Welcome!

MOTSD Community Curriculum Night:
Inside the K-5 Classroom

Presented by:

Dr. Jennifer Mastriani, K-5 ELA Supervisor
Mrs. Kristy McFarlane, K-5 Math Supervisor
Mr. Arturo Rodriguez, K-12 Supervisor

TONIGHT'S **AGENDA**

01 **Introduction**

02 **Language Arts**
Presented by
Dr. Jennifer Mastriani

03 **Mathematics**
Presented by
Mrs. Kristy McFarlane

04 **Intervention & Multilingual Learners**
Presented by
Mr. Arturo Rodriguez

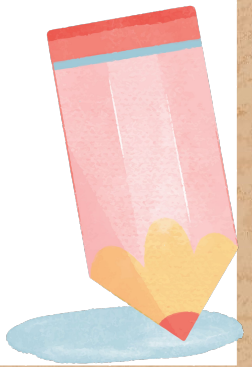
05 **Closing**

06 **Resource Preview**

THANK YOU

We would like to thank the following people for their support.

- The Mount Olive Board of Education
- Dr. Sumit Bangia, Superintendent
- Mrs. Elizabeth McDermond, Assistant Superintendent
- Dr. Kathleen Regan, Interim Assistant Superintendent
- Mount Olive Middle School
- Mount Olive Staff and Teachers



MOTSD K-5 ELA Curriculum & Instruction

Inside the K-5 ELA Classroom

NEW JERSEY STUDENT LEARNING STANDARDS

Benchmark ADVANCE



Benchmark Advance resources are supported through Title II & Title III funding.

The Science of Reading

What Research Reveals About How Children Learn to Read

What is the Science of Reading?

A comprehensive collection of research completed over many years by experts in the fields of education, psychology, neuroscience, language development, and more regarding how we learn to read.





What is the Science of Reading?

The collective body of evidence from the research (known as the Science of Reading) helps us to understand how the brain develops literacy skills, where breakdowns may occur, and how best to support students using approaches validated by the research.

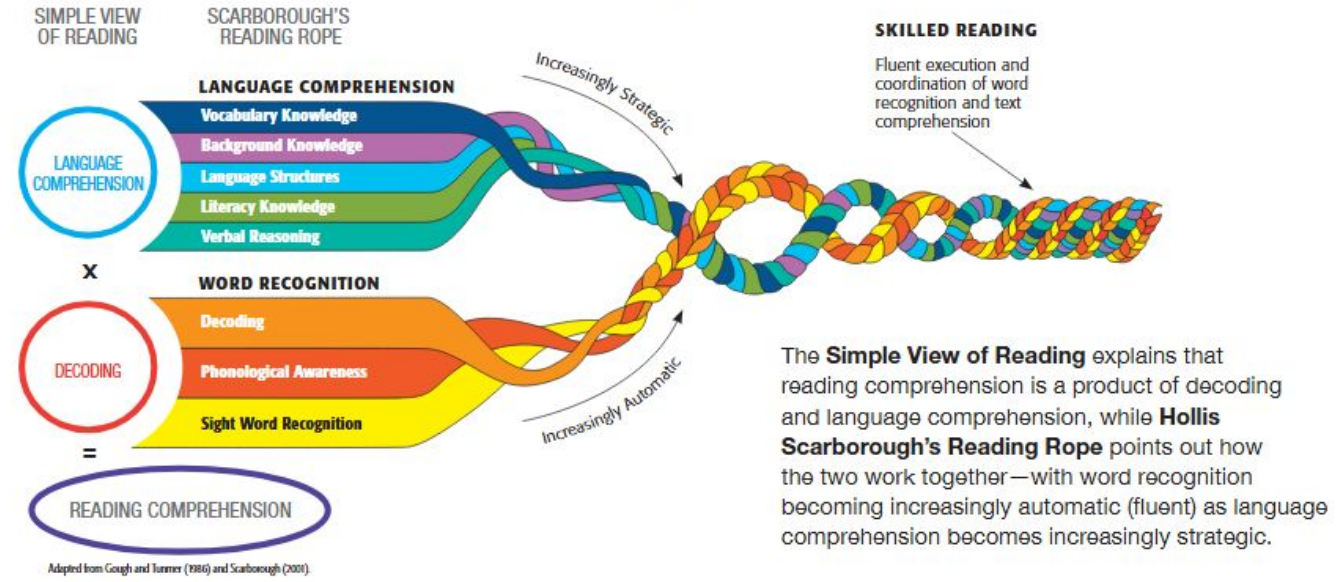




Connecting Research to Practice

Scarborough's Reading Rope and the MOTSD ELA Curriculum

Aligned to the Science of Reading Research



Adapted from Gough and Tunmer (1986) and Scarborough (2001).

The **Simple View of Reading** explains that reading comprehension is a product of decoding and language comprehension, while **Hollis Scarborough's Reading Rope** points out how the two work together—with word recognition becoming increasingly automatic (fluent) as language comprehension becomes increasingly strategic.

Aligning the MOTSD Curriculum to the NJSLS & the SoR

Instructional Shift #1-Prioritizing Foundational Skills

Purposeful Scope & Sequence

A clearly defined K–6 progression facilitates efficient mastery and transfer.



Explicit Teacher Modeling

Targeted and explicit modeling is provided for the teacher, including corrective feedback.

Daily Application of Decoding and Encoding

At least 50% of time is spent in application, where learning sticks and students show what they know.

Guided Practice with Spiral Review

Students put learning into practice immediately, with 4–6 weeks of formal review for newly introduced skills.

Embedded Multimodal/ Multisensory Learning

Supports learning through senses beyond hearing and sight, helping students with conditions such as dyslexia.

Aligning the MOTSD Curriculum to the NJSLS & the SoR

Instructional Shift #2-Integrating Reading & Knowledge Building

Unit	Knowledge Strand	GRADES K	1	2	3	4	5
1	Life Science	**Plants and Animals Have Needs** Why do living things have different needs?	**Plants and Animals Grow and Change** Why do living things change?	**Plants and Animals in Their Habitats** How do living things get what they need to survive?	**Animal Adaptations** How do living things survive in their environment?	**Observing Nature** How do we respond to nature?	**Cultivating Natural Resources** Why do we cultivate living things?
2	Character Matters	**Every Story Has Characters** How are characters different?	**Many Kinds of Characters** How do we learn about characters?	**Characters Facing Challenges** What can we learn when we face problems?	**Ways Characters Shape Stories** How do our actions influence our lives?	**Characters' Actions and Reactions** How do we reveal ourselves to others?	**Developing Characters' Relationships** Why do we value certain qualities in people?
3	Government and Citizenship	**Rules at Home and School** Why do we have rules?	**Being a Good Community Member** Why do people get involved in their communities?	**Government at Work** Why do we need a government?	**Government for the People** Why do people participate in government?	**Government in Action** How can government influence the way we live?	**The U.S. Constitution: Then and Now** Why do laws continue to evolve?
4	Perspectives in Literature	**Writers Tell Many Stories** Why do people tell stories?	**Stories Have a Narrator** How do people create stories?	**Many Characters, Many Points of View** How can a story change depending on who tells it?	**Comparing Points of View** What makes people view the same experience differently?	**Understanding Different Points of View** What do we learn when we look at the world through the eyes of others?	**Recognizing Author's Point of View** How can other perspectives help us evaluate the world?
5	Technology and Society	**Technology at Home and School** Why do we use technology?	**Technology at Work** How can technology make a difference in our lives?	**Solving Problems Through Technology** Where do ideas for inventions come from?	**Advancements in Technology** What is the value of innovation?	**Technology for Tomorrow** How do we make decisions about developing new technology?	**Technology's Impact on Society** What value does technology bring to people's lives?
6	Themes Across Cultures	**Stories Have a Message** How do we know what is right?	**Stories Teach Many Lessons** What can we learn from a mistake?	**Tales to Live By** What can different cultures teach us?	**Making Decisions** What helps us solve problems?	**Confronting Challenges** How do we overcome obstacles?	**Up Against the Wild** What compels us to survive?
7	History, Culture, and Geography	**Holidays and Celebrations** Why do we celebrate people and events?	**Past, Present, and Future** Why is the past important?	**Investigating the Past** How does understanding the past shape the future?	**Communities Then and Now** What is a community?	**The Transcontinental Railroad** How do communities evolve?	**Conflicts That Shaped a Nation** How does conflict shape a society?
8	Earth Science	**Weather and Seasons** How do our lives change with the seasons?	**Observing the Sky** Why do the sun and moon capture our imagination?	**Wind and Water Change Earth** How do we react to changes in nature?	**Weather and Climate** How do we understand change?	**Earth Changes** How do Earth's natural processes impact our lives?	**Water: Fact and Fiction** What does water mean to people and the societies they live in?
9	Economics	**Meeting Our Needs and Wants** Why do we make choices?	**We Use Goods and Services** Why do people trade with each other?	**Buyers and Sellers** How do the goods we make, buy, and sell connect us?	**Spending Time and Money** What do our economic choices tell us about ourselves?	**Resources and Their Impact** How does access to resources influence people's lives?	**The Economic Development of Cities** How do economic changes impact society?

MOTSD K-5 ELA Curriculum & Instruction

Driven by Research, Inspired by Children



Inside the MOTSD K-5 ELA Classroom

Let's take a look!

My Reading and Writing

Student consumable book for Grades K–1

- Includes decodable/accountable texts aligned to phonics instruction
- Reinforces knowledge-building vocabulary connected to the unit topic
- Connects reading and writing



My Reading and Writing Student Books, Grade 1

Decodable Readers

Targeted practice in connected texts for Grades K—1

- Connects to target phonics skill and high-frequency words
- Provides spiral review of previously taught skills and high-frequency words
- Reinforces unit knowledge-building topic



Knowledge-Building Topic Libraries

Expand Knowledge and Develop Critical Thinking

Texts Students Want to Read

- Represent diverse voices in authorship, main characters, and illustrators.
- Engage students in relatable narrative styles.
- Utilize a trade book look and feel to engage students in texts.



Original Texts from Award-Winn
Trade Book Auth



Novel S
Full nove
each with

Grade-Level Complex Text Sets

Access Rich Complex Texts Every Day

Topic Text Sets for Grades 2–6

Texts for Close Reading, the write-in magazine-format student books, contain a multi-genre collection of short reads, extended reads, and poetry, all centered around a single topic.

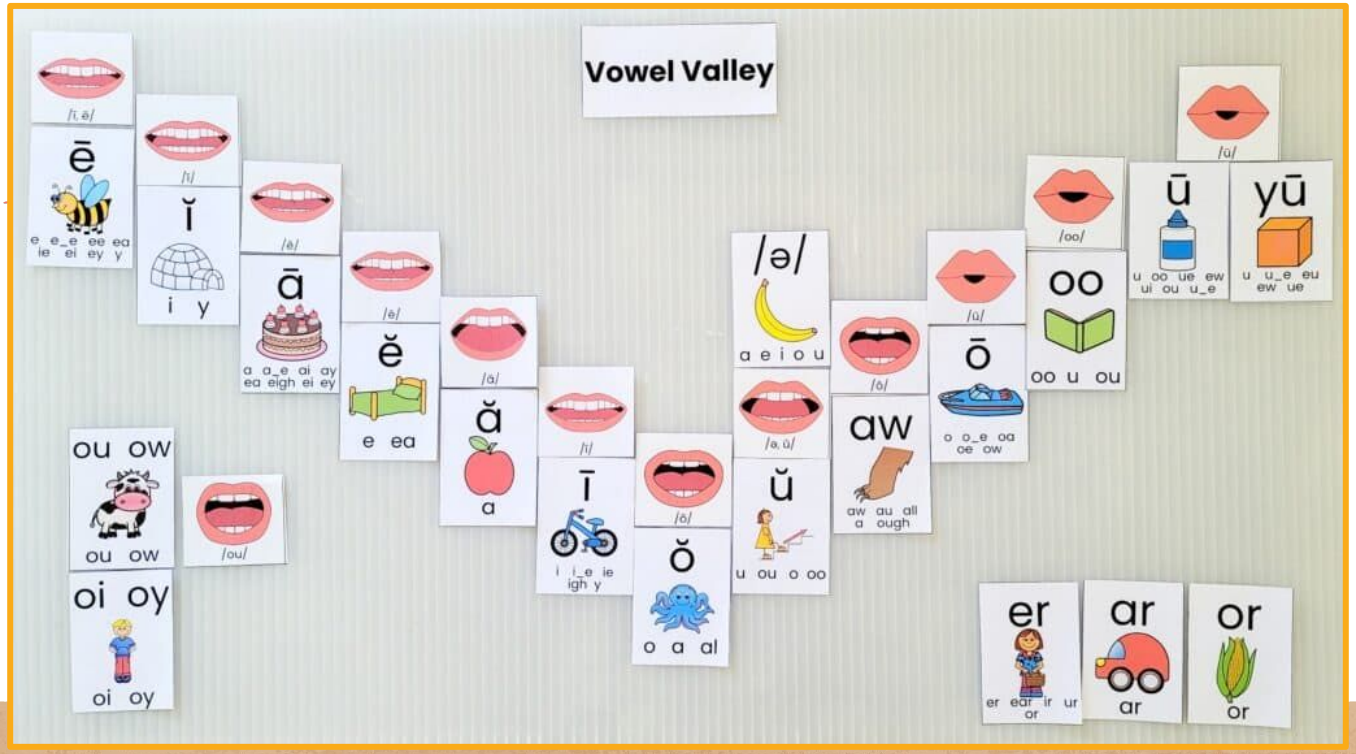
- Build content knowledge and vocabulary.
- Read across genres in every unit topic.
- Cite text evidence.



Texts for Close Reading, Grade 5

1st Grade Phonics and Word Study

Articulation Video

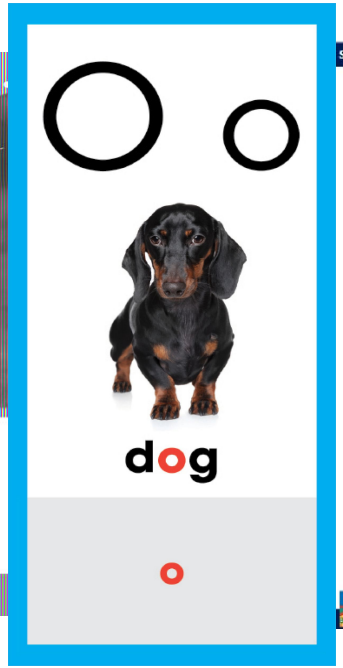


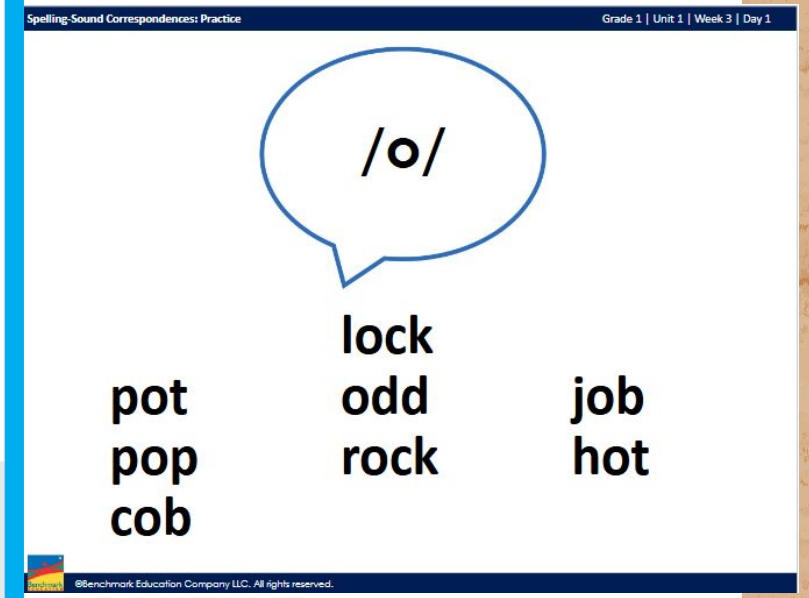


1st Grade Phonics and Word Study

Spelling-Sound Correspondences

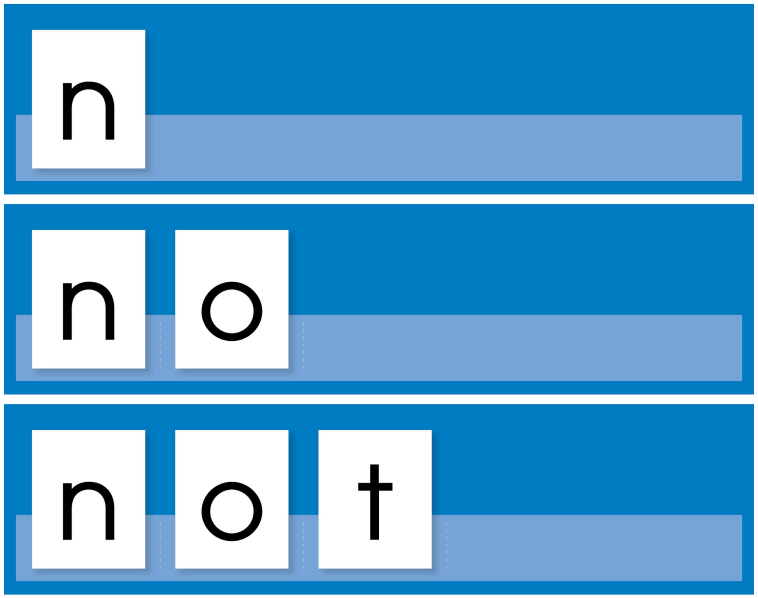


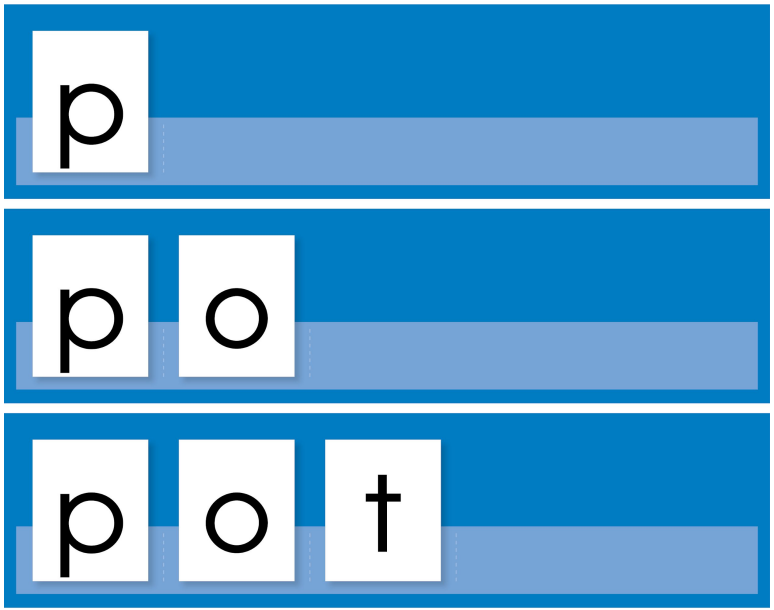




1st Grade Phonics and Word Study

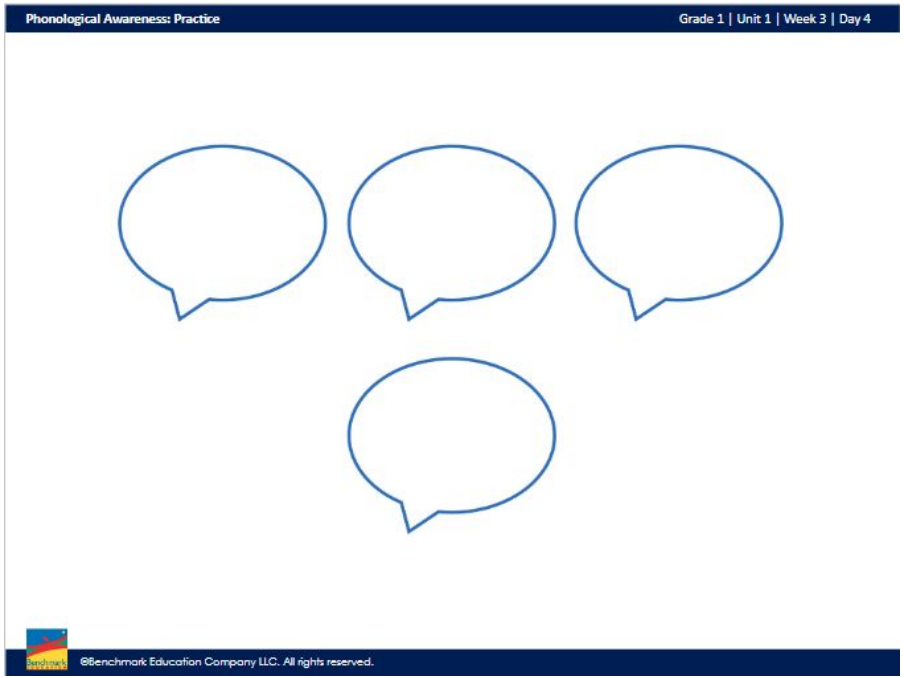
Blend Words





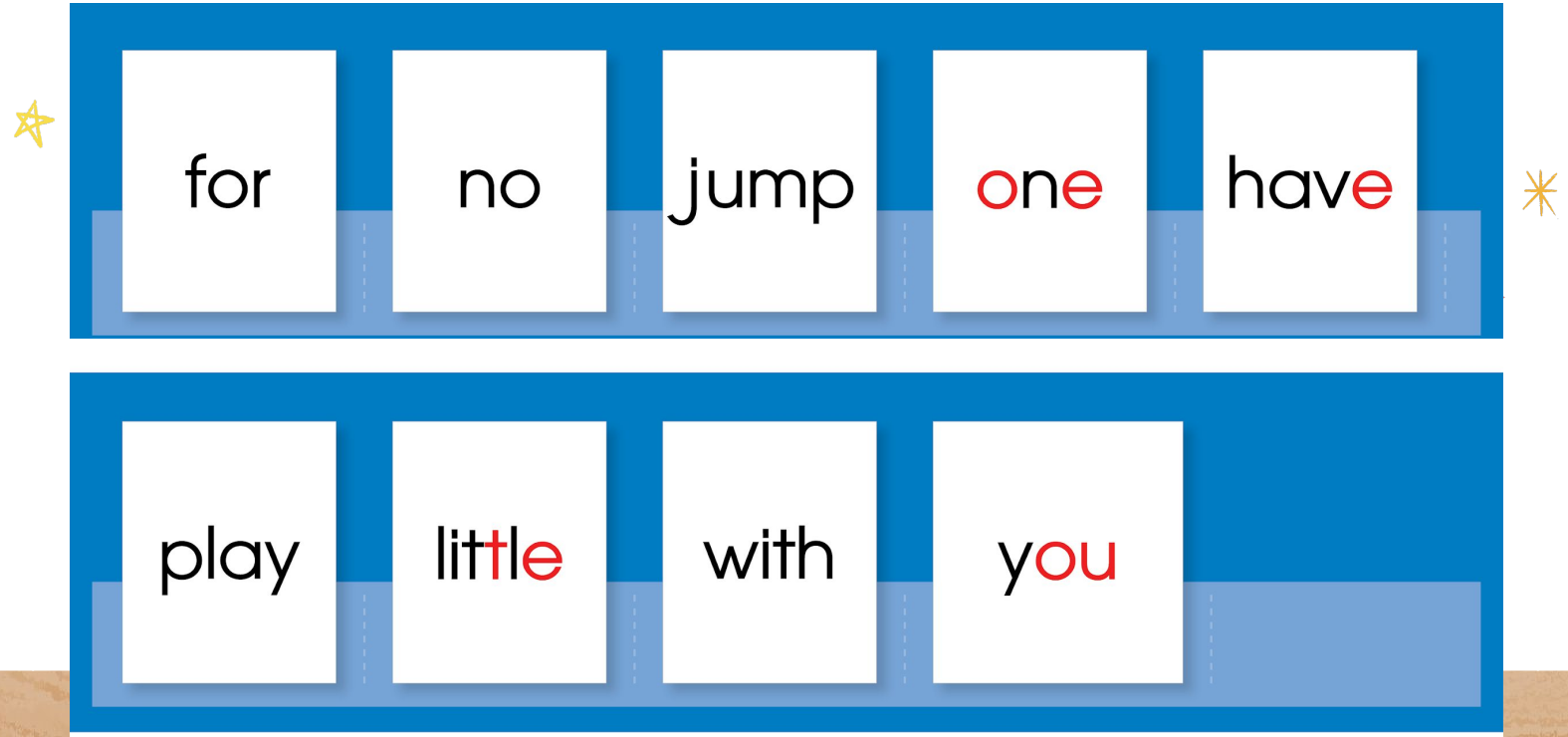
1st Grade Phonics and Word Study

Phoneme Segmentation



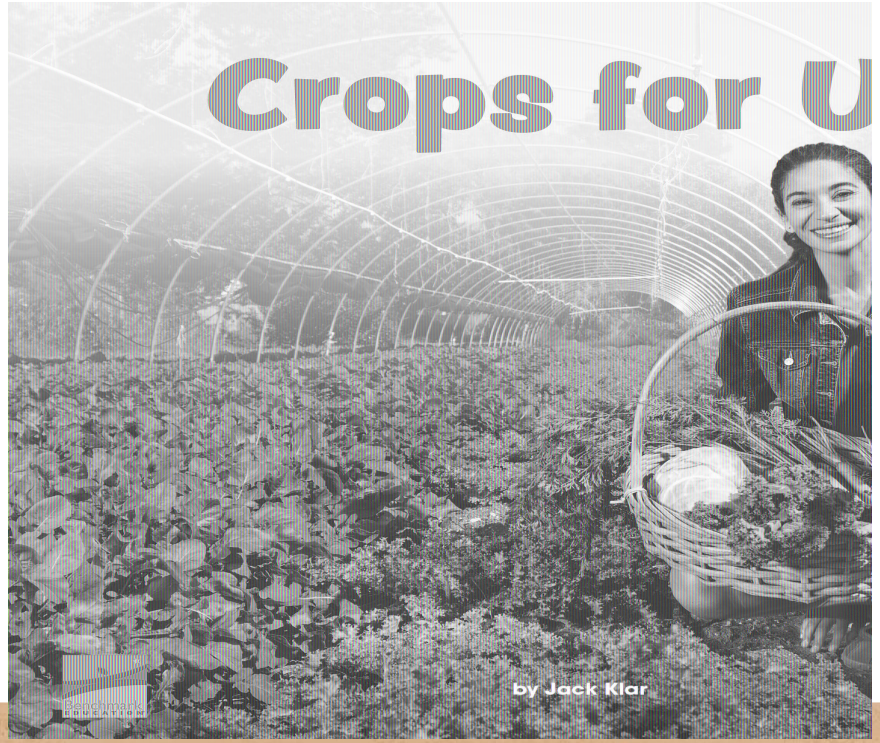
1st Grade Phonics and Word Study

High-Frequency Words



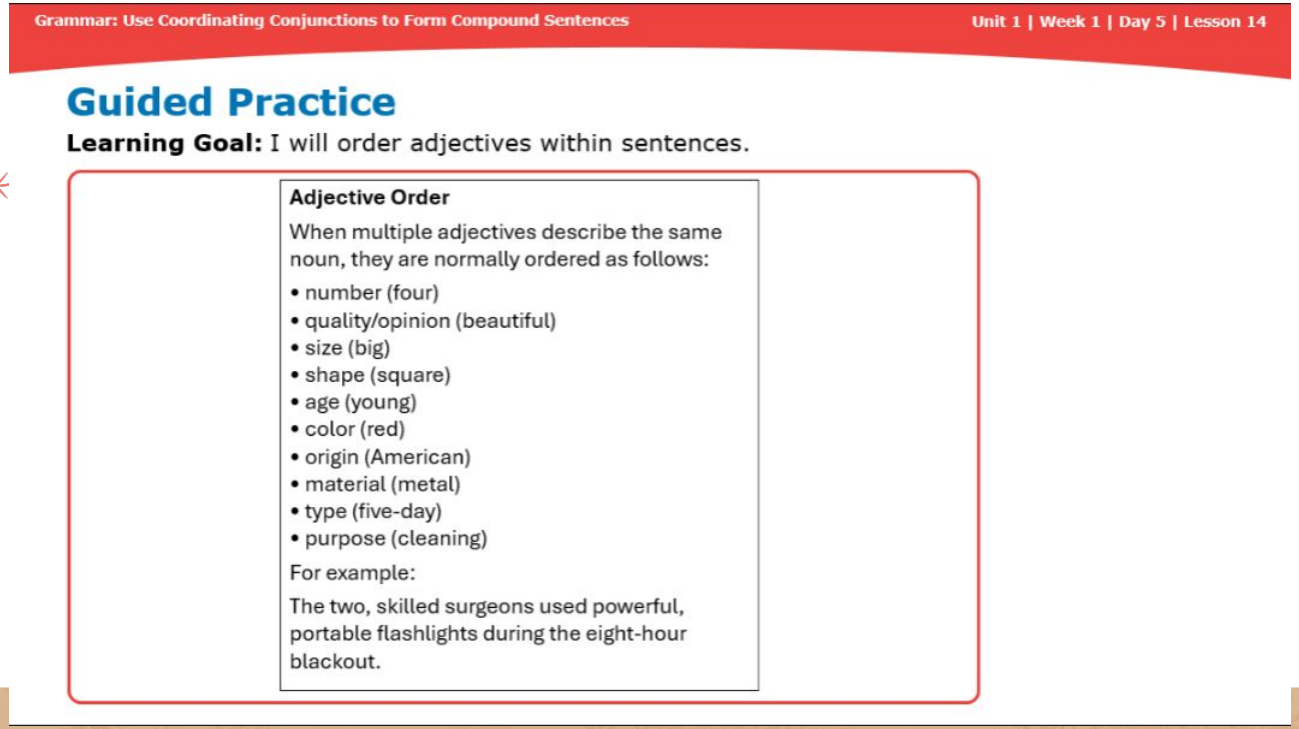
1st Grade Phonics and Word Study

Read the Text: Decode



4th Grade Grammar

Engage Thinking, Model, Guided Practice, Apply



Grammar: Use Coordinating Conjunctions to Form Compound Sentences

Unit 1 | Week 1 | Day 5 | Lesson 14

Guided Practice

Learning Goal: I will order adjectives within sentences.

Adjective Order

When multiple adjectives describe the same noun, they are normally ordered as follows:

- number (four)
- quality/opinion (beautiful)
- size (big)
- shape (square)
- age (young)
- color (red)
- origin (American)
- material (metal)
- type (five-day)
- purpose (cleaning)

For example:

The two, skilled surgeons used powerful, portable flashlights during the eight-hour blackout.

4th Grade Grammar

Engage Thinking, Model, Guided Practice, Apply

Order Adjectives Within Sentences B

Name _____ Date _____

Directions: Read each sentence. Then write the two adjectives in the correct order to complete the sentence. Write the adjectives on the line.

1. One morning, we spotted a _____ bear in our backyard.
   brown tall

2. He stood on his _____ legs near our porch.
   hind powerful

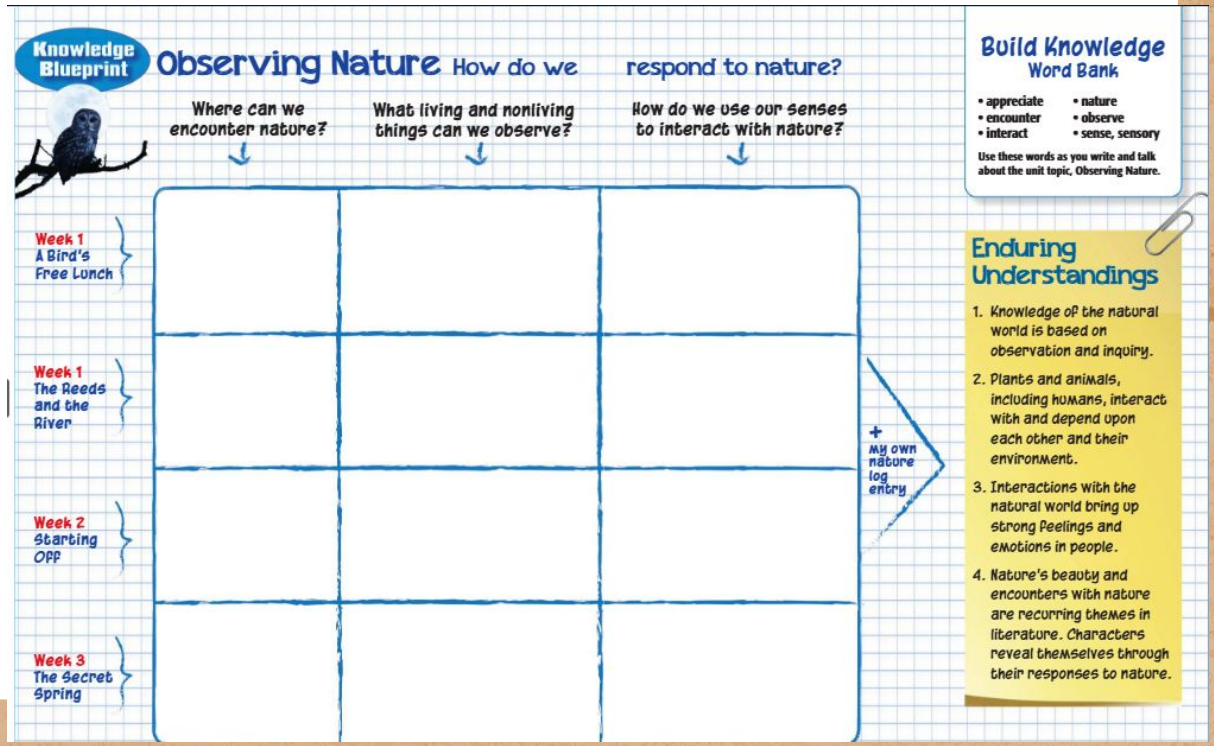
3. These _____ mammals can weigh up to 500 pounds.
   North American magnificent

4. He helped himself to the seeds in our _____ feeder.
   bird tall

4th Grade Reading: Knowledge Focus

Engage Thinking, Model, Guided Practice, Apply





4th Grade Reading: Metacognitive Focus

Engage Thinking, Model, Guided Practice, Apply

ASK QUESTIONS

WHEN?	WHY?
BEFORE READING	• To set a purpose for my reading • To make inferences about the text I will read • To activate my prior knowledge
DURING READING	• To clarify my understanding • To determine if I need to reread • To think more deeply about the topic
AFTER READING	• To review what I have learned and deepen my understanding • To identify ideas and topics I'd like to learn more about • To identify what I liked or disliked about the text or topic



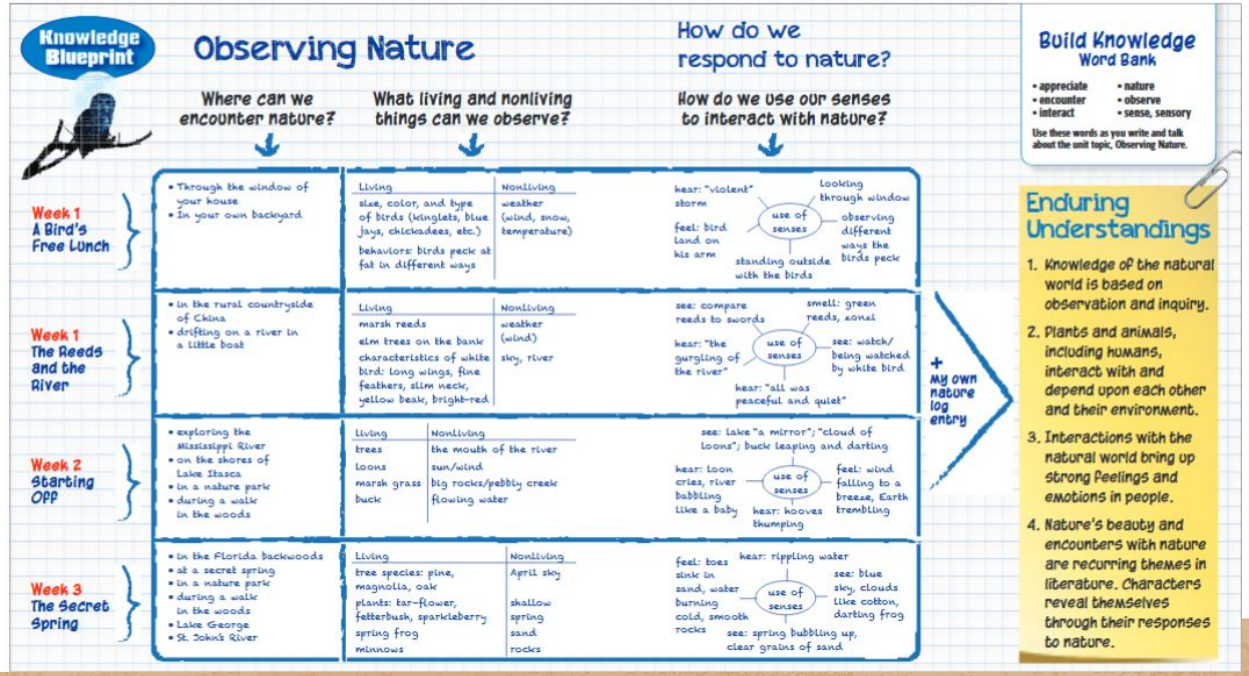
4th Grade Reading: Demonstrate Knowledge/Synthesis

Engage Thinking, Constructive Conversation, Share & Reflect

Annotated Knowledge Blueprint

Refer to the annotated blueprint as you monitor, scaffold, and assess students' development of their own blueprints across the units.

Use the Build Knowledge Assessment Tool for each unit to evaluate students' ability to gather relevant information to support knowledge building. See the Additional Materials Bank in Benchmark Universe.



Data-Informed Instruction

The Role of Assessments

Tasks for Universal Literacy Screening

Grade	Fall Tasks	Winter Tasks	Spring Tasks
Grade K	Letter Naming Fluency of Mixed-Case Letters (Form 1)	Letter Naming Fluency of Mixed-Case Letters (Form 2)	Letter Naming Fluency of Mixed-Case Letters (Form 3)
Grade 1	Grade 1 Word Recognition Fluency (Form 1) Letter Naming Fluency of Mixed-Case Letters * (Form 4)	Grade 1 Passage Reading Fluency (Form 2)	Grade 1 Passage Reading Fluency (Form 3)
Grade 2	Grade 2 Passage Reading Fluency (Form 1)	Grade 2 Passage Reading Fluency (Form 2)	Grade 2 Passage Reading Fluency (Form 3)
Grade 3	Grade 3 Passage Reading Fluency (Form 1)	Grade 3 Passage Reading Fluency (Form 2)	Grade 3 Passage Reading Fluency (Form 3)

*Task is administered to meet state requirements and provide instructional information but does not factor into the Foundational Literacy Benchmark.

STANDARDS-BASED LEARNING PROGRESSION

1

Needs Support

Student demonstrates **limited understanding** of grade-level standards and **requires targeted support and intervention** to develop foundational skills.



2

Approaching Standard

Student demonstrates **partial understanding** of grade-level standards and is **progressing toward mastery** with continued support and practice.



3 *(Target)*

Meeting Standard

Student demonstrates **mastery of grade-level standards** and consistently applies skills and knowledge independently.



4

Exceeding Standard

Student consistently demonstrates mastery **above grade-level standards** through advanced application, reasoning, and performance across multiple measures.



MOTSD K-5 Math Curriculum & Instruction:

Inside the K-5 Math Classroom

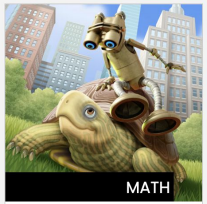
New Jersey Student Learning Standards

enVision

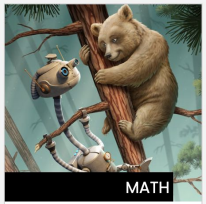
CONQUER MATHEMATICS



enVision Mathematics New Jersey 2024 Grade K



enVision Mathematics New Jersey 2024 Grade 1



enVision Mathematics New Jersey 2024 Grade 2



enVision Mathematics New Jersey 2024 Grade 3

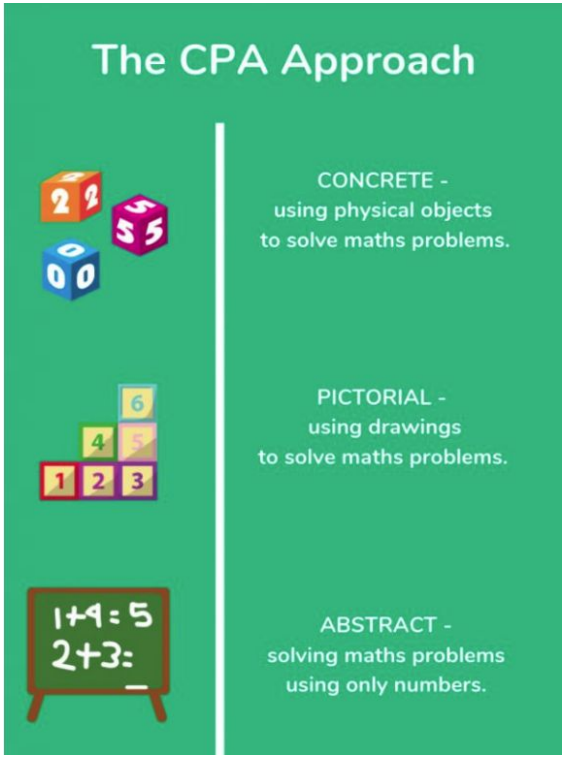


enVision Mathematics New Jersey 2024 Grade 4



enVision Mathematics New Jersey 2024 Grade 5

Concrete→Pictorial→Abstract: **Making Math Make Sense!**



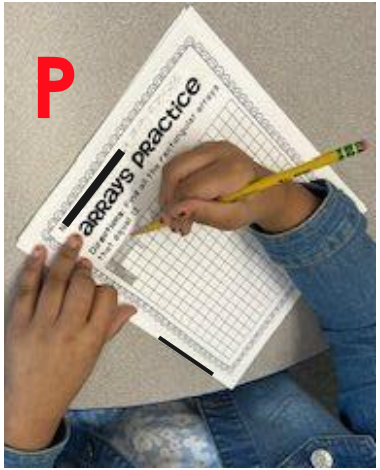


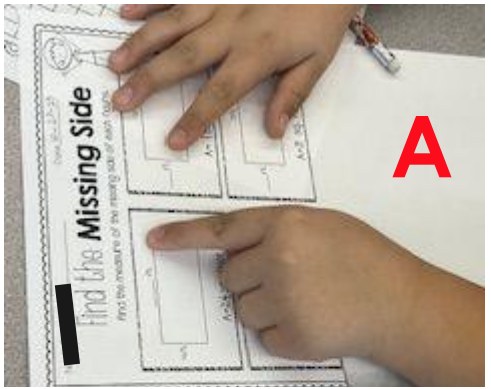
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P





A

Here is an article with further information.



Manipulatives

- ★ Thanks to the support from our Board of Education, Dr. Bangia, Mrs. McDermond & Dr. Reagan the district supported the purchase of a variety of manipulatives for all grade levels. These manipulatives help support the students' learning and support the implementation of the CPA method across all schools.
- ★ If you want to help your child at home you don't need to BUY these manipulatives, there are many websites that have free printables. For example if you google "base 10 block free printables" you'll be able to find copies for home. Also these websites have a lot to offer. Opening Eyes to Mathematics Basic Math Kit Bundle More Math Tools
- ★ Reach out to your child's teacher to see which math tools they are using.

Click here to learn more about Nancy Schultz

Professional Learning = **Better Math for Kids!**

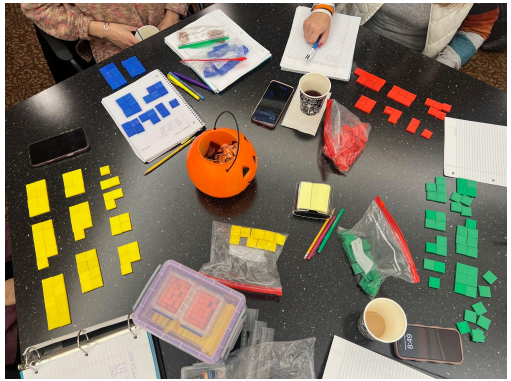
Conquer Math provides our teachers with powerful training on both the math itself and the best ways to teach it. They unpack the standards to deeply understand math concepts, and explore proven strategies (CPA Method) that help kids build real understanding. They also learn what about surrounding grade level expectations.

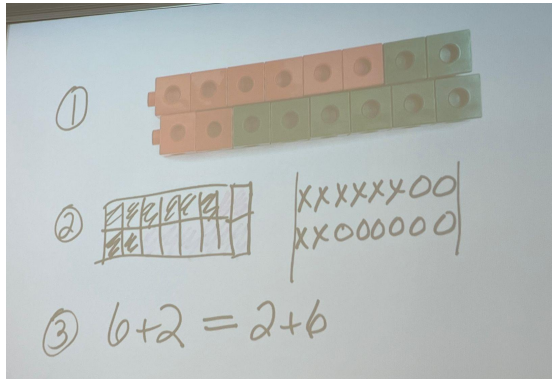
All classroom teachers, interventionists and administrators are attending training.

Teachers are fully supported through the process through the math department but also through the materials provided during training (binders, manipulatives, make and takes)

The more teachers know the better our kids will do.







Conquer Math Training is supported by Title I funds.

New Curriculum = **New Math Magic!**

November 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2 Parent -Tchr Conf K-8 11/3-5	3 Shortened Day Multiplying 2-Digit by 2-Digit Numbers *pp. 75-83*	4 Shortened Day Multiplying 2-Digit by 2-Digit Numbers Election Day *pp. 84-87*	5 Shortened Day Buffer	6 Closed *NJEA*	7 Closed *NJEA*	8
9	10 4-4 Arrays and Partial Products	11 4-5 Area Models and Partial Products *Veterans Day*	12 4-6 Use Partial Products to Multiply by 2-Digit Numbers	13 4-7 PROBLEM SOLVING Make Sense and Persevere/Word Problems *pp. 88-89*	14 Basic Division Review	15
16	17 5-1 Mental Math: Find Quotients	18 5-2 Mental Math: Estimate Quotients	19 5-3 Mental Math: Estimate Quotients for Greater Dividends	20 EM Lesson Use Sharing to Divide/ Division using base-10 no regrouping (69/3, 84/4, 155/5) *pp. 90-92*	21 EM Lesson Continue Sharing to Divide/Pictorial - Draw Base-ten Blocks	22
23/30	24 EM Lesson Use Partial Quotients to Divide	25 Buffer	26 Closed	27 Closed *Thanksgiving*	28 Closed	29





- ★ Teacher created with guidance from Nancy at Conquer.
- ★ Embeds CPA method into all topics.
- ★ Marries EnVision with lessons from other resources.
- ★ Reordered units to be developmentally appropriate
- ★ Teachers have Envision resources, new curriculum, pacing, at a glance and supplemental binder.





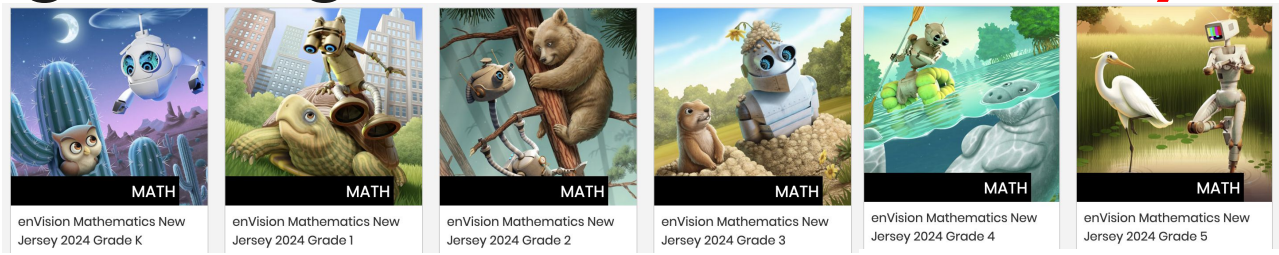




Links to the new curriculum.

[Kindergarten Math]
[1st Grade Math]
[2nd Grade Math]
[3rd Grade Math]
[4th Grade Math]
[5th Grade Math]

Exciting changes but… **EnVision Stayed!**



EnVision 2024

- Student centered and problem based
- Personalized and engaging
- Focused instruction
- Works well with Guided Math model

Parent Resources

EnVision developed Parent Flyer

Grade level Family engagement sites

Grade K
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5

SAVVAS realize™

Access the textbook, instructional videos and online **Brainingcamp manipulatives** through your child's Classlink account, then click on Savvas Realize.

NJ State Learning Standards **Updates and Information**

Required Fluencies for Kindergarten

K.OA.A.5 Add and subtract within 5

Required Fluencies for Grade 1

1.OA.C.6 Add and subtract within 10

Required Fluencies for Grade 2

2.OA.B.2 Add and subtract within 20 using mental strategies; Know single digit sums from memory.

2.NBT.B.5 Add and subtract within 100

Required Fluencies for Grade 3

3.OA.C.7 Multiply and divide within 100; Know single digit products from memory.

3.NBT.A.2 Add and subtract within 1000

Required Fluencies for Grade 4

4.NBT.B.4 Add and subtract within 1,000,000

Required Fluencies for Grade 5

5.NBT.B.5 Multiply multi-digit whole numbers using the standard algorithm

NJ DEPARTMENT OF EDUCATION
STAMP
STANDARDS TRANSPARENCY AND MASTERY PLATFORM

Major, Supporting, & Additional Clusters for Grade 3

Emphases are given at the cluster level. Refer to the New Jersey Student Learning Standards for Mathematics for the specific standards that fall within each cluster.

Key: **M** — Major Clusters, **S** — Supporting Clusters, **A** — Additional Clusters

Indicator	Type	Cluster Heading
3.OA.A	M	Represent and solve problems involving multiplication and division
3.OA.B	M	Understand properties of multiplication and the relationship between multiplication and division
3.OA.C	M	Multiply and divide within 100
3.OA.D	M	Solve problems involving the 4 operations, and identify and explain patterns in arithmetic
3.NBT.A	A	Use place value & properties of operations to perform multi-digit arithmetic
3.NF.A	M	Develop understanding of fractions as numbers
3.M.A	M	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
3.M.B	M	Understand concepts of area and relate area to multiplication and addition
3.M.C	A	Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures
3.DL.A	A	Understand data-based questions and data collection
3.DL.B	S	Represent and interpret data
3.G.A	S	Reason with shapes and their attributes

Little Moments at Home = **Big Math Wins!**



Positive Attitudes toward Math



Math is FUN

- ❑ Roll the Dice
- ❑ Top it
- ❑ Beat the calculator
- ❑ Deck of cards and make a rule



Fact Fluency leads to automaticity

Links to parent letters

Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade

Need some homework help? Go to **BouncePages.SavvasRealize.com**

MOTSD K-5 ESL & Academic Intervention

Inside our K-5 Academic Support





NEW JERSEY STUDENT LEARNING STANDARDS

Benchmark PHONICS INTERVENTION

i-Ready

Asset-Based Access to English EXPRESS!

WIDA™
UNIVERSITY OF WISCONSIN–MADISON

Do The Math

MOTSD English as a Second Language Curriculum

Dedicated English Language Development Resource

Asset-Based Access to English EXPRESS!

Vertical Progression of Knowledge-Building Unit Topics and Essential Questions

Unit	Knowledge Strand	GRADES K	1	2	3	4	5	6
1	Life Science	Plants and Animals Have Needs Why do living things have different needs?	Plants and Animals Grow and Change Why do living things change?	Plants and Animals in Their Habitats How do living things get what they need to survive?	Animal Adaptations How do living things survive in their environment?	Observing Nature How do we respond to nature?	Cultivating Natural Resources How do we decide which resources we should develop?	Relationships in Nature What roles can we play in the balance of nature?
2	Character Matters	EveryStoryHasCharacters How are characters different?	ManyKindsofCharacters How do we learn about characters?	Characters Facing Challenges What can we learn when we face problems?	Ways Characters Shape Stories How do our actions influence our lives?	Characters' Actions and Reactions How do we reveal ourselves to others?	Developing Characters' Relationships Why do we value certain qualities in people?	CharactersatCrossroads How can people inspire and change us?
3	Government and Citizenship	Rules at Home and School Why do we have rules?	Being a Good Community Member Why do people get involved in their communities?	Government at Work Why do we need a government?	Government for the People Why do people participate in government?	Government in Action How can government influence the way we live?	The U.S. Constitution: Then and Now Why do laws continue to evolve?	Beyond Democracy Why might societies form different types of government?
4	Perspectives in Literature	Writers Tell Many Stories Why do people tell stories?	Stories Have a Narrator How do people create stories?	Many Characters, Many Points of View How can a story change depending on who tells it?	ComparingPointsofView What makes people view the same experience differently?	UnderstandingDifferent Points of View What do we learn when we look at the world through the eyes of others?	Recognizing Author's Point of View How can other perspectives help us evaluate the world?	TheReader'sPerspective How does the journey through life influence a person's point of view?
5	Technology and Society	Technology at Home and School Why do we use technology?	Technology at Work How can technology make a difference in our lives?	Solving Problems Through Technology Where do ideas for inventions come from?	Advancements in Technology What is the value of innovation?	TechnologyforTomorrow How do we make decisions about developing new technology?	Technology's Impact on Society What value does technology bring to people's lives?	Technology in the 21st Century How do we take responsibility in making advances in technology?
6	Themes Across Cultures	Stories Have a Message How do we know what is right?	Stories Teach Many Lessons What can we learn from a mistake?	Tales to Live By What can different cultures teach us?	Making Decisions What helps us solve problems?	ConfrontingChallenges How do we overcome obstacles?	Up Against the Wild What compels us to survive?	Legendary Journeys What inspires a quest?
7	History, Culture, and Geography	HolidaysandCelebrations Why do we celebrate people and events?	Past, Present, and Future Why is the past important?	Investigating the Past How does understanding the past shape the future?	Communities Then and Now What is a community?	The Transcontinental Railroad How do communities evolve?	Conflicts That Shaped a Nation How does conflict shape a society?	Achievements of Ancient Cultures Why do we consider certain civilizations "great"?
8	Earth Science	Weather and Seasons How do our lives change with the seasons?	Observing the Sky Why do the sun and moon capture our imagination?	Wind and Water Change Earth How do we react to changes in nature?	Weather and Climate How do we understand change?	Earth Changes How do Earth's natural processes impact our lives?	Water: Fact and Fiction What does water mean to people and the societies they live in?	Exploring Earth's Structures How does Earth itself inspire human endeavors?
9	Economics	Meeting Our Needs and Wants Why do we make choices?	We Use Goods and Services Why do people trade with each other?	Buyers and Sellers How do the goods we make, buy, and sell connect us?	Spending Time and Money What do our economic choices tell us about ourselves?	Resources and Their Impact How does access to resources influence people's lives?	The Economic Development of Cities How do economic changes impact society?	Economic Expansion What does it mean to be a citizen in a global society?
10	Physical Science	Forces and Motion What makes things move?	Exploring Sound, Light, and Heat How would our lives be different without sound, light, and heat?	States of Matter How can matter change?	Forces and Interactions How does understanding science help us achieve our goals?	The Power of Electricity Where do scientific discoveries lead us?	Transforming Matter Why do we measure and describe the world?	Forces: Going to Extremes How does our knowledge of forces help us make sense of Earth—and beyond?

MOTSD English as a Second Language Curriculum

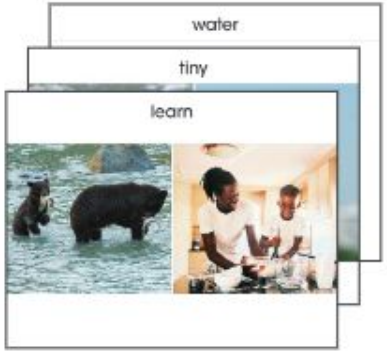
Dedicated English Language Development Resource

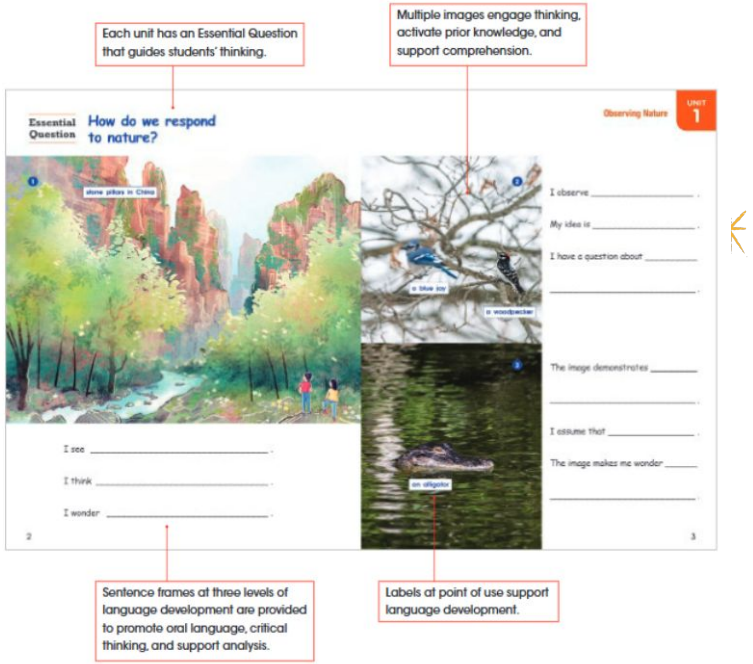
Asset-Based Access to English EXPRESS!™

Integrated Language Domains





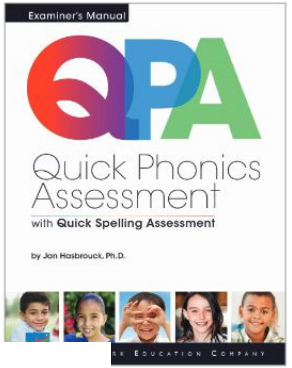




MOTSD Academic Intervention Resources

Curriculum-aligned Phonics Resources

Build Knowledge and Vocabulary Strand	Life Science			Character Matters		
UNIT	**1**	**2**	**3**	**4**	**5**	**6**
Phonological Awareness	Phoneme Isolation; Oral Segmentation (Syllable); Differentiated Oral Blending (Syllable and Onset/Rime); Rhyme	Phoneme Isolation; Oral Segmentation (Syllable); Differentiated Oral Blending (Syllable and Onset/Rime); Rhyme	Phoneme Isolation; Oral Segmentation (Syllable); Differentiated Oral Blending (Syllable and Onset/Rime); Rhyme	Phoneme Isolation; Oral Segmentation (Syllable and Initial Sound); Differentiated Oral Blending (Syllable and Onset/Rime); Rhyme	Phoneme Isolation; Oral Segmentation (Syllable and Initial Sound); Differentiated Oral Blending (Syllable and Onset/Rime); Rhyme	Phoneme Isolation; Oral Segmentation (Syllable and Initial Sound); Differentiated Oral Blending (Syllable and Onset/Rime); Rhyme
Focus Skill	**Alphabet review**	**m (initial, final)**	**Short a (initial, medial)**	**s (initial)**	**t (initial, final)**	**n (initial, final)**
High-Frequency Words*	I, a, see	I, a, the, see	like, can	the, we	go, see	to, on

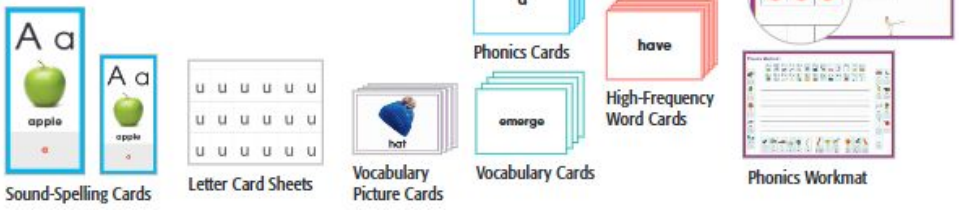


i-Ready

Benchmark PHONICS INTERVENTION

Resources and Manipulatives

Hands-on, multisensory tools

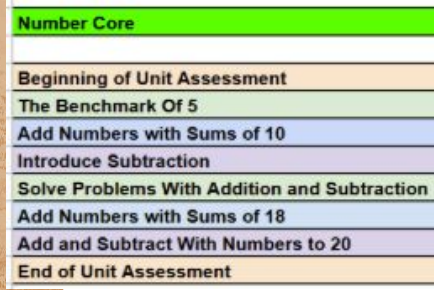


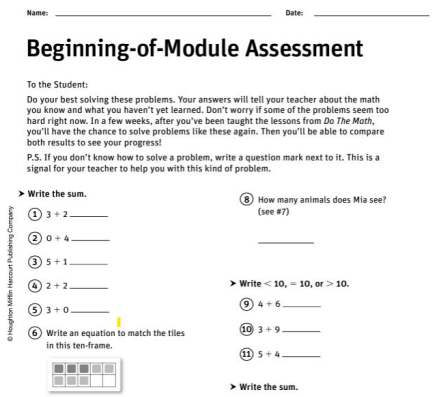


MOTSD Academic Intervention Resources

Targeted Math Intervention

i-Ready




Name: _____ Date: _____

Beginning-of-Module Assessment

To the Student:

Do your best solving these problems. Your answers will tell your teacher about the math you know and what you haven't yet learned. Don't worry if some of the problems seem too hard right now. In a few weeks, after you've been taught the lessons from *Do The Math*, you'll have the chance to solve problems like these again. Then you'll be able to compare both results to see your progress!

P.S. If you don't know how to solve a problem, write a question mark next to it. This is a signal for your teacher to help you with this kind of problem.

➤ Write the sum.

① 3 + 2 _____
② 0 + 4 _____
③ 5 + 1 _____
④ 2 + 2 _____
⑤ 3 + 0 _____

⑥ Write an equation to match the tiles in this ten-frame.

⑧ How many animals does Mia see? (see #7)

_____

➤ Write < 10, = 10, or > 10.

⑨ 4 + 6 _____
⑩ 3 + 9 _____
⑪ 5 + 4 _____

➤ Write the sum.

⑫ 8 + 7 = _____

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Learning Activities

Text-Based Lesson

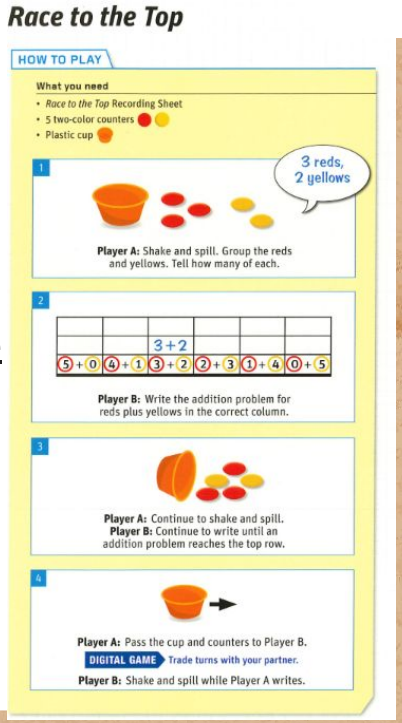
- Direct & Guided Instruction
- Hands-on Manipulatives
- Learning Games
- Student Workspaces

Independent/Partner Practice

- Student Workspaces
- Partner Game-Playing

Assess & Monitor Progress

- "Show What You Know"
- Differentiation & Challenge
- Mid-Module Assessment





Question/Comments

If you have any questions or thoughts after tonight, you can click here to share them by filling out our Google Form.

This form helps us gather questions in one place so we can follow up with families.

THANK YOU

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K-5 ELA Supervisor

Mrs. Kristy McFarlane
K-5 Math Supervisor

Mr. Arturo Rodriguez
K-12 Supervisor of Intervention, Multilingual Learners, and World Language

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You can access this slideshow by visiting tinyurl.com/MOCurric25 or by scanning the QR code.

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