Critical elements that districts need in place to effectively implement RTI
Fidelity checklist—circle the criteria that are met to the right of each critical element

Check if <u>all</u> criteria are met

	Key stakeholders (teachers, administrators, parents, students) understand RTI	Administrators and teachers receive professional development on RTI	School staff determine the basic structure for how RTI will 'look' at the school	Parents and students are informed about how RTI will 'look' at the school	Administrators and teachers have ongoing discussions about RTI procedures and processes in order to strengthen the system
	Well-functioning, school-based problem-solving teams	PS teams meet on a frequent and scheduled basis	PS teams use objective data to guide discussion	Team member roles are selected and utilized	
	School wide screening system	Needs to be technically adequate	Screening data is entered into an electronic system and discussed in a timely manner at the school, grade, and individual basis	Decision-making rules are applied to screening data	
	Examine current core academic programs	Data is utilized to examine how current core programs are functioning for students	Fidelity of implementation of the core program is addressed		
	Identify evidence-based interventions for Tiers 2 and 3 and a schedule for implementation of the tiered interventions	Interventions are selected from verified, scientifically-based sources	A schedule for intervention time is developed that maximizes staff resources and includes at least 30 minutes of intervention time per day, in addition to core instruction	Fidelity of intervention implementation is assessed on a regular, scheduled basis	
	Progress monitoring of students in Tiers 2 and 3	Goals are set for students in Tiers 2 and 3	Progress monitoring occurs no less than once per month for students in Tier 2 and once a week for students in Tier 3	Student data is discussed on a frequent, scheduled basis (no less than once every 6 weeks) and data decision-making rules are applied	Changes in instruction are made as the data indicate and these changes are documented

RTI implementation timeline

Critical Element	Date	Who is responsible	Activity	Goal
Key stakeholders (teachers, administrators, parents, students) understand RTI				
A school-based problem-solving team is developed and utilized effectively				
School wide screening and progress monitoring system is chosen and implemented				
Schoolwide-screening data is used FWS to examine current core programs				
Evidence-based interventions for Tiers 2 and 3 are identified, along with a schedule for implementation				
A routine for progress monitoring of students in Tiers 2 and 3 is established and data is discussed routinely using data decision rules				

Treatment fidelity self-monitoring—to be completed (circle one):

Weekly   Bi-monthly   Monthly

Topic:

The following mathematics topic is being implemented at this time: _____

Place a check next to each step as you complete it for a given lesson.

_____Provide an objective for the lesson in concrete and measureable terms.

_____Provide students a rationale for the strategy that you will be teaching them.

_____Introduce and practice mathematics vocabulary relevant to the lesson

_____Introduce the strategy through modeling.

_____Use the strategy with the students with several problems (guided practice)

_____Have the students repeat back the steps in the strategy

_____Have students work independently or in pairs to implement the strategy as they work on
some problems together
_____Teach for generalization

_____Teach for maintenance

On a scale from 1-10, I implemented the lesson with this degree of fidelity (defined as
implementing the lesson utilizing the given steps or sequence):

1   2   3   4   5   6   7   8   9   10

Low fidelity   High fidelity

Total: _____

56 +10	670 + 21	9 x7	4 x0	21 x 4
19 x 2	8 x4	617 -214	1)3̄	96 - 4
66 +17	8)5̄6̄	4 x3	786 +116	60 x 9
280 - 92	64 -27	5 x5	3)2̄4̄	9 x3
277 +146	32 x 2	832 -169	3)9̄	3 x2

# of digits correct in the final answer	score

1.
```
    56
   +10
    66
```
1 | 1
2 | 2

2.
```
   670
   + 21
   691
```
1 | 1
2 | 2
3 | 3

3.
```
     9
    x7
    63
```
1 | 1
2 | 2

4.
```
     4
    x0
     0
```
1 | 1

5.
```
    21
   x  4
    84
```
1 | 1
2 | 2

___/10

6.
```
    19
   x  2
    38
```
1 | 1
2 | 2

7.
```
     8
    x4
    32
```
1 | 1
2 | 2

8.
```
   617
  -214
   403
```
1 | 1
2 | 2
3 | 3

9.
```
     3
  1⟌3
```
1 | 1

10.
```
    96
   -  4
    92
```
1 | 1
2 | 2

___/10

11.
```
    66
   +17
    83
```
1 | 1
2 | 2

12.
```
      7
  8⟌56
```
1 | 1

13.
```
     4
    x3
    12
```
1 | 1
2 | 2

14.
```
   786
  +116
   902
```
1 | 1
2 | 2
3 | 3

15.
```
    60
   x  9
   540
```
1 | 1
2 | 2
3 | 3

___/11

16.
```
   280
   -  92
   188
```
1 | 1
2 | 2
3 | 3

17.
```
    64
   -27
    37
```
1 | 1
2 | 2

18.
```
     5
    x5
    25
```
1 | 1
2 | 2

19.
```
      8
  3⟌24
```
1 | 1

20.
```
     9
    x3
    27
```
1 | 1
2 | 2

___/10

21.
```
   277
  +146
   423
```
1 | 1
2 | 2
3 | 3

22.
```
    32
   x  2
    64
```
1 | 1
2 | 2

23.
```
   832
  -169
   663
```
1 | 1
2 | 2
3 | 3

24.
```
      3
  3⟌9
```
1 | 1

25.
```
     3
    x2
     6
```
1 | 1

Problems	Skills Assessed
1	Add two two-digit numbers, without renaming, resulting in a sum of 100 or less.
11	Add two two-digit numbers, with renaming from ones to tens, resulting in a sum of 100 or less.
10	Subtract a one- or two-digit number from a two-digit number, without renaming.
17	Subtract a two-digit number from a two-digit number of 20 or more, with renaming.
2	Add two two- or three-digit numbers, without renaming, resulting in a sum of 1000 or less.
14, 21	Add two two- or three-digit numbers, with renaming from ones to tens and tens to hundreds, resulting in a sum of 1000 or less.
13, 25	Multiply a one-digit number by a one-digit number, resulting in a product of 20 or less.
7, 20	Multiply a one-digit number by a one-digit number, resulting in a product between 21 and 50.
3	Multiply a one-digit number by a one-digit number, resulting in a product of 51 or more.
18	Multiply a one-digit number by itself
4	Multiply a one-digit number by 0 or 1

Problems	Skills Assessed
9, 24	Divide a one-digit dividend by a one-digit divisor, resulting in a one-digit quotient and no remainder.
12, 19	Divide a two-digit dividend by a one-digit divisor, resulting in a one-digit quotient and no remainder.
8	Subtract a two- or three-digit number from a three-digit number, without renaming.
16, 23	Subtract a two or three-digit number from a three-digit number, with renaming from tens to ones and hundreds to tens.
15	Multiply a one-digit number by a two-digit multiple of 10.
5, 22	Multiply a one-digit number by a two-digit number, without renaming, resulting in a product of less than 100.
6	Multiply a one-digit number by a two-digit number, with renaming, resulting in a product of less than 100.

Questions to guide data-based discussion at grade level or problem-solving team meetings

(To expedite the process, prepare answers to the first three questions in advance.)

- ***Who is the student we need to discuss and why (stated in concrete and measureable terms)?—1 minute***
  For instance, "We need to discuss Joe because his reading screening score indicated that he is in the bottom 25th percent of his class." Or, "We need to discuss Maddie's performance in mathematics because she has scored an average of 70% on her last 5 weekly assignments, while the rest of her class has scored an average of 93%."

- ***What data do we have to use as we discuss this student?—2 minutes***
  If no data is available or data is only anecdotal, need to wait until data is available. What are some examples of data?
    - Curriculum-based Measurement screening or progress monitoring scores
    - Graphed behavioral data
    - Percentage correct on quizzes
    - Categorized miscues from running records

- ***What could be the cause of this low academic performance?—3 minutes***
  As you are answering this question, try to remain as objective as possible (i.e., discussing specific classroom observations, work samples, etc.) Prior to changing instruction, the team should ask:
    a. Could the **intensity** of the instruction be increased? T/S ratio, curriculum used, time engaged
    b. Has the instruction been delivered with **fidelity**? The instruction has been delivered as prescribed and the teacher or someone else has monitored his/her implementation.
    c. Is the instruction/intervention **evidence-based**? References are provided or someone has checked on this.
    d. Has the **duration** of the instruction been lengthy enough? Perhaps the intervention has not been in place long enough to see effects.

- ***Utilizing our decision-making rule, which was _____, is a change in instruction needed at this time and if so, what is it? If not, why? Be specific.—3 minutes***
  This change should be clearly tied to the causes discussed earlier. This may not be the original concern that was discussed.
    a. What change is needed and why? Be specific.
    b. Is the change evidence-based? How do we know?
    c. Who will assist with implementation (if needed)?
    d. How will student progress be monitored following the change? (i.e., CBM progress monitoring, graphed behavioral data, scores on assignments)

- ***When will we discuss this student again? Six to eight weeks? Sooner? What is our decision-making rule?—1 minute***
  Base your decision on the type of difficulty student is encountering, as well as the intervention that you've put into place.

AIMSweb®

Year: 2008-2009

Progress Monitoring Improvement Report for: Hannah Montana

from 09/10/2008 to 05/29/2009

Hannah Montana (Grade 5)

Grade 5: M-CAP

Legend:
- ● Corrects
- ● Errors
- ★ Corrects Aimline
- -- Corrects Trend

Y-axis: Responses Correct (RC) — 0, 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

X-axis: Date — 9/22, 10/6, 10/20, 11/3, 11/17, 12/1, 12/15, 12/29, 1/12, 1/26, 2/9, 2/23, 3/9, 3/23, 4/6, 4/20, 5/4, 5/18

7
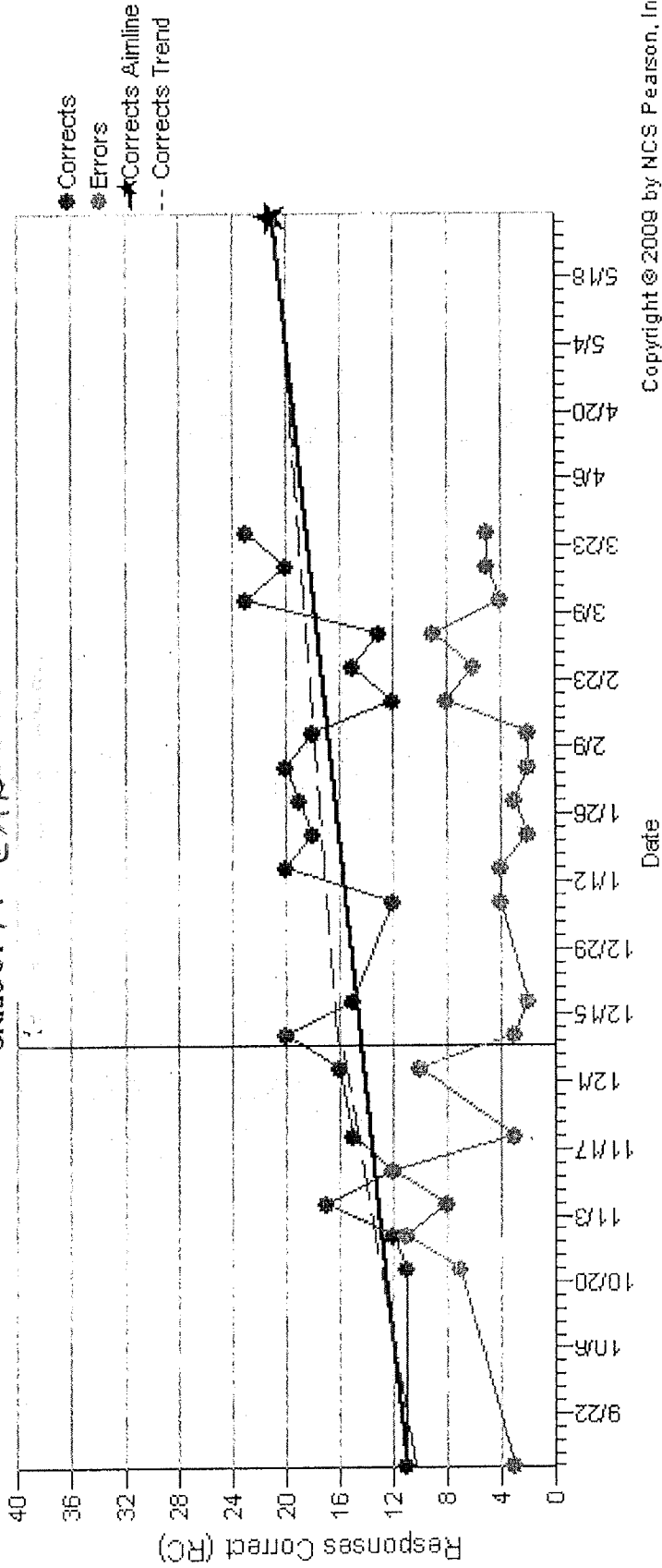
Some Special Sums

Students practice doubles and doubles-plus-one addition facts. They record their current level of mastery of the addition facts on their personal addition charts.

⊟ Learning Objectives

Students will:

- identify doubles and doubles-plus-one addition facts
- practice selected addition facts
- add new facts (as appropriate) to their personal addition charts

⊟ Materials

Crayons
Number cubes
Paper
Facts I Know Activity Sheet
Tossing Sums Activity Sheet

Instructional Plan

Call two students to the front of the room and ask the class how many noses they see. Ask for a volunteer to write the number sentence that shows that on the board. [1 + 1 = 2.] Now ask the class how many eyes they see, and call for a volunteer to write that number sentence [2 + 2 = 4] on the board directly under the previous equation. Now, have each of the two students in the front of the room hold up three fingers, then have a volunteer record the relevant number sentence [3 + 3 = 6]. Then ask both students to hold up four fingers, then five fingers, and then six fingers. Call on a volunteer to write each number sentence on the board.

Ask the class what these kinds of facts are called. [Doubles.] Then point to the calendar and ask how many days are in two weeks, then add the doubles fact 7 + 7 = 14 to the list on the board. Next, call on eight students to wave their arms and ask someone else in the class to tell how many hands the class can see. Record 8 + 8 = 16 on the board. Finally, put 9 + 9 = on the board and ask the students what the answer will be [18]. Then, repeat with 10 + 10 =. Ask the students to look at the sums to see whether they notice a pattern. [Possible answers are that all the sums are even or that the sums increase by 2.]

Next to 2 +2 = 4, write 2 + 3 =, and ask the students what the answer will be [5]. Call on volunteers to explain how they know. Repeat with other doubles-plus-one facts up to 9 + 10 =. Encourage the students to say both the doubles and doubles-plus-one facts aloud.
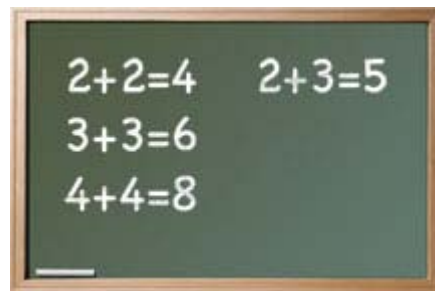
Now assign the students to groups of four students each, and give each group two number cubes and a copy of the [Tossing Sums](#) activity sheet. Tell them to take turns rolling the number cubes and making an X in the column that shows which sum they rolled, beginning at the bottom of the sheet. As they play, you may wish to move around the room, noticing which students can name the sum immediately, which students count on their fingers, and which students need to use counters or other external aids, such as manipulatives.
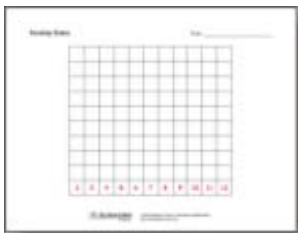
 [Tossing Sums Activity Sheet](#)

After the students have played for several minutes, call the students together and ask them what sums came up most often. Then have them identify the sums that can be obtained only by getting doubles [2 and 12]. Now, assign each group one of the other even sums (4, 6, 8, or 10) and have them list all the ways they could get that sum. Then, ask them to circle the double. Encourage them to share their work with the class. Repeat with odd sums, having them circle doubles-plus-one sums.

Next, ask them to return to their seats and take out their [personal addition charts](#). Ask them to add to their charts any facts that they now know from memory. Then have pairs of students exchange charts and ask each other the facts that are marked on the chart. If a student misses a fact, ask the partner to make a small dot or check mark by the fact to indicate that he or she needs to practice it further.

As a record of this lesson, have the students write two addition facts that they have recently learned and two facts that they wish to learn next.

⊟ Questions for Students

What sums can you get when both numbers are the same? What are these facts called? How can knowing doubles help you learn the addition facts?

[The sums are both even; they are called doubles.]

What happens when one addend is one more than the other? What do we call these facts?

9

[The sum is odd; these are called doubles-plus-one facts.]

What is the sum when one addend is zero? How can knowing this help you learn the addition facts?

[The sum is the other addend.]

What is alike about 6 + 5 and 5 + 6? What is different?

[The addends and the sum are the same; the order of the addends is different.]

Write the sums you say when you skip count by twos to 20.

[2, 4, 6, 8, 10, 12, 14, 16, 18, 20.]

⊟ Assessment Options

1. Asking the **Questions for Students** is one means of gathering data about the students' current level of functioning.
2. Document student progress on the Class Notes recording sheet.

⊟ Teacher Reflection

- Which students have only a few addition facts learned? What activities should I plan for them?
- What extension activities are appropriate for the students who have learned all or almost all their addition facts?
- What adjustments will I make the next time that I teach this lesson?

⊟ NCTM Standards and Expectations

Number & Operations Pre-K-2

1. Develop fluency with basic number combinations for addition and subtraction.
2. Understand the effects of adding and subtracting whole numbers.
3. Develop and use strategies for whole-number computations, with a focus on addition and subtraction.

This lesson prepared by Grace M. Burton.

Taken from: pre-K-grade 2, Let's Learn those Facts. Lessons from:
http://illuminations.nctm.org/LessonsList.aspx?grade=1&standard=1

An Overview of Principles for Special Educators to Guide Mathematics Instruction

Delinda van Garderen

Cathy Newman Thomas

Melissa Stormont

Erica S. Lembke

University of Missouri

Mathematics Resources

Big Simple Talking Calculator	http://www.softpedia.com/progDownload/Big-Simple-Talking-Calculator-Download-120088.html
Brainingcamp	http://www.brainingcamp.com/resources/math/
Countdown	http://countdown.luc.edu/
Create a Graph	http://nces.ed.gov/nceskids/createagraph/
eGFI: Dream Up the Future: For Teachers	http://teachers.egfi-k12.org/
Federal Resources for Educational Excellence: Math	http://free.ed.gov/subjects.cfm?subject_id=33
Figure This: Math Challenges for Families	http://www.figurethis.org/index.html
Get the Math	http://www.thirteen.org/get-the-math/teachers/overview-of-the-lessons/26/
How Many? A Dictionary of Units of Measurement	http://www.unc.edu/~rowlett/units/index.html
Function Visualizer	http://www.abhortsoft.hu/functionvisualizer/functionvisualizer.html
Glencoe Math Manipulatives	http://www.glencoe.com/sites/common_assets/mathematics/ebook_assets/vmf/VMF-Interface.html
Illuminations: Resources for Teaching Math	http://illuminations.nctm.org/
Inter*activate*	http://shodor.org/interactivate/
Intermath	http://intermath.coe.uga.edu/
Learning Mathematics with Virtual Manipulatives	http://www.cited.org/index.aspx?page_id=151
The Learning Toolbox	http://coe.jmu.edu/Learningtoolbox/
Mathtools	http://www.mathforum.org/mathtools/
Real World Math Using Google Earth	http://www.realworldmath.org/Real_World_Math/RealWorldMath.org.html
Time for Time	http://www.time-for-time.com/swf/myclox.swf
TinkerPlots	http://www.keypress.com/x5715.xml
Virtual Probabilities in Mathematics and Statistics	http://www.math.uah.edu/stat/
Visual Fractions	http://www.visualfractions.com/
Youth Education: Hitting the Fundamentals	http://www.actuarialfoundation.org/programs/youth_education.shtml
Best Evidence	http://www.bestevidence.org/
Center on Instruction	http://www.centeroninstruction.org/index.cfm
Concrete Representational Abstract Instructional Approach	http://www.k8accesscenter.org/training_resources/documents/CRAApplicationFinal_000.pdf
The CBM Warehouse at Intervention Central	http://www.interventioncentral.org/cbm_warehouse
Doing What Works	http://dww.ed.gov/
Hot Math	http://kc.vanderbilt.edu/casl/casl7.pdf
Intervention Central	Interventioncentral.org
Jitendra, A. (2008). *Solving Math Word Problems: Teaching Students With Learning Disabilities Using*	

Schema-Based Instruction. Austin, TX: Pro-Ed.	
Lesson plans from NCTM	Illuminations.nctm.org
Mathematics curriculum focal points (NCTM):	http://nctm.org/standards/focalpoints.aspx?id=298
Mnemonic Instruction to Facilitate Access to the General Curriculum	http://www.k8accesscenter.org/training_resources/Mnemonics.asp
National Center on RTI	Rti4success.org
National Center on Student Progress Monitoring Webinars	http://www.studentprogress.org/library/Webinars
National Council of Teachers of Mathematics. (2011). *Achieving fluency: Special education and mathematics.* Edited by Francis (Skip) Fennell. Reston, VA: Author.	
National Math Advisory Panel report	http://www2.ed.gov/about/bdscomm/list/mathpanel/index.html
Peer-assisted learning strategies (PALS)	http://kc.vanderbilt.edu/pals/
Riccomini, P. J. & Witzel, B.S. (2010). *Response to intervention in math.* Corwin Press: Thousand Oaks, CA.	
Sileo, J. M., & van Garderen, D. (2010). Creating optimal opportunities to learn mathematics: Blending co-teaching structures with research-based practices. *Teaching Exceptional Children, 42*(3), 14-21	
What Works Clearinghouse Practice guides	wwc.ed.gov
Doabler, Cary, Jungjohann, Clarke, Fien, Baker, Smolkowski, & Chard (2012). Enhancing core mathematics instruction for students at risk for mathematical disabilities. *Teaching Exceptional Children, 44, 48-57.*	
Geary, Hoard, & Bailey (2012). Fact retrieval deficits in low achieving children with mathematical learning disability. *Journal of Learning Disabilities, 45, 291-307.*	
K-5 Math Teaching Resources	http://www.k-5mathteachingresources.com/
Math Chimp	http://www.mathchimp.com/
Math Playground for common core state standards	http://www.mathplayground.com/common_core_state_standards_for_mathematics_grade_3.html

NAME: ██████████ PERIOD: 4

Quiz Over Simplifying Polynomials and Distributive Property

1. $6(3) - 2 =$ ___18 − 2 ≠___ ⊘

(6)

2. $-2 + 6 =$ ___(6)___ -2 -1 0 1 2 3 4 5

3. $-2(4+2) =$ ___-8 − 4 = ___

4. Which of the following are not like terms? ___C___ ✓

    a. $3x^2$ and $-4x^2$
    b. 2xyz and xyz
    c. $3y^3$ and $3y^2$
    d. $4x^2y$ and x^2y

5. Group the pairs of like terms from the following polynomial using the underlining technique: ✓

$$2x^2 + 3x - x^2 + 4 - 5 - x$$

Simplify:

6. $2x - 4 - 5x + 4 =$ ___$-3x$___ ✓

7. $2x^2 - 3 - 3x - x^2 + 6x + 4 =$ ___$2x^2 + 5x$ 3___   3 2 1 0 1 2 3 4 5

8. $3y + 2x - y + 4x + 3 =$ ___$6x + 2y + 3$___ ✓

9. $3y^2 + 2xy - y^2 + 5x^2 + xy =$ ___$5x^2 + 8y^2 + 2xy$ − 9___ ✓

10. $2(2x+3) =$ ___$4x + 6$___

11. $2(x^2+4) + 3(2x-3) =$ ___$2x^2 + 6x - 1$___ ✓

    $2x^2$ 8 $6x - 9$

14

Soy Milk

Jan. 22, 2014

From the problem solving method "UNDER" used in class yesterday, which step did you find most helpful? Use the space below to plan your answer. Write your final answer in the box below.

The Step I found that is most helpful is "N" Which is "Notice"
[crossed out planning text, partially legible]
is good, Sometimes you don't notice the problem or get the problem.

The step I found that is most helpful is "N" Which is "Notice" It helps you "Notice what you are being asked to find." Also if you are Sure what you are looking for in a problem you have to know what the problem is asking. In order to get it correctly being able to Notice is good Sometimes you won't notice the problem or even get the problem. But mostly do notice what is asking.

NAME: [redacted]   PERIOD: 4th

moy.   3.5

	4 - Outstanding	3 - Good	2 - Average	0 - Not Present
Answer	Student states the answer clearly.		Present but unclear.	Not present.
Prove	Student has multiple sentences explaining the way they used it in solving the problem.	Student has at least two sentences explaining the way they used it in solving the problem.	Student has some information about how they used it to solve the problem.	Not present.
Explain	Student fully explains how they found it helpful.	Student partially explains how they found it helpful.	There is something written but it is unclear.	Not present.
Following Instructions	Student wrote everything inside the box with at least 4 complete, grammatically correct sentences.	Student wrote everything inside the box with at least 4 complete sentences, but has grammatical errors.	Student either wrote outside the box or did not use 4 complete sentences minimum.	Not present.

Peer Edit

On your partner's paper, do the following:

Highlight the **ANSWER in YELLOW**

Highlight the **PROOF in PINK** (only if it supports their answer)

Highlight the **EXPLANATION in BLUE** (only if they explain HOW the proof supports their answer WITHOUT restating the proof)

What is great about this short answer? I like how she had her short answer nice and organized.

What is confusing about this short answer? Nothing was confusing for me.

15

NAME: Daniel Reyes   PERIOD: 4

80

	4 - Outstanding	3 - Good	2 - Average	0 – Not Present
Answer	Student states the correct answer clearly.	Student states an answer but is incorrect.	Present but incorrect and unclear.	Not present.
Prove	Student has multiple sentences explaining all steps in solving the problem.	Student has at least two sentences explaining the steps.	Student has some information about how they solved the problem.	Not present.
Explain	Student explains how they plugged the solution back into the equation and checked.	Student just said they checked their answer.	There is something written but it is unclear.	Not present.
Following Instructions	Student wrote everything inside the box with at least 4 complete grammatically correct sentences.	Student wrote everything inside the box with at least 4 complete sentences, but has grammatical errors.	Student either wrote outside the box or did not use 4 complete sentences minimum.	Not present.

(4)

Below is the work Julio used to solve the following equation. Use the equation, Julio's work, and Julio's solution to write a Short Answer paragraph using the APE strategy. Use your notes on the APE strategy from your notebook to guide your writing. A quality answer has to fit inside the box below and should be at least 4 or more sentences.

$$7x - 5 = -2x + 13$$
$$7x + 2x - 5 = -2x + 2x + 13$$
$$9x - 5 = 13$$
$$9x - 5 + 5 = 13 + 5$$
$$9x = 18$$
$$\frac{9x}{9} = \frac{18}{9}$$
$$x = 2$$

STAAR SHORT ANSWER READING QUESTIONS
## EXAMPLE OF RESPONSE BOX

For the equation he worked on his answer was two. To check your answer you can plug in the two on the x's. You have to draw the line down the equal sign. Move all the x's to one side. Then you solve the equation. More about the steps

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

16

Name ___

Show all your work!

1. Amy is choosing between two local Internet service providers, Simple.com and Call.com. The graph shows the relationship between the total cost per month of each Internet provider and the hours spent on-line.
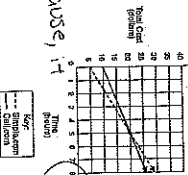
Write equations for both internet service providers:

Simple.com: $y = 5 + 15 x$

Call.com: $y = 10 + 10.5 x$

What does the intersection mean? _have the same amount of money_

Which provider would be best for Amy if she is on-line about 7 hours a month? Explain.

Call.com because it is cheper

2. The Future Teachers of America club sold cookies for $0.25 each and cupcakes for $0.50 each to raise money than 75 minutes for morning training. One round of a attend the state convention. If the club raised $24.75 from selling cookies and cupcakes during lunch time, find a reasonable combination of the number of cupcakes and cookies that were sold if 75 total items were sold?

Set up the system and solve using any method.

$.25)72.75 = 99$
$= 72$

Total Cookies: 72
Total Cupcakes: 3

3. Explain your reasoning and tell which inequality symbol you would use on these problems:

➤ What does it mean if a person can spend no more than $80 on groceries?

Meaning: $80 or less

Inequality symbol: $\leq$

➤ What does it mean if a person needs at least an 80 on her final test to past the course?

Meaning: $80 or more

Inequality symbol: $\geq$

4. Explain your reasoning and tell which inequality symbol you would use on these problems:

➤ What does it mean if a person wants to weigh at most 130 pounds?

Meaning: $130 or less

Inequality symbol: $\leq$

➤ What does it mean if a person ran more than 10 miles in a week?

Meaning: $10 or more

Inequality symbol: $>$

5. Anna makes hand-painted plates. Her overhead costs are $750 per week, and she pays an additional $10 per plate in material costs. If Anna sells the plates for $25 each, how many plates does she have to sell each week before she can make a profit?

$750 = 50 or more
plates

$50 or more
plates

$15p = 750$

$50 \cdot 15 = 750$

6. Ms. Barton determined that the total cost of her wedding, c, could be represented by the equation $c = 75n + 1500$, where n is the number of people attending the wedding. If Ms. Barton's wedding cost $6625, how many people attended the wedding?

Inequality symbol: $\geq$

95 people

7. On Wednesdays an athlete's schedule allows no more than 75 minutes for morning training. One round of a strength routine, s, requires 8 minutes. One round of an endurance routine, e, requires 12 minutes. Which of these best represents the time available for the athlete to spend on strength and endurance routines on Wednesdays?

F $20(s + e) > 75$

G $8s = 75 - 12e$

H $8s + 12e \leq 75$

J $12e < 75 + 8s$

8. An oyster provides approximately 17 calories, and a shrimp provides approximately 26 calories. Jay wants to consume no more than 300 calories, eating oysters and shrimp. Which inequality best represents the number of oysters, x, and the number of shrimp, y, that Jay can eat and stay within this limit?

F $(17 + 26)(x + y) > 300$

G $(17 + x) + (26 + y) > 300$

H $(17 + 26)(x + y) \leq 300$

I $17x + 26y \leq 300$

9. At a restaurant the cost for a breakfast taco and a small glass of milk is $2.10. The cost for 2 tacos and 3 small glasses of milk is $5.15. Which pair of equations can be used to determine t, the cost of a taco, and m, the cost of a small glass of milk?

A $t + m = 2.10$
$2t + 2m = 5.15$

B $t + m = 2.10$
$3t + 3m = 5.15$

C $t + m = 2.10$
$3t + 2m = 5.15$

D $t + m = 2.10$
$2t + 3m = 5.15$

10. At a college bookstore, Carla purchased a math textbook and a novel that cost a total of $54, not including tax. If the price of the math textbook, m, was $8 more than 3 times the price of the novel, n, which system of linear equations could be used to determine the price of each book?

F $m + n = 8$
$m = 3n + 54$

G $m + n = 8$
$m = 3n - 54$

H $m + n = 54$
$m = 3n + 8$

J $m + n = 54$
$m = 3n - 8$

11. At a firefighters' pancake breakfast, the firefighters served 345 people and raised $1395. If the cost of c, an adult's ticket to the pancake breakfast, was $5 and the cost of c, a child's ticket, was $3, what was the number of adult tickets sold?

Equations:
$1395 = 5a + 3c$

Adult Tickets:
270

12. What is the solution for this system of linear equations?

$y = mx + b$

$y = -\frac{2}{3}x + 2$
$3x - y = -13$

$y = -3x + 13$

$0x + 10 = c$ $0x + 10 = c$ $-y = -3x - 13$

-1 -1 -1

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Inequality symbol: $\geq$

Parent Signature: ___
Parent Phone number: ___
Thank you for making sure your son/daughter does their homework!!!

Coach Workman and Mrs. Hamiter

Practice Sheet # 2-2

Name: Daniel Reyes

lisa.manitor@twisd.org
Period 4 twisd.org
Parent's Signature: Lisa Reyes
Phone Number:

Date given: 10/15/13   Due Date: 10/18/13

x	f(x)
-7	-9
-2	-4
0	-1
5	

(mapping diagram with arrows)
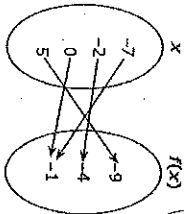
1. List the ordered pairs represented by the mapping:

(-7,-1)(-2,-4)(0,-1)(5,-9)

2. Is this mapping a function? yes

Why or why not? it doesn't repeat

100 %

70

Write each expression:

3. Four more than twice a number
4 > x   2n+4

4. Six more than three times a number
6 > 3·x   3n+6

5. Five less than twice a number c
5 - 2·c   2n-5

6. Three less than z
z - 3

7. The quotient of 6 and a number n
6 ÷ n   6/n

8. The product of five and a number p
5·p   p·5

9. Does the set of ordered pairs represent a function? yes Why or why not? it doesn't repeat
{(3,11), (-1,3), (5,15), (-4,-3), (-7,-9)}
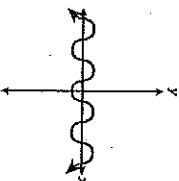
10. Does the graph represent a function? yes Why or Why not? because the x does not repeat.

---

11. Does the table represent a function? NO Why or why not?
because 32 repeats

x	f(x)
32	-4
14	5
32	7

12. List the ordered pairs represented by the table: (32,-4)
(4,3)(14,5)(32,7)

Solve:

13. -3x < 9 (solve and graph)
-3x/-3 9/-3
x > -3

-5 -2 -1 0 1 2 3

14. 4x + 20 ≤ 32
-20 -20
4x/4 ≤ 12/4
x ≤ 3

-3 -2 -1 0 1 2 3

15. -5x - 2 > -15
-5x/-5 -10/-5
x < 5

16. Xavier needs to find the width of his garage but he is not at home to measure it. He knows the length of his rectangular garage is 3 more than twice the width. The perimeter of the garage is 66 feet. What is the width of the garage? Use the APE writing process to discuss the answer.
A – one sentence P – one sentence E – 2-or more sentences.

Draw a picture:
w   P=66
l   60+3
     2w+3

Write an equation and solve:
4w + 6 = 66
-6 -6
6w/6 = 60/6
w = 10

The width is 10 feet long. We get 10 feet width because we plugged in 2w+3 and then you add all the w's and you just do an equation from that. If you do an equation you will get 6w+6. Then you just subtract 6 from both sides, then you divide 66 by 6 and the answer will be 10 feet width.

7. How many boxes of stuffed animals can be made with $5,000?

$$5000 + 20n + 2300$$
$$-2300 \qquad 2300$$
$$\overline{2700} = 20n$$
$$\frac{2700}{20} = \frac{20n}{20}$$

Homework

$$n = 135 \text{ boxes.}$$

8. In a paragraph, use your APE strategy to explain how you found your solution to problem 7. Make sure to use complete sentences and be specific.

The way I found the answer to problem 7 is by pluging in the number ($5,000) where it belongs. You're mainly trying to find how many boxes you can get with $5,000 plus the $2,300 you have to pay automatically. So its 5000=20n +2300, we need to find the "n" You have to subtract 5000 - 2300 because you have to Pay 2300 automaticallic. After that you'll get 2,700. Now you can get the boxes with 2700. Then divide 2700 ÷ 20 = 135. 135 is how many boxes you can get.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

	4 - Outstanding	3 - Good	2 - Average	0 – Not Present
Answer	Student states the correct answer clearly.	Student states an answer but is incorrect.	Present but incorrect and unclear.	Not present.
Prove	Student has multiple sentences explaining all steps in solving the problem.	Student has at least two sentences explaining the steps.	Student has some information about how they solved the problem.	Not present.
Explain	Student explains how they plugged the solution back into the equation and checked.	Student just said they checked their answer.	There is something written but it is unclear.	Not present.
Following Instructions	Student wrote everything inside the box with at least 4 complete, grammatically correct sentences.	Student wrote everything inside the box with at least 4 complete sentences, but has grammatical errors.	Student either wrote outside the box or did not use 4 complete sentences minimum.	Not present.

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DHJ High School

Learning Walk Focus Teacher:	Learning Walk Focus Student:
1. Instruction Method Used	1. Work in response to instruction
2. Thinking Rigor Level	2. Work in response to Rigor
3. Questioning Techniques Used	3. Response to Question
4. What is done for Engagement	4. Observation of Engagement
5. Literacy task in the Content	5. Content-Learned as a result of Lit task

Walker's Observations

Teacher: _____   Class Period: _____   Date: _____

RIGOROUR INSTRUCTION

What was the Instructional Method Used by the teacher? How did the students respond to the lesson?

What was the Thinking Rigor Level obtained by the teacher? How did the students respond to the Rigor being required of them?

What was the Questioning Technique used by the teacher? How did the students respond to the teacher's questioning?

What was done in order to obtain student engagement? How were the students engaged in this lesson?

DISCIPLINARY LITERACY

How was the execution of the Literary Task used by the teacher in order to demonstrate deep-content knowledge?	What was observed to be the students' response and level of content-learned as a result of the Literary Task?

What are your wonderings?

Thank you for participating in the learning walk. What suggestions can you give us in order to improve the learning walk

Disciplinary Literacy – (what was observed)
Look fors include – ACTUAL CONTENT WRITING that improves thinking, deep content knowledge
    Writing folders
    Answer – Prove – Explain (APEs)
    Essays – especially Argumentative, Expository, or Analytical
    Quick-writes
    Other literacy work (reading, writing, thinking, questioning) that develops deep content knowledge
    Document Based Question work (AP / Advanced Academics)

Instruction (types observer would want to see) – (from Curriculum Projects)
1. Foster Connections at the B, M, E of the lesson
2. Cultivate Thoughtfulness
3. Strengthen understanding and blending modalities
4. Guide Quality through continuous feedback
5. Nurture Focus
6. Encourage consolidation of core concepts and skills at the end of every lesson (from Learning Focus)
7. Lesson segmentation that provides for content deepening (chunking)

Thinking Rigor (Levels of Rigor according to Blooms plus questioning stems) (from Curriculum Projects)

1. Knowledge – to recall (remember, list, recount, recognize, restate)
2. Comprehension – to understand (explain, describe, express, clarify, paraphrase)
3. Application – to use (classify, summarize, apply, distinguish, compare)
4. Analysis – to examine (isolate, determine, compare, contrast, speculate)
5. Creative Thinking – to change (generate, hypothesize, adapt, imagine, speculate)
6. Critical Thinking – to justify (judge, conclude, decide, infer, interpret)

Model Questioning Strategies (not questioning level but method to obtain input from student)
(from Curriculum Projects)

1. Cognitive Verb in Questioning
2. Cognitive Verb in Questioning and recognizing student
3. Simultaneity in Questioning types
    a. Pair/Share
    b. Choral Response
    c. Visual Cue
    d. Quick Write
    e. Time Thinking
4. Randomness (with computer, popsicle sticks)
5. Wait Time plus coaching student

Engagement (from Schlechty Center on Student Success in Engagement)

1. Actual Engagement – meaningful
2. Strategic Compliance – to get a good grade/to get a grade
3. Ritual Compliance – compliant behavior but not engaged
4. Retreat-ism – do not participate, are not on task
5. Rebellion – student is acting out

Studying Student Work Reflection

1. List specific reasons the papers are considered:

Low	
Medium	
High	

2. What are possible **<u>causes</u>** for the differences between the **HIGH and LOW papers?**

3. What are the possible **<u>causes</u>** for the differences between the **HIGH and MEDIUM papers?**

(Possible examples for #2 and #3- student didn't revise/edit and rewrite, writing prompt wasn't clear to the student, LEP or SpEd concerns, modeling was not provided, ineffective feedback for rewrite, etc.)

4. Where are the student's weaknesses in the **short answers?** Please list specific issues addressing the following:

Answer	
Proof	
Explanation	
Other issues	

5. Where are the student's weaknesses in the **essays?** Please list specific issues addressing the following:

Thesis statement	
Determining the main points to be discussed	
Elaboration on their main points	
Introduction	
Conclusion	
Other issues	

The Short Answer APE Strategy:

Follow this strategy to answer short answer questions correctly and efficiently each time. Be concise but thorough. Read the text carefully.

Step 1:

Answer the question.

- The text uses _____(choose whichever fits your prompt-formula, hypothesis, facts, literary element, etc.)_____ to (demonstrate or appropriate cognitive verb) the ____(answer)____.
- DO NOT add anything after your answer- "because", "since", "so", "and", etc. do not belong here!!!
- Ex. The text uses the Pythagorean theorem to determine that side x is 2 inches long.

Step 2:

Prove your answer.

- Your proof for your answer should be a quote taken directly from the text. Lift the words directly from the text. The proof <u>must prove or support your answer.</u>
- You MUST **embed** your quote. YOU start this sentence with YOUR explanation, embed the quote to continue your explanation, then finish your thought.
  - Ex. Steinbeck revealed "a dread of west and a love of east" in many of his works.
- Don't forget to put the quote in **quotations marks.**

Step 3:

Explain your proof.

- Explain how your quote successfully proves or supports your answer to the question.
- Why is this important in the text?
- What impact does it have on the outcome?
- **Do not** merely restate the quote or answer.
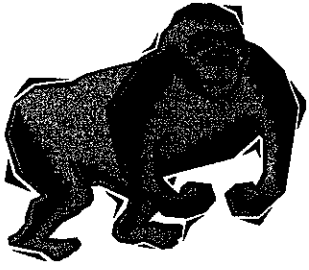
APE STRATEGY
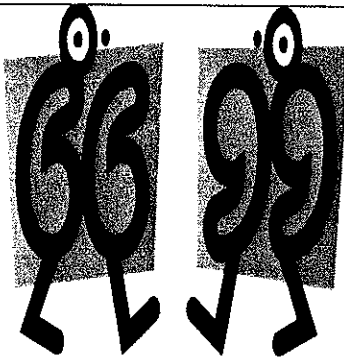
	A = ANSWER THE QUESTION
	P = PROVE YOUR ANSWER
	E = EXPLAIN HOW YOUR PROOF SUPPORTS YOUR ANSWER
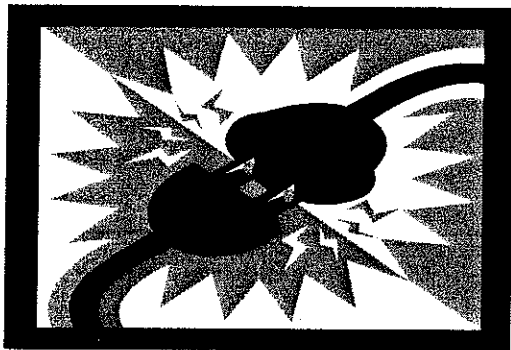
Peer Edit

On your partner's paper, do the following:

Highlight the **ANSWER in YELLOW**

Highlight the **PROOF in PINK** (only if it supports their answer)

Highlight the **EXPLANATION in BLUE** (only if they explain HOW the proof supports their answer WITHOUT restating the proof)

What is great about this short answer?

What is confusing about this short answer?

No highlighters? No problem!!

Peer Edit

On your partner's paper, do the following:

CIRCLE THE ANSWER

UNDERLINE THE PROOF (only if it supports their answer)

Put a **BOX** around **THE EXPLANATION** (only if they explain HOW the proof supports their answer WITHOUT restating the proof)

What is great about this short answer?

What is confusing about this short answer?

Revise and Edit

Always revise Content first then edit grammatical mistakes

1. See what color is missing:

  Yellow= Answer

  Pink= Proof

  Blue= Explanation

Add the missing parts of the APE writing strategy.

2. Note what your Peer Editor mentioned is confusing about your answer and correct it.

3. CUPS- Capitalization, Usage, Punctuation, Spelling

No highlighters:

Revise and Edit

Always revise Content first then edit grammatical mistakes

1. See what is missing:

  Circle= Answer

  Underline= Proof

  Box= Explanation

Add the missing parts of the APE writing strategy.

2. Note what your Peer Editor mentioned is confusing about your answer and correct it.

3. CUPS- Capitalization, Usage, Punctuation, Spelling

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THE WRITING PROCESS

I. PREWRITING- 15 minutes

1. BREAKDOWN THE PROMPT (2 minutes)
A. Carefully dissect the prompt by underlining or circling the key words and use a dictionary to understand the academic vocabulary.

B. Rephrase the prompt in your own words (as a question if possible).

2. BRAINSTORM and choose a topic (3 min.)
A. Quickly list all of the ideas about the prompt you can.

B. Do not analyze each idea just put every thought on paper.

C. Once you have no more ideas, evaluate each and choose the best as your topic.

3. ORGANIZE YOUR THOUGHTS (10 min.)
A. Use the graphic organizer to organize your ideas about your topic that you want included in the essay. Make sure they each address the prompt.

B. Put your thoughts in order. Identify the main points that will be the Reasons/Ideas of each paragraph, and then add all of the supporting details, examples, and facts,

II. DRAFTING- 15 minutes

1. Keep your audience in mind and write to the audience.

2. Write a logical, well-organized essay using your graphic organizer.

A. INTRODUCTION
- Introduce your topic by rephrasing the prompt or repeating key words from the prompt in your first sentence.
- Write a clear thesis statement as your second sentence- this is what your entire paper is about.

B. BODY (2-3 fully developed paragraphs)
- For each body paragraph, support your Reason/Idea with details, examples and facts.
- Use APEPE:
Answer- your Reason/Idea
Prove- detail, example, or fact
Explain- how does your proof directly support your answer
Prove- detail, example, or fact
Explain- how does your proof directly support your answer

C. CONCLUSION
- Restate your thesis statement, don't simply repeat it.
- The type of essay will determine the last sentence of your essay (refer to graphic organizers)

III. REVISING/EDITING- 12 minutes

1. REVISE
A. Make sure you have not strayed from the prompt.
B. Look for mistakes on facts (dates, names, etc.)
C. Check for complete ideas, clear thoughts, and details.
D. Eliminate repetitive ideas.

2. EDIT
A. Proofread for spelling, punctuation, and capitalization errors- USE THE DICTIONARY!!
B. Correct Run-ons and Fragments.
C. Eliminate use repetitive of words and phrases.

IV. FINAL DRAFT- 10 minutes

1. Look at your rough draft and evaluate how long it is to ensure it will fit into the 26 line template. You can write smaller if necessary. Try not to eliminate important information.

2. Do NOT add lines to the box.

3. Do NOT write outside the lined box.

4. WRITE NEATLY!!

Name:_____ Period_____

Circle the box that represents the student's work:

Category	3	2	1	0
Answer	The question is restated and the answer is stated in the first sentence	Only the answer is stated in the first sentence.	----------------------	The answer is not stated.
Prove	There are at least 3 steps stated.	There are only 2 steps stated.	There is only 1 step stated.	No steps are stated.
Explain	Every "prove" has an explanation after the "because."	Only 1 sentence does not have an explanation after the "because."	Two sentences do not have an explanation after the "because."	Three or more sentences do not have an explanation at the because.
Spelling & Grammer (CUPS-Capitalization, Usage, Punctuation, Spelling)	Every sentence correctly uses capitalization, punctuation and spelling.	One sentence contains a misuse of capitalization, punctuation, or spelling.	Two sentences contain a misuse of capitalization, punctuation, or spelling.	Three or more sentences conatin a misuse of capitalization, punctuation, or spelling.

Algebra II – Essay Prompt

There are two forms of a Quadratic Function, the Vertex Form $f(x) = a(x - h)^2 + k$ and the Standard Form $f(x) = ax^2 + bx + c$. Please explain how the values of $a, h \text{ } and \text{ } k$ in the Vertex Form of a quadratic equation affects the transformation of the function's graph.

Algebra II Essay Rubric

Circle the box that represents the student's work:

Short Essay

Category	3	2	1	0
Introduction	Information is restated and described using mathematical knowledge Vocabulary is defined	Information is restated and vocabulary is defined, but the information is not described using mathematical knowledge	Information is restated only	Does not describe the prompt at all
Proof and Explanation	A(3 proofs), h(2 proofs and K(2 proofs) are stated with explanations and math terminolgy	A(3 proofs), h(2 proofs and K(2 proofs) are stated with exp lanations but without math terminology	A(3 proofs), h(2 proofs and K(2 proofs) are stated with no explanations of transformations	a, h and k are not stated/ explanation does not comply with the prompt (talked about something else)
Conclusion	Answer is stated in terms of the question and is explained	State answer in terms of the question but has no explanation	The answer is stated but not in terms of the question	Answer is not stated
Spelling & Grammer (CUPS-Capitalization, Usage, Punctuation, Spelling)	Every sentence correctly uses capitalization, punctuation and spelling.	One sentence contains a misuse of capitalization, punctuation, or spelling.	Two sentences contain a misuse of capitalization, punctuation, or spelling.	Three or more sentences conatin a misuse of capitalization, punctuation, or spelling.

Total Points:_____

30

Write a paragraph about your favorite parent function. Please describe why it's your favorite, the shape of the graph, its domain and range and what the x and y intercepts are. Compare this parent function to another parent function that is similar and describe how they are similar.

A P E Writing

Student Name: _____

CATEGORY	20	15	10	5
Answer	The question is restated and the answer is stated in the first sentence.	Only the answer is stated in the first sentence.	The answer is vague in the first sentence.	The answer is not stated.
Prove	There is a detailed example given from the text using either quotations or paraphrased.	There is an example given from the text using either quotations or paraphrased.	There is an example given from the text but it is unclear.	No example is given from the text.
Explain	Student follows up with an explanation in their own words. It uses the proof to support their answer sentence.	Student follows up with an explanation in their own words. It is vague in supporting their answer sentence.	Student follows up by restating the proof.	The student does not follow up with an explanation.

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4th Six Weeks	5th Six Weeks	6th Six Weeks
Goals: To use reading strategies effective for your students and improve quality of writing.	Goals: To use reading strategies effective for your students and improve quality of writing utilizing critical thinking.	Goals: To use reading strategies effective for your students to deepen reading, thinking, and writing skills in order to create high quality, critical writing.
Reading: Continue using reading strategies	**Reading:** Continue using reading strategies	**Reading:** Continue using reading strategies
Read a minimum of **twice per week IN CLASS** (Do Now, during lesson, or closing activity that can lead to homework)	Read a minimum of **twice per week IN CLASS** (Do Now, during lesson, or closing activity that can lead to homework)	Read a minimum of **twice per week IN CLASS** (Do Now, during lesson, or closing activity that can lead to homework)
Students must have a product (short answer, essay, graphic organizer, notes, quickwrite, etc.) from the reading to be kept in their Writing Folders.	Students must have a product (short answer, essay, graphic organizer, notes, quickwrite, etc.) from the reading to be kept in their Writing Folders.	Students must have a product (short answer, essay, graphic organizer, notes, quickwrite, etc.) from the reading to be kept in their Writing Folders.
The Graphic organizers, notes, and quickwrites can lead to their Short Answers and Essays.	The Graphic organizers, notes, and quickwrites can lead to their Short Answers and Essays.	The Graphic organizers, notes, and quickwrites can lead to their Short Answers and Essays.
Writing: Continue Reading Assessments via **Short Answer Responses- One every two weeks.**	**Writing:** Continue Reading Assessments via **Short Answer Responses- One every two weeks.**	**Writing:** Continue Reading Assessments via **Short Answer Responses- One every two weeks.**
Produce one essay by the end of the 6 weeks. Essays are AT LEAST 26 lines- they can be longer	**Produce one essay by the end of the 6 weeks** include cognitive verbs and discipline specific vocabulary	**Produce one essay by the end of the 6 weeks.** Students must include cognitive verbs and discipline specific vocabulary
Students must revisit their writing to revise/edit and rewrite for higher quality products based on feedback.	**Students must revisit their writing to revise/edit and rewrite for higher quality products based on feedback.**	**Students must revisit their writing to revise/edit and rewrite for higher quality products based on feedback.**
- Give feedback on their first draft which can be done AS they are writing. - Have the students revise/edit then write a final draft- this can be done for homework. - Give a grade for all 3 parts of the process.	- Give feedback on their first draft which can be done AS they are writing. - Have the students revise/edit then write a final draft- this can be done for homework. - Give a grade for all 3 parts of the process.	- Give feedback on their first draft which can be done AS they are writing. - Have the students revise/edit then write a final draft- this can be done for homework. - Give a grade for all 3 parts of the process.

DISCIPLINARY LITERACY 2013-2014 SECOND SEMESTER

The following will be completed EACH 6 weeks:

READING

Expectations	Examples for evidence of reading
Read a minimum of twice per week IN CLASS (independent, pairs, or groups) Must have evidence of reading	- Do Now- read and take notes, graphic organizer, short answer, or quickwrite - Read for lesson and answer questions, solve problems - Pair/Group read- take notes and present to class, chart for gallery walk, graphic organizer, quickwrite- each student, short answer- each student - Exit ticket question from in-class reading - Homework assignment from in-class reading
CORE CONTENT read a minimum of twice per week for homework	- Questions as they read homework - Do Now writing based on reading homework - Do Now questions based on reading homework - Group work based on reading homework - Lesson application of reading homework - Socratic Seminar

Writing

Expectations	Examples
Write a minimum of twice per week IN CLASS	Do Now, During Lesson, or Exit Ticket: - Quickwrites - Short Answers - Essay - Revise/Edit - Rewrite final drafts - Problem solving
2 short answers with feedback, revising/editing, and final draft 1 essay with feedback, revising/editing, and final draft	These need to be ready to share at Faculty Meetings for studying your student work.

Disciplinary Literacy Second Semester 2013-2014

GOALS

Each 6 weeks

EACH WEEK:

To utilize one specific reading analysis strategy- Say, Mean, Matter- to deepen reading, thinking, and writing skills.

To write consistently and have students revise/edit and rewrite to produce higher quality work from each student.

As the Semester Progresses:

To further enhance student's reading, thinking, and writing skills

READING

- Use **Say, Mean, Matter Reading Strategy** a minimum of **ONCE PER WEEK** in all classes.

- **Reading Options:**
  - Read and complete Graphic Organizer for Homework- peer grade as Do Now for homework accountability
  - Read for homework and fill in Graphic Organizer for **Do Now** the following day
  - Read and complete Graphic Organizer in Class- independent or small group
  - Read in class and students fill in "Say" portion of graphic organizer, complete "Mean" portion for homework, finish the "Matter" portion for Do Now the following day- this will lead into an extension activity for this day utilizing Creative and Critical Thinking (could be a writing piece)

  **Each Graphic Organizer will be graded and kept in their Writing/Reading folders

- Strengthen the Say, Mean, Matter reading strategy

- Develop Discipline Specific Reading Strategies and Graphic Organizers with the assistance of each department

- Test the Discipline Specific Reading Strategies toward the end of the semester

- Focus on improved quality due to refined analysis skills, increased **rigor**, **and higher level of assessment.**

- Student created rubrics

WRITING

- **Students** will write a minimum of **ONCE PER WEEK** in all classes.

* By the end of **EACH** 6 weeks, every student will produce:

1. Two short answer responses and 1 essay

or

2. Two essays and one short answer response.

Essays are at least 26 lines- they can be longer

*Writing Process:

- Students must revisit their writing to revise/edit and rewrite for higher quality products

1- Write a short answer/essay for homework or in class,

2- Have students peer grade for Do Now (if it was homework) or at the end of class

3- Students can revise/edit and rewrite during class or for homework,

4- You grade or peer grade the final product- each part should be a grade (first draft, peer grade, revise/edit, and final) so they understand the importance of it all

Simply put- have the students write an essay or short answer the first week, peer grade and have them revise/edit and rewrite the second week- they have produced one piece in two weeks and have written each week whether in class or for homework (repeat this process two more times and you have fulfilled the DL expectations for the 6 weeks)

It is crucial you time everything that is done in class:

- short answer writing- 10-15 min.   - short answer peer grading- 5 min.   - short answer revise/edit/ rewrite- 15 min.
- essay writing- ONE class period   - essay peer grading- 10-15 minutes   - essay revise/edit and rewrite- 20 minutes

The coach will model teach the first class and observe/give feedback to the teacher from the second class.			
22-Jan-14			
Coach	**Teacher**	**Class Periods**	**Class**
Briese	Drake	1st and 2nd	Alg. II
	Englehart	4th and 7th	Geom/H. Geom.
	Richardson	5th and 6th	H. Alg. II
Fowler	Castillo	1st and 2nd	H. Pre Cal
	Lara	3rd and 5th	Theory/M. Hist.
	Russell	4th and 7th	AP Eco.
Kuhl	Quear	1st and 2nd	AVTC
	Wright	3rd and 4th	H. Chem.
	Hill	5th and 6th	Money/Hum. Serv.
Nakamoto	Hawkins	1st and 3rd	W. Geo/ H. W. Geo
	Crouse	4th and 5th	W. Geo
	Hamiter	6th and 7th	Alg. I
Rodriguez	Tritten	2nd and 3rd	Chemistry
	Sanders	4th and 5th	BIM
	Basdeo	6th and 7th	Physics
Kinney	Hubble	1st and 5th	Eco
	Barger	2nd and 3rd	Biology
	Tatum	6th and 7th	Biology
1/23/2014			
Fowler	Parada	1st and 2nd	Arch. Const.
	Cowen	4th and 6th	Physics
	Tezak-Daus	3rd and 7th	Art I

Kinney	Korn	1st and 4th	Math Models
	Clardy	2nd and 3rd	W Geo/US
	Alexander	5th and 7th	Nutrition/Fam. CS

	1.24.2014		
Kinney	Workman	1st and 2nd	Alg.

Short Answer Responses Focus

Do Now- Short answer- 15 minutes

1. Immediate teacher feedback- hovering- during Do Now
2. Peer editing- teacher MUST continue to hover- 10 minutes
3. Revise/Edit and Rewrites- Teacher facilitates- 10-15 minutes

January 2014
Disciplinary Literacy

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13 Instructional Coach/Literacy Coaches meet with teachers about plan for 1-22/23/24-14	14 Instructional Coach/Literacy Coaches meet with teachers about plan for 1-22/23/24-14	15 Instructional Coach/Literacy Coaches meet with teachers about plan for 1-22/23/24-14	16 Instructional Coach/Literacy Coaches meet with teachers about plan for 1-22/23/24-14	17 Disciplinary Literacy Coaches Working Lunch— 12:30-2:30
20 NO SCHOOL MLK Day	21 2nd Semester Begins	22 I teach/You teach short answer quality paper (Literacy Coaches work with teachers for two class periods each) at DHJ	23 I teach/You teach short answer quality paper (Literacy Coaches work with teachers for two class periods each) at DHJ	24
27 I teach/You teach— any teachers we haven't addressed at DHJ	28	29 DHJ Faculty Meeting— bring low, medium, and high sample paper from last week Teacher reflections	30 Learning Walks— Disciplinary Literacy Focus based quality short answer responses AT DHJ	31 I teach/You teach short answer quality paper (Literacy Coaches work with teachers for two class periods each) at ECHS

Disciplinary Literacy
February 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7 **Waiver Day** Disciplinary Literacy Planning	8 Think about using Quickwrites as a Do Now and a Ticket Out of The Door
9 Reading– minimum of twice per week Writing– minimum of twice per week	10	11	12	13 **Learning Walk** Disciplinary Literacy Focus– Reading	14	15 Think about having the students critically read the information– not you creating a Powerpoint over it
16 Reading– minimum of twice per week Writing– minimum of twice per week	17 DL Coaches meet to plan reading and essay with teachers	18 DL Coaches meet to plan reading and essay with teachers	19 DL Coaches meet to plan reading and essay with teachers	20	21	22 Think about adding short answers and/or essays to your tests
23 Reading– minimum of twice per week Writing– minimum of twice per week	24	25	26 **Faculty Meeting** Study student work– Essays	27	28 End of 4th 6 weeks	29 Think about group reading– groups chart information and conduct a Gallery Walk

Disciplinary Literacy
March 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 /Think about short answer or essay after a lab
2 Reading– minimum of twice per week Writing– minimum of twice per week	3 DL Coaches meet to plan reading and writing with teachers for the 6 weeks	4 DL Coaches meet to plan reading and writing with teachers for the 6 weeks	5 DL Coaches meet to plan reading and writing with teachers for Focus– Reading	6 **Learning Walk** Disciplinary Literacy Focus– Reading	7	8 Think about reading homework followed by a short answer question Do Now
9 Reading– minimum of twice per week Writing– minimum of twice per week Relax and read a book :)	10 SPRING BREAK	11 SPRING BREAK	12 SPRING BREAK	13 SPRING BREAK	14 SPRING BREAK	15 Think about writing at home, then peer edit or peer grade for the Do Now
16 Reading– minimum of twice per week Writing– minimum of twice per week	17	18	19	20	21	22 Think about group reading– the groups teach their part to the class
23 Benchmark/CBA week Keep reading and writing when not testing.	24 DL coaches contact teachers for assistance	25 DL coaches contact teachers for assistance	26 SAT/ACT shut down	27 DL coaches contact teachers for assistance	28	29 Think about students creating their own questions using the language of your content
30 Reading– minimum of twice per week Writing– minimum of twice per week	31 EOC English I EOC English II					