | <p>Transfer (transfer learning autonomously and effectively in new situations)</p> <p>Students will be able to independently use their learning to ...</p> <ul style="list-style-type: none"> understand and then respond critically to different perspectives in order to accept others' points of view. support opinions with sound reasoning. | |
| | <p>Meaning (construct meaning, i.e. come to an understanding of important ideas and processes)</p> | |
| | <p>BIG IDEAS / UNDERSTANDINGS <i>Students will understand that ...</i></p> <ul style="list-style-type: none"> when reading and listening to different perspectives, your opinions are created. as reasons are presented and validated, opinions can change. | <p>ESSENTIAL QUESTIONS <i>Students will keep considering:</i></p> <ul style="list-style-type: none"> How do you decide whose opinion to believe? How do opinions change? |
| | <p>Acquisition of Knowledge and Skills (acquire factual information and basic skills)</p> | |
| <p>Students will know ...</p> <ul style="list-style-type: none"> a debate is a formal discussion or written piece on a particular topic in | <p>Students will be skilled at ...</p> <ul style="list-style-type: none"> summarizing one point of view of a topic. (5) | |



Standard 3 –

Writing and Composition

Refer to Supporting Standards for the grammar and usage standards appropriate for this unit.

RWC.5.3.2.a: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)

RWC.5.3.3.c.1: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)

which opposing arguments are put forward.

- an opinion piece states your opinion with reasons and details.
- point of view is a particular attitude or way of considering a matter; the narrator’s position in relation to the story being told.
- perspective is one person’s outlook on a topic.
- how to identify important information from both fiction and non-fiction texts.
- a concept is a big idea or generalization about a topic. For example, common concepts may include: conflict, change, friendship, etc.
- how to use facts, definitions concrete details etc. to convince others of their opinion/point of view.
- irrelevant ideas are the ideas in a text not having anything to do with the concept; relevant ideas support the concept.

- reading and understanding debates, arguments, historical fiction and non-fiction from different points of view. **(5)**
- determining the theme of an argumentative piece/debate. **(5)**
- determining a narrator or speaker’s point of view and reason to support their perspective. **(5)**
- integrating information from fiction/nonfiction texts to support their ideas. **(5)**
- comparing and contrasting the overall structure (e.g., chronology, comparison, cause / effect, problem / solution) of events, ideas, concepts, or information in two or more texts. **(4)**
- writing an opinion and persuasive piece on a topic to support their point of view while still acknowledging the point of view of the other perspective. **(6)**
- analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **(5)**
- developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **(4)**
- explaining the implications of concepts they use. **(4)**
- using concepts and ideas in ways relevant to their purpose. **(5)**
- identifying irrelevant ideas and using relevant ideas or concepts to support their purpose. **(5)**



| Vocabulary | | |
|--|--|--|
| <p>Tier 1 (everyday words)</p> <ul style="list-style-type: none"> • opinion • facts • narrator • speaker • convince • multiple <p>Consider unfamiliar words from the texts students are reading in class.</p> | <p>Tier 2 (general academic words)</p> <ul style="list-style-type: none"> • bias • debate • perspective • integrate • concrete details • arguments • implication • relevant / irrelevant • persuasive • structure • integrate • purpose | <p>Tier 3 (domain-specific words)</p> <ul style="list-style-type: none"> • point of view • concepts • historical fiction |

“Unwrapped” Priority Standards Supporting Standards

“Unwrapped” Priority Standards

Standard 2 – Reading for All Purposes

- RWC.5.2.1.b.ii: **[USE key ideas and details to] DETERMINE a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; SUMMARIZE the text. (CCSS: RL.5.2)**
- RWC.5.2.1.c.iv: **[USE Craft and structure to] DESCRIBE how a narrator’s or speaker’s point of view influences how events are described. (CCSS: RL.5.6)**
- RWC.5.2.2.a.ii: **[USE key ideas and details to] DETERMINE two or more main ideas of a text and EXPLAIN how they are supported by key details; SUMMARIZE the text (CCSS: RI.5.2)**
- RWC.5.2.2.c.iii: **[USE integration of knowledge and ideas to] INTEGRATE information from several texts on the same topic in order to WRITE or SPEAK about the subject**

Standard 3 – Writing and Composition

- RWC.5.3.2.a: **WRITE opinion pieces on topics or texts, SUPPORTING a point of view with reasons and information. (CCSS: W.5.1)**
- RWC.5.3.3.c.1: **PRODUCE clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (CCSS: W.5.4)**

Supporting Standards

Standard 1 – Oral Expression and Listening

- RWC.5.1.2.b: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.5.1) *(See Colorado Academic Standards for details.)*

Standard 2 – Reading for All Purposes

- RWC.5.2.1.a: Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge
- RWC.5.2.1.c.i: [Use craft and structure to] Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)
- RWC.5.2.1.d.iii: [Use integration and knowledge of ideas to] Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text



- RWC.5.2.2.a.iii: [Use key ideas and details to] Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
- RWC.5.2.2.a.iv: [Use key ideas and details to] Distinguish between fact and opinion, providing support for judgments made
- RWC.5.2.2.b.i: [Use craft and structure to] Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)
- RWC.5.2.2.b.ii: [Use craft and structure to] Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
- RWC.5.2.2.b.iii: [Use craft and structure to] Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
- RWC.5.2.2.b.iv: [Use craft and structure to] Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks
- RWC.5.2.2.c.i: [Use integration of knowledge and ideas to] Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
- RWC.5.2.2.c.ii: [Use integration of knowledge and ideas to] Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
- RWC.5.2.3.a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.5.3a)
- RWC.5.2.3.b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: RF.5.4)
- RWC.5.2.3.b.i: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: RF.5.4a)
- RWC.5.2.3.b.ii: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (CCSS: RF.5.4b)
- RWC.5.2.3.b.iii: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: RF.5.3c)
- RWC.5.2.3.c: Read and identify the meaning of words with sophisticated prefixes and suffixes
- RWC.5.2.3.d: Apply knowledge of derivational suffixes that change the part of speech of the base word (such as active, activity)
- RWC.5.2.3.e: Infer meaning of words using structural analysis, context, and knowledge of multiple meanings
- RWC.5.2.3.f: Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change
- RWC.5.2.3.g: Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4) (*See Colorado Academic Standards for more details.*)
- RWC.5.2.3.g.i: Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
- RWC.5.2.3.g.ii: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.5.4b)
- RWC.5.2.3.g.iii: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

Standard 3 – Writing and Composition

- RWC.5.3.2.a.i: Include cause and effect, opinions, and other opposing viewpoints in persuasive writing
- RWC.5.3.2.b.i: Introduce a topic clearly, provide a general observation and focus, and group related



- information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)
- RWC.5.3.2.b.ii: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)
- RWC.5.3.2.b.iii: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)
- RWC.5.3.2.b.iv: Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)
- RWC.5.3.2.b.v: Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)
- RWC.5.3.3.a: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (*See Colorado Academic Standards for details.*)
- RWC.5.3.3.b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (*See Colorado Academic Standards for details.*)
- RWC.5.3.3.c: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)
- RWC.5.3.3.d: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- RWC.5.3.3.e: With some guidance and support from adults, uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (CCSS: W.5.6)

Standard 4 – Research and Reasoning

- RWC.5.4.1.b: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8)
- RWC.5.4.1.b.ii: Provide documentation of sources used in a grade-appropriate format
- RWC.5.4.2.a: Draw evidence from literary or informational texts to support analysis, reflection and research. (CCSS: W.5.9)
- RWC.5.4.2.a.i: Accurately explain the implications of concepts they use
- RWC.5.4.2.a.ii: Identify irrelevant ideas and use concepts and ideas in ways relevant to their purpose
- RWC.5.4.2.a.iii: Analyze concepts and draw distinctions between related but different concepts
- RWC.5.4.2.a.iv: Demonstrate use of language that is careful and precise while holding others to the same standards
- RWC.5.4.2.a.v: Distinguish clearly and precisely the difference between an implication and consequence
- RWC.5.4.2.a.vi: Distinguish probable from improbable implications and consequences
- RWC.5.4.3.d: Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason)



| “Unwrapped” Concepts (students need to know) | “Unwrapped” Skills (students need to be able to do) | Bloom’s Taxonomy Levels |
|--|---|---|
| <ul style="list-style-type: none"> • key ideas • details • character’s point of view • setting • craft • structure • events • main ideas • text • information <ul style="list-style-type: none"> ◦ texts on same topic • opinion pieces <ul style="list-style-type: none"> ◦ points of view ◦ reasons ◦ information • clear and coherent writing <ul style="list-style-type: none"> ◦ development ◦ organization ◦ purpose ◦ task ◦ audience | <ul style="list-style-type: none"> • [USE (key ideas and details) to] COMPARE and CONTRAST (character’s points of view, settings, events) DRAWING (on specific details in the text) • [USE (craft and structure) to] DESCRIBE (how points of view influence how events are described) • [USE (key ideas and details) to] DETERMINE (two or more main ideas of a text) and EXPLAIN (how they are supported by key details; SUMMARIZE (the text) • [USE integration of knowledge and ideas to] INTEGRATE (information from several texts on the same topic) in order to WRITE or SPEAK • WRITE (opinion pieces on topics or texts) to SUPPORT (point of view with reasons and information) • PRODUCE (clear and coherent writing) in which the (development and organization) are (appropriate to task, purpose and audience) | <p style="text-align: center;">4</p> <p style="text-align: center;">5</p> <p style="text-align: center;">5,5</p> <p style="text-align: center;">5</p> <p style="text-align: center;">6,4,5</p> <p style="text-align: center;">6</p> |

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Standards Covered

LA.5.2: Reading for All Purposes

LA.5.: Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

- **LA.5.2.2: Ideas found in a variety of informational texts need to be compared and understood Students can:**
 - **LA.5.2.2.a: Use Key Ideas and Details to:**
 - **LA.5.2.2.a.ii: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)**
 - **LA.5.2.2.c: Use Integration of Knowledge and Ideas to:**
 - **LA.5.2.2.c.iii: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)**

LA.5.: Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

- **LA.5.2.1: Literary texts are understood and interpreted using a range of strategies Students can:**
 - **LA.5.2.1.b: Use Key Ideas and Details to:**
 - **LA.5.2.1.b.iii: Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)**
 - **LA.5.2.1.c: Use Craft and Structure to:**
 - **LA.5.2.1.c.iv: Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)**

LA.5.3: Writing and Composition

LA.5.: Apply standard English conventions to effectively communicate with written language

- **LA.5.3.3: Conventions apply consistently when evaluating written texts Students can:**
 - **LA.5.3.3.c1: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)**

LA.5.: Implement the writing process successfully to plan, revise, and edit written work

- **LA.5.3.2: The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes Students can:**
 - **LA.5.3.2.a: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)**

Materials

For a closer look at the materials list below, log onto <https://ecs.schoolnet.com>

Resources:

1. Language Development Standards for Social and Instructional Language Grade 5
2. RWC_G5_U3_R_TR: ELL Supports
3. RWC_Writing_G5_U3_R_WEB: Teaching Point of View with Two Bad Ants
4. RWC_Writing_G5_U3_R_PRE: Persuasive Paragraph, Jack and the Beanstalk, Step Up to Writing strategy
5. RWC_Reading_G5_U3_R_WEB: Compare/Contrast Information "Thank You, Lewis and Clark!"



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- Unit 3 - Entender y desarrollar perspectiva/puntos de vista (ficción/no ficción) modified by Curriculum Team, ECS (12/10/2012 3:45:00 PM)

TEST NAME: **Reading, Writing & Communicating Grade 05 Unit 3 Post-CFA SY12-13**
TEST ID: **2462**
GRADE: **05**
SUBJECT: **English Language and Literature**
TEST CATEGORY: **District Common Formative Post-Assessment**

Student: _____

Class: _____

Date: _____

Read the passage - '-' - and answer the question below:

-

Assessment Text

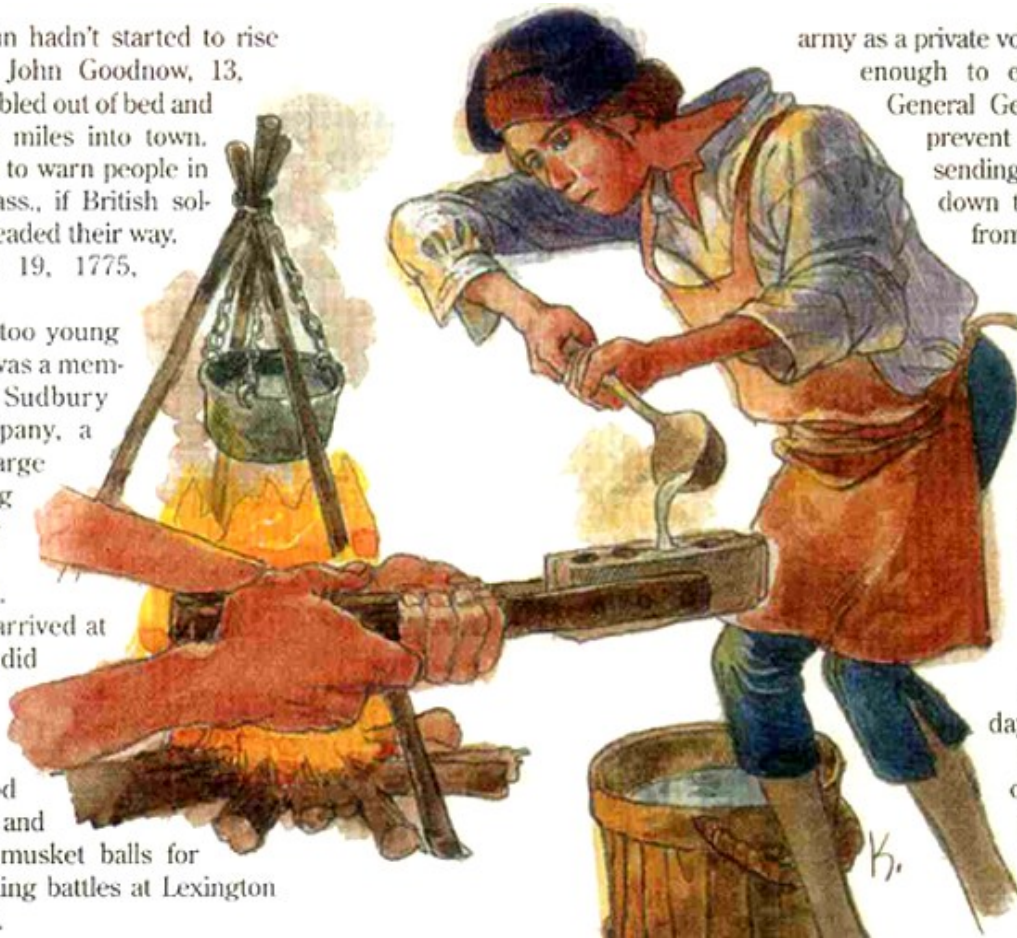


THE sun hadn't started to rise when John Goodnow, 13, scrambled out of bed and sprinted five miles into town. His task was to warn people in Sudbury, Mass., if British soldiers were headed their way.

On April 19, 1775, they were.

John was too young to fight. He was a member of the Sudbury Alarm Company, a group in charge of spreading the message if danger approached. When John arrived at Sudbury, he did more than just sound a warning.

He stood next to a fire and helped cast musket balls for soldiers fighting battles at Lexington and Concord.



army as a private volunteer. When old enough to enlist, he helped General George Washington prevent the British from sending men and supplies down the Hudson River from Canada.

HISTORY

Not Finished Yet

After the war, John worked on the family farm, learned to make shoes and became a teacher. But his army days weren't over. In 1786, a group of debt-ridden farmers in Western Massachusetts rebelled against

A quick helping hand that morning led to a lifetime of patriotism. By the time he died, John had also helped soldiers in the Civil War nearly 90 years later.

Run, John, Run

As a teenager, John was willing to do whatever was needed to help his hometown.

That day in April, it meant a brisk 10-mile run. When he returned home, John immediately got into trouble—with his dad. John was supposed to return well before noon. Then John told his dad what was happening. John spoke of his role in helping cast the ammunition.

John's father said, "Eat your dinner quickly, and then go back and help all you can, John."

Sudbury needed the help because it was so important to the war. It was one

of the biggest towns in the country west of Boston in 1775. Nearly 400 of its men fought. They were organized into companies of militia and minute.

The minute companies were more highly trained and expected to respond to the alarm on a minute's notice.

Sudbury also sent a troop of soldiers on horse to Concord.

British Back Down

As John tended his fire and helped cast bullets, messengers came from the east with news of the fight. The British had retreated at the North Bridge. They were being beaten in the battle at Merriam's Corner.

Then, messengers said the British faced such a barrage of bullets—ones that John helped make—that they limped back toward Charleston, S.C.

Three years later, John joined the

the government over high taxes. Goodnow helped suppress the uprising, known as Shays' Rebellion.

Even in the last years of his life, when the Civil War began in 1861, he wound yarn to help make mittens for Union soldiers. Goodnow was 101 years, 8 months and 14 days old when he died on Oct. 13, 1863.✦

—Curt Garfield

A COUNTRY REBOUNDS

A true patriot, John Goodnow helped soldiers fight in both the Revolutionary War and the Civil War. The Civil War saddened him.

"I have helped form this nation, lived to see its prosperity and, I fear, its downfall," he said.

Shortly after Goodnow died, President Abraham Lincoln delivered the Gettysburg Address. Just more than a year later, the war was over.

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1. Read "Revolutionary Teen." Which statement BEST compares and contrasts the roles of adults and children during war?
 - A. Adults fought, children made musket balls, and both helped in war.
 - B. Adults fought, children were minutemen, and both helped in war.
 - C. Adults were minutemen, children were messengers, and both fought.
 - D. Adults made mittens, children were private volunteers, and both fought.

2. **Student Directions:** In "Revolutionary Teen" the author's point of view is that during wartime, people can help in many ways. Provide 3 text details to support this point of view. Your response will be evaluated using the following Short-Answer Scoring Guide.

Short-Answer Scoring Guide

Proficient (3)

- Restates the author's point of view
- Provides 3 supporting details from the text

Partially Proficient (2)

- Restates the author's point of view
- Provides 2 supporting details from the text

Unsatisfactory (1)

- Restates the author's point of view
- Provides 1 or fewer supporting details from the text

OR

- Does not restate the author's point of view

No Response (0)

Assessment Text

Kids on the Battlefield

This year marks the 150th anniversary of the start of one of the most important events in U.S. history—the Civil War. From 1861 to 1865, Americans fought a bloody war against each other. It was a war that affected entire American families. Even many kids were involved. Some were as young as 9 years old.

A Nation Divided

The Civil War began after several Southern states decided to **secede**, or break away, from the United States to form their own nation. They didn't agree with some decisions made by the national government. Also, they feared that the government would try to end slavery in the South.

Northern states, led by President Abraham Lincoln, fought to keep the U.S. together as one nation.

Too Young to Fight?

Even though U.S. law said that no one under age 18 could join the military, many boys on both sides lied about their age. Many of them wanted to be with their fathers and brothers. Most of them had one goal in mind—to be a drummer boy.

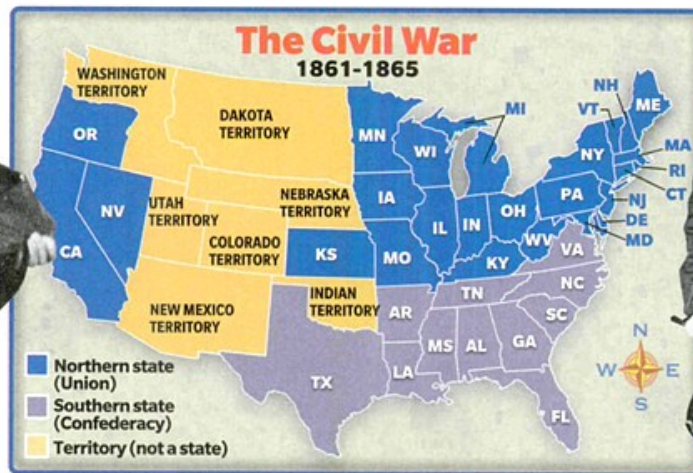
Back then, there weren't walkie-talkies or cell phones. With cannons roaring and guns firing, soldiers couldn't hear the shouts of their officers. Officers depended on drummer boys to bang out their commands as a drumbeat. Other kids acted as



Some kids helped load gunpowder into cannons during the war.

messengers and even spies.

But the battlefield was a dangerous place for children. Many were wounded or killed. Their bravery didn't go unnoticed. In 1863, 13-year-old drummer boy Willie Johnston became, and still is, the youngest person in U.S. history to be awarded the Medal of Honor.



3. **Student Directions:** Read “Kids on the Battlefield.” Summarize the article, including 2 main ideas and 1 or more text details to support each main idea. Your response will be evaluated using the following Short-Answer Scoring Guide.

Short-Answer Scoring Guide

Proficient (3)

- Summary includes 2 main ideas
- Each main idea is supported by 1 or more details

Partially Proficient (2)

- Summary includes 1 main idea, supported by 1 or more details

OR

- Summary includes 2 main ideas, supported by no details

Unsatisfactory (1)

- Summary includes no main ideas

No Response (0)

4. **Student Directions:** Using information from both texts, form an opinion in response to “Should kids be allowed to help during times of war?” Support your opinion with 3 relevant details from the texts. Your response will be evaluated using the following Extended-Response Scoring Guide.

Extended-Response Scoring Guide

Proficient (3)

- States an opinion that answers the question
- Includes cause and effect, opinions, and other opposing viewpoints
- Introduces a topic or text clearly
- Creates an organizational structure in which ideas are logically grouped to support the writer’s purpose
- Provides logically ordered reasons that are supported by facts and details from the text
- Links opinion and reasons using words, phrases, and clauses
- Provides a concluding statement or section related to the opinion presented

Partially Proficient (2)

- States an opinion that answers the question
- Meets 4 or 5 of the other “Proficient” criteria

Unsatisfactory (1)

- Meets 3 or fewer of the “Proficient” criteria

No Response (0)

2 pages in Answer Booklet provided

5.

Big Idea Responses to Essential Questions

Student Directions: Write a Big Idea response for each of the following 2 Essential Questions. Include vocabulary terms you have learned. Your responses will be evaluated using the following Big Ideas Scoring Guide.

- a. How do you decide whose opinion to believe?
- b. How do opinions change?

Big Ideas Scoring Guide

Advanced (4)

- All “Proficient” criteria plus
 - Provides example(s) as part of responses
 - Makes connections to other areas of school or life

Proficient (3)

- States all Big Ideas correctly in own words
- Includes vocabulary terms in responses

Partially Proficient (2)

- Meets 1 of the “Proficient” criteria

Unsatisfactory (1)

- Not yet able to respond correctly

No Response (0)



Major Work of the Grade Mathematics Grade 07

Unit: Mathematics , Grade(s) 07

Major Work of the Grade Mathematics Grade 07

Duration: 171 Days

Unit

Unit Details

Major Work of the Grade

Content: Mathematics

Grade: 07

School Year: 12-13

Major Work of the Grade:

Make both relative (multiplicative) and absolute (arithmetic) comparisons between quantities. Multiplicative thinking underlies proportional reasoning.

- Proportional reasoning involves comparisons and multiplicative relationships among ratios.

Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency.

- Formulate, represent, and use algorithms with rational numbers flexibly, accurately, and efficiently.

Understand that equivalence is a foundation of mathematics represented in numbers, shapes, measures, expressions, and equations.

- Properties of arithmetic can be used to generate equivalent expressions.

Use critical thinking to recognize problematic aspects of situations, create mathematical models, and present and defend solutions.

- Equations and expressions model quantitative relationships and phenomena.
- Statistics can be used to gain information about populations by examining samples.

Recognize and make sense of the many ways that variability, chance, and randomness appear in a variety of contexts.

- Mathematical models are used to determine probability.

Apply transformation to numbers, shapes, functional representations, and data.

- Modeling geometric figures and relationships leads to informal spatial reasoning and proof.



Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error.

- Linear measure, angle measure, area, and volume are fundamentally different and require different units of measure.

| | |
|--------------------|--|
| Priorities: | Ratios and proportional reasoning; arithmetic of rational numbers. |
| Fluencies*: | Solve $px + q = r$, $p(x + q) = r$. |

Key Mathematical Concepts and Skills:

Key Mathematical Concepts and Skills:

1. Analyze proportional relationships and use them to solve real-world and mathematical problems.
2. Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
3. Use properties of operations to generate expressions.
4. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Supporting Concepts and Skills:

1. Use random sampling to draw inferences about a population.
2. Investigate chance processes and develop, use, and evaluate probability models.

Additional Concepts and Skills:

1. Draw, construct and describe geometrical figures and describe the relationships between them.
2. Solve real-life and mathematical problems involving angle measure, area, surface area and volume.
3. Draw informal comparative inferences about two populations.

Mathematical Practices**:

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1. **Make sense of problems and persevere in solving them.**
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different



method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated



explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through $(1, 2)$ with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Examples of Key Advances from Grade 06 to Grade 07

- In grade 6, students learned about negative numbers and the kinds of quantities they can be used to represent; they also learned about absolute value and ordering of rational numbers, including in real-world contexts. In grade 7, students will add, subtract, multiply and divide within the system of rational numbers.
- Students grow in their ability to analyze proportional relationships. They decide whether two quantities are in a proportional relationship (7.RP.2a); they work with percents, including simple interest, percent increase and decrease, tax, markups and markdowns, gratuities and commission, and percent error (7.RP.3); they analyze proportional relationships and solve problems involving unit rates associated with ratios of fractions (e.g., if a person walks $1/2$ mile in each $1/4$ hour, the unit rate is the complex fraction $1/2 \div 1/4$ miles per hour or 2 miles per hour) (7.RP.1); and they analyze proportional relationships in geometric figures (7.G.1).
- Students solve a variety of problems involving angle measure, area, surface area and volume (7.G.4–6).

Fluency Expectations or Examples of Culminating Standards:

- 7.EE.3** Students solve multistep problems posed with positive and negative rational numbers in any form (whole numbers, fractions and decimals), using tools strategically. This work is the culmination of many progressions of learning in arithmetic, problem solving and mathematical practices.
- 7.EE.4** In solving word problems leading to one-variable equations of the form $px + q = r$ and $p(x + q) = r$, students solve the equations fluently. This will require fluency with rational number arithmetic (7.NS.1–3), as well as fluency to some extent with applying properties operations to rewrite linear expressions with rational coefficients (7.EE.1).
- 7.NS.1–2** Adding, subtracting, multiplying and dividing rational numbers is the culmination of numerical work with the four basic operations. The number system will continue to develop in grade 8, expanding to become the real numbers by the introduction of irrational numbers, and will develop further in high school, expanding to become the complex numbers with the introduction of imaginary numbers. Because there are no specific standards for rational number arithmetic in later grades and because so much other work in grade 7 depends on rational number arithmetic (see below), fluency with rational number arithmetic should be the goal in grade 7.



Examples of Opportunities for Connections among Standards, Clusters or Domains:

- Students use proportional reasoning when they analyze scale drawings (7.G.1).
- Students use proportional reasoning and percentages when they extrapolate from random samples and use probability (7.SP.6, 8).

Examples of Linking Supporting Clusters to the Major Work of the Grade:

- Convert like measurement units within a given measurement system: Work in these standards supports computation with decimals. For example, converting 5 cm to 0.05 m involves computation with decimals to hundredths.
- Represent and interpret data: The standard in this cluster provides an opportunity for solving real-world problems with operations on fractions, connecting directly to both Number and Operations — Fractions clusters.

Examples of Opportunities for In-Depth Focus:

- 7.RP.2** Students in grade 7 grow in their ability to recognize, represent and analyze proportional relationships in various ways, including by using tables, graphs and equations.
- 7.NS.3** When students work toward meeting this standard (which is closely connected to 7.NS.1 and 7.NS.2), they consolidate their skill and understanding of addition, subtraction, multiplication and division of rational numbers.
- 7.EE.3** This is a major capstone standard for arithmetic and its applications.
- 7.EE.4** Work toward meeting this standard builds on the work that led to meeting 6.EE.7 and prepares students for the work that will lead to meeting 8.EE.7.
- 7.G.6** Work toward meeting this standard draws together grades 3–6 work with geometric measurement.

Examples of Major Within-Grade Dependencies:

- Meeting standard 7.EE.3 in its entirety will involve using rational number arithmetic (7.NS.1–3) and percents (7.RP.3). Work leading to meeting this standard could be organized as a recurring activity that tracks the students' ongoing acquisition of new skills in rational number arithmetic and percents.
- Because rational number arithmetic (7.NS.1–3) underlies the problem solving detailed in 7.EE.3 as well as the solution of linear expressions and equations (7.EE.1–2, 4), this work should likely begin at or near the start of the year.
- The work leading to meeting standards 7.EE.1–4 could be divided into two phases, one centered on addition and subtraction (e.g., solving $x + q = r$) in relation to rational number addition and subtraction (7.NS.1) and another centered on multiplication and division (e.g., solving $px + q = r$ and $p(x + q) = r$) in relation to rational number multiplication and division (7.NS.2).

* Fluent in the standards means "fast and accurate." It might also help to think of fluency as meaning more or less the same as when someone is said to be fluent in a foreign language. To be fluent is to flow; fluent isn't halting, stumbling, or reversing oneself.

The word *fluency* was used judiciously in the standards to mark the endpoints of progressions of learning that begin with a solid foundation and then pass upward through stages of growing maturity.

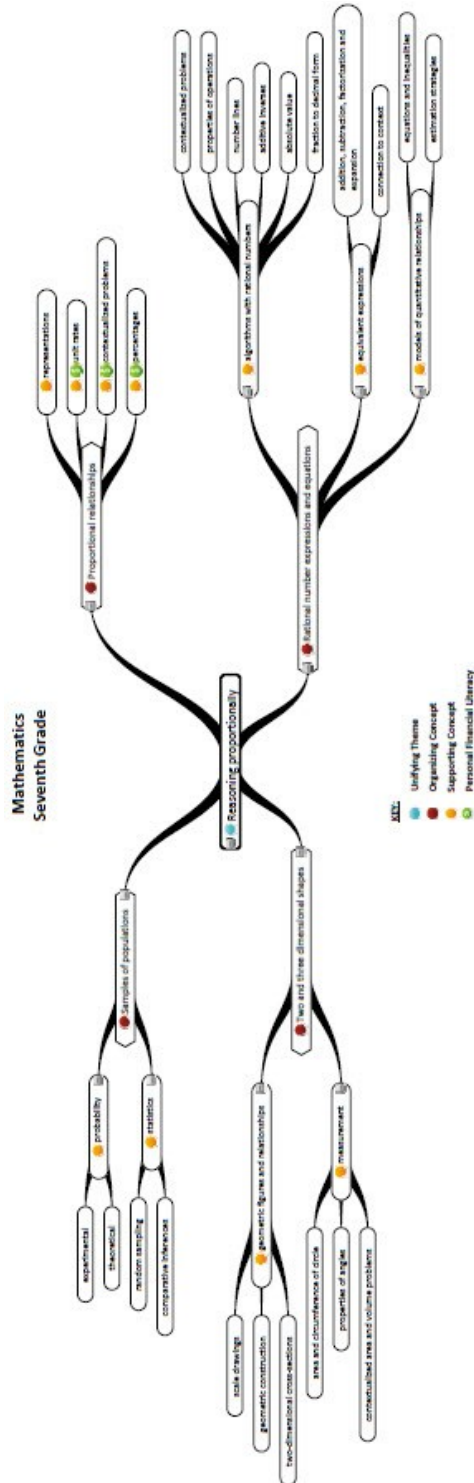
** Examples of Opportunities for Connecting Mathematical Content and Mathematical Practices

Mathematical practices should be evident *throughout* mathematics instruction and connected to all of the content areas highlighted above, as well as all other content areas addressed at this grade level. Mathematical tasks (short, long, scaffolded and unscaffolded) are an important opportunity to connect content and practices. Some brief examples of how the content of this grade might be connected to the practices follow.



- When students compare arithmetic and algebraic solutions to the same problem (7.EE.4a), they are identifying correspondences between different approaches (MP.1).
- Solving an equation such as $4 = 8(x - 1/2)$ requires students to see and make use of structure (MP.7), temporarily viewing $x - 1/2$ as a single entity.
- When students notice when given geometric conditions determine a unique triangle, more than one triangle or no triangle (7.G.2), they have an opportunity to construct viable arguments and critique the reasoning of others (MP.3). Such problems also present opportunities for using appropriate tools strategically (MP.5).
- Proportional relationships present opportunities for modeling (MP.4). For example, the number of people who live in an apartment building might be taken as proportional to the number of stories in the building for modeling purposes.

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[LINK TO ENLARGED CONCEPT MAP](#)

Standards Covered



MA.7.1: Number Sense, Properties, and Operations

MA.7.: Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency

- MA.7.1.2: Formulate, represent, and use algorithms with rational numbers flexibly, accurately, and efficiently Students can:
 - MA.7.1.2.a: Apply understandings of addition and subtraction to add and subtract rational numbers including integers. (CCSS: 7.NS.1)
 - MA.7.1.2.b: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers including integers. (CCSS: 7.NS.2)
 - MA.7.1.2.c: Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions. (CCSS: 7.NS.3)

MA.7.: Make both relative (multiplicative) and absolute (arithmetic) comparisons between quantities. Multiplicative thinking underlies proportional reasoning

- MA.7.1.1: Proportional reasoning involves comparisons and multiplicative relationships among ratios Students can:
 - MA.7.1.1.a: Analyze proportional relationships and use them to solve real-world and mathematical problems. (CCSS: 7.RP)

MA.7.2: Patterns, Functions, and Algebraic Structures

MA.7.: Understand that equivalence is a foundation of mathematics represented in numbers, shapes, measures, expressions, and equations

- MA.7.2.1: Properties of arithmetic can be used to generate equivalent expressions Students can:
 - MA.7.2.1.a: Use properties of operations to generate equivalent expressions. (CCSS: 7.EE)

MA.7.: Use critical thinking to recognize problematic aspects of situations, create mathematical models, and present and defend solutions

- MA.7.2.2: Equations and expressions model quantitative relationships and phenomena Students can:
 - MA.7.2.2.a: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. whole numbers, fractions, and decimals. (CCSS: 7.EE.3)
 - MA.7.2.2.c: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (CCSS: 7.EE.4)

MA.7.3: Data Analysis, Statistics, and Probability

MA.7.: Recognize and make sense of the many ways that variability, chance, and randomness appear in a variety of contexts

- MA.7.3.2: Mathematical models are used to determine probability Students can:
 - MA.7.3.2.b: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. (CCSS: 7.SP.6) For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
 - MA.7.3.2.d: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (CCSS: 7.SP.8)

MA.7.: Use critical thinking to recognize problematic aspects of situations, create mathematical models, and present and defend solutions

- MA.7.3.1: Statistics can be used to gain information about populations by examining samples Students can:
 - MA.7.3.1.a: Use random sampling to draw inferences about a population. (CCSS: 7.SP)
 - MA.7.3.1.b: Draw informal comparative inferences about two populations. (CCSS: 7.SP)

MA.7.4: Shape, Dimension, and Geometric Relationships

MA.7.: Apply transformation to numbers, shapes, functional representations, and data

- MA.7.4.1: Modeling geometric figures and relationships leads to informal spatial reasoning and proof Students can:
 - MA.7.4.1.a: Draw, construct, and describe geometrical figures and describe the relationships between them. (CCSS: 7.G)
 - MA.7.4.1.a.i: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (CCSS: 7.G.1)

MA.7.: Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error

- MA.7.4.2: Linear measure, angle measure, area, and volume are fundamentally different and require different units of measure Students can:
 - MA.7.4.2.a: State the formulas for the area and circumference of a circle and use them to solve problems. (CCSS: 7.G.4)
 - MA.7.4.2.d: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (CCSS: 7.G.6)



Materials

For a closer look at the materials list below, log onto <https://ecs.schoolnet.com>

Resources:

1. Concept Map Mathematics Grade 07

Additional Properties

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Other revisions of this resource:



Year at a Glance Mathematics Grade 07

Unit: Mathematics , Grade(s) 07

Year at a Glance Mathematics Grade 07

Duration: 171 Days

Unit

Year at a Glance

[Link to Major Work of the Grade](#) **NEW**

[2012-13 Curricular Adjustments/Enhancements](#) **NEW**

Mathematics – Grade 07

| 8/27/12-10/30/12 | 11/8/12-1/10/13 | 1/22/13-2/15/13 | 3/4/13-3/29/13 | 4/8/13-5/3/13 | 5/13/13-5/24/13 |
|-------------------------------|---------------------------------|-------------------------------|-------------------------------|---------------------------------|-------------------------------|
| Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| Integers and Algebra | Relationship Between Quantities | Applications of Probability | Geometric Attributes | Representing and Analyzing Data | Putting It All Together |
| 9 weeks 45 days (buffer-6) | 6 weeks 30 days (buffer-6) | 4 weeks 20 days (buffer-5) | 4 weeks 20 days (buffer-5) | 3 weeks 15 days (buffer-5) | 2 weeks 10 days (buffer-3) |

CFA Administration Windows Mathematics – Grade 07

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|-----------------|-----------------|----------|-----------------|-----------|---------|--------|
| Pre-CFA | 8/27/12–8/28/12 | | 1/22/13–1/23/13 | | | NONE |
| Post-CFA | 10/29–10/30 | 1/9–1/10 | 2/14–2/15 | 3/28–3/29 | 5/2–5/3 | NONE |

Common Formative Assessment (CFA) administration windows are as follows:

- **Pre-CFA:** First two days of the unit. (Pre-CFAs will be released as soon as the committees finish the assessment.)
- **Post-CFA:** Last two days of the unit. (Post-CFAs will be released four teacher work days before the administration window.)

To access Common Formative Assessments associated with this curriculum, see your teacher dashboard or go to link "Assessment Admin" (directly above in the blue horizontal bar).



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 - MA.7.3.2.d: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (CCSS: 7.SP.8)

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Other revisions of this resource:



Unit 2 - Relationships Between Quantities

Unit: Mathematics , Grade(s) 07

Unit 2 - Relationships Between Quantities

Duration: 30 Days

Unit

Unit Details

| | |
|-----------------------|---|
| Content Area | Mathematics |
| Grade/Course | 07 |
| School Year | 12-13 |
| Unit of Study | Relationships Between Quantities |
| Unit Number | 2 |
| Calendar Dates | 11/08/12 – 01/10/13 |
| Pacing | 6 weeks (buffer days – 6) |
| Unit Type | <input checked="" type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic |



| Priority Standards | Desired Outcomes | | |
|--|--|---|--|
| <p>Standard 1 – Number Sense, Properties, and Operations</p> <p>MA.7.1.1.a: Analyze proportional relationships and use them to solve real-world and mathematical problems. (CCSS: 7.RP)</p> <p>MA.7.1.2.b: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers including integers. (CCSS: 7.NS.2)</p> <p>MA.7.1.2.c: Solve real-world and mathematical problems involving the four operations with rational numbers. (CCSS: 7.NS.3)</p> <p>Standard 2 – Patterns, Functions, and Algebraic Structures</p> <p>MA.7.2.2.a: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically.(CCSS: 7.EE.3)</p> <p>MA.7.2.2.c: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (CCSS: 7.EE.4)</p> <p>Standard 4 – Shape, Dimension, and Geometric Relationships</p> <p>MA.7.4.1.a.i: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (CCSS: 7.G.1)</p> <p>Mathematical Practices:</p> <ul style="list-style-type: none"> Reason abstractly and quantitatively. Look for and make use of structure. Look for and express regularity | <p>Transfer (transfer learning autonomously and effectively in new situations)</p> | | |
| | <p>Students will be able to independently use their learning to ...</p> <ul style="list-style-type: none"> recognize proportional situations in order to solve real-world problems using proportions. solve percent problems in a variety of situations. | | |
| | <p>Meaning (construct meaning, i.e. come to an understanding of important ideas and processes)</p> | | |
| | <p>BIG IDEAS / UNDERSTANDINGS Students will understand that ...</p> | <p>ESSENTIAL QUESTIONS Students will keep considering:</p> | |
| | <ul style="list-style-type: none"> a proportional relationship exists if there is a constant ratio between two amounts. all three displays of a proportional situation show a constant change, whether by a straight line on a graph, an equation of the form $y = kx$, or a constant ration y/x in a table. | <ul style="list-style-type: none"> How can you tell if a situation can be modeled with a proportion? What is the relationship between a proportional situation and its graph, equation, and table of values? | |
| <p>Acquisition of Knowledge and Skills (acquire factual information and basic skills)</p> | | | |
| <p>Students will know ...</p> | | <p>Students will be skilled at ...</p> | |
| <ul style="list-style-type: none"> what it means for a situation to be proportional. proportional relationships occur frequently in diverse settings. corresponding parts of a proportion must have the same units. the equivalent forms of a proportion.* there are a variety of methods for solving a proportion. what is meant by the “cross product” of a proportion. the relationship between the unit rate in a real-world situation and the rate of increase on its graph. proportions can be used to solve real-world problems involving percents. <p style="text-align: center;">* e.g., $\frac{a}{b} = \frac{c}{d}$ and $\frac{a}{c} = \frac{b}{d}$</p> | | <ul style="list-style-type: none"> performing all four operations with integers. (3) converting between fraction, decimal, and percent forms of a number. (3) calculating unit rates. (3) identifying and representing proportional relationships. (2,4) setting up and solving proportions to represent real-world situations. (3) setting up and solving proportions to represent percent problems including percent of a number, discounts, taxes, simple interest, percent increase / decrease. (3) setting up and solving proportions to create a scale drawing or to compute actual lengths and areas from a scale drawing. (3) | |



in repeated reasoning.

Vocabulary

Tier 1 (everyday words)

- discount
- sale
- interest
- tax

Tier 2 (general academic words)

- scale
- rate
- percent
- convert

Tier 3 (domain-specific words)

- equivalent
- expression
- equation
- solve
- ratio
- unit rate
- proportion
- proportional relationship
- cross product
- simple interest
- percent increase / decrease
- scale factor
- scale drawing

“Unwrapped” Priority Standards Supporting Standards

“Unwrapped” Priority Standards

Standard 1 – Number Sense, Properties, and Operations

MA.7.1.1.a: **ANALYZE proportional relationships and USE them to SOLVE real-world and mathematical problems. (CCSS: 7.RP)**

MA.7.1.2.b: **APPLY and EXTEND previous understandings of multiplication and division and of fractions to MULTIPLY and DIVIDE rational numbers including integers. (CCSS: 7.NS.2)**

MA.7.1.2.c: **SOLVE real-world and mathematical problems involving the four operations with rational numbers.¹ (CCSS: 7.NS.3)**

Standard 2 – Patterns, Functions, and Algebraic Structures

MA.7.2.2.a: **SOLVE multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, USING tools strategically.² (CCSS: 7.EE.3)**

MA.7.2.2.c: **USE variables to REPRESENT quantities in a real-world or mathematical problem, and CONSTRUCT simple equations and inequalities to SOLVE problems by reasoning about the quantities. (CCSS: 7.EE.4)**

Standard 4 – Shape, Dimension, and Geometric Relationships

MA.7.4.1.a.i: **SOLVE problems involving scale drawings of geometric figures, including COMPUTING actual lengths and areas from a scale drawing and REPRODUCING a scale drawing at a different scale. (CCSS: 7.G.1)**



Supporting Standards

Standard 1 – Number Sense, Properties, and Operations

- MA.7.1.1.b: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.³ (CCSS: 7.RP.1)
- MA.7.1.1.c: Identify and represent proportional relationships between quantities. (CCSS: 7.RP.2)
- MA.7.1.1.c.i: Determine whether two quantities are in a proportional relationship.⁴ (CCSS: 7.RP.2a)
- MA.7.1.1.c.ii: Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. (CCSS: 7.RP.2b)
- MA.7.1.1.c.iii: Represent proportional relationships by equations.⁵ (CCSS: 7.RP.2c)
- MA.7.1.1.c.iv: Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate. (CCSS: 7.RP.2d)
- MA.7.1.1.d: Use proportional relationships to solve multistep ratio and percent problems.⁶ (CCSS: 7.RP.3)
- MA.7.1.1.d.i: Estimate and compute unit cost of consumables (to include unit conversions if necessary) sold in quantity to make purchase decisions based on cost and practicality (PFL)
- MA.7.1.1.d.ii: Solve problems involving percent of a number, discounts, taxes, simple interest, percent increase, and percent decrease (PFL)

Standard 2 – Patterns, Functions, and Algebraic Structure

- MA.7.2.2.b: Apply properties of operations to calculate with numbers in any form, convert between forms as appropriate, and assess the reasonableness of answers using mental computation and estimation strategies.⁷ (CCSS: 7.EE.3)
- MA.7.2.2.c.i: Fluently solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. (CCSS: 7.EE.4a)
- MA.7.2.2.c.ii: Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.⁸ (CCSS: 7.EE.4a)

1. **Computations with rational numbers extend the rules for manipulating fractions to complex fractions. (CCSS: 7.NS.3)**
2. **whole numbers, fractions, and decimals. (CCSS: 7.EE.3)**
3. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{q}{4}$ hour, compute the unit rate as the complex fraction $\frac{\frac{1}{2}}{\frac{q}{4}}$ miles per hour, equivalently 2 miles per hour. (CCSS: 7.RP.1)
4. e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. (CCSS: 7.RP.2a)
5. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$. (CCSS: 7.RP.2c)
6. Examples: simple interest, tax markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error. (CCSS: 7.RP.3)
7. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computations. (CCSS: 7.EE.3)
8. For example, the perimeter of a rectangle is 54 cm. What is its width?(CCSS: 7.EE.4a)



| “Unwrapped” Concepts (students need to know) | “Unwrapped” Skills (students need to be able to do) | Bloom’s Taxonomy Levels |
|--|---|--------------------------------|
| <ul style="list-style-type: none"> • proportional relationships <ul style="list-style-type: none"> ◦ real-world problems ◦ mathematical problems • multiplication and division <ul style="list-style-type: none"> ◦ fractional understanding ◦ rational numbers ◦ integers • rational numbers <ul style="list-style-type: none"> ◦ four operations ◦ real-world problems ◦ mathematical problems ◦ positive numbers ◦ negative numbers ◦ forms ◦ tools • variables <ul style="list-style-type: none"> ◦ quantities ◦ real-world problems ◦ mathematical problems ◦ simple equations ◦ inequalities • scale drawings <ul style="list-style-type: none"> ◦ problems ◦ geometric figures ◦ length, area ◦ different scales | <ul style="list-style-type: none"> • ANALYZE (proportional relationships) and USE them to SOLVE (real-world and mathematical problems) 4,3 • APPLY and EXTEND (previous understandings of multiplication and division and of fractions) to MULTIPLY and DIVIDE (rational numbers including integers) 3 • SOLVE (real-world and mathematical problems involving the four operations with rational numbers) 3 • SOLVE (multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form), USING (tools strategically) 3 • USE (variables) to REPRESENT (quantities in a real-world or mathematical problem), and CONSTRUCT (simple equations and inequalities to SOLVE problems by reasoning about the quantities) 3 • SOLVE (problems involving scale drawings of geometric figures), including COMPUTING (actual lengths and areas from a scale drawing) and REPRODUCING (a scale drawing at a different scale) 3 | |

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Standards Covered

MA.7.1: Number Sense, Properties, and Operations

MA.7.: Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency

- MA.7.1.2: Formulate, represent, and use algorithms with rational numbers flexibly, accurately, and efficiently Students can:
 - MA.7.1.2.b: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers including integers. (CCSS: 7.NS.2)
 - MA.7.1.2.c: Solve real-world and mathematical problems involving the four operations with rational numbers. Computations with rational numbers extend the rules for manipulating fractions to complex fractions. (CCSS: 7.NS.3)

MA.7.: Make both relative (multiplicative) and absolute (arithmetic) comparisons between quantities. Multiplicative thinking underlies proportional reasoning

- MA.7.1.1: Proportional reasoning involves comparisons and multiplicative relationships among ratios Students can:
 - MA.7.1.1.a: Analyze proportional relationships and use them to solve real-world and mathematical problems. (CCSS: 7.RP)

MA.7.2: Patterns, Functions, and Algebraic Structures

MA.7.: Use critical thinking to recognize problematic aspects of situations, create mathematical models, and present and defend solutions

- MA.7.2.2: Equations and expressions model quantitative relationships and phenomena Students can:
 - MA.7.2.2.a: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. whole numbers, fractions, and decimals. (CCSS: 7.EE.3)
 - MA.7.2.2.c: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (CCSS: 7.EE.4)

MA.7.4: Shape, Dimension, and Geometric Relationships

MA.7.: Apply transformation to numbers, shapes, functional representations, and data

- MA.7.4.1: Modeling geometric figures and relationships leads to informal spatial reasoning and proof Students can:
 - MA.7.4.1.a: Draw, construct, and describe geometrical figures and describe the relationships between them. (CCSS: 7.G)
 - MA.7.4.1.a.i: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (CCSS: 7.G.1)

Materials

For a closer look at the materials list below, log onto <https://ecs.schoolnet.com>

Resources:

1. MA_G7_U2_R_HO/WK: Combining Percents from Groups
2. MA_G7_U2_R_LAB: Bouncing Ball
3. MA_G7_U2_R_LP: Increasing and Decreasing Quantities by a Percent, Lesson 4
4. Newcomer's Resource Mathematics Grade 07 Unit 2 Post-CFA SY12-13

Additional Properties

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Other revisions of this resource:



TEST NAME: **Mathematics Grade 07 Unit 2 Post-CFA SY12-13**
TEST ID: **1951**
GRADE: **07**
SUBJECT: **Mathematics**
TEST CATEGORY: **District Common Formative Post-Assessment**

Student: _____

Class: _____

Date: _____

1. Which situation could this proportion represent?

$$\frac{\frac{3}{4}}{\frac{1}{2}} = \frac{2}{x}$$

A. Jose read $\frac{1}{2}$ of a page in 2 minutes. How long will it take him to read $\frac{3}{4}$ of a page?

B. A recipe requires $\frac{3}{4}$ cup of sugar for 2 loaves of bread. How many loaves of bread can you make with $\frac{1}{2}$ cup of sugar?

C. In $\frac{3}{4}$ of an hour, Carl can walk 2 miles. How long does it take Carl to walk $\frac{1}{2}$ mile?

2. Which is the solution of $\frac{-3}{y-3} = \frac{5}{-6}$?

A. $\frac{-14}{3}$

B. $\frac{3}{5}$

C. $\frac{-23}{6}$

D. $\frac{33}{5}$

3. Your class has 25 students. Ten of them have A's. At that rate, how many students will have A's out of a class of 30 students?

A. 10 students

B. 12 students

C. 15 students

D. 25 students

4. Which does NOT show a proportional relationship?

A. Mary runs at a rate of 3 miles every 18 minutes.

B. Bill has \$200 in the bank, and he saves \$20 more each month.

C. It takes Jennifer 3 minutes to do each math problem.

D. Jim makes 2 phone calls on the first day, 4 on the second day, and 6 on the third day.

5. Determine which two pairs of numbers are proportional.

A. $\frac{1}{2}$, $\frac{1}{3}$ and 2, 3

B. 7, 10 and 9, 12

C. 1, 8 and $\frac{1}{4}$, 2

6. A plan of a playground has a scale of 0.5 inch = 1 foot. The actual playground is 11 feet long and 30 feet wide. What are the length and width of the scale drawing?

A. 5.5 inches by 15 inches

B. 22 inches by 60 inches

C. 11 inches by 22 inches

D. 0.5 inches by 12 inches

7. **Student Directions:** Tommy is training for a marathon, which is 26 miles long. He made a chart to reflect his training times.

| Miles | Minutes |
|-------|---------|
| 1 | |
| 5 | |
| | 45 |
| 15.5 | |
| | 182 |

Part A: If Tommy wants to run the marathon in 182 minutes, how fast should he run each mile?

Part B: Use your answer from part A to fill in Tommy's chart. Round your answers to the nearest tenth.

Your responses to parts A and B will be evaluated using the following Short-Answer Scoring Guide.

Short-Answer Scoring Guide

Proficient (3)

- Finds how fast he needs to run each mile
- Uses answer from part A to fill in chart
- Rounds answers to the nearest tenth

Partially Proficient (2)

- Meets 2 of the "Proficient" criteria

Unsatisfactory (1)

- Meets 1 or fewer of the "Proficient" criteria

No Response (0)

8. **Student Directions:** After a visit to your doctor, there is a bill for \$80. You have medical insurance, so you only paid \$14, and your insurance paid the rest. What percent of the bill was paid by insurance? Your response will be evaluated using the following Short-Answer Scoring Guide.

Short-Answer Scoring Guide

Proficient (3)

- Uses a correct approach to find percent
- Correctly finds the percent
- Shows all work

Partially Proficient (2)

- Meets 2 of the “Proficient” criteria

Unsatisfactory (1)

- Meets 1 or fewer of the “Proficient” criteria

No Response (0)

9. **Student Directions:** Last year, the price of a gallon of gasoline went up 25%. At the beginning of the year, it cost \$3.20.

Part A: How much did the price increase?

Part B: What is the cost of a gallon of gas at the end of the year?

Show your work. Your responses to parts A and B will be evaluated using the following Short-Answer Scoring Guide.

Short-Answer Scoring Guide

Proficient (3)

- Chooses a correct approach to solve the problem
- Correctly answers how much the price increased
- Correctly answers what the cost of a gallon of gas is at the end of the year
- Shows work

Partially Proficient (2)

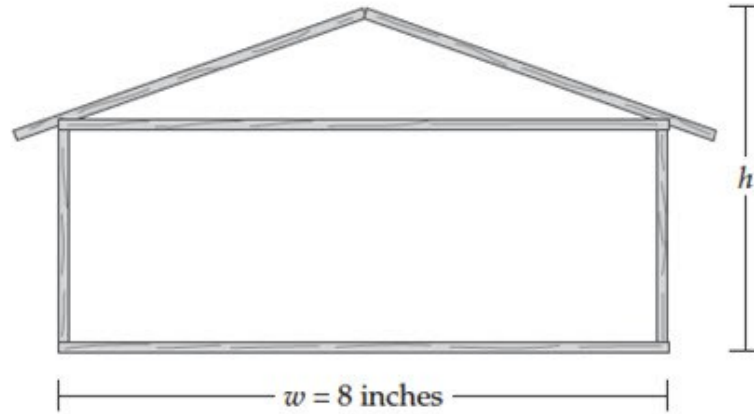
- Meets 3 of the “Proficient” criteria

Unsatisfactory (1)

- Meets 2 or fewer of the “Proficient” criteria

No Response (0)

10. **Student Directions:** Derek made a model of his family home out of sticks. His home is 40 feet wide and 22 $\frac{1}{2}$ feet high.



Part A: What is the scale for the model? (e.g., 1 inch = ? feet)

Part B: What is the height (in inches) of Derek's model?

Show your work. Your responses to parts A and B will be evaluated using the following Short-Answer Scoring Guide.

Short-Answer Scoring Guide

Proficient (3)

- Finds the scale for the model
- Uses the scale from part A to find the height
- Shows all work

Partially Proficient (2)

- Meets 2 of the "Proficient" criteria

Unsatisfactory (1)

- Meets 1 or fewer of the "Proficient" criteria

No Response (0)

11. **Student Directions:** An instructor predicts that a student's test grade (as a percent) will be proportional to the amount of time the student spends studying. What does this mean? Write an example of a proportion that involves the grades of two students and their study times.

Answer all parts of the question. Use mathematical vocabulary to help clarify your answer. Your response will be evaluated using the following Extended-Response Scoring Guide.

Extended-Response Scoring Guide

Advanced (4)

All "Proficient" criteria plus

- Uses a real-world example to help explain why an instructor would make this prediction

Proficient (3)

- Answers what the prediction means
- Writes an example of a proportion that involves the grades of two students and their study times
- Demonstrates an understanding of proportionality in explanation
- Effectively uses mathematical vocabulary to clarify the explanation

Partially Proficient (2)

- Meets 3 of the "Proficient" criteria

Unsatisfactory (1)

- Meets 2 or fewer of the "Proficient" criteria

No Response (0)

**Big Idea Responses to
Essential Questions**

Student Directions: Write a Big Idea response for each of the following 2 Essential Questions. Include vocabulary terms you have learned. Your responses will be evaluated using the following Big Ideas Scoring Guide.

- a. How can you tell if a situation can be modeled with a proportion?
- b. What is the relationship between a proportional situation and its graph, equation, and table of values?

Big Ideas Scoring Guide**Advanced (4)** All “Proficient” criteria plus

- Provides example(s) as part of responses
- Makes connections to other areas of school or life

Proficient (3)

- States all Big Ideas correctly in own words
- Includes vocabulary terms in responses

Partially Proficient (2)

- Meets 1 of the “Proficient” criteria

Unsatisfactory (1)

- Not yet able to respond correctly

No Response (0)

Educating every student for success.
Eagle County Schools
3-Year Plan-on-a-Page
SY11-12 through SY13-14

| High-leverage Improvement Strategy | Preferred Future | Supporting Components | Key Performance Indicators (KPIs) | |
|--|---|---|--|---|
| | | | Adult Actions | Student Outcomes |
| <p style="text-align: center;">ECS Curricular System</p> <p style="text-align: center;"><i>Units of Study</i></p> <p style="text-align: center;"><i>Common Formative Assessments (CFAs)</i></p> <p style="text-align: center;"><i>Data Teams Process</i></p> <p style="text-align: center;"><i>Formative Assessment Process (FAP)</i></p> | <p>Units of Study guide the instructional planning and delivery of all teachers and increase student learning</p> <p>Common formative assessments are consistently administered, collaboratively scored and analyzed, and are the basis for instructional decisions</p> | <ul style="list-style-type: none"> Provide professional learning on: <ul style="list-style-type: none"> developing learning progressions and engaging tasks for units of study collaborative scoring data teams process formative assessment process major work of the grade (content) Provide teachers opportunities to collaborate on units of study Gather feedback from teachers at the end of each unit of study Reconvene, at 6-week intervals, RCD teacher teams to review CFA data, feedback and make recommendations for revisions to units of study Implement the data teams process as a part of cluster Provide CFA results electronically Apply FAP practices in all classrooms Implement classroom walk-throughs (engage all teachers in the process) Professional Practices Rubric (CDE document) Concerns-Based Adoption Model (CBAM) | <p>% of teachers proficiently implementing Units of Study</p> | <ul style="list-style-type: none"> 90-100 % students proficient on post assessments |
| | | | <p># of CFAs given collaboratively scored</p> | <ul style="list-style-type: none"> 90-100 % students proficient or advanced on TCAP |
| | | | <p># of clusters spent applying the Data Teams Process</p> <p># of times principals collect Data Team information and use it to impact professional learning</p> <p>% of teachers proficiently applying FAP</p> <p>% of total classrooms visited using walk-through form</p> | <ul style="list-style-type: none"> 90-100 % students meeting TCAP growth expectations (aligned to CDE expectations) 90-100 % of students at or above grade level on DRA2 Meets or exceeds state average on ACT |
| <p>Formative assessment process practices are applied in all classrooms to improve learning</p> | | | | |

If we implement our curricular system with a high level of fidelity and at a 90% implementation rate, we will achieve our preferred future.

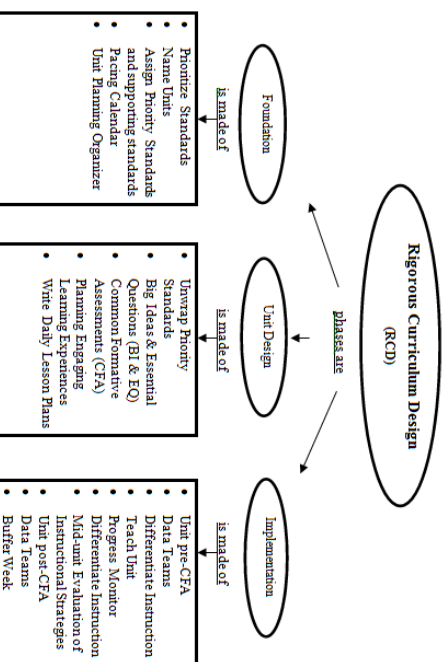
To achieve these results, we will provide these supporting components.

We will measure our success by using these Key Performance Indicators.

The actions of the adults in the system will determine the outcomes of students. The most significant adult actions are those that effect the "Instructional Core."

Eagle County Schools Rigorous Curriculum Design Process – SY10-11

| | FEB 17 | Between Meetings | MARCH 10 | Between Meetings | APRIL 14 | Between Meetings | MAY 12 | Between Meetings | JUN 2 | Comments |
|---------------------------|-----------|---------------------|-------------|---------------------|-------------|---|-----------|---------------------|--------------------------------|----------|
| Foundation | | | | | | | | | Finalize Any Components | |
| Prioritize | Begin | Continue | Complete | | | | | | | |
| Name | | | Complete | | | | | | | |
| Assign | | | Complete | | | | | | | |
| Pace | | | Complete | | | | | | | |
| Unit Plan | | | | | | | | | | |
| Unit Design | | | | | | | | | | |
| Unwrap | | | Begin | Complete | | | | | | |
| B/EQ | | | | Complete | | | | | | |
| CFAs | | | | Begin | Continue | Complete 1 st Sem for Teachers | | | | |
| Plan Engaging Tasks | | | | | | Begin | | | | |
| Write Lessons | | | | | Begin | | | | | |



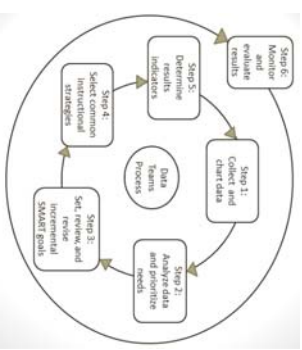
Eagle County Schools Formative Assessment Process – SY10-11

| Components | AUG | | OCT | | JAN | | MAR | | MAY | Comments |
|---|------------|----------------------------------|------------|----------------------------------|------------|----------------------------------|------------|----------------------------------|---|----------|
| | | | | | | | | | Evaluate Results & Finalize Professional Development for SY 11-12 | |
| Sharing Learning Targets & Criteria for Success | Initial PD | In-building coaching and support | | | | | | | | |
| Feedback that Feeds Forward | | | Initial PD | In-building coaching and support | | | | | | |
| Student Goal Setting | | | | | Initial PD | In-building coaching and support | | | | |
| Student Self-Assessment | | | | | | | Initial PD | In-building coaching and support | | |
| Strategic Teacher Questioning & Effective Student Questions | | | | | | | | | | |
| Instructional Rounds | | | | | | | | | | |
| In-Building | | | Begin | | Continue | | Continue | | | |
| Between-building | | | | | Session 1 | | Session 2 | | | |



Eagle County Schools Data Teams Process – SY12-13

| Steps | SEPT & OCT | NOV & DEC | JAN | MAY | JUN | Comments |
|--|------------|------------|-----|-----|---|----------|
| Collect and Chart Data | Initial PD | | | | Evaluate Results and & Finalize Professional Development for SY13-14 | |
| Analyze Data and Prioritize Needs | Initial PD | | | | | |
| SMART Goals | Initial PD | | | | | |
| Select Common Instructional Strategies | | Initial PD | | | | |
| Determine Results Indicators | | Initial PD | | | | |
| Instructional Rounds | | | | | | |
| In-building | Begin | | | | | |
| Between-building | Begin | | | | | |



Eagle County Schools Content Academies for Teachers

Why: *Shifts in standards require shifts in practice.*

ECS will support teachers in making instructional shifts by offering content-specific professional learning opportunities designed to enhance knowledge and skills related to:

- what they teach (content-intensive)
- how they teach (pedagogy specific to their content)
- how students learn (based on brain and development research)

Who: K-12 teachers who teach a minimum of .5 in one of the core content areas:

- Reading, Writing, and Communicating
- Mathematics
- Science
- Social Studies

What: Using the ECS-developed Major Work of the Grade, Units of Study, and literacy standards from the CCSS, teachers will experience five days of content- and level-specific professional learning.

- three-day summer camp
 - content-intensive (*what they teach*) while incorporating pedagogy (*how they teach* - specific to content and aligned to Professional Practices Rubric) and brain and development research (*how students learn*)
- monthly, in buildings, as professional learning communities
 - learning progressions
 - formative assessment process
 - common formative assessments
 - data teams process
- as needed, using online “just-in-time” learning modules
 - content that is specific to current unit of study
- annually, before school begins, at Motivation and Engagement (district-wide pd)

When: Two days in April 2013 and three days in June 2013 (a detailed timeline will be provided.)

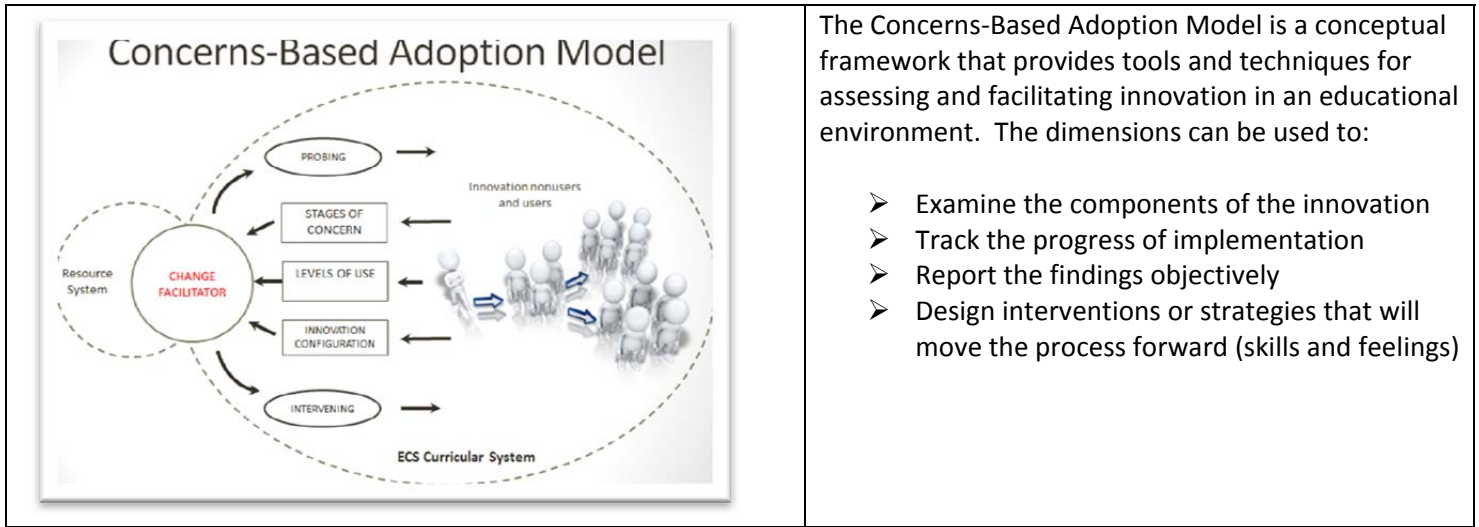
Other Vital This grant opportunity is limited and selected teachers will need to:

Details:

- Commit to all professional development activities.
- Complete a pre- and post-assessment.
- **Teachers will earn:** \$175 per day (for all non-contract days and substitutes will be provided (no cost to building) for contact days.

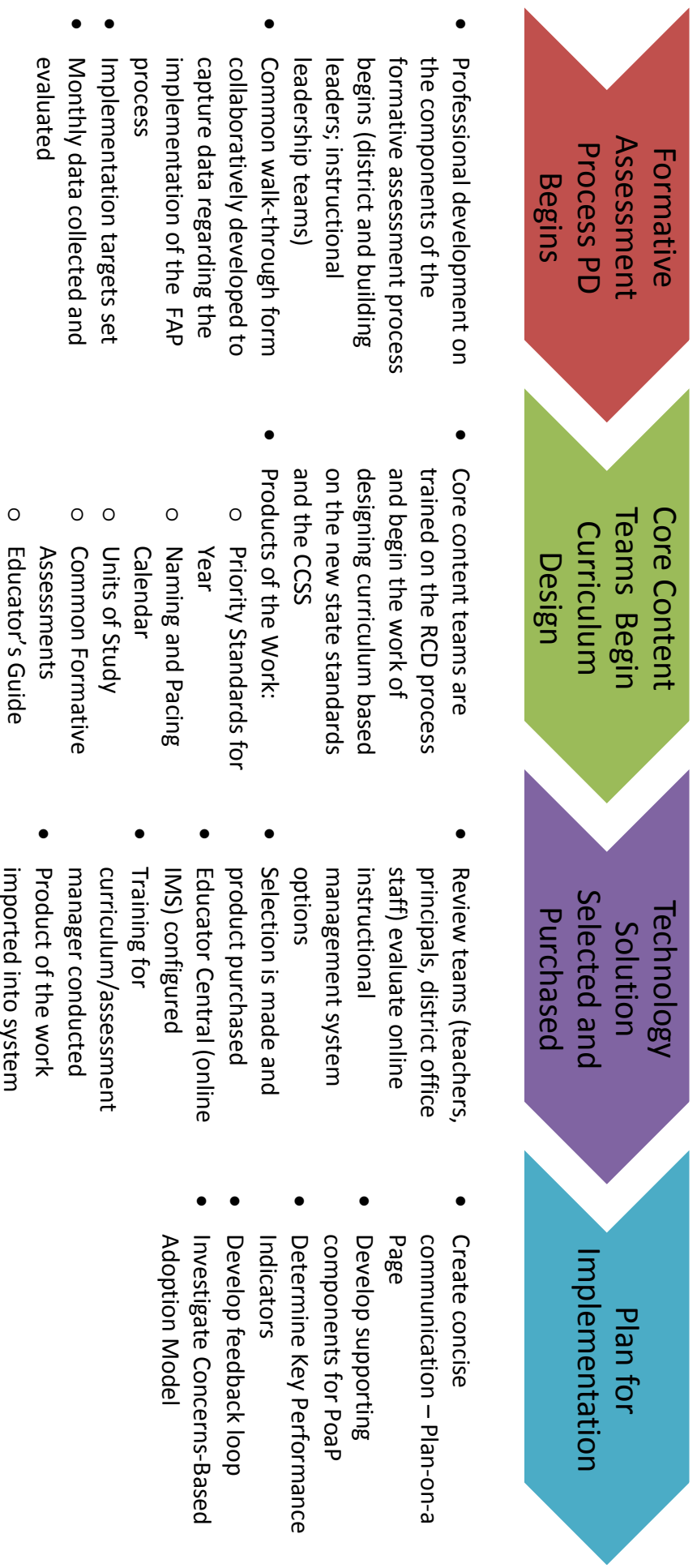
To Apply: Send an email message to Traci Wodlinger (traci.wodlinger@eagleschools.net)

Concerns-Based Adoption Model



| Stages of Concern | Levels of Use | Innovation Configuration | | | | | | | | | | | | | | | | | | |
|---|---|--------------------------|--------------------------------|---------------------|---|-------------------------|--|-------------------------|--|----------------------|---|------------------------|--|-------------------------|--|-------------------------|---|---------------------|--|--|
| <p>While implementing an innovation, teachers are likely to have concerns, whether they are personal concerns, management concerns, or concerns related to the impact of the innovation. In order to implement an innovation successfully, you have to address the users' concerns.</p> | <p>Teachers will use an innovation to varying degrees. Before assessing the effectiveness of an innovation, we have to identify the extent to which the innovation is being used.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #FFD700;"> <th style="text-align: center;">Levels of Use</th> <th style="text-align: center;">Behavioral Indicators of Level</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Level 6: Renewal</td> <td>The user is seeking more effective alternatives to the established use of the innovation.</td> </tr> <tr> <td style="text-align: center;">Level 5: Integration</td> <td>The user is making deliberate efforts to coordinate with others in using the innovation.</td> </tr> <tr> <td style="text-align: center;">Level 4b: Refinement</td> <td>The user is making changes to increase outcomes.</td> </tr> <tr> <td style="text-align: center;">Level 4a: Routine</td> <td>The user is making few or no changes and has an established pattern of use.</td> </tr> <tr> <td style="text-align: center;">Level 3: Mechanical</td> <td>The user is making changes to better organize use of the innovation.</td> </tr> <tr> <td style="text-align: center;">Level 2: Preparation</td> <td>The user has definite plans to begin using the innovation.</td> </tr> <tr> <td style="text-align: center;">Level 1: Orientation</td> <td>The user is taking the initiative to learn more about the innovation.</td> </tr> <tr> <td style="text-align: center;">Level 0: Non-Use</td> <td>The user has no interest, is taking no action.</td> </tr> </tbody> </table> | Levels of Use | Behavioral Indicators of Level | Level 6: Renewal | The user is seeking more effective alternatives to the established use of the innovation. | Level 5: Integration | The user is making deliberate efforts to coordinate with others in using the innovation. | Level 4b: Refinement | The user is making changes to increase outcomes. | Level 4a: Routine | The user is making few or no changes and has an established pattern of use. | Level 3: Mechanical | The user is making changes to better organize use of the innovation. | Level 2: Preparation | The user has definite plans to begin using the innovation. | Level 1: Orientation | The user is taking the initiative to learn more about the innovation. | Level 0: Non-Use | The user has no interest, is taking no action. | <p style="text-align: center;"><i>When this is ideally implemented, what does it look like?</i></p> <p>Innovation configurations represent the patterns of use that result when different teachers put the innovation into operation in their classrooms. By looking at the configurations of the ECS Curricular System, we can make sure users are using the components (e.g., units of study, FAP, data teams' process) as intended – <i>what's acceptable and what is not</i> – and establish the ideal expectations around the practice.</p> |
| Levels of Use | Behavioral Indicators of Level | | | | | | | | | | | | | | | | | | | |
| Level 6: Renewal | The user is seeking more effective alternatives to the established use of the innovation. | | | | | | | | | | | | | | | | | | | |
| Level 5: Integration | The user is making deliberate efforts to coordinate with others in using the innovation. | | | | | | | | | | | | | | | | | | | |
| Level 4b: Refinement | The user is making changes to increase outcomes. | | | | | | | | | | | | | | | | | | | |
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| Level 0: Non-Use | The user has no interest, is taking no action. | | | | | | | | | | | | | | | | | | | |

Multi-Year Blueprint – SY10-11



**Continuous communication and consultation with the following stakeholder groups:
Board of Education, Cabinet, Administrative Team, Teachers, Parents, Community**



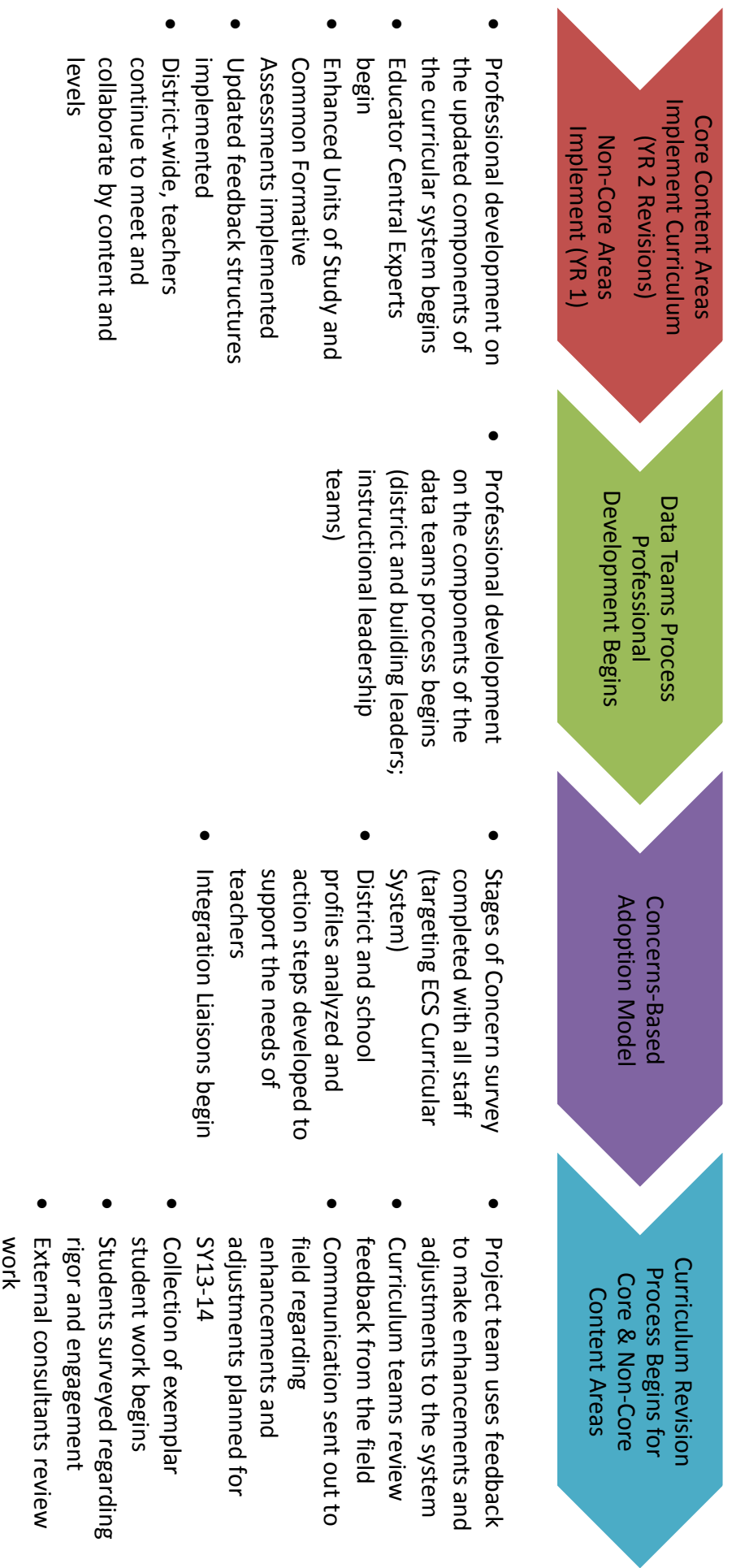
Multi-Year Blueprint – SY11-12



**Continuous communication and consultation with the following stakeholder groups:
Board of Education, Cabinet, Administrative Team, Teachers, Parents, Community**



Multi-Year Blueprint – SY12-13



**Continuous communication and consultation with the following stakeholder groups:
Board of Education, Cabinet, Administrative Team, Teachers, Parents, Community**



Multi-Year Blueprint – SY13-14



Continuous communication and consultation with the following stakeholder groups:
 Board of Education, Cabinet, Administrative Team, Teachers, Parents, Community



Eagle County Schools

Resources – Publications & Organizations

Heather Eberts, Executive Director of Curriculum, Instruction, and Assessment

Heather.eberts@eagleschools.net

Traci Wodlinger, Director of Professional Development

Traci.wodlinger@eagleschools.net

Publications:

Ainsworth, Larry. *Rigorous Curriculum Design*. Englewood: Lead and Learn Press, 2010

Ainsworth, Larry and Viegut, Donald. *Common Formative Assessments*. Thousand Oaks: Corwin Press, 2006

Besser, Flach and Gregg. *Data Teams Manual, 3rd Edition*. Englewood: Lead and Learn Press, 2010

City, Elmore, Fiarman and Teitel. *Instructional Rounds in Education*, 2005

Darling-Hammond, LePage, Hammerness, *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. 2005

Hattie, John. *Visible Learning*. Abingdon: Routledge, 2009

Moss, Connie M. and Brookhart, Susan M. *Advancing Formative Assessment in Every Classroom*. Alexandria: ASCD, 2009

Owocki, Gretchen. *Common Core Lesson Book K-5*. Portsmouth: Heinemann

Reeves, Douglas B. Ph.D. forward. *Data Teams, The Big Picture*. Englewood: Lead and Learn Press, 2010

Southwest Educational Development Laboratory. *Concerns-Based Adoption Models*

Organizations:

Achieve the Core: <http://www.achievethecore.org/>

Bill and Melinda Gates Foundation: <http://www.gatesfoundation.org>

Colorado Legacy Foundation: <http://colegacy.org/>

Leadership and Learning Center: <http://www.leadandlearn.com/>

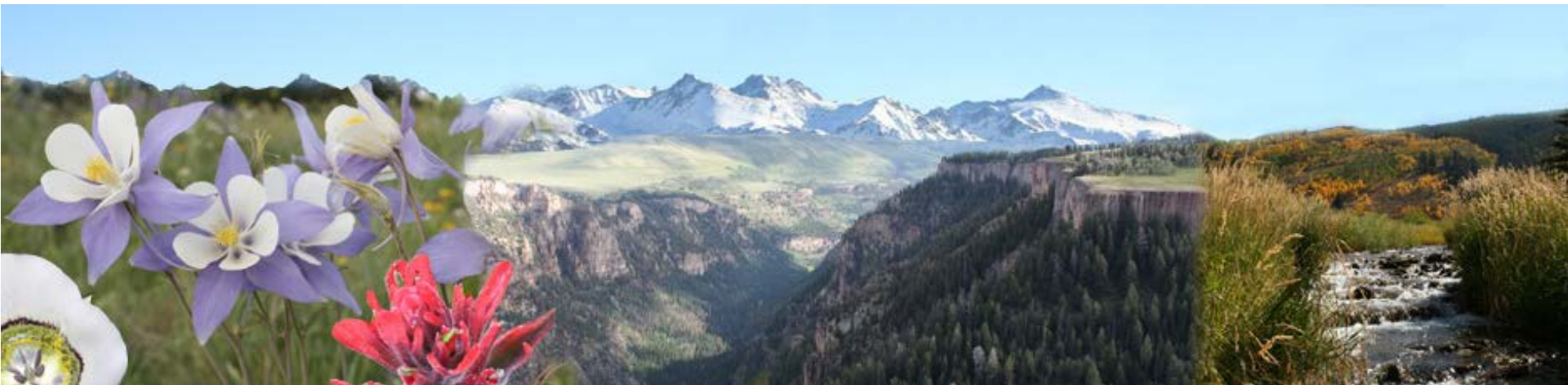
Southwest Educational Development Laboratory: <http://www.sedl.org/>

Strategic Data Project: <http://strategicdataproject.com/>



Shifts in Standards Require Shifts in Practice

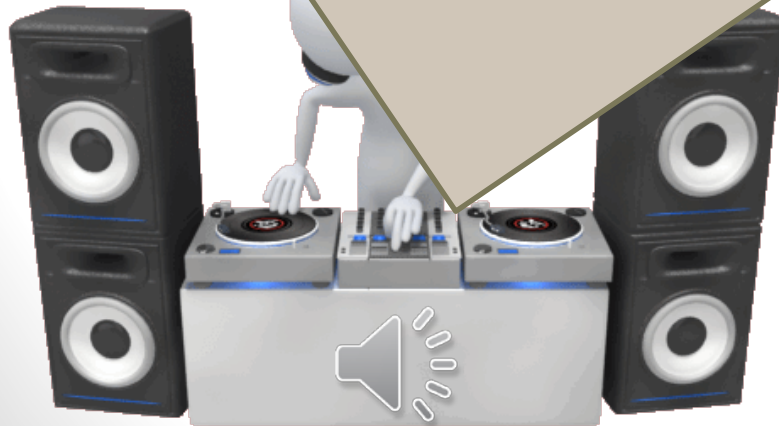
It's about people and practices . . .



What year was this?



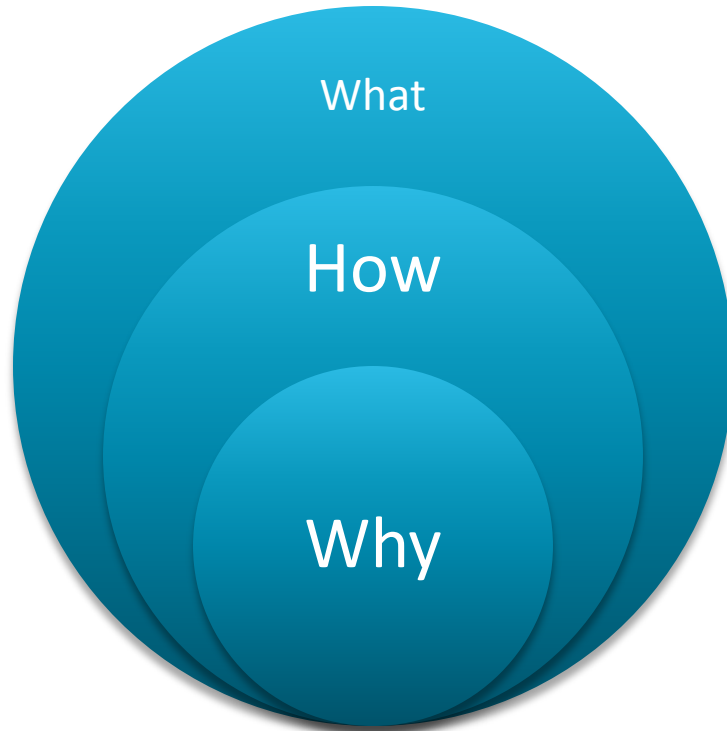
1995



OJ: "absolutely, 100% not guilty"



\$1.06



First, context is everything.

- ❑ Serves the Vail and Eagle River Valley in **Central Rockies** – including ski resorts of Vail and Beaver Creek.

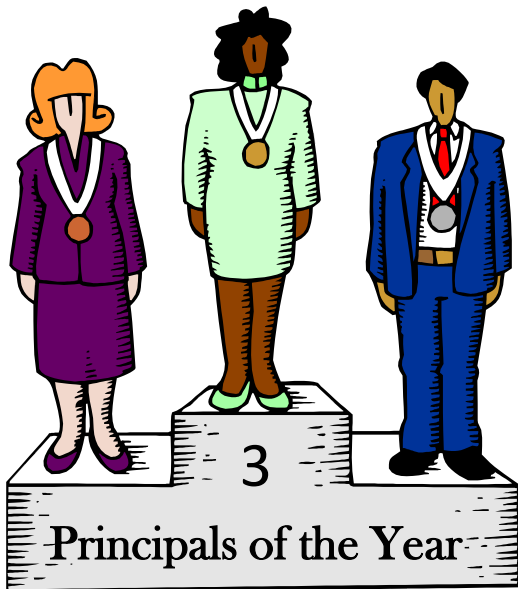
- ❑ **6,422 students**
 - 53.4% Hispanic
 - 37.3% English Language Learners
 - 42.5% free/reduced lunch

- ❑ **18 schools**
 - 8 elementary schools
 - 3 middle schools
 - 2 traditional high schools
 - 1 alternative high school
 - 1 ESL high school
 - 1 Ski & Snowboard Academy (5-12)
 - 1 K-8 school
 - 1 K-8 charter school

- ❑ **825 employees**
 - 420 teachers
 - 378 support staff
 - 27 administrators



Context is everything . . . con't



Multiple Career Paths

Multi-year (10)
multi-component
reform effort

Mentor teachers – 1:4-6

Ongoing, Applied Professional Growth

- Leadership provided by Mentor and Master teachers
- Meet a minimum of 60 minutes weekly (during contract time)



Instructionally-Focused Performance Compensation

1. Individual Teacher Evaluation Scores

- Weighted, final score (master and principal evaluations)
- **Annual salary increase**

2. Student Achievement Index

- TCAP, ACT, NWEA-MAP
- **Annual bonus**



Our journey to shift practices . . .

Our journey to shift practices . . .


Begin with the End in Mind



Assess Current State



Develop a Team and a Plan



Work the Plan



Continuous Cycle of
Improvement

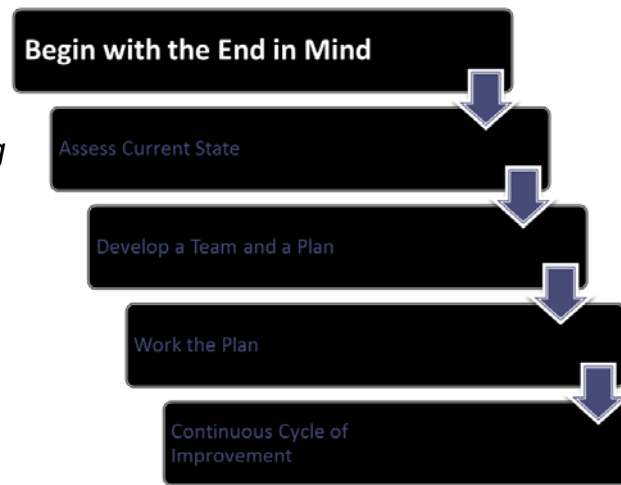


A Preferred Future Starts With a Dream

High-Achieving School Districts . . .

- Maintain a laser-like focus on student achievement
- Develop and use clear curriculum
- Form teams that collaborate on student work
- Use writing as a tool for learning
- Manage and use frequent assessments

Leadership and Learning



DEVELOPING THE THREE-YEAR VISION

Adult actions impact student outcomes.

The adult actions to be monitored should relate to the major improvement strategies.

What will change?
And, what will stay the same?

Begin with the End in Mind

Assess Current State

Develop a Team and a Plan

Work the Plan

Continuous Cycle of Improvement

New Colorado Academic Standards

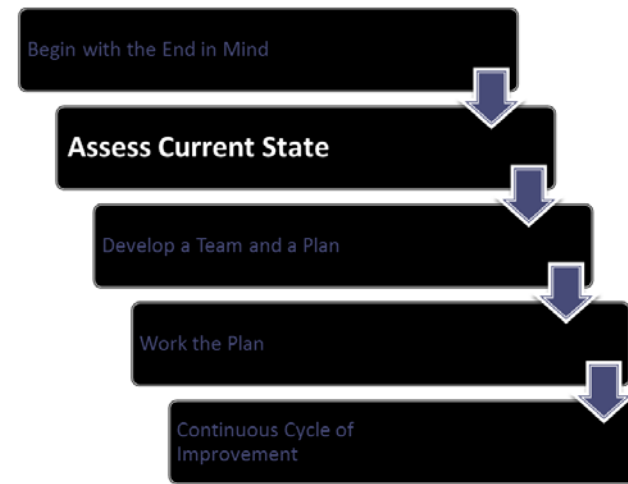
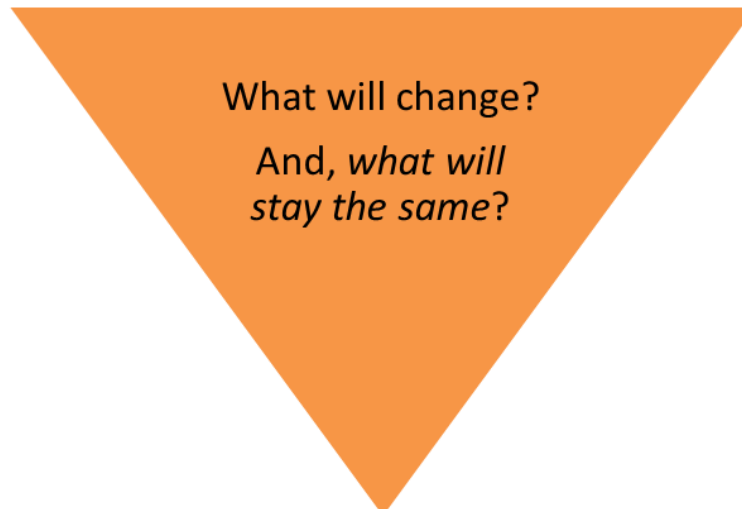
- Common Core Standards Adoption
- 21st century learning skills
- Rigor / high-level thinking skills

Student Achievement

- Adequate Yearly Progress (AYP)
- Math achievement scores (high school)
- Achievement Gap

External Audits

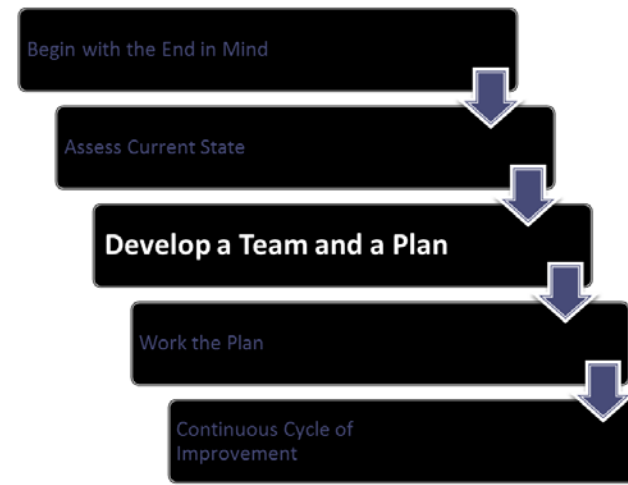
- Comprehensive Appraisal for District Improvement (CADI)
- High School Audit





The actions of the adults in the system will determine the outcomes of students.

The most significant adult actions are those that effect the instructional core.



Educating every student for success.

Eagle County Schools

3-Year Plan-on-a-Page

SY11-12 through SY13-14



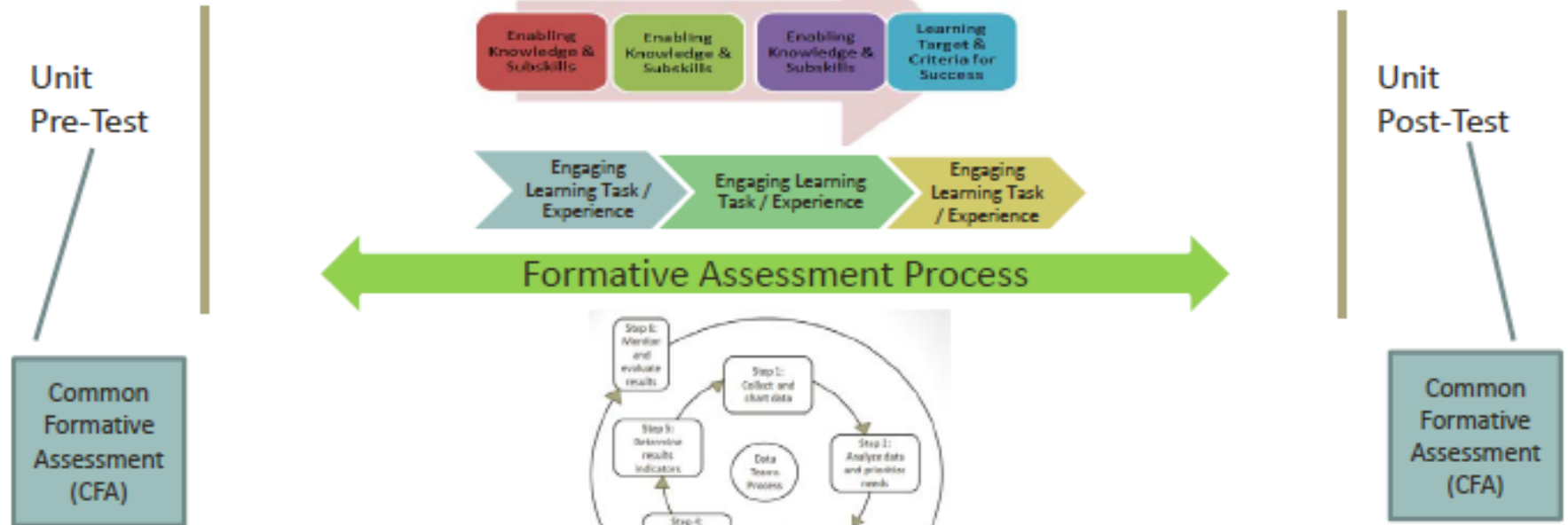
| | | | | |
|--|--|--|--|--|
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Eagle County Schools' Curricular System

| Major Work of the Grade | |
|---|-------------|
| Content: | Mathematics |
| Grade: | 05 |
| School Year: | 12-13 |
| Major Work of the Grade: | |
| <p>Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency.</p> <ul style="list-style-type: none"> Formulate, represent, and use algorithms with multi-digit whole numbers and decimals with flexibility, accuracy, and efficiency. Formulate, represent, and use algorithms to add and subtract fractions with flexibility, accuracy, and efficiency. | |

| Content Area | Standards |
|----------------------|--|
| Grade Level | 05 |
| Subject Area | Mathematics |
| Unit of Study | Extending the Number System - Multiplication and Division of Whole Numbers |
| Learning Objectives | 5.NF.A.1, 5.NF.A.2 |
| Formative Assessment | 5.NF.A.1, 5.NF.A.2 |
| Assessment | 5.NF.A.1, 5.NF.A.2 |

Unit of Study – “Extending the Number System” – 6-week study





It's about people and practices.

**Our system is
about sustained
capacity building.**



T+D+P+F+C

40

p²

90%

Theory + Demonstration + Practice + Feedback + Coaching

40

*hours of learning to become
proficient*

P²

People and Practices

90%

staff participation in the implementation

Begin with the End in Mind

Assess Current State

Develop a Team and a Plan

Work the Plan

Continuous Cycle of
Improvement



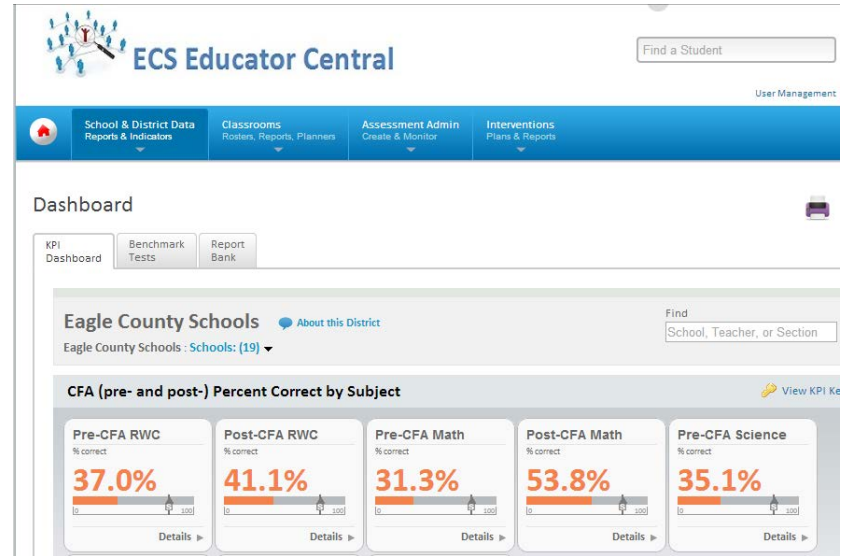
Multi-Year Blueprint – SY10-11

Formative Assessment Process PD Begins

Core Content Teams Begin Curriculum Design

Technology Solution Selected and Purchased

Plan for Implementation



Educating every student for success.
Eagle County Schools
3-Year Plan-on-a-Page
 SY11-12 through SY13-14

| High-leverage Improvement Strategy | Preferred Future | Supporting Components | Key Performance Indicators (KPIs) | | |
|------------------------------------|-------------------------------------|--|--|---|---|
| | | | Adult Actions | Student Outcomes | |
| ECS Curricular System | Units of Study | Units of Study guide the instructional planning and delivery of all teachers and increase student learning | <ul style="list-style-type: none"> Provide professional learning on: <ul style="list-style-type: none"> developing learning progressions and engaging tasks for units of study collaborative scoring data teams process formative assessment process major work of the grade (content) Provide teachers opportunities to collaborate on units of study Gather feedback from teachers at the end of each unit of study Reconvene, at 6-week intervals, RCD teacher teams to review CFA data, feedback and make recommendations for revisions to units of study Implement the data teams process as a part of cluster Provide CFA results electronically | <ul style="list-style-type: none"> % of teachers proficiently implementing Units of Study # of CFAs collaboratively scored # of clusters spent applying the Data Teams Process # of times principals collect Data Team information and use it to impact professional learning % of teachers proficiently applying FAP % of total classrooms visited using walk-through form | <ul style="list-style-type: none"> 90-100 % students proficient on post assessments 90-100 % students proficient or advanced on TCAP 90-100 % students meeting TCAP growth expectations (aligned to CDE expectations) 90-100 % of students at or above grade level on DRA2 Meets or exceeds state average on ACT |
| | Common Formative Assessments (CFAs) | Common formative assessments are consistently administered, collaboratively scored and analyzed, and are the basis for instructional decisions | | | |
| | Data Teams Process | Data teams process is applied to analyze CFA and other formative assessment results and translate data into decisions | | | |
| | Formative Assessment Process (FAP) | Formative assessment process practices are applied in all classrooms to improve learning | <ul style="list-style-type: none"> Apply FAP practices in all classrooms Implement classroom walk-throughs (engage all teachers in the process) Professional Practices Rubric (CDE document) Concerns-Based Adoption Model (CBAM) | | |

Eagle County Schools Formative Assessment Process – SY10-11

| | AUG | | OCT | | JAN | | MAR | | MAY | Comments | |
|---|------------|----------------------------------|------------|----------------------------------|------------|----------------------------------|------------|----------------------------------|--|----------|--|
| Components | | | | | | | | | Evaluate Results & Finalize Professional Development for SY 11-12 | | |
| Sharing Learning Targets & Criteria for Success | Initial PD | In-building coaching and support | → | | | | | | | | |
| Feedback that Feeds Forward | | | Initial PD | In-building coaching and support | → | | | | | | |
| Student Goal Setting | | | | | Initial PD | In-building coaching and support | → | | | | |
| Student Self-Assessment | | | | | | | Initial PD | In-building coaching and support | | | |
| Strategic Teacher Questioning & Effective Student Questions | | | | | | | | | | | |
| | | | | | | | | | | | |
| Instructional Rounds | | | | | | | | | | | |
| In-building | | | Begin | | Continue | | Continue | | | | |
| Between-building | | | | | Session 1 | | Session 2 | | | | |



Formative Assessment Process (FAP) Walk-Through All Elements

Classroom: _____ Date: _____

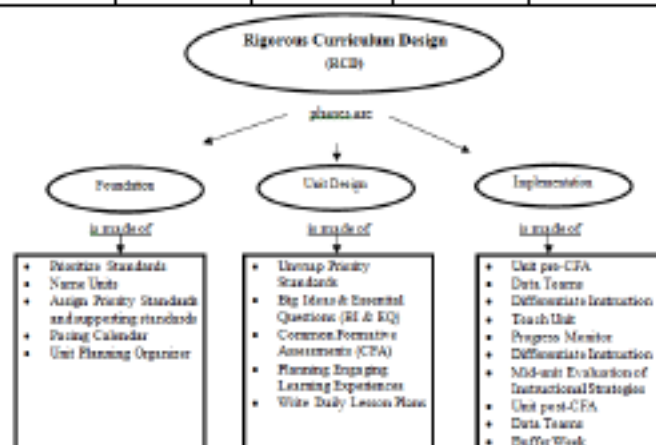
Unit of Study: _____

| Sharing Learning Targets & Criteria for Success | Feedback that Feeds Forward | Student Goal Setting & Student Self-Assessment | Questioning: Planning For and Asking & Engaging Students in Asking |
|---|--|---|--|
| <p>Students: Ask five students. <i>What are you learning in this lesson? Why?</i></p> <p><input type="checkbox"/> Students provide a clear and accurate description of what they are learning and why (as opposed to what they are doing).</p> <p>Examples: <i>We are learning to write a topic sentence. We are learning the functions of the circulatory system.</i></p> <p><i>Are you doing well (or doing a good job) on this task? How do you know?</i></p> <p><input type="checkbox"/> Students describe the criteria for success for the learning target (what success looks like for the learning).</p> <p><input type="checkbox"/> Students can describe how the teacher helped them understand the learning target and criteria for success.</p> <p>Examples:</p> <p>Teacher Actions:</p> <p><input type="checkbox"/> Shared learning target & criteria for success</p> | <p>Students: Ask five students. <i>What are you learning? What suggestions (help/feedback) did you receive to help you in your learning?</i></p> <p><input type="checkbox"/> Students provide a clear and accurate description of specific strategies for next steps in their learning.</p> <p><i>How did you use those suggestions to review, reshape, or revise your work?</i></p> <p><input type="checkbox"/> Students describe specific examples of how they reviewed, reshaped, revised their work based on feedback.</p> <p>Teacher Actions:</p> <p>4 Levels of Feedback Feedback was provided at the:</p> <p><input type="checkbox"/> Task level</p> <p><input type="checkbox"/> Process level</p> <p><input type="checkbox"/> Self-regulation level</p> <p><input type="checkbox"/> Self-Level</p> | <p>Students: Ask five students. <i>Do you have a personal learning goal connected to the learning target? If yes, what is it?</i></p> <p><input type="checkbox"/> Students provide a clear description of their personal learning goal.</p> <p><i>How is it connected to the current learning target?</i></p> <p><input type="checkbox"/> Students describe how their personal learning goal is connected to the learning target / criteria for success.</p> <p><i>Where are you going next in order to make your goal?</i></p> <p><input type="checkbox"/> Students describe where they are in relation to their goal and what they will do next.</p> <p>Teacher Actions:</p> <p><input type="checkbox"/> Teach goal setting process</p> <p><input type="checkbox"/> Teach self-assessment</p> | <p style="text-align: center;">Training on this during _____</p> |

Notes / Guiding Questions:

Eagle County Schools Rigorous Curriculum Design – SY10-11

| | FEB 17 | Between Meetings | MARCH 10 | Between Meetings | APRIL 14 | Between Meetings | MAY 12 | Between Meetings | JUN 2 | Comments |
|---------------------------|-----------|---------------------|-------------|---------------------|-------------|---------------------|---|---------------------|--------------------------------|----------|
| Foundation | | | | | | | | | Finalize Any Components | |
| Prioritize | Begin | Continue | Complete | | | | | | | |
| Name | | | Complete | | | | | | | |
| Assign | | | Complete | | | | | | | |
| Pace | | | Complete | | | | | | | |
| Unit Plan | | | | | | | | | | |
| Unit Design | | | | | | | | | | |
| Unwrap | | | Begin | Complete | | | | | | |
| BI/EQ | | | | | Complete | | | | | |
| CFAs | | | | | Begin | Continue | Complete 1 st Sem for Teachers | | | |
| Plan Engaging Tasks | | | | | | | Begin | | | |
| Write Lessons | | | | | | | Begin | | | |



Products of the Work

- ▶ Major Work of the Grade
- ▶ Priority Standards for the Year
- ▶ Priority Standards by Unit for the Year
- ▶ Year-at-a-Glance
- ▶ Unit of Study with Common Formative Assessment

Not included in your packet . . .

- ▶ Learning Progression
- ▶ Engaging Task
- ▶ Educator's Guide

Critical Content

| Major Work of the Grade | |
|--|----------------------------------|
| Content: | Reading, Writing & Communicating |
| Grade: | 05 |
| School Year: | 12-13 |
| Major Work of the Grade: | |
| <ul style="list-style-type: none"> • Read widely and deeply from a range of high-quality, increasingly challenging literature and informational text from diverse cultures and different time periods (RL/RI.5.10) such that they will be able to quote accurately and explicitly to support inferences (RL/RI.5.1). • Delve deeply into texts and build a knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details. • Explain how elements of a story or text interact and describe how different points of view influence the description of events. • Learn how to trace the development of a topic in texts of the same genre and integrate the information they glean. • Synthesize what they read from multiple sources. • Conduct research and write multiparagraph stories and essays, working on employing detailed descriptions, providing ample evidence and grouping related information. • Respond critically to both literary and informational sources over the course of the year, writing both short- and long-form pieces while honing their appreciation for the nuances of grammar, usage and punctuation. • In discussions, be able to contribute accurate and relevant information and comment on the remarks of others, but also be able to synthesize what they read from multiple sources. | |

Major Work of the Grade

| Literacy Practices: | Key Literacy Concepts and Skills: |
|--|---|
| <ul style="list-style-type: none"> • Reading complex texts: This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages. Both close, analytic reading and comparing and synthesizing ideas across texts are expected. • Writing effectively when using and/or analyzing sources: This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, and analyzing and presenting that evidence in writing. • Conducting and reporting on research: This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems). • Speaking and listening: This requires students to demonstrate a range of interactive oral communication | <ul style="list-style-type: none"> • Cite evidence: The goal of close, analytic reading is for students to be able to discern and cite evidence from the text to support their assertions. In grade 5, students should quote accurately from a text when both explicitly explaining the text and making inferences (RL/RI.5.1). • Analyze content: The content of each text should determine which standards (RL/RI.5.2–9 and SL.5.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year. • Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.5.1–3. • Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.5.4–6).³¹ Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s) and use the words effectively when writing and speaking. |

Critical Content

| Priority Standards by Unit | | | | |
|---|-------------|---|---|---|
| Reading, Writing & Communicating – Grade 05 | | | | |
| Priority Standards | Unit Number | | | |
| | 1 | 2 | 3 | 4 |
| Standard 2 – Reading for All Purposes | | | | |
| RWC.5.2.1.b.ii: [Use Key Ideas and Details to] Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2) | X | | | X |
| RWC.5.2.1.b.iii: [Use Key Ideas and Details to] Compare and contrast two or more character’s points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3) | X | | X | |
| RWC.5.2.1.c.iv: [Use Craft and Structure to] Describe how a narrator’s or speaker’s point of view influences how events are described. (CCSS: RL.5.6) | X | | X | |
| RWC.5.2.1.d.ii [Use Integration of Knowledge and Ideas to] Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9) | | | | X |
| RWC.5.2.2.a.ii [Use Key Ideas and Details to] Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2) | | X | | X |
| RWC.5.2.2.c.iii [Use Integration of Knowledge and Ideas to] Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9) | | X | X | X |

| Reading, Writing & Communicating – Grade 05 | | | |
|---|---|---|---|
| 8/29/12-10/12/12 Unit 1 | 10/23/12-12/14/12 Unit 2 | 1/7/13-3/1/13 Unit 3 | 3/11/13-5/10/13 Unit 4 |
| Literary Analysis / Narrative Writing | Reading for Information / Research Writing (nonfiction) | Understanding and Forming Perspectives (fiction / nonfiction) | Exploring Genres in Reading and Writing |
| 6.5 weeks 33 days (buffer-5) | 7 weeks 35 days (buffer-5) | 7 weeks 35 days (buffer-5) | 7 weeks 35 days (buffer-8) |

| CFA Administration Windows | | | | |
|---|-----------------|-------------------|---------------|-----------------|
| Reading, Writing & Communicating – Grade 05 | | | | |
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Pre-CFA | 8/29/12-8/30/12 | 10/23/12-10/24/12 | 1/7/13-1/8/13 | 3/11/13-3/12/13 |
| Post-CFA | 10/11-10/12 | 12/13-12/14 | 2/28-3/1 | 5/9-5/10 |

Priority Standards Year-at-a-Glance

Critical Content

| | |
|-----------------------|---|
| Content Area | Reading, Writing & Communicating |
| Grade/Course | 05 |
| School Year | 12-13 |
| Unit of Study | Understanding and Forming Perspective (fiction / nonfiction) |
| Unit Number | 3 |
| Calendar Dates | 01/07/13 – 03/01/13 |
| Pacing | 7 weeks (buffer days – 5) |
| Unit Type | <input checked="" type="checkbox"/> Topical <input type="checkbox"/> Skills-based <input type="checkbox"/> Thematic |

| Priority Standards | Desired Outcomes | |
|---|--|---|
| <p>Standard 2 – Reading for All Purposes RWC.5.2.1.b.iii: [Use key ideas and details to] Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)</p> <p>RWC.5.2.1.c.iv: [Use craft and structure to] Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)</p> <p>RWC.5.2.2.a.iii: [Use key ideas and details to] Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)</p> <p>RWC.5.2.2.c.iii: [Use integration of knowledge and ideas to] Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)</p> | <p>Transfer <i>(transfer learning autonomously and effectively in new situations)</i> Students will be able to independently use their learning to ...</p> <ul style="list-style-type: none"> • understand and then respond critically to different perspectives in order to accept others' points of view. • support opinions with sound reasoning. | |
| | <p>Meaning <i>(construct meaning, i.e. come to an understanding of important ideas and processes)</i></p> | |
| | <p>BIG IDEAS / UNDERSTANDINGS Students will understand that ...</p> <ul style="list-style-type: none"> • when reading and listening to different perspectives, your opinions are created. • as reasons are presented and validated, opinions can change. | <p>ESSENTIAL QUESTIONS Students will keep considering:</p> <ul style="list-style-type: none"> • How do you decide whose opinion to believe? • How do opinions change? |
| | <p>Acquisition of Knowledge and Skills <i>(acquire factual information and basic skills)</i></p> | |
| <p>Students will know ...</p> <ul style="list-style-type: none"> • a debate is a formal discussion or written piece on a particular topic in | <p>Students will be skilled at ...</p> <ul style="list-style-type: none"> • summarizing one point of view of a topic. (5) | |

| Vocabulary | | |
|--|---|---|
| <p>Tier 1 <i>(everyday words)</i></p> <ul style="list-style-type: none"> • opinion • facts • narrator • speaker • convince • multiple | <p>Tier 2 <i>(general academic words)</i></p> <ul style="list-style-type: none"> • bias • debate • perspective • integrate • concrete details • arguments • implication | <p>Tier 3 <i>(domain-specific words)</i></p> <ul style="list-style-type: none"> • point of view • concepts • historical fiction |

Unit of Study

Critical Content

Assessment Text

Kids on the Battlefield

This year marks the 150th anniversary of the start of one of the most important events in U.S. history—the Civil War. From 1861 to 1865, Americans fought a bloody war against each other. It was a war that affected entire American families. Even many kids were involved. Some were as young as 9 years old.

A Nation Divided

The Civil War began after several Southern states decided to secede, or break away, from the United States to form their own nation. They didn't agree with some decisions made by the national government. Also, they feared that the government would try to end slavery in the South.

Northern states, led by President Abraham Lincoln, fought to keep the U.S. together as one nation.

Too Young to Fight?

Even though U.S. law said that no one under age 18 could join the military, many boys on both sides lied about their age. Many of them wanted to be with their fathers and brothers. Most of them had one goal in mind—to be a drummer boy.

Back then, there weren't walkie-talkies or cell phones. With cannons roaring and guns firing, soldiers couldn't hear the shouts of their officers. Officers depended on drummer boys to bang out their commands as a drumbeat. Other kids acted as



messengers and even spies. But the battlefield was a dangerous place for children. Many were wounded or killed. Their bravery didn't go unnoticed. In 1863, 13-year-old drummer boy Willie Johnston became, and still is, the youngest person in U.S. history to be awarded the Medal of Honor.



Assessment Text

Revolutionary Teen

John Goodnow, 13, wasn't old enough to pick up a rifle and fight in the Revolutionary War. But that didn't mean he couldn't help...and help...and help...

THE sun hadn't started to rise when John Goodnow, 13, scrambled out of bed and sprinted five miles into town. His task was to warn people in Sudbury, Mass., if British soldiers were headed their way.

On April 19, 1775, they were.

John was too young to fight. He was a mem-



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enou
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Critical Content

4. **Student Directions:** Using information from both texts, form an opinion in response to “Should kids be allowed to help during times of war?” Support your opinion with 3 relevant details from the texts. Your response will be evaluated using the following Extended-Response Scoring Guide.

Extended-Response Scoring Guide

Proficient (3)

- States an opinion that answers the question
- Includes cause and effect, opinions, and other opposing viewpoints
- Introduces a topic or text clearly
- Creates an organizational structure in which ideas are logically grouped to support the writer’s purpose
- Provides logically ordered reasons that are supported by facts and details from the text
- Links opinion and reasons using words, phrases, and clauses
- Provides a concluding statement or section related to the opinion presented

Partially Proficient (2)

- States an opinion that answers the question
- Meets 4 or 5 of the other “Proficient” criteria

Unsatisfactory (1)

- Meets 3 or fewer of the “Proficient” criteria

No Response (0)

2 pages in Answer Booklet provided

Major Improvement Strategy: ECS Curricular System

Professional
Development Hours
21,634

Curricular Units of
Study Developed
582

Common Formative
Assessments Created
650

Teacher Resources
Created
482

In-Building Coaching
Hours Provided
1,822

of Teachers,
Administrators
Impacted
411

of hours developing
Units and CFAs
6192

Job-Embedded
Professional
Development Hours
15,700

27% of teaching staff
involved in the work

Multi-Year Blueprint – SY11-12

Core Content
Areas Implement
New Curriculum

Non-Core Content
Teams Begin
Curriculum
Design

Curriculum
Revision Process
Begins for Core
Content Areas

Resource
Collection and
Alignment Project
Begins



Multi-Year Blueprint – SY12-13

Core Content Areas
Implement Curriculum
(YR 2 Revisions)
Non-Core Areas
Implement (YR 1)

Data Teams Process
Professional
Development Begins

Concerns-Based
Adoption Model

Curriculum Revision
Process Begins for
Core & Non-Core
Content Areas

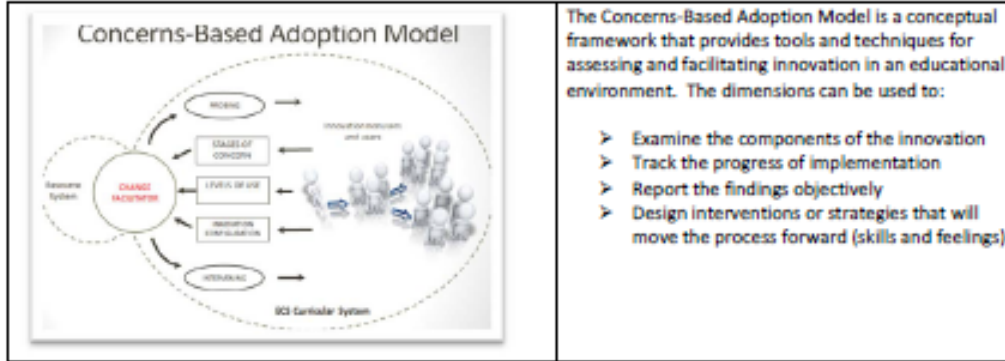


Eagle County Schools Data Teams Process – SY12-13

| | SEPT & OCT | | NOV & DEC | | JAN | | MAY | | JUN | Comments | |
|--|------------|----------------------------------|------------|----------------------------------|-----|--|-----|--|---|----------|--|
| Steps | | | | | | | | | Evaluate Results and & Finalize Professional Development for SY13-14 | | |
| Collect and Chart Data | Initial PD | In-building coaching and support | → | | | | | | | | |
| Analyze Data and Prioritize Needs | Initial PD | In-building coaching and support | → | | | | | | | | |
| SMART Goals | Initial PD | In-building coaching and support | → | | | | | | | | |
| Select Common Instructional Strategies | | | Initial PD | In-building coaching and support | → | | | | | | |
| Determine Results Indicators | | | Initial PD | In-building coaching and support | → | | | | | | |
| | | | | | | | | | | | |
| Instructional Rounds | | | | | | | | | | | |
| In-building | Begin | → | | | | | | | | | |
| Between-building | Begin | → | | | | | | | | | |



Concerns-Based Adoption Model



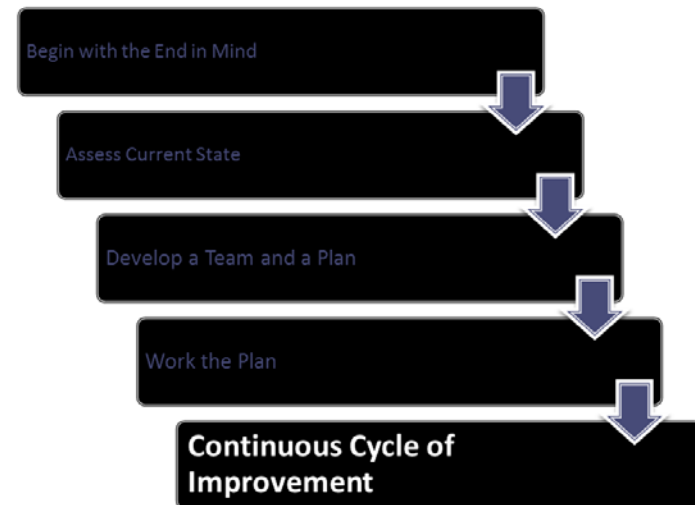
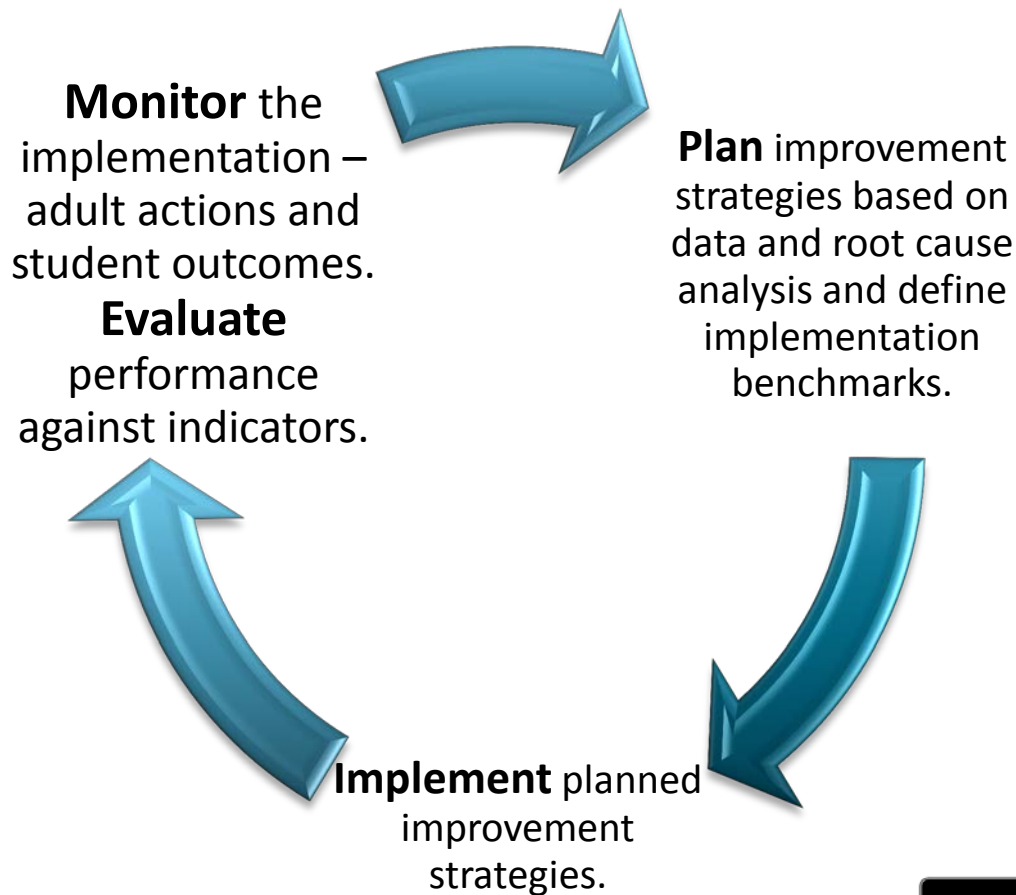
The Concerns-Based Adoption Model is a conceptual framework that provides tools and techniques for assessing and facilitating innovation in an educational environment. The dimensions can be used to:

- Examine the components of the innovation
- Track the progress of implementation
- Report the findings objectively
- Design interventions or strategies that will move the process forward (skills and feelings)



| Stages of Concern | Levels of Use | Innovation Configuration | | | | | | | | | | | | | | | | | | |
|--|---|---|--------------------------------|------------------|---|----------------------|--|----------------------|--|-------------------|---|---------------------|--|----------------------|--|----------------------|---|-----------------|--|---|
| While implementing an innovation, teachers are likely to have concerns, whether they are personal concerns, management concerns, or concerns related to the impact of the innovation. In order to implement an innovation successfully, you have to address the users' concerns. | Teachers will use an innovation to varying degrees. Before assessing the effectiveness of an innovation, we have to identify the extent to which the innovation is being used. | When this is ideally implemented, what does it look like? | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>Levels of Use</th> <th>Behavioral Indicators of Level</th> </tr> </thead> <tbody> <tr> <td>Level 6: Renewal</td> <td>The user is seeking more effective alternatives to the established use of the innovation.</td> </tr> <tr> <td>Level 5: Integration</td> <td>The user is making deliberate efforts to coordinate with others in using the innovation.</td> </tr> <tr> <td>Level 4b: Refinement</td> <td>The user is making changes to increase outcomes.</td> </tr> <tr> <td>Level 4a: Routine</td> <td>The user is making few or no changes and has an established pattern of use.</td> </tr> <tr> <td>Level 3: Mechanical</td> <td>The user is making changes to better organize use of the innovation.</td> </tr> <tr> <td>Level 2: Preparation</td> <td>The user has definite plans to begin using the innovation.</td> </tr> <tr> <td>Level 1: Orientation</td> <td>The user is taking the initiative to learn more about the innovation.</td> </tr> <tr> <td>Level 0: No Use</td> <td>The user has no interest, is taking no action.</td> </tr> </tbody> </table> | Levels of Use | Behavioral Indicators of Level | Level 6: Renewal | The user is seeking more effective alternatives to the established use of the innovation. | Level 5: Integration | The user is making deliberate efforts to coordinate with others in using the innovation. | Level 4b: Refinement | The user is making changes to increase outcomes. | Level 4a: Routine | The user is making few or no changes and has an established pattern of use. | Level 3: Mechanical | The user is making changes to better organize use of the innovation. | Level 2: Preparation | The user has definite plans to begin using the innovation. | Level 1: Orientation | The user is taking the initiative to learn more about the innovation. | Level 0: No Use | The user has no interest, is taking no action. | <p>Innovation configurations represent the patterns of use that result when different teachers put the innovation into operation in their classrooms. By looking at the configurations of the ECS Curricular System, we can make sure users are using the components (e.g., units of study, FAP, data teams' process) as intended – what's acceptable and what is not – and establish the ideal expectations around the practice.</p> |
| Levels of Use | Behavioral Indicators of Level | | | | | | | | | | | | | | | | | | | |
| Level 6: Renewal | The user is seeking more effective alternatives to the established use of the innovation. | | | | | | | | | | | | | | | | | | | |
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| Level 0: No Use | The user has no interest, is taking no action. | | | | | | | | | | | | | | | | | | | |





Each day is another opportunity to learn more, do better and collect evidence of success.

-Moss and Brookhart

Questions - Discussion

Our advice . . . based on successes and challenges . . .

- *Just start*
- Relationships and collaboration are key
 - Understand the motivations of all stakeholder groups, and involve all stakeholder groups
- Anticipate roadblocks
 - Think and plan for all that you can, and you'll be forgiven for most of what's unanticipated
 - Obvious issues that appear unanticipated cause doubt and mistrust
 - Be transparent about what goes wrong and how you're fixing it
- Commit to continual evolution
- *You're never done*

Heather Eberts

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Eagle County Schools

Journey into RIGOROUS CURRICULUM DESIGN



Eagle County, Colorado
Photograph by Rick Spitzer

Brooke Macke Director of Communications
Heather Eberts Executive Director of Curriculum, Instruction and Assessment
Traci Wodlinger Director of Professional Development
Dr. Sandra Smyser Superintendent

“The Rigorous Curriculum Design process is the most straightforward, thoughtful, yet simple process I have experienced in doing curriculum work. So many other systems have great research behind them, yet are so complicated and arduous, it is a struggle to actually complete the writing process for units of study. However, RCD is so simple and logical that units of study come together easily and contain an incredible balance of rigor and engagement for students. I just love the process, and every school that I have shared it with has jumped on board and began implementation. It just makes sense! Thanks for making Rigorous Curriculum Design discernable and attainable!”

*Kara Vandas Director of Teacher Effectiveness,
Colorado League of Charter Schools*

Rigorous Curriculum Design is a Huge Step in the Right Direction for Eagle County Schools

Located in the beautiful Rocky Mountains of Colorado, Eagle County Schools (ECS) is the gem of public education in the valley that takes pride in its mission of “Educating Every Student for Success,” and strives to be the district of choice for all families. To achieve this, the district has worked diligently to recruit, retain, and reward highly effective and knowledgeable educators, eliminate the lockstep salary schedule and successfully implement a pay-for-performance system, close the achievement gap that exists between minority students and non-minority students, and be a national leader in teacher professional development related to instructional delivery and content. Additionally, ECS has established a record of high achievement, evident in the 2011 CSAP results that show an increase in the percentage of students in grades three through ten scoring proficient or advanced in the areas of reading, writing, and math when comparing scores with the previous two years of data. Amidst challenging demographics, a relatively young teaching staff, significant teacher turnover, high cost of living, declining budgets, and competition from private and charter schools, ECS is one district that is leading the change in terms of innovation, reform, and achievement.

In an effort to continue charging down this path of success, ECS recently took on the tremendous challenge of redesigning the Pre-K–12 curriculum in the areas of Mathematics, Science, Social Studies, and Reading/Writing/Communicating. Over the past 12 months, 62 teachers, the Executive Director of Curriculum, Instruction, and Assessment, and the Director of Professional Development have unwrapped the standards to create the district’s core curriculum; developed content that aligns with both Colorado academic standards and the Common Core State Standards; increased the level of rigor of curriculum; and created pre and post-common formative assessments. No small feat for this group of talented individuals, who roped in 14 grade levels across 19 schools and are rolling out over 350 units in this coming school year.

“ECS is striving to increase the level of rigor and academic expectations across all subjects and grade levels, while at the same time improve student achievement scores and align district and state academic standards” states Heather Eberts, ECS Director of Curriculum, Instruction, and Assessment. “Not an easy task, but a challenge this district was willing to take head-on.”

To redesign the curriculum in a way that fit with the district’s needs and goals, ECS considered outside experts and resources to help guide them through the process. After much deliberation, research, and discussion, The Leadership and Learning Center’s Rigorous Curriculum Design process was chosen because many of the interrelated components represent characteristics of high-achieving school districts, such as: maintaining a laser-like focus on student achievement, developing and using clear curriculum, forming teams that collaborate on student work, using writing as a tool for learning, and both managing and using frequent assessments.

The Leadership and Learning Center suggests five sequential, foundational steps in order to build a stronger curriculum foundation, which ECS closely followed: prioritizing standards, naming the units of study, assigning priority and supporting standards, preparing pacing alendars, and completing the unitplanning organizer.

The team of 62 teachers who were intimately involved in the process would agree that the process has been tremendously challenging at times, but extremely rewarding in the long run.

“It is definitely a much bigger undertaking than I ever imagined; however, it is going to be absolutely amazing,” states Edwards Elementary School 4th Grade Teacher Beth Cooney. “I have been teaching 4th grade for over ten years, and the rigor that has been added to the assessments we’ve created is definitely raising the bar for students in ECS. I am excited to see how our students will respond to the new expectations for learning that we will be providing.”

Jonathan Selbig, a 3rd Grade Teacher at June Creek Elementary School, believes that the Rigorous Curriculum Design process required a higher level of thinking, discussion, and collaboration that some teachers had never experienced firsthand. “The initial steps of the process when we were prioritizing standards seemed very simple and straightforward; however, we quickly learned down the road that many of our priorities weren’t really priorities and many of our supporting standards were not supporting, they were actually priorities,” states Selbig. “This was only possible to see and discover as we started unwrapping standards and designing the common formative assessments. The entire math group, Pre-K–12, did a huge amount of re-prioritizing just a couple weeks

before the deadline due to the fact that our priorities were too broad and not specific enough. This led to much more efficient and precise units in the end. Our forwardthinking efforts and revamping midway allowed for more standards to be addressed and, at the same time, more efficient units to emerge with questions in the common formative assessments that were tied to a specific priority standard.”

Eagle Valley High School English and Social Studies Teacher Nicole Dewell is incredibly excited to see the district pushing to have in-depth, analytical, and meaningful curriculum. “The process to create the curriculum and the subsequent common formative assessments is extremely detailed, comprehensive, and simply the way all assessments should be created,” states Dewell. “An enormous amount of time, reflection, and effort has gone into make ECS’s curriculum the best it can be. As a teacher and a parent involved in this product, I am tremendously proud of our district and so excited to see that, once again, ECS is leading the way, setting high expectations for teachers and students and doing the hard work to end up with a great curriculum!”

In partnering with The Leadership and Learning Center, Eagle County Schools is closing the achievement gap through redesigning its curriculum and focusing on teacher professional development. The Rigorous Curriculum Design model is just one more piece of the pie that is helping this district pave the way for positive transformation in public education today.

The Leadership and Learning Center®

We create positive change in schools by bridging the critical gap between research and effective application of best practices. Based on the groundbreaking 90/90/90 Schools™ research, our world-class professional development, distinguished by an unwavering commitment to deep implementation, is the catalyst for educational transformation.

The Leadership and Learning Center is the professional development and consulting services division of Houghton Mifflin Harcourt, a global education and learning company that is leading the way with innovative solutions to the challenges facing educators today.

Learn more at leadandlearn.com

The Absolute Essentials for Success

- Every school needs to hire its allotted ratio of Master and Mentor teachers.
- Coverage for Master and Mentor release times is scheduled with in-building teachers.
- Cluster Group time is staff development focused on specifically identified student academic needs.
- A minimum of 70 minutes of cluster time is scheduled per week.
- A minimum of 225 minutes per week is provided to teachers for planning time.
- Staff/Department/Grade Level meetings are opportunities for large-group training and other activities.
- Master and Mentor teachers are integral members of the school's instructional leadership team - not department heads or administrators.
- Students are provided 200 minutes of uninterrupted literacy time per day at the elementary level.
- Students are provided 60 minutes of uninterrupted math instruction per day at the elementary level.

Our reform efforts are modeled on the work of the National Institute for Excellence in Teaching (NIET). For more information, go to www.talentedteachers.org.



What have we learned...

- Improving student achievement is the central focus of Eagle County Schools. The expectation is that every student can and will grow academically.
- Professional development focuses on the "science of teaching" to enhance the "art of teaching."
- The greatest attribute of our approach to professional development is its emphasis on effective, structured and goal-oriented collaboration.
- Longer blocks of time for cluster meetings are more effective than shorter, more frequent blocks of time. A 70-minute cluster group seems to be the most effective for quality learning.
- School instructional leaders need to monitor classroom coaching to make sure it happens on a daily basis.
- Master/Mentor release time should be provided through a set schedule rather than a "covering classes" model.
- Student achievement has **increased**. Even in the face of very challenging demographic and socio-economic shifts, ECS has held steady or improved in student achievement.
- Teacher retention rates have **increased** dramatically.



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Eagle County Schools

Professional Excellence, Accountability and Recognition Eagle County Schools 2012-13

Our Mission

Educating Every Student for Success

Our Vision

To be the schools of choice for all families in Eagle County

Our Objective

To place a highly effective teacher in front of every student, every day



Professional Excellence,
Accountability and Recognition
has four key elements:

Multiple Career Paths

Ongoing, Applied Professional Growth

Instructionally-Focused Accountability

Performance-Based Compensation

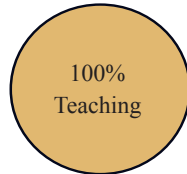


Multiple Career Paths

Eagle County Schools encourages teachers to pursue a variety of positions throughout their careers, depending on their interests, abilities and accomplishments. Responsibilities and compensation differ with each position.

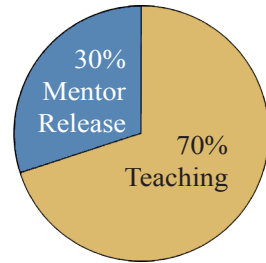
Career Teachers

- Classroom responsibilities 100% of the day.
- Traditional contract calendar (181 days).
- Member of a cluster group.



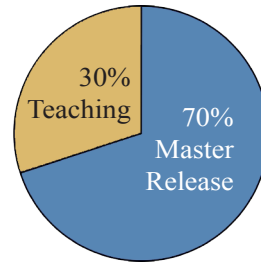
Mentor Teachers

- Classroom responsibilities 70% of the day.
- Traditional calendar contract plus a maximum of 10 additional days.
- Provides cluster group leadership.
- Coaching and evaluation of teachers.
- Paid \$4,500 stipend for extra days and responsibilities.



Master Teachers

- Classroom responsibilities 30% of the day.
- Traditional calendar contract plus a maximum of 20 additional days.
- Oversees all cluster groups.
- Coaching and evaluation of teachers.
- Paid \$10,350 stipend for extra days and responsibilities.



Ratios

Staffing for masters/mentors is based on a standard ratio*:

- 1 Master per 20 teachers
- 1 Mentor per 10 teachers

*Future ratios subject to change

Ongoing, Applied Professional Growth

Cluster groups provide the support structure for professional development. Through a continuous cycle of professional coaching and weekly cluster group meetings, teachers focus on improving student achievement through instructional development. These collaborative groups are not team or department meetings, but rather a part of a well-directed, high-quality and research-driven staff development program.

Effective Cluster Groups

- Focus on individual student, teacher and school achievement.
- Account for grade level, subject or departmental differences.
- Leadership is provided by both the Mentor and Master teachers.
- Function most effectively with 4-6 teachers participating.
- Meet a minimum of 70 minutes weekly.

Cluster Meeting Cycle

- Identify significant student achievement needs/Set a goal
- Obtain new learning (*instructional strategies*)
- Develop the instructional strategy
- Apply the instructional strategy
- Evaluate the effect/Make adjustments

Instructionally-Focused Accountability

Eagle County Schools measures teacher performance and student learning in three ways:

Teacher Performance Measures

Teacher Skills, Knowledge & Responsibilities
Evaluations

School-wide Achievement
Colorado Student Assessment Program (TCAP)
American College Testing (ACT)

Individual Achievement
NWEA-MAP

Teacher Skills, Knowledge & Responsibilities

Every teacher is evaluated three times during the year using a performance appraisal adopted by the Board of Education. One of these evaluations is scheduled, and one is unannounced. Principal ratings are weighted at 60%, master teacher evaluations at 35% and self-reflection evaluation at 5%. A mentor teacher evaluation is used for coaching purposes.

School-wide Achievement

A "catch-up/keep-up" model using annual TCAP scores is used to measure overall building growth. Year-end scores are compared to the average of the prior three years' scores to monitor and evaluate school-wide student achievement. Also, ACT results at the high schools are used in comparison with state averages.

Individual Achievement

Student *growth* on the NWEA is measured in the spring each year. Students are linked to teachers in each building who teach math, reading and writing.



Performance-Based Compensation

After an initial placement based on experience and skills, teachers with Eagle County Schools are paid based on performance. Our system is designed to reward teachers financially for being outstanding and dedicated educators. We also recognize the successes of the entire district and individual schools through additional money for teachers.

Performance pay for teachers in Eagle County consists of two parts:

■ **Annual Bonus.** There is an annual bonus paid to teachers based on an index of student assessment results. The index is made up of a district-wide ACT component, a district-wide TCAP component, a building TCAP component and a building NWEA-MAPS component. These four components come together to form an index of assessments which determines the amount of the teacher bonus. This bonus is up to 4% of the teacher's actual contract salary (*due to the current budget crisis, the percentage used in payout calculations is currently cut in half*).

■ **Salary Increase.** Eagle County Schools abandoned the "lock-step" salary schedule in 2002. Increases to salary are determined by 0 to 4% for individual performance based on the teacher's evaluation scores (*due to the current budget crisis, the percentage used in payout calculations is currently cut in half*), plus a negotiated/inflationary component (varies based on cost of living and funding).

Putting it Together: An Example

Teacher Joe makes \$45,000 as his contract salary. He also adds \$3,000 for an advanced degree and \$1,500 for working in a "high needs teaching area" as "a la carte" salary additions. These additions are NOT included as his contract salary. These additions will increase as district needs and market conditions require them to do so. In essence, we use the \$45,000 for determining pay-for-performance increases.

Joe may earn: \$1,125 bonus from a 2.5% increase based on his assessment index for the district and his school (TCAP, NWEA & ACT) + \$900 salary increase for the Negotiated/Inflationary Component, set for the next year at 2% + \$1,350 salary increase for Joe's "High Performing" evaluation, which was 3% =

New Annual Salary \$47,250