

Amendment for Imagine Middle at Surprise, Inc. to Increase Grade Levels

Background and Support for Expansion

Imagine Middle at Surprise, Inc. would like to expand its current program by amending its charter to include 6th grade during the 2012 – 2013 school year. At the present time, Imagine Middle at Surprise, Inc. is serving students in grades 7th through 8th. We have held numerous formal and informal parent meetings to inform our parents about the possible expansion of 6th grade on our campus, and parents have been supportive of the addition. A definite demand and desire for additional grades exists within the community. Support for the expansion has come from Imagine Schools' families wanting to continue their educational experience with Imagine Schools.

In addition to parent support, Imagine Middle at Surprise, Inc. has received much community support particularly from our sister school, Rosefield Charter Elementary School, Inc. which opened its doors in 2005. Substantial partnerships include Rio Salado College, Glendale Community College, Grand Canyon University, Arizona State University, Kids at Hope, local restaurants and businesses for student internships, Musical Surprise, and the City of Surprise Youth Leadership Council and Office of Sustainability. Through these relationships, Imagine Middle at Surprise, Inc. has been able to offer unique enrichment opportunities and academic experiences.

Imagine Middle at Surprise, Inc. was born out of a desire by parents for a better option for middle school students. Many parents were not happy with the Dysart School District and when Rosefield Charter Elementary School, Inc. opened their doors for grades K through 6 in 2005, it was apparent that having choice in education was needed in Surprise, Arizona. Rosefield Charter Elementary School, Inc. flourished in the first year of operation and plans began to open grades 7 and 8 the following year.

Our hope is that with this charter amendment approval students will be able to attend classes at Rosefield Charter Elementary School, Inc. from kindergarten through fifth grade, Imagine Middle at Surprise, Inc. from sixth through eighth grade, and finally matriculating from eighth grade into Imagine Preparatory at Surprise, Inc. for ninth through twelfth grade. This consistency of expectations, the continuation of learning based upon the Imagine Standards-Based Curriculum, and the comfort-level developed from the familiarity of teachers and peers will promote strength in academic success.

How the Additional Grades Support the Philosophy, Methods of Instruction, Special Emphasis, and Mission of the Charter

Philosophy

Imagine Middle at Surprise, Inc.'s philosophy is to provide a learning environment where students feel safe, supported, and respected as they actively learn and develop, both socially and academically. By engaging students in grades six through eight in 21st Century based skills and a rigorous standards-based curriculum aligned to the Arizona State Standards, the school promotes learning for leadership, moral growth, academic growth, the ability to construct knowledge, and individual responsibility in a caring environment. Additionally, it is the school's responsibility to help parents and guardians fulfill their

commitment in a partnership to educate their children. By allowing Imagine Middle at Surprise, Inc. to expand its program to include sixth grade, this philosophy will be used to support more of the students in the Surprise community.

Methods of Instruction

Imagine Middle at Surprise, Inc. uses hands-on methods and technology integration as its main focus of lesson delivery. In order to guide the addition of sixth graders on Imagine Middle at Surprise, Inc.'s campus, teachers will use a variety of 21st century teaching methods including: interdisciplinary thematic units, teacher-directed instruction, interdisciplinary project-based learning, problem solving in real world application, integrated technology, cooperative learning, service learning, Dr. Sandra Kaplan's Icons of depth and complexity, and differentiated instruction.

The methods of instruction offered to students at Imagine Middle at Surprise, Inc. have demonstrated success as a rigorous, high quality educational opportunity for students. The school utilizes the *Imagine Standards-Based Curriculum* which is characterized by challenging academic standards that are clearly articulated at each grade level. The *Imagine Standards-Based Curriculum* is proprietary and is aligned with the Arizona Academic K-12 Standards. Imagine Middle at Surprise, Inc. offers an educational program that provides balance among language arts, math, media, science, technology, social studies, music, art, character education, and athletics. Imagine Middle at Surprise, Inc. utilizes the Galileo school-wide benchmark assessments that are aligned to the Arizona Academic Standards to monitor student level growth and to modify instructional practice to ensure students are meeting or exceeding the Arizona Academic Standards.

Service learning projects, where students study a need in the community then apply their learning towards alleviating that need, will enable students to learn more about the community. Our goals for our students will continue to emphasize academic achievement, integrity, leadership, and community service encouraging students to become productive members of society.

Emphasis

All schools in the Imagine School's family emphasize positive, moral and academic development through our Six Measures of Excellence, character development, Seven Virtues, and 21st Century Skills to include: collaboration, communication, creativity, and critical thinking. By extending this culture to sixth grade, we will be able to provide families with an opportunity to continue their educational experience with Imagine Schools. To achieve this, Imagine Middle at Surprise, Inc. already utilizes a character development program that is integrated into all facets of the school day. More students will also allow for greater participation in our community-oriented projects that are part of the curriculum, such as the installation of a pond and garden, collaboration with the City of Surprise Office of Sustainability, and participation in the Future Problem Solvers Program.

Mission

The mission of Imagine Middle at Surprise, Inc. is to provide a unique, educational experience that emphasizes student engagement and professionalism through project-based learning and 21st Century Skills that include: collaboration, communication, creativity, and critical thinking. Allowing Imagine Middle at Surprise, Inc. to expand our grade levels will allow us to seamlessly continue this mission with our current and future students.

Timeline for Implementation

- Imagine Middle at Surprise, Inc. intends on serving grades six through eight beginning in August of 2012 for the 2012-2013 school year.

Proficiency Level Required for Credit and/or Promotion and Credit Transfer Policies

Promotion of students is based upon an evaluation of each student's progress as determined by classroom work, observations, class assessments, state assessments, and other relevant social, emotional, and academic information. The classroom teachers recommend promotion or retention of students, subject to review and approval of the principal. Specific criteria considered for the promotion include:

- A student's ability to demonstrate proficiency with the Arizona Academic Standards by Meeting or Exceeding the standard on the AIMS for Mathematics, Reading and Writing.
- A student's ability to demonstrate proficiency with the Arizona Academic Standards by Meeting or Exceeding the standard on 80% of all summative unit assessments administered throughout the academic year.
- A student's ability to demonstrate proficiency with the Arizona Academic Standards by achieving 70% proficiency on benchmark assessment and tutorial programs such as Galileo and Study Island.

Remediation activities are an important part of the educational program for our students.

Teachers consistently assess performance throughout the school year to determine student progress and their need for additional support. For each student whose academic indicators (i.e. daily class assignments, student portfolios, unit assessments, benchmark assessments, etc...) suggest they may not be on target to meet the proficiency levels established for promotion, the school will require the parents/guardians to meet with the teacher(s) and to develop a detailed plan for remedial instruction through one or more of the following activities:

- Before school tutoring by teaching faculty
- High school student led tutorial program
- Individual Student Success Plans that outline student goals
- Academic Workshop class that targets individual student needs through pre and post assessment and targeted areas of instruction

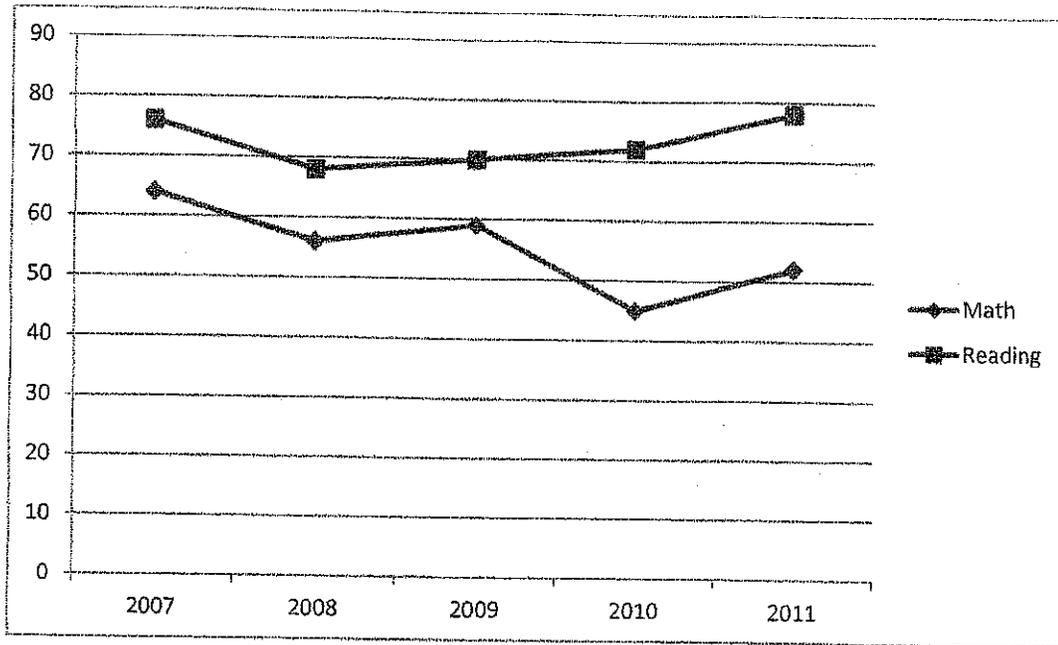
- Small group instruction to differentiate in response to students' needs during the regular academic school day

We recognize the need for improved student growth and academic performance of reading and math. As a result, Imagine Middle at Surprise, Inc. has implemented several initiatives to increase the academic achievement in reading and math. Such programs include *SRA* from McGraw Hill, *Buckle Down*, *Strategies for Success*, *Skills Bridge*, and *Study Island*. Throughout the school year, the school utilizes data to drive instruction. Baseline student data is obtained in the Fall utilizing both the Stanford 10 and Galileo. Stanford 10 is a norm-referenced standardized assessment and Galileo is a criterion-referenced assessment aligned to the Arizona State Standards. Using the results of these assessments and working with Imagine Schools' Regional support, school leadership and teaching staff have implemented the following:

- A Performance Management Plan that was developed in collaboration with the Arizona Charter School Association that was submitted for the 2011 – 2012 school year
- Involvement of the whole staff in the completion of the Comprehensive Needs Assessment provided by the Arizona Department of Education
- The development of a school-wide professional development plan based on teacher effectiveness standards that are supported by the Regional's Professional Development Task Force
- Benchmarks three times per calendar year (Fall, Winter, and Spring) to measure the progress of Arizona State Standards with monitored adjustments to instruction and intervention based on results of each assessment
- Implementation of school Instructional Coach to work with teachers to gather and interpret student data, revise curriculum maps (with new ATLAS program) and lesson plans, and share instructional strategies
- Personalized learning goals (through Individual Student Success Plans) developed with students, along with reasonable accommodations and modifications to instruction
- Teacher and Instructional Coach created data boards to display results and progress at each benchmark for the school community (more frequent formative assessments results are displayed as well)
- Student and teacher created data binders to track formative assessments and benchmark results as well as students' academic goals
- A variety of school-wide intervention opportunities for identified students during the school day and before and after-school

We are requesting that the State Board of Charter Schools approve our amendment to add the additional grade level for the 2012 – 2013 school year.

AIMS Testing Results for Imagine Middle at Surprise, Inc. from 2007 to 2011
Percent of Students Meeting or Exceeding



Grade Level	Content Area	Course Title (9-12 Samples Only)	Unit Title
6 th Grade	Reading & Writing	N/A	Midwife's Apprentice
Length of Unit	Time of Year Taught	Expected Prior Knowledge	
Approximately Two Weeks	2 nd Quarter	Historical aspects of Medieval Europe, background information on major novel subjects (brief study of midwifery, superstitions, and facing hardships as a precursor to this unit), the ability to identify elements of literature, grade level knowledge of the writing process and 6-traits.	
Unit Description			
This unit focuses on application and mastery of key comprehension strategies in reading literary text utilizing the novel, <i>The Midwife's Apprentice</i> . This unit builds off first quarter lessons and practice in the standards that include making inferences, character analysis, and text analysis using short passages. This unit requires students to apply skills in an authentic novel setting and to apply these strategies over the course of reading an extended, complex novel (1240L). Integration of writing is embedded throughout the unit, requiring students to respond to the literature in meaningful ways through drawing evidence from multiple facets of the novel.			
Strand(s), Concept(s), and PO(s) <i>List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.</i>	<p>6.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>6.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty).</u></p> <p>6.RL.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature.</p> <p>b. Apply grade 6 Reading standards to literary nonfiction. 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>6.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
Summative Assessment	Reading: The assessment to demonstrate mastery of stated PO's will be an identical pre-assessment and post		

<p>Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.</p>	<p>summative assessment built using the Galileo assessment system. (see attached) Writing: Students will be assessed using an argument rubric that is based on the six traits of writing and the Common Core standards. (see attached)</p>
<p>Assessment Scoring Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.</p>	<p>Reading: The pre-assessment will be utilized by the teacher to guide instruction, identify common student errors and misconceptions, and will not be scored as a formal assessment. The summative post assessment will be 30 questions in length and each question will be worth 3 points each for a total of 90 points. Students will need 26 out of 30 questions correct in order to reach mastery. Mastery is considered to be 85% or higher.</p> <p>Writing: The argument rubric is composed of two areas of writing based on a four point scale for each area for a possible eight points.</p>
<p>Materials/Resources Needed (Include all items for the entire unit.)</p>	<p>Student copy of <i>Midwife's Apprentice</i> by Karen Cushman, list of vocabulary words, <i>Guiding Advanced Readers in Middle School</i> by Teresa Smith Masiello, plot chart and technology to utilize web-based tool, assessments, rubrics, attachments, and projector.</p>

	Lesson 1 (2-3 days)	Lesson 2 (2-3 days)	Lesson 3 (2-3 days)	Lesson 4 (2-3 days)	Lesson 5 (2-3 days)
<p>Lesson Instruction</p>	<p>-Anticipatory Set: Quick Write Reflection: Reflect on the following ideas: Which of following statements sound most appealing to you? Cite reasons why these statements were the most appealing. "I demand you to answer my questions." "I request that you answer my questions." "I ask that you answer my questions." -Objective/Purpose: TSW analyze selected vocabulary within context in order to identify the denotation and connotation of the</p>	<p>-Anticipatory Set: Ask students to make personal connections with objective of the day and previously read text: Quick Write Reflection: Reflect on a book you have read recently and are familiar with. Classify major events into the beginning, middle, and end using a plot chart. -Objective/Purpose: TSW analyze plot sequence and explain how each event and series of events fits into the unfolding of the plot. -I Do (Direct Instruction): TSW model the skill of identifying the series of events and how they fit into the plot chart using a familiar story. TSW model how to utilize the interactive tool</p>	<p>-Anticipatory Set: Connect students to real world scenarios or past experiences where they have used the skill of inferecing: Quick Write Reflection: Tell about an advertisement that you have seen that used a hidden message in their ad (for example: Showing a healthy, vibrant mother to endorse the use of corn syrup as a healthy sugar alternative). -Objective/Purpose: TSW make inferences using text selections in order to develop a deeper understanding of the author's intended message and the explicit and implicit meanings: explain how these quotes parallel the character's growth throughout the plot.</p>	<p>-Anticipatory Set: Activating student prior knowledge of familiar characters and their metamorphosis throughout the plot: Quick Write Reflection: Choose a character from a familiar book or movie. Describe how this character changes in each section of the plot (exposition, rising action, climax, falling action, and resolution). -Objective/Purpose: TSW analyze the responses and changes of major and minor characters as the plot develops.</p>	<p>-Anticipatory Set: Deepening student connections/ understanding of setting: Quick Write Reflection: Utilizing the same story used in the previous reflection, describe the setting of that story. -Objective/Purpose: TSW evaluate the importance that setting has on the theme, plot, the characters, and the outcome of a story. -I Do (Direct Instruction): TSW identify setting vocabulary within the <i>Midwife's Apprentice</i> to model what setting</p>

<p>words.</p> <p>-I Do (Direct Instruction): TTW model examples of positive, negative and neutral variations of related words (e.g. ask = neutral, request = positive, demand = negative) within real world text such as newspapers, magazines, online articles, and finally <i>Midwife's Apprentice</i>. TTW think aloud in order to demonstrate the impact word choice has on the meaning and tone.</p> <p>-We Do (Guided Practice): TTW guide the class to completing a plot chart on the interactive website using a familiar story. Key vocabulary will be practiced and emphasized such as "rising action" and "climax."</p> <p>-You Do (Independent Practice): TSW complete one plot chart on the interactive website using the events of the <i>Midwife's Apprentice</i> Chapter One utilizing the beginning, middle, and end format. TSW begin tracking events on a printed plot chart in order to track the exposition, rising action, climax, falling action, and resolution of the novel. These will be utilized and completed throughout the reading of the novel.</p> <p>-Closure: TTW guide an exit game that allows the class to practice the meaning of key vocabulary used on the plot chart. Students are given cards that give either the word or the definition. They must circulate the room and locate a "match" to their word or definition and discuss the term with their</p>	<p>found at http://www.readwritethink.org/files/resources/interactives/plot-diagram/ in order to construct a detailed plot chart moving from simple beginning, middle, and end to exposition through conclusion. The teacher will emphasize key vocabulary found on the plot chart.</p> <p>-We Do (Guided Practice): TTW guide the class in completing a plot chart on the interactive website using a familiar story. Key vocabulary will be practiced and emphasized such as "rising action" and "climax."</p> <p>-You Do (Independent Practice): TSW complete one plot chart on the interactive website using the events of the <i>Midwife's Apprentice</i> Chapter One utilizing the beginning, middle, and end format. TSW begin tracking events on a printed plot chart in order to track the exposition, rising action, climax, falling action, and resolution of the novel. These will be utilized and completed throughout the reading of the novel.</p> <p>-Closure: TTW guide an exit game that allows the class to practice the meaning of key vocabulary used on the plot chart. Students are given cards that give either the word or the definition. They must circulate the room and locate a "match" to their word or definition and discuss the term with their</p>	<p>-I Do (Direct Instruction): TTW model the skill of inferencing by conducting a think aloud. TTW use a quote from the main character in the <i>Midwife's Apprentice</i> in order to analyze its explicit and implicit meaning. TTW also model how the quote relates to the character's growth within the plot.</p> <p>-We Do (Guided Practice): TTW post a quote from another character in the book (the <i>midwife</i>) and together the class will analyze its explicit and implicit meaning. TTW also guide the class in discussing how the quote relates to the character's growth within the plot.</p> <p>-You Do (Independent Practice): TSW continue reading and locate three quotes from Alyce, the main character, and complete a graphic organizer to analyze the intended meaning of the quote. The class will share and discuss the quote's illustration of the character's growth at that segment of the story. This exercise will be completed for each chapter as they are read and upon completion of the novel.</p> <p>-Closure: TSW choose one of their quotes and illustrate the explicit versus implicit meaning behind that quote.</p> <p>Writing Block: -Objective/Purpose: TSW write a response to literature that relates his or her own ideas to supporting</p>	<p>actually means, how authors convey the setting through word choice and descriptions, and how it relates to the components of the story.</p> <p>-We Do (Guided Practice): TTW will guide the whole group in the classifying of setting vocabulary found within the story. The class will discuss and connect the setting to the theme, characters, and plot of the story.</p> <p>-You Do (Independent Practice): TSW identify a scene where setting is vital to the plot. TSW alter the setting and weigh the impact these changes in setting have on plot.</p> <p>-Closure: TSW alter the setting of their homes in at least two facets (ex: location, time period) and describe how it would affect their daily lives.</p> <p>Writing Block: -Objective/Purpose: TSW edit and revise the literature response and create a final draft.</p> <p>-I Do (Direct Instruction): TTW model the final edit and revision stage of the writing process, specifically geared towards literature</p>	<p>-I Do (Direct Instruction): TTW use a common fairytale to introduce and model the identification of character responses and changes as the plot develops in the exposition and rising action utilizing the plot sequence chart but noting character details in the descriptions.</p> <p>-We Do (Guided Practice): TTW guide the whole group and in small groups (followed by sharing) in the identification of character changes in all other areas of the plot using the same common fairytale.</p> <p>-You Do (Independent Practice): TSW analyze the initial stages of <i>Midwife's Apprentice</i> that have developed thus far to reflect on the main character's responses and changes using the plot sequence chart. TSW include at least one response and one change for each section of the plot chart.</p> <p>-Closure: TSW reflect on the changes they have undergone throughout their life thus far. TSW reflect on how the "plot" of their life affected the changes that they have undergone (example: a</p>	<p>-I Do (Direct Instruction): TTW use a common fairytale to introduce and model the identification of character responses and changes as the plot develops in the exposition and rising action utilizing the plot sequence chart but noting character details in the descriptions.</p> <p>-We Do (Guided Practice): TTW guide the whole group and in small groups (followed by sharing) in the identification of character changes in all other areas of the plot using the same common fairytale.</p> <p>-You Do (Independent Practice): TSW analyze the initial stages of <i>Midwife's Apprentice</i> that have developed thus far to reflect on the main character's responses and changes using the plot sequence chart. 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<p>student group will act out and share with the whole class one example from their vocabulary list. The class will be asked to describe the connotation of the vocabulary words used in the scene.</p>	<p>partner.</p> <p>Writing Block: -Objective/Purpose: TSW write a response to literature that supports inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media.</p>	<p>details in a clear and logical manner; write a conclusion that connects to the thesis/thematic statement in the introduction.</p>	<p>family move, new sibling, change in school).</p> <p>Writing Block: -Objective/Purpose: TSW evaluate a peer's literature response utilizing the evaluation rubric.</p>	<p>response writing. TTW model how to evaluate peer feedback and make appropriate edits and revisions to the writing based on the evaluation rubric.</p>
<p>-Closure: Each student group will choose at least one example word and reflect and analyze the impact of specific word choice on the meaning and tone of the text.</p>	<p>-I Do (Direct Instruction): TTW utilize the attached sample response essay to identify where and how the writer included inferences and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media. TTW review the key components of the beginning, middle, and end (modeling completed over the projector to allow the students to view the teacher marking various points). TTW review the rubric for argument and its connection to the purpose of the lesson.</p>	<p>-I Do (Direct Instruction): TTW guide the class in rereading a selection of text. TTW guide the students in revising initial paragraphs and writing the final paragraphs that include relating their own ideas to supporting details in a clear and logical manner. TTW guide the class in writing a conclusion to their literary analysis that connects to the thesis/thematic statement in paragraph one. TTW guide the students in analyzing and evaluating the writing using the argument rubric.</p>	<p>-I Do (Direct Instruction): TTW model to the students over the projector how to effectively evaluate a peer's literature response. TTW model and complete a think aloud of the proper steps in reading, rereading, evaluating based on the rubric's criteria, and how to offer constructive feedback and praise to his or her peer.</p>	<p>-We Do (Guided Practice): TTW guide the class in completing the final editing/ revising phase of the writing stage of the class example, being sure to reference the rubric to ensure completeness and accuracy.</p>
<p>Writing Block: -Objective/Purpose: TSW write a response to literature that presents several clear ideas with supporting text evidence.</p>	<p>-We Do (Guided Practice): TTW guide the class in rereading a selection of text. TTW guide the students in revising initial paragraphs and writing the final paragraphs that include relating their own ideas to supporting details in a clear and logical manner. TTW guide the class in writing a conclusion to their literary analysis that connects to the thesis/thematic statement in paragraph one. TTW guide the students in analyzing and evaluating the writing using the argument rubric.</p>	<p>-We Do (Guided Practice): TTW guide the class in evaluating the class written literature response utilizing the same rubric, being sure to address and discuss common errors in peer evaluation.</p>	<p>-We Do (Guided Practice): TTW guide the class in evaluating the class written literature response utilizing the same rubric, being sure to address and discuss common errors in peer evaluation.</p>	<p>-You Do (Independent Practice): TSW complete the final editing and revising phases of writing for their literature responses. TTW circulate to ensure students are following the model and utilizing the rubric to gauge the appropriateness of possible changes to their writing.</p>
<p>-I Do (Direct Instruction): TTW begin with introducing the idea of responding to literature using the attached PowerPoint. TTW utilize the attached sample response essay (Faustio's Guilt) to identify several clear ideas and connect to the supporting text evidence given in the response. TTW model and point out the key components of the beginning, middle, and end (modeling</p>	<p>-We Do (Guided Practice): TTW guide the class in rereading a selection of text. TTW guide the students in adding evidence to beginning paragraphs and writing the middle paragraphs that include inferences and conclusions, personal experience connections, and references to other works or non-print media. TTW guide the students in analyzing and evaluating the writing using the rubric.</p>	<p>-You Do (Independent Practice): TSW revise initial paragraphs and complete the body paragraphs that include relating their own ideas to supporting details in a clear and logical manner. TSW write a conclusion that connects to the thesis/thematic statement in</p>	<p>-You Do (Independent Practice): TSW evaluate a peer's literature response utilizing the evaluation rubric. Partners will meet together to conduct the peer evaluation/editing session.</p>	<p>-Closure: TSW format their literature responses in the correct manner and perform a final evaluation of their writing using the rubric.</p>

<p>completed over the projector to allow the students to view the teacher marking various points). TTW introduce the rubric for argument and expectations for writing.</p> <p>-We Do (Guided Practice): TTW guide the class in rereading a selection of text. TTW guide the students in writing the beginning paragraphs (summary and thesis statement/thematic statement) of a literature response as modeled.</p> <p>-You Do (Independent Practice): TSW read a teacher selected passage. TSW write the beginning paragraphs of their literature response to the passage as modeled.</p> <p>-Closure: TSW compare their beginning paragraphs to the argument rubric, assign an initial score, and write at least two areas where they could improve their score.</p>	<p>TSW revise beginning paragraphs and complete the body paragraphs that include references to the text that support student conclusions and inferences, personal experience, references to other works, or reference to non-print media.</p> <p>-Closure: TSW evaluate their writing using the rubric and write at least two areas where they could improve their score.</p>	<p>paragraph one.</p> <p>-Closure: TSW evaluate their writing using the rubric and write at least two areas where they could improve their score.</p>	<p>on the peer evaluation/ editing process, including areas that they found helpful and areas that they found difficult to conduct.</p>	
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Student Activities	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>TSW complete the quick write reflection and share their reflections to help set the stage for the lesson objectives.</p> <p>TSW follow the teacher modeling during the "I do" phase of instruction in identifying the connotation of various words in real world text.</p> <p>TSW participate in the "We do" phase of instruction by participating in classroom instruction and practice in identifying the connotation and denotation of given words.</p> <p>TSW complete the "You do" phase of instruction by completing the attached chart and by acting out scenes from the text to illustrate examples of connotation from their own vocabulary list.</p> <p>TSW complete the closure phase of instruction by choosing at least one example word and reflecting and analyzing the impact of specific word choice on meaning and tone.</p> <p>Writing Block: TSW follow the teacher modeling during the "I do" phase of instruction.</p>	<p>TSW complete the quick write reflection and share their reflections to help set the stage for the lesson objectives.</p> <p>TSW actively participate in the "I do" phase of instruction by following the teacher model of identifying the sequence of events and how to utilize the interactive plot chart.</p> <p>The TSW actively participate in the "We do" phase of instruction by completing a class version of the interactive plot chart.</p> <p>TSW actively participate in the "You do" phase of instruction constructing two plot charts. One chart should be completed utilizing the interactive tool and follow the beginning, middle, and end model. The second chart should follow the exposition, rising action, etc. model and be tracked as the novel is read and completed.</p> <p>TSW actively participate in the closure phase of instruction by finding their vocabulary match in order to practice and show understanding of key vocabulary.</p> <p>Writing Block: The quote.</p>	<p>TSW complete the quick write reflection and share their reflections to help set the stage for the lesson objectives.</p> <p>TSW actively participate in the "I do" phase of instruction by following the teacher modeling of inferring and how that quote illustrates the character's growth in that point of the plot.</p> <p>The TSW actively participate in the "We do" phase of instruction by stating the explicit and implicit meaning behind the character's quote and how it relates to the character's growth within the plot.</p> <p>TSW actively participate in the "You do" phase of instruction by completing a graphic organizer to track character growth throughout the plot and explain the explicit and implicit meaning of the quote.</p> <p>TSW actively participate in the closure phase of instruction by completing a drawing that shows the explicit meaning behind the quote versus the implicit meaning behind the quote.</p>	<p>TSW complete the quick write reflection and share their reflections to help set the stage for the lesson objectives.</p> <p>TSW actively participate in the "I do" phase of instruction by following the teacher modeling of character analysis.</p> <p>The TSW actively participate in the "We do" phase of instruction by participating in the discussion on the character's responses and changes throughout the plot.</p> <p>TSW actively participate in the "You do" phase of instruction completing the graphic organizer to illustrate character responses and changes throughout the story.</p> <p>TSW actively participate in the closure phase of instruction by completing a reflection with examples from their own life and how they have changed in response to their life's plot.</p> <p>Writing Block: TSW follow the teacher modeling during the "I do" phase of instruction.</p>	<p>TSW complete the quick write reflection and share their reflections to help set the stage for the lesson objectives.</p> <p>TSW actively participate in the "I do" phase of instruction by following and recording key vocabulary associated with setting as modeled by the teacher.</p> <p>The TSW actively participate in the "We do" phase of instruction by categorizing setting vocabulary into broader groups- time, place, geographical location, historical setting, and season. The student will actively participate in discussing and connecting the setting to theme, characters, and plot.</p> <p>TSW actively participate in the "You do" phase of instruction by completing an activity in altering the setting in a key scene and reflecting on the impact changes have made on the story.</p>	

	<p>TSW participate in the “We do” phase of instruction by participating in writing the beginning paragraphs (summary and thesis statement/thematic statement) of the class literature response.</p> <p>TSW complete the “You do” phase of instruction by completing the beginning paragraphs (summary and thesis statement/thematic statement) of their literature response.</p> <p>TSW complete the closure phase of instruction by analyzing their work, evaluating their writing according to the rubric, and writing at least two areas where they could improve their score.</p>	<p>TSW follow the teacher modeling during the “I do” phase of instruction.</p> <p>TSW participate in the “We do” phase of instruction by participating in revising and writing the body paragraphs of the class literature response piece.</p> <p>TSW complete the “You do” phase of instruction by revising and completing the body paragraphs of their literature response that should include text evidence to support student conclusions and inferences, personal experience connections, references to other works, or reference to non-print media.</p> <p>TSW complete the closure phase of instruction by analyzing their work, evaluating their writing according to the rubric, and writing at least two areas where they could improve their score.</p>	<p>Writing Block: TSW follow the teacher modeling during the “I do” phase of instruction.</p> <p>TSW participate in the “We do” phase of instruction by participating in revising and writing the body paragraphs of the class literature response piece.</p> <p>TSW complete the “You do” phase of instruction by revising and completing the body paragraphs of their literature response that include relating their own ideas to supporting details in a clear and logical manner. TSW write a conclusion that connects to the thesis/thematic statement in paragraph one.</p> <p>TSW complete the closure phase of instruction by analyzing their work, evaluating their writing according to the rubric, and writing at least two areas where they could improve their score.</p>	<p>TSW participate in the “We do” phase of instruction by participating in the evaluation/edit of the class literature response piece.</p> <p>TSW complete the “You do” phase of instruction by completing the evaluation/ edit of a peer’s literature response piece.</p> <p>TSW complete the closure phase of instruction by reflecting on the peer evaluation/edit process.</p>	<p>TSW actively participate in the closure phase of instruction by completing an activity in which they alter the “setting” of their homes according to the classification groups previously used and describe the effects that would occur because of this change.</p> <p>Writing Block: TSW follow the teacher modeling during the “I do” phase of instruction.</p> <p>TSW participate in the “We do” phase of instruction by participating in completing final editing and revising to the class literature response piece.</p> <p>TSW complete the “You do” phase of instruction by completing the final editing and revising phase of writing and completing a final draft of their literature response piece.</p> <p>TSW complete the closure phase of instruction by formatting their final draft correctly and evaluating their writing</p>
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6th Grade Reading Test

Read each question carefully.

"A New Perspective"
by Elizabeth Barrett Browning
(adapted)

The little worries that bothered me,
I lost them yesterday,
Among the fields, above the sea,
Among the winds at play,
Among the singing of the birds,
The humming of the bees.

The foolish fears of what might happen,
I threw them all away,
Among the clover-scented grass,
Among the new-mown hay,
Where bad thoughts die and good are born—
Out in the fields of gold.

AZ-RL.6.4 (Use Also L.6.4a & L.6.5a) Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

1) from "A New Perspective"

Which word best describes the mood of this poem?

- A) excited
 - B) stingy
 - C) peaceful
 - D) nervous
-

6th Grade Reading Test

Kim

by Rudyard Kipling
(an excerpt)

The diamond-bright dawn woke men and crows and cattle together. Kim sat up and yawned, shook himself, and thrilled with delight. This was seeing the world in real truth; this was life as he would have it—bustling and shouting, the buckling of belts, and beating of cattle and creaking of wheels, lighting of fires and cooking of food, and new sights at every turn of the approving eye. The morning mist swept off in a whorl of silver, the parrots shot away to some distant river in shrieking green hosts: all the well-wheels within earshot went to work. India was awake, and Kim was in the middle of it.

AZ-RL.6.4 (Use Also L.6.4a & L.6.5a) Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

2) from "Kim"

Which words best describe the mood of this text?

- A) bored and sleepy
 - B) vivid and energetic
 - C) vague and confused
 - D) dangerous and wild
-

6th Grade Reading Test

"In a Southern Garden"
by Dorothea Mackeller
(an excerpt)

When the tall bamboos are clicking to the restless little breeze,
And bats begin their jerky skimming flight,
And the creamy scented blossoms of the dark blooming trees,
Grow sweeter with the coming of the night,
It is evening in a garden by the warm water side
A garden near the lights of Sydney town.

Mackeller, Dorothea. "In a Southern Garden." Murdoch, Walter, comp. The Oxford Book of Australasian Verse. New York: Oxford University Press, 1918.

AZ-RL.6.4 (Use Also L.6.4a & L.6.5a) Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

3) from "In a Southern Garden"

Based on the author's word choice, which of the following best describes the mood of this poem?

- A) cold and unhappy
 - B) warm and active
 - C) brave and angry
 - D) loving and mysterious
-

6th Grade Reading Test

"Searching for Sugar"

Sammy crawled farther under the house, calling for his kitten who had run out the front door. It was at least 85 degrees under the house, and even warmer out in the hot sun.

"Sugar!" he called. "I'll give you a saucer of cream if you come back!"

He sat completely silent, but didn't even hear a single "meow." Sammy sighed. He knew Sugar couldn't have gone too far away, but he also knew he had to find her. She was a young kitten, and wouldn't survive long on her own. He sighed and began calling for her again.

Suddenly he saw the neighbor's dog running across the field toward him. A cotton field separated the neighbor's farm from the one Sammy lived on. "Oh, no!" Sammy thought. Ralph was a nice dog, but plenty of nice dogs didn't like kittens.

"Go home, Ralph!" Sammy yelled, but Ralph kept galloping toward him. Sammy crawled out from under the house and looked around frantically. What if Ralph hurt Sugar?

Nearing the house, Ralph slowed down. He trotted to the back porch, whined, and looked toward a stack of boxes piled behind the porch swing. Ralph gave a single bark, and Sugar leapt out of the top box and scampered into the house.

Ralph looked at Sammy. Ralph looked as if he were smiling. Sammy laughed.

"Well, thank you, Ralph! You found Sugar for me. You're a good dog," said Sammy.

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6th Grade Reading Test

AZ-RL.6.4 (Use Also L.6.4a & L.6.5a) Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

4) from "Searching for Sugar"

Which word best describes the mood at the end of the story?

- A) angry
 - B) funny
 - C) relieved
 - D) sad
-

6th Grade Reading Test

"Reunion of Birbal and Akbar" (a folktale from India)

There once lived a very wise man named Birbal. He was a minister in the court of the Emperor Akbar, and the Emperor's friend and confidant as well. One day, the Emperor and Birbal were riding elephants along the Ganges River. They were on a tiger hunt. Birbal happened to make a harmless comment about Akbar's sense of humor. But Akbar was in a bad mood and took great offense to the remark. He asked Birbal to not only leave the palace but also to leave the walls of the city of Agra. Birbal was terribly hurt at being banished, but he obeyed the Emperor and left the palace.

A couple of days later, Akbar began to miss his best friend. He regretted his earlier decision to banish him from the courts. He just could not live without Birbal. And so, he sent out a search party to look for him. But Birbal had left the city without telling anyone of his destination. The soldiers searched high and low, but were unable to find him anywhere.

Then one day a wise priest came to visit the palace accompanied by two followers. The priest had bright sparkling eyes, a thick beard, and long hair. His followers claimed that their teacher was the wisest man to walk the earth. Since Akbar missed Birbal terribly, he thought it would be a good idea to have a wise man that could keep him company. But he decided that he would first test the holy man's wisdom.

Akbar informed the priest that since he was the wisest man on earth, he would like to test him. All the Emperor's ministers would put forward a question, and if the priest's answers were satisfactory, he would be made a minister. But if he could not answer, he would be banished. The priest answered that he had never claimed to be the wisest man on earth, even though other people seemed to think so. Nor was he eager to display his cleverness. On the other hand, he enjoyed answering questions, so he was ready for the test.

One of the ministers, Raja, began the round of questioning. He asked, "Who is a man's best friend on earth?"

The wise priest replied, "His own good sense."

Next the minister Faizi asked, "What is the most superior thing on earth?"

"Knowledge," answered the priest.

"What is that which cannot be regained after it is lost?" questioned another court noble.

The priest replied, "Life."

The court musician asked, "Which is the sweetest and most melodious voice at

6th Grade Reading Test

night?"

The wise priest replied, "The voice that prays to God."

Maharaj of Jaipur, who was a guest at the palace, asked, "What travels more speedily than the wind?"

The priest replied, "A man's thoughts."

Maharaj then asked, "What is the sweetest thing on earth?"

The priest said, "A baby's smile."

Emperor Akbar and all his court nobles were very impressed with his answers. Akbar, though, wanted to test the priest himself. First he asked, "What is most necessary to rule over a kingdom?"

The priest answered, "Cleverness."

Then Akbar asked, "What is the gravest enemy of an emperor?"

The priest replied, "Selfishness."

The Emperor was pleased, offered the priest a seat of honor, and asked him whether he could perform any miracles. The priest said that he could make any person the king wished to see appear before his eyes. Akbar was thrilled and immediately asked to see his former minister and best friend Birbal.

The priest simply pulled off his fake beard and hair, much to the surprise of the other court nobles. Akbar was stunned and could not believe his eyes. He stepped down to embrace the priest who was none other than Birbal.

Akbar showered Birbal with many valuable gifts to show him how happy he was at his return.

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6th Grade Reading Test

AZ-RL.6.1 Key Ideas and Detail: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 5) from "Reunion of Birbal and Akbar"

Which sentence confirms that this folktale is set in India?

- A) The ministers were asking Birbal many questions.
- B) Wise men were considered very important.
- C) Akbar was an emperor who lived in a palace.
- D) They were riding elephants along the Ganges River.

AZ-RL.6.1 Key Ideas and Detail: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 6) from "Reunion of Birbal and Akbar"

Which sentence tells the reader about the culture of Birbal and Akbar?

- A) "He regretted his earlier decision...."
- B) "They were on a tiger hunt."
- C) "But Akbar was in a bad mood...."
- D) "Akbar was stunned and could not believe...."

AZ-RL.6.1 Key Ideas and Detail: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 7) from "Searching for Sugar"

What conclusion can be drawn about how Sammy feels about Ralph at the end of the story?

- A) Sammy thinks Ralph is careless.
 - B) Sammy thinks Ralph is dangerous.
 - C) Sammy thinks Ralph is helpful.
 - D) Sammy thinks Ralph is funny.
-

6th Grade Reading Test

AZ-RL.6.1 Key Ideas and Detail: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

8) from Kim

What word(s) does the author use to describe the parrot?

- A) diamond-bright
- B) bustling, shouting
- C) whorl, silver
- D) shrieking, green

AZ-RL.6.1 Key Ideas and Detail: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9) from "Searching for Sugar"

What word does the author use to describe Ralph?

- A) young
- B) harmful
- C) nice
- D) lazy

AZ-RL.6.1 Key Ideas and Detail: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

10) from "Reunion of Birbal and Akbar"

What words does the author use to describe Birbal?

- A) harmless, satisfactory
- B) wise, hurt
- C) impressed, stunned
- D) happy, sparkling

6th Grade Reading Test

AZ-RL.6.1 Key Ideas and Detail: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

11) from "Reunion of Birbal and Akbar"

What words does the author use to describe Akbar?

- A) happy, impressed
- B) clever, wise
- C) selfish, superior
- D) surprised, mean

AZ-RL.6.1 Key Ideas and Detail: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

12) from Kim

Why was Kim thrilled as he woke up?

- A) because he was in his comfortable bed at home
- B) because he saw his very good friend in the crowd
- C) because he was excited by all of the sounds and activities around him
- D) because he loved to see parrots flying in the sky more than anything else

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

13) from "Reunion of Birbal and Akbar"

Which of the following occurred first?

- A) Akbar questioned the wise man.
 - B) Akbar banished Birbal from his courts.
 - C) Birbal and Akbar went on a tiger hunt.
 - D) A wise priest visited the palace.
-

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AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

14) from "Reunion of Birbal and Akbar"

Which of the following occurred last?

- A) The wise man pulled off his fake beard.
- B) Birbal and Akbar had an argument.
- C) Akbar gave gifts to Birbal.
- D) Raja questioned the wise man.

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

15) from "Searching for Sugar"

Why did Ralph run to the back porch?

- A) because he was looking for Sammy
- B) because he was looking for a saucer of cream
- C) because he was looking for Sugar
- D) because he was looking for the cotton field

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

16) from "Reunion of Birbal and Akbar"

Why did Akbar banish Birbal from the palace?

- A) because Birbal could not shoot a tiger
 - B) because Birbal made a comment about Akbar's sense of humor
 - C) because Akbar no longer wanted to be friends with Birbal anymore
 - D) because Akbar is afraid of wise men
-

6th Grade Reading Test

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

17) from "Reunion of Birbal and Akbar"

Why did Akbar send a search party to look for Birbal?

- A) because Akbar thinks Birbal is in danger
- B) because Akbar needs Birbal's help
- C) because Akbar is looking for a wise man
- D) because Akbar misses his friend

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

18) from "Searching for Sugar"

Why does Sammy tell Ralph to go home?

- A) because he doesn't like Ralph
- B) because he is scared of Ralph
- C) because he thinks Ralph might hurt Sugar
- D) because he thinks that Ralph is too wild

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

19) from "The Reunion of Birbal and Akbar"

Why does Akbar invite the wise man to his palace?

- A) because he needs a servant
 - B) because he is looking for advice
 - C) because he wants someone to trick
 - D) because he misses Birbal
-

6th Grade Reading Test

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

20) from "Reunion of Birbal and Akbar"

Which is part of the resolution of this story?

- A) Akbar sent a search party out after Birbal.
- B) Akbar embraced Birbal and welcomed him home.
- C) Birbal pretended to be a priest and returned to the palace.
- D) Birbal answered the questions of all of the ministers.

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

21) from "Searching for Sugar"

Which quotation is part of the rising action of this story?

- A) "'Sugar!' he called. 'I'll give you a saucer of cream if you come back!'"
 - B) "Suddenly he saw the neighbor's dog running across the field toward him."
 - C) "'Well, thank you, Ralph! You found Sugar for me. You're a good dog,' said Sammy."
 - D) "He sat completely silent, but didn't even hear a single 'meow.' Sammy sighed."
-

6th Grade Reading Test

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

22) from "Searching for Sugar"

Which quotation is part of the resolution of this story?

- A) "Well, thank you, Ralph! You found Sugar for me. You're a good dog," said Sammy."
- B) "It was at least 85 degrees under the house, and even warmer out in the hot sun."
- C) "A cotton field separated the neighbor's farm from the one Sammy lived on."
- D) "He knew Sugar couldn't have gone too far away, but he also knew he had to find her."

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

23) from "Searching for Sugar"

Which quotation is part of the climax of this story?

- A) "Sammy crawled farther under the house, calling for his kitten who had run out the front door."
 - B) "Ralph looked at Sammy. Ralph looked as if he were smiling. Sammy laughed."
 - C) "Ralph gave a single bark, and Sugar leapt out of the top box and scampered into the house."
 - D) "It was at least 85 degrees under the house, and even warmer out in the hot sun."
-

6th Grade Reading Test

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

24) from "Reunion of Birbal and Akbar"

Which is part of the rising action of the story?

- A) Akbar embraces the priest.
- B) Akbar gives Birbal gifts.
- C) The wise priest takes off his fake beard.
- D) Akbar sends a search team to look for Birbal.

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

25) from "Reunion of Birbal and Akbar"

Which sentence best describes the main conflict in this story?

- A) Birbal was hated by Akbar's jealous ministers.
- B) Akbar had disliked Birbal for a long time.
- C) Akbar was offended by Birbal's comment.
- D) Birbal had shown that he was smarter than Akbar.

AZ-RL.6.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

26) from "Searching for Sugar"

What is the main conflict of this story?

- A) Sammy cannot find Ralph.
 - B) Sammy cannot find Sugar.
 - C) Sugar is stuck under the house.
 - D) Ralph is stuck under the house.
-

6th Grade Reading Test

AZ-RL.6.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

27) from "Reunion of Birbal and Akbar"

What effect do the wise priest's words have on Akbar?

- A) The words anger him.
- B) The words impress him.
- C) The words make him laugh.
- D) The words make him jealous.

AZ-RL.6.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

28) from "Searching for Sugar"

What effect do Sammy's words have on Ralph?

- A) Ralph goes home.
 - B) Ralph ignores Sammy.
 - C) Ralph stops running.
 - D) Ralph runs to the field.
-

6th Grade Reading Test

"After All"
by William Winter
(adaptation of a Civil War poem)

The apples are ripe in the orchard,
The work of the reaper is done,
And the golden woodlands redden
In the blood of the dying sun.

At the cottage-door the grandsire [*grandfather*]
Sits pale in his easy-chair,
While the gentle wind of twilight
Plays with his silver hair.

A woman is kneeling beside him;
A fair young head is pressed,
In the first wild passion [*strong emotion*] of sorrow,
Against his aged chest.

And far from over the distance
The faltering [*slowly growing quieter*] echoes come
Of the flying blast of trumpet
And the rattling roll of drum.

And the grandsire speaks in a whisper:
"The end no man can see;
But we give him to his country
And we give our prayers to Thee [*God*]."

The violets star the meadows,
The rose-buds fringe the door,
And over the grassy orchard
The pink-white blossoms pour.

But the grandsire's chair is empty,
The cottage is dark and still;
There's a nameless grave in the battle-field,
And a new one under the hill.

And a pallid [*pale*], tearless woman
By the cold hearth [*fireplace*] sits alone;
And the old clock in the corner
Ticks on with a steady drone [*a dull, constant sound*].

Francis Trevelyan Miller, Robert Sampson Lanier. The Photographic History of the Civil War in Ten Volumes. Vol. 9. Winter, William. "After All." New York: The Patriot Publishing Co., 1911.

6th Grade Reading Test

AZ-RL.6.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

29) from "After All"

Read the lines.

"And the golden woodlands redden
In the blood of the dying sun."

What is the meaning of these lines?

- A) The sun is setting.
- B) The sun is coming up.
- C) There is blood in the woodlands.
- D) The woodlands look like the sun.

AZ-RL.6.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

30) from "In a Southern Garden"

Read the line.

"When the tall bamboos are clicking to the restless little breeze"

What is the meaning of this line?

- A) The wind is causing the bamboos to move.
 - B) The bamboos are growing in the wind.
 - C) The wind is knocking the bamboos over.
 - D) The bamboos are beginning to die.
-

The Midwife's Apprentice by Karen Cushman

Vocabulary Words

The following vocabulary words are found in the book *The Midwife's Apprentice*.

sterch	ranting	rumult
dung	meandered	privies
sues	quivered	lumpish
scrawny	solemnity	exertions
reeked	replenish	teemed
wimple	dire	mucking
molling	daft	compendium
taunting	sheaves	sorrel
bedeviled	ine cautious	mayhap
reedy	paternosters	desolate
feverfew	deceit	abide
curdled	magpie	bleating
ragwort	bade	befouled
bryony	writhing	berating
haggling	mewling	prosperous
midwifery	betook	barren
dawdle	revelers	sullen
bellowed	befallen	devoured
nitwit	treachery	hasten
laden	thievery	surfeit
boneset	crooned	morsel

The Midwife's Apprentice

by Karen Cushman

Activity: Denotation and Connotation

Denotation is the dictionary meaning of a word, whereas the *connotation* of a word is the idea or feeling that is sometimes associated with it. Words can have positive or negative connotations. For example, a word with a positive connotation gives readers a good feeling. Words with negative connotations give readers bad or unpleasant feelings. Words can also have neutral connotations, which means that they trigger neither good nor bad feelings.

Examples: Neutral: overweight Positive: portly, plump Negative: fat, obese
 Neutral: ask Positive: request Negative: demand

Directions: *The words found in The Midwife's Apprentice are rich and challenging. This activity will help you better understand many of the unusual terms you will find in the story. Choose 10 words from the vocabulary list you were given of words from the book. Record the words you chose in the chart below, and then write similar words that you feel have positive and negative connotations, like the examples above.*

Neutral Vocabulary from the Story	Positive Connotations	Negative Connotations

The Midwife's Apprentice

by Karen Cushman

Activity: Making Inferences

Directions: For this activity, you will make inferences and draw conclusions about Alyce. You must explain what kind of person Alyce is in the story. Locate three quotes from the book that reveal important aspects of Alyce's personality. Copy each quote into the table below, as well as the page number where you found it in the book, and then write what you think the quote means. Remember that Alyce changes as the book progresses, so be sure to include quotes that demonstrate her transformation. Later, we will compare and contrast your information with that of other readers.

Alyce Says	My Analysis
1. Quote: Page #:	Meaning of Quote:
2. Quote: Page #:	Meaning of Quote:
3. Quote: Page #:	Meaning of Quote:
Use this space to write a summary about your opinion of the type of person Alyce was in the book, and how she gradually changed.	

The Midwife's Apprentice
by Karen Cushman

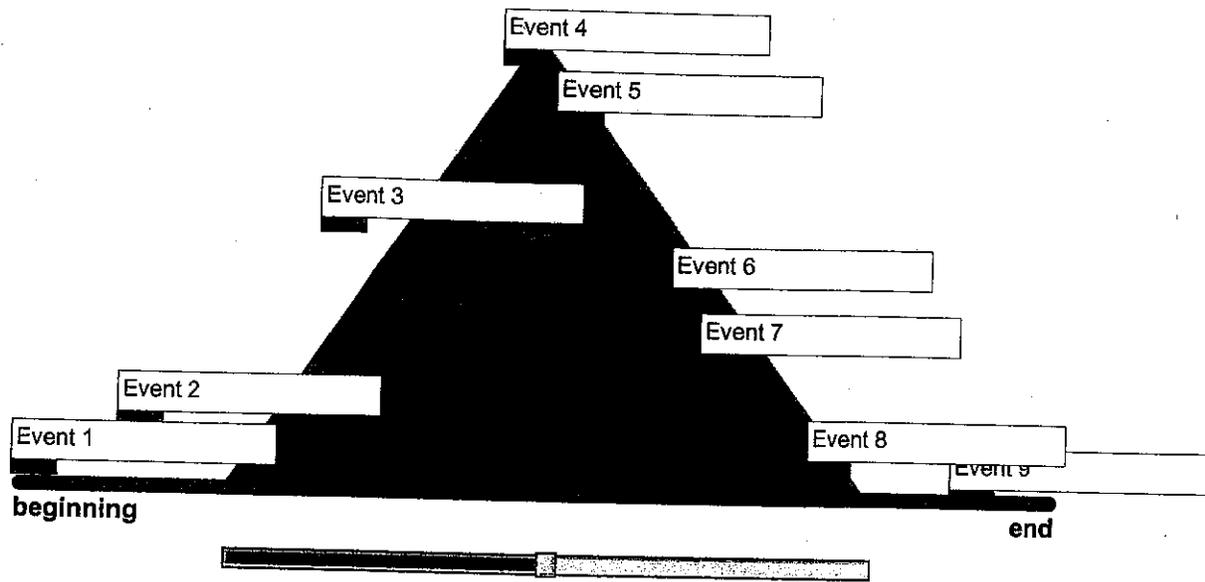
Activity: Analyzing Decisions

Alyce is treated badly by several people in the story. She gets revenge by deceiving the people in the village and convincing them that something evil is happening. Consider this statement:

Deceit is an evil act unless it is used to expose the deceit of others.

To make wise decisions, it is important to look at both sides of an issue. Complete this graphic organizer by reflecting on your thoughts and feelings about the statement above.

It is <i>sometimes</i> okay to be deceitful to others.	It is <i>never</i> okay to be deceitful to others.
Reason	Reason
Why did Alyce do what she did with the Devil's footprints?	
Do you agree or disagree with Alyce's actions when she revealed the sins of those who treated her badly? Tell why.	



1. Event 1
Description of Event 1

2. Event 2
Description of Event 2.

3. Event 3
Description of Event 3.

4. Event 4
Description of Event 4.

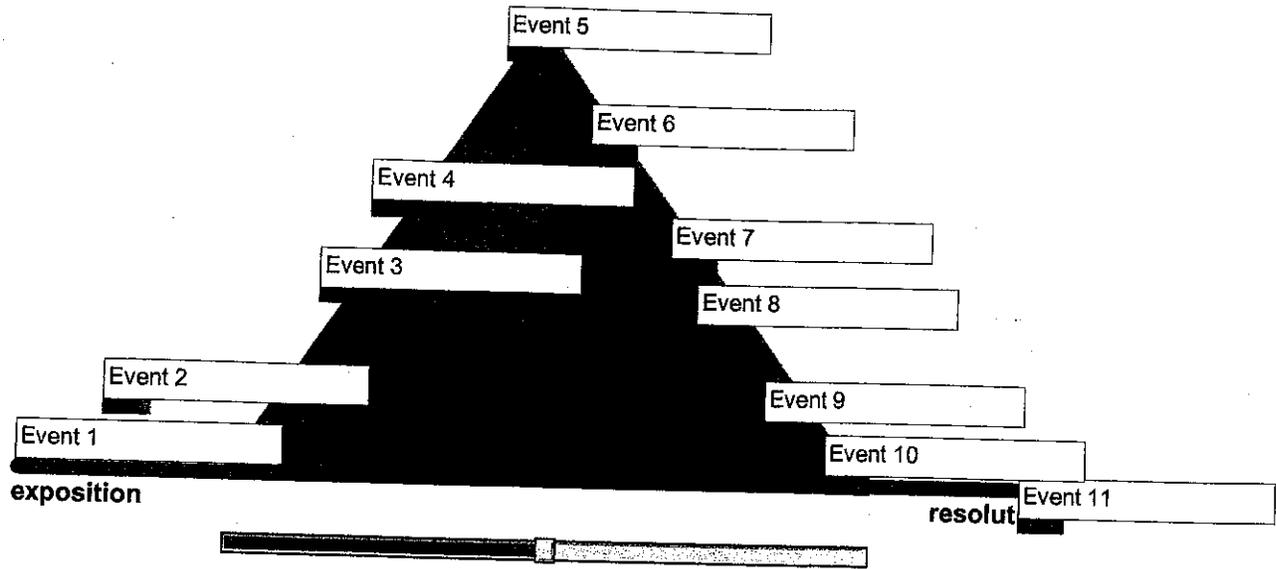
5. Event 5
Description of Event 5.

6. Event 6
Description of Event 6.

7. Event 7
Description of Event 7.

8. Event 8
Description of Event 8.

9. Event 9
Description of Event 9.



1. Event 1
Description of Event 1.

2. Event 2
Description of Event 2.

3. Event 3
Description of Event 3.

4. Event 4
Description of Event 4.

5. Event 5
Description of Event 5.

6. Event 6
Description of Event 6.

7. Event 7
Description of Event 7.

8. Event 8
Description of Event 8.

9. Event 9
Description of Event 9.

10. Event 10
Description of Event 10.

11. Event 11
Description of Event 11.

CC Anchor Writing Standard	4 Meets the Standard	3 Generally Meets the Standard	2 Partially Meets the Standard	1 Minimally Meets the Standard
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>1. The response is an argument that supports claims with clear reasons and relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • introduces claim(s), • acknowledges alternate or opposing claims, and • organizes the reasons and evidence logically. <p>b. The response</p> <ul style="list-style-type: none"> • supports claim(s) with logical reasoning and relevant evidence, • uses accurate, credible sources, and • demonstrates an understanding of the topic or text. (development) <p>c. The response uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (transitions)</p> <p>d. The response establishes and maintains a formal style.</p>	<p>1. The response is an argument that supports claims with generally clear reasons and relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • generally effectively introduces claim(s), • typically acknowledges alternate or opposing claims, and • usually organizes the reasons and evidence logically. <p>b. The response</p> <ul style="list-style-type: none"> • supports claim(s) with generally logical reasoning and relevant evidence, • uses primarily accurate, credible sources, and • demonstrates an understanding of the topic or text. (development) <p>c. The response generally uses words, phrases, and clauses effectively to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (transitions)</p> <p>d. The response generally establishes and maintains a formal style.</p>	<p>1. The response is an argument that supports claims with only partially clear reasons and relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • somewhat acceptably introduces claim(s), • partially acknowledges alternate or opposing claims, and • organizes the reasons and evidence somewhat logically. <p>b. The response</p> <ul style="list-style-type: none"> • partially supports claim(s) with some logical reasoning and relevant evidence, • uses some accurate, credible sources, and • demonstrates partial understanding of the topic or text. (development) <p>c. The response uses words, phrases, and clauses partially effectively to provide some cohesion and limited clarification of the relationships among claim(s), reasons, and evidence. (transitions)</p> <p>d. The response inconsistently establishes and maintains a formal style.</p>	<p>1. The response is an argument that supports claims with few or unclear reasons and little or no relevant evidence.</p> <p>a. The response</p> <ul style="list-style-type: none"> • simplistically introduces claim(s), • vaguely acknowledges alternate or opposing claims, and • organizes the reasons and evidence illogically. <p>b. The response</p> <ul style="list-style-type: none"> • supports claim(s) with little or no logical reasoning or relevant evidence, • uses few if any sources, and • demonstrates minimal understanding of the topic or text. (development) <p>c. The response ineffectively uses words, phrases, and clauses to create minimal cohesion. The relationships among claim(s), reasons, and evidence are unclear. (transitions)</p> <p>d. The response does not establish and/or maintain a formal style.</p>

<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>e. The response provides a concluding statement or section that follows from and supports the argument presented.</p> <p>4. The response provides clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>e. The response provides a generally effective concluding statement or section that follows from and supports the argument presented.</p> <p>4. The response, for the most part, successfully provides clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>e. The response provides a partially effective concluding statement or section that inconsistently follows from and supports the argument presented.</p> <p>4. The response provides partially clear and coherent writing in which the development, organization, and style are somewhat appropriate to task, purpose, and audience.</p>	<p>e. The response provides an ineffective or no concluding statement or section.</p> <p>4. The response provides unclear writing that lacks coherence and in which the development, organization, and style are inappropriate to task, purpose, and audience.</p>
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(It is expected that students follow the conventions of Standard English. See CC Language Standards 1-2 or Convention Continuum) (7th A page 2) **MACOMB ISD 2-23-11**

Condition codes that will result in a score of 0 for each trait:

- 6. Off-topic
- 7. Illegible or written in a language other than English
- 8. Blank
- 9. Insufficient to rate

Response Essay

Gary Soto's short story, "The No-Guitar Blues," tells about a boy trying to collect enough money to buy a guitar. The response essay below analyzes the story's plot and character development to reveal the main theme.

Beginning

The beginning names the story and author and focuses on the theme (underlined).

Fausto's Guilt

In Gary Soto's short story, "The No-Guitar Blues," the main character, a teenage boy named Fausto, takes advantage of some rich folks. As a result, he is consumed by guilt. The story shows that deep down, people want to do the right thing.

The story begins with Fausto wanting to play guitar in his own band. He wonders how he can get a guitar. Soto uses idioms to illustrate that Fausto's family does not have a lot of money. For example, Fausto worries that if he asks for a guitar, his parents will say, "Money doesn't grow on trees," or "What do you think we are, bankers?" (56). When he does ask for a guitar, his mother replies, "Honey, a guitar costs a lot of money . . . but we'll see" (57).

But Fausto is determined. He hops on a bike and rides north, away from his home near the vacant lot on Olive Street. In the nicer section of Fresno, he goes door-to-door searching for work, hoping to be paid enough to buy a guitar. The author says that Fausto only earns a "grimy, dirt-caked quarter" (58) and one juicy orange. Little does Fausto know that this orange will lead him straight into a lie.

As Fausto sits eating the orange, a sad-eyed dog comes along. Fausto begins feeding it orange slices. Fausto has an idea: "At that moment, a light came on inside Fausto's head" (59). He notices that the dog looks healthy and well fed. He spots a collar and tag, and he realizes that "Roger" probably belongs to rich people. The address is only six blocks away. This is when Fausto decides to tell a lie. He will say that he found Roger near the freeway, and maybe the owners will give him a reward big enough to buy a guitar.

Fausto feels guilty at the thought of lying. The guilt steadily builds. It increases as he stands on the porch knocking on the door. It gets worse as the man and woman

Middle

Each middle paragraph explains a different stage in the development of the theme.

of the house are nice and offer him turnovers to eat. The guilt is unbearable when the woman stuffs a \$20 bill into Fausto's shirt pocket, a reward for rescuing Roger. Because of his guilt, Fausto tries to give the money back, but the couple insists that he take it. The man says, "You have to. You deserve it, believe me" (60). Fausto takes it. He starts up the street "like a zombie," saying under his breath, "Oh man, I shouldn't have lied" (60).

Middle

The last middle paragraph focuses on decisions that cause the main character to change.

Now, Fausto has a choice to make; he can use the money for a guitar and continue to feel guilty, or he can find a way to get rid of his guilt. He thinks about going to confession, but confession hours are over. Instead, he goes to mass at Saint Theresa's Church. Fausto kneels, prays, and says some Hail Marys, but the guilt stays with him. He cannot stop thinking about lying to the folks who were so nice to him. Finally, when the wicker basket comes his way, Fausto drops the \$20 bill inside. Almost immediately, he feels better. The guilt leaves him, and he concentrates on forgetting about the guitar.

Ending

The ending paragraph analyzes the theme.

Fausto has changed. He realizes now that it is wrong to go selfishly after something he wants, not caring about how it might affect others. As he thinks about the kindness of the man and woman and the guilt he felt, Fausto understands that it feels good to do the right thing. In the end, he gets his guitar. His mother gives him an old bass guitarron (an oversized guitar used in Mexican bands) that belonged to his grandfather. It is one of the happiest days of Fausto's life.



Respond to the reading. Answer the following questions about the sample response essay.

Ideas (1) How does the main character change by the end of the story? (2) Which detail in the analysis clearly reveals this theme?

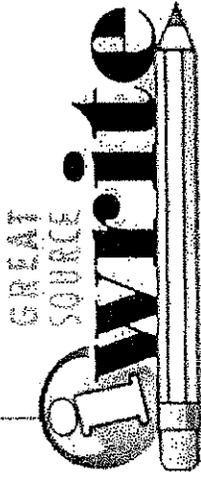
Organization (3) How is the middle part of the response essay organized?

Voice & Word Choice (4) Does the writer sound knowledgeable about the story? Explain.

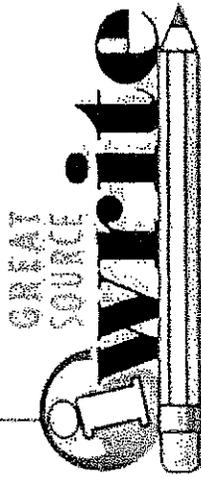


Response to Literature

What was the selection *really*
about?

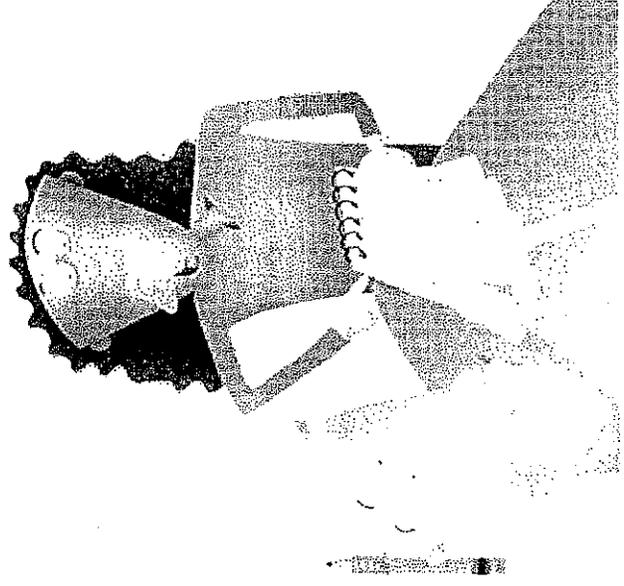


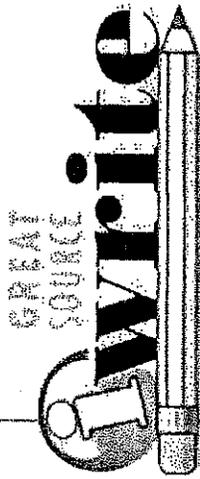
Good readers think about
what they read before, during,
and after they read



Responding to Literature

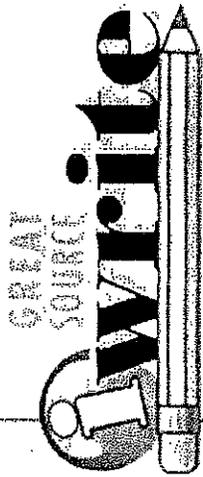
- Continually respond and predict as you read
- Take notes
- Think about patterns—especially literary elements



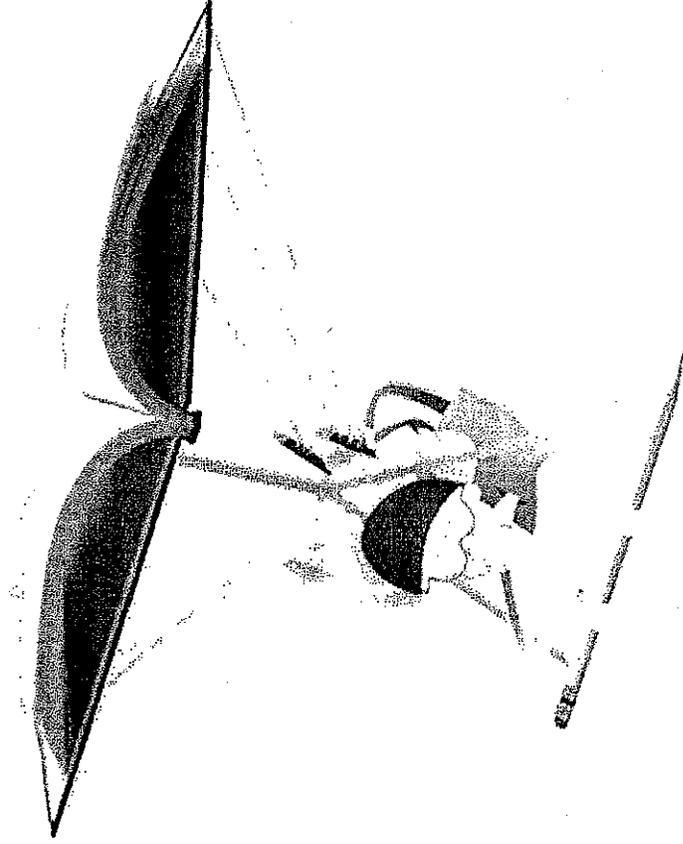


Literary Elements

- Setting
- Characters
- Conflict
- Resolution
- Tone



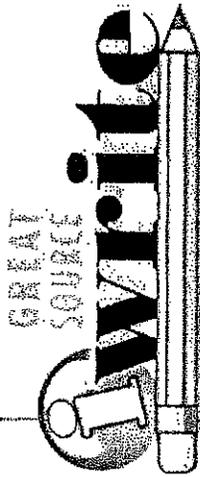
A response to
literature is
one way to
keep thinking
about
what writing
means.





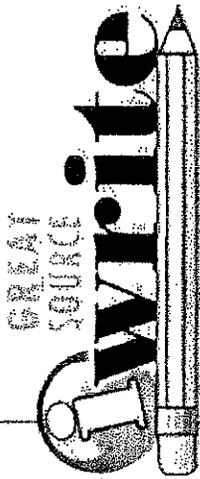
Ask yourself

- What was the text really about?
- How did the author ensure the reader got that message?



A Response to Literature

- Beginning
- Middle
- End



Beginning

Include the title, author, and event or aspect
focused on.



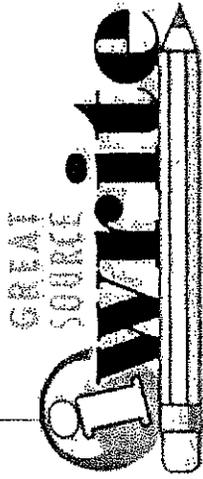
Middle

Describe the event or aspect of the selection. Try to describe how the author told this part of the story.



End

**Explain why the event or aspect is important
to the selection as a whole.**



Invitation to Write

- Read a short story or chapter from a novel.
- Take notes as you read, thinking about patterns—like the literary elements.
- Focus on one event or aspect that you feel is important.
- Write a paragraph or so detailing your thoughts, remembering what goes in the beginning, middle, and end.

Grade Level	Content Area	Course Title (9-12 Samples Only)	Unit Title
6th	Math	N/A	Conversion of Fractions, Decimals, and Percents
Length of Unit 1 Week	Time of Year Taught 2 nd Quarter	Expected Prior Knowledge Students must be able to divide with a decimal in the dividend, round decimals, multiply decimals, understand the concept of percents, and simplify fractions.	
Unit Description This unit focuses on the application and mastery of converting between fractions, decimals, and percents and the real world application of these conversions in everyday life.			
Strand(s), Concept(s), and PO(s) <i>List and define the required Strand(s), Concept(s), and PO(s) for each lesson included in this sample.</i>			
AZ.6.NS.9: Convert between expressions for positive rational numbers, including fractions, decimals, and percents.			
Summative Assessment <i>Describe a cumulative and comprehensive activity that allows students to demonstrate mastery of stated POs. A copy of the summative assessment must be included in the application package.</i>			
The assessment to demonstrate mastery of stated PO's will be an identical pre-assessment and post summative assessment built using the Galileo assessment system. (see attached)			
Assessment Scoring <i>Explain how each assessment is scored, to include points per question, total points possible, criteria, and grading scale. Describe rubric, if applicable, to include components being evaluated and the scoring criteria for each. A copy of the answer key and/or scoring rubric must be included in the application package.</i>			
The summative assessment will be 20 questions in length and each question will be worth 3 points each for a total of 60 points. Students will need 51 out of 60 points in order to reach mastery. Mastery is considered to be 85% or higher.			
Materials/Resources Needed <i>(Include all items for the entire unit.)</i>			
Interactive whiteboard or Smarboard (if available), flipchart that models concepts, student whiteboards, recipes, attachments, index cards, and assessments.			

Lesson Instruction	Lesson 1 (1 day)	Lesson 2 (1 day)	Lesson 3 (1 day)	Lesson 4 (1 day)	Lesson 5 (2-3 days)
	<p>-Anticipatory Set: TSW complete problems that incorporate essential prior knowledge in simplifying fractions and dividing decimals.</p> <p>-Objective/Purpose: TSW convert between fractions and decimals.</p> <p>(Pre-assessment has already been performed prior to Lesson 1.)</p> <p>-I Do (Direct Instruction): TSW model the process of converting a fraction to a decimal through division. TSW will model the process of converting a decimal to a fraction. These models will be completed using an engaging flipchart on an Interactive Whiteboard/ Smartboard. Examples will include application of concepts through real world word problems.</p> <p>-We Do (Guided Practice): TSW guide the class in completing samples of converting fractions to decimals and</p>	<p>-Anticipatory Set: TSW complete problems that review yesterday's lesson in converting fractions to decimals and decimals to fractions in preparation for today's lesson.</p> <p>-Objective/Purpose: TSW convert between percents, decimals, and fractions.</p> <p>-I Do (Direct Instruction): TSW model the process of converting between percents, fractions, and decimals. These models will be completed using an engaging flipchart on an Interactive Whiteboard/ Smartboard. Examples will include application of concepts through real world word problems. TSW review and discuss the concept of percents based on 100 and how this is incorporated into the steps of the conversion of percents.</p> <p>-We Do (Guided Practice): TSW guide the class in completing samples of converting</p>	<p>-Anticipatory Set: TSW brainstorm a list of the 5 most commonly used fractions, decimals, and percents.</p> <p>-Objective/Purpose: TSW convert between common fractions, decimals, and percents.</p> <p>-I Do (Direct Instruction): TSW discuss the most common conversions of fractions, decimals, and percents used in everyday life as brainstormed in the warm up. TSW model, through the use of a chart, the conversions that are common knowledge and most useful to know without performing the math steps such as $\frac{1}{4}$ to 0.25 to 25%.</p> <p>-We Do (Guided Practice): TSW guide the class in chorally citing the most common conversions of fractions, decimals, and percents. TSW guide the class in together creating flashcards to represent the common fractions,</p>	<p>-Anticipatory Set: TSW complete problems that review converting between percents, fractions, and decimals in preparation for today's lesson.</p> <p>-Objective/Purpose: TSW convert percents that include a decimal (45.9%, 12.25%).</p> <p>-I Do (Direct Instruction): TSW model the process of converting a percent that includes a decimal to a fraction and to a decimal. These models will be completed using an engaging flipchart on an Interactive Whiteboard/ Smartboard. Examples will include application of concepts through real world word problems.</p> <p>-We Do (Guided Practice): TSW guide the class in</p>	<p>-Anticipatory Set: TSW complete problems that review previous lessons in converting between percents, fractions, and decimals in preparation for today's lesson.</p> <p>-Objective/Purpose: TSW convert between fractions, decimals, and percents in a real world situation.</p> <p>(Post Assessment to be given after Lesson 5.)</p> <p>-I Do (Direct Instruction): TSW model the steps of the activity. TSW explain that students must choose a recipe (teacher created recipes that include ingredients represented by fractions, decimals, and percents) and convert the measurements to fractions, decimals, and percents. TSW</p>

	<p>decimals to fractions using their white boards, and also utilizing the flipchart to move step by step. One sample will include application of conversion in a real world situation.</p> <p>-You Do: TSW complete practice problems in converting fractions to decimals and decimals to fractions. Samples will include application of conversion in a real world situation. TTW will circulate to identify students in need of assistance and to identify common errors in order to reteach in focused small groups.</p> <p>-Closure: TSW write a real world problem that includes conversion of fractions and decimals and solve a partner's problem.</p>	<p>percents to fractions, percents to decimals, and vice versa using their white boards and also utilizing the flipchart to move step by step. One sample will include application of conversion in a real world situation.</p> <p>-You Do: TSW complete practice problems in converting between fractions, decimals, and percents. Samples will include application of conversion in a real world situation. TTW will circulate to identify students in need of assistance and to identify common errors in order to reteach in focused small groups.</p> <p>-Closure: TSW write a real world problem that includes conversion of percents to fractions and decimals and solve a partner's problem.</p>	<p>decimals, and percents.</p> <p>-You Do: TSW will play a matching game to match the common conversions of fractions, decimals, and percents.</p> <p>-Closure: TSW reflect on the value of knowing offhand the common conversions of fractions, decimals, and percents in real world scenarios.</p>	<p>completing samples of converting percents that include a decimal using their white boards, and also utilizing the flipchart to move step by step. One sample will include application of conversion in a real world situation.</p> <p>-You Do: TSW complete practice problems in converting percents that include a decimal to fractions and decimals. Samples will include application of conversion in a real world situation. TTW will circulate to identify students in need of assistance and errors in order to reteach in focused small groups.</p> <p>-Closure: TSW write a real world problem that includes conversion of a percent with a decimal to a decimal and to a fraction and solve a partner's problem.</p>	<p>model the completion of a chart that organizes student conversions and allows space for math conversions to be completed and assessed by the teacher. The teacher will model the completion of a reflection of the use of percents, fractions, and decimals in recipe books.</p> <p>-We Do (Guided Practice): TTW guide the students in completing a set of conversions using a recipe and in completing a phase of the chart.</p> <p>-You Do: TSW will complete the chart and conversions utilizing one of the recipes given by the teacher. TSW reflect on the use of fractions, decimals, and percents in the writing of recipes for recipe books.</p> <p>-Closure: TSW write a recipe that shows the fractions,</p>
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decimals, and percents of the ingredients needed for their recipe. TSW draw a representation of their recipe.					

Student Activities	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>TSW complete the anticipatory set.</p> <p>TSW follow the teacher modeling during the “I do” phase of instruction.</p> <p>TSW participate in the “We do” phase of instruction by participating in problem completion and discussion.</p> <p>TSW complete the “You do” phase of instruction by completing practice problems in the conversion of fractions and decimals.</p> <p>TSW complete the closure phase of instruction by writing a real world problem that includes the conversion of fractions and decimals and solving a partner’s problem.</p>	<p>TSW complete the anticipatory set.</p> <p>TSW follow the teacher modeling during the “I do” phase of instruction.</p> <p>TSW participate in the “We do” phase of instruction by participating in problem completion and discussion.</p> <p>TSW complete the “You do” phase of instruction by completing practice problems in the conversion of percents, fractions, and decimals.</p> <p>TSW complete the closure phase of instruction by writing a real world problem that includes the conversion of percents, fractions, and decimals and solving a partner’s problem.</p>	<p>TSW complete a brainstorming list to identify the most common fractions, decimals, and percents.</p> <p>TSW follow the teacher modeling during the “I do” phase of instruction in completing the chart of the most common fractions, decimals, and percents.</p> <p>TSW participate in the “We do” phase of instruction by participating in chorally reciting the common conversions and in constructing flashcards of the common conversions.</p> <p>TSW complete the “You do” phase of instruction by playing a matching game to match the correct conversion between common fractions, decimals, and percents.</p> <p>TSW complete the closure phase of instruction by reflecting on the value of knowing offhand the</p>	<p>TSW complete the anticipatory set.</p> <p>TSW follow the teacher modeling during the “I do” phase of instruction.</p> <p>TSW participate in the “We do” phase of instruction by participating in problem completion and discussion.</p> <p>TSW complete the “You do” phase of instruction by completing practice problems in the conversion of percents, fractions, and decimals.</p> <p>TSW complete the closure phase of instruction by writing a real world problem that includes the conversion of percents, fractions, and decimals and solving a partner’s problem.</p>	<p>TSW complete the anticipatory set.</p> <p>TSW follow the teacher modeling during the “I do” phase of instruction.</p> <p>TSW participate in the “We do” phase of instruction by participating in the completion of a sample problem.</p> <p>TSW complete the “You do” phase of instruction by converting their chosen recipe ingredients to fractions, decimals, and percents. TSW complete a reflection that answers the questions:</p> <ul style="list-style-type: none"> • Why do current recipe books utilize fractions for their ingredients? • How would the cooking world change if percents or

			<p>common conversions of fractions, decimals, and percents in real life.</p>		<p>decimals were used? • Which do you think is most effective in communicating the correct amount of each ingredient to use, fractions, decimals, or percents?</p> <p>TSW complete the closure phase of instruction by writing their own recipe and providing conversions of each ingredient into fraction part, percent, and decimal part.</p>
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6th Grade Math Test

Read each question carefully.

- 1) Which answer is equivalent to the fraction below?

$$\frac{2}{5}$$

- A) 0.20 = 20%
 - B) 0.25 = 25%
 - C) 0.40 = 40%
 - D) 0.52 = 52%
-

- 2) Which answer is equivalent to the fraction below?

$$\frac{7}{10}$$

- A) 0.70 = 7%
 - B) 0.70 = 70%
 - C) 7.0 = 70%
 - D) 0.07 = 7%
-

- 3) Which answer is equivalent to the fraction below?

$$\frac{2}{10}$$

- A) 0.10 = 10%
 - B) 0.15 = 15%
 - C) 0.20 = 20%
 - D) 0.25 = 25%
-

6th Grade Math Test

- 4) Which answer is equivalent to the fraction below?

$$\frac{1}{4}$$

- A) $0.14 = 14\%$
 - B) $0.35 = 35\%$
 - C) $0.25 = 25\%$
 - D) $0.30 = 30\%$
-

- 5) Which answer is equivalent to the fraction below?

$$\frac{1}{10}$$

- A) $0.10 = 10\%$
 - B) $0.15 = 15\%$
 - C) $0.20 = 20\%$
 - D) $0.25 = 25\%$
-

- 6) A kicker had a field goal average of 0.460.

What is equal to 0.460?

- A) $.46\%$
 - B) 4.6%
 - C) 46%
 - D) 460%
-

6th Grade Math Test

- 7) Debbie was one-quarter through her project. Which is closest in value to the fraction below?

$$\frac{1}{4}$$

- A) 25%
 - B) 50%
 - C) 75%
 - D) 100%
-

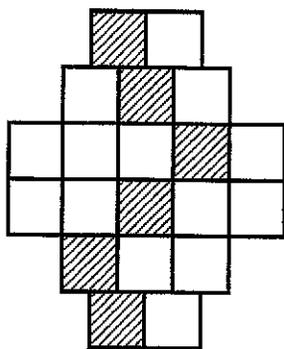
- 8) Jose has a total of 8 pieces of fruit in the basket. Exactly 6 pieces of fruit are bananas. Which is closest in value to the fraction below?

$$\frac{6}{8}$$

- A) 6%
 - B) 24%
 - C) 48%
 - D) 75%
-

6th Grade Math Test

9) What part of the whole design is made up of gray tiles?



Key	
	represents 1 gray tile
	represents 1 white tile

A) $\frac{1}{5}$

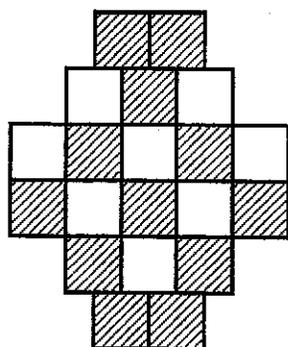
B) $\frac{1}{4}$

C) $\frac{3}{10}$

D) $\frac{7}{20}$

6th Grade Math Test

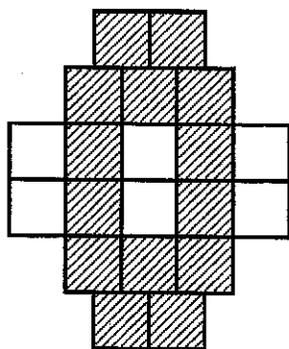
10) What part of the whole design is made up of gray tiles?



Key	
	represents 1 gray tile
	represents 1 white tile

- A) 0.12
- B) 0.40
- C) 0.60
- D) 1.00

11) What part of the whole design is made up of gray tiles?



Key	
	represents 1 gray tile
	represents 1 white tile

- A) 14%
- B) 30%
- C) 70%
- D) 100%

6th Grade Math Test

12) What fraction is the same as decimal number 0.625?

A) $\frac{3}{8}$

B) $\frac{9}{16}$

C) $\frac{5}{8}$

D) $\frac{11}{16}$

13) Which is larger than but closest to the following?

$$\frac{60}{11}$$

A) $\frac{540}{1000}$

B) 500%

C) $5\frac{1}{2}$

D) 52%

6th Grade Math Test

14) Which is larger than but closest to 51%?

A) 0.52%

B) $\frac{11}{20}$

C) $\frac{1}{2}$

D) 0.49

15) Which is equivalent to the following?

$3\frac{1}{5}\%$

A) $\frac{16}{500}$

B) $\frac{1}{4}$

C) $\frac{16}{50}$

D) $\frac{500}{16}$

6th Grade Math Test

16) Which is equivalent to 632.1%?

- A) 6.321
 - B) 63.21
 - C) 632.1
 - D) 6,321
-

17) Which is equivalent to 3.4%?

- A) 0.00034
 - B) 0.0034
 - C) 0.034
 - D) 0.34
-

18) Which equation compares the number of candy bars that Katrina and Bob have sold, if Katrina sold three-quarters of the amount that Bob sold?
(Let k = number of Katrina's candy bars and b = number of Bob's candy bars.)
Be certain to convert if necessary.

- A) $b=0.75k$
 - B) $k=0.75b$
 - C) $k=0.75+b$
 - D) $b=0.75+k$
-

6th Grade Math Test

- 19) What is the value of $10 \times n$ when n equals the value below?
Be certain to convert when necessary.

$$n = \frac{1}{4}$$

- A) 2.75
 - B) 2.5
 - C) 2.25
 - D) 2
-

- 20) What is the value of the expression below, when $b = 12.78$?
Be certain to convert when necessary.

$$b - 3.6$$

- A) nine and eighteen hundredths
 - B) twelve and forty-two hundredths
 - C) fifteen and forty-eighth hundredths
 - D) sixteen and thirty-eighth hundredths
-

Recipe 1: Spicy Chicken Wings

Ingredients:

Dip:

- ½ cup sour cream
- 2 tablespoons finely chopped red onion
- ½ cup crushed garlic
- ¼ cup minced fresh parsley
- ¾ cup mayonnaise
- 1/3 cup crumbled bleu cheese
- 1/8 tablespoon lemon juice
- 2/5 teaspoon seasoned salt
- 4/6 teaspoon freshly ground black pepper
- 4/10 teaspoon cayenne pepper

Chicken Wings:

- 1/20 cup melted butter
- 1/2 teaspoon hot sauce
- 1/10 teaspoon salt
- 20 out of a box of 24 chicken wings

Directions: In the table below, convert the following measurements from the recipe into fractions, decimals, and percent values. Remember, 1 cup=100%=1.0, 1 tsp=100%=1.0, and 1 tbsp=100%=1.0.

Ingredient:	Fraction:	Decimal:	Percent:
Sour cream	½		
Red onion			200%
Garlic		0.50	
Parsley			25%
Mayonnaise		0.75	
Bleu Cheese	1/3		
Lemon Juice			12.5%
Salt	2/5+1/10		
Black Pepper	4/6		
Cayenne Pepper		0.40	
Butter	1/20		
Hot Sauce		0.50	

