Talent Development Acceleration

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Acceleration

- For some students
- Supports students who are demonstrating advanced academic reasoning abilities
- Students may participate in Accelerated Math, Accelerated Reading or both

Acceleration

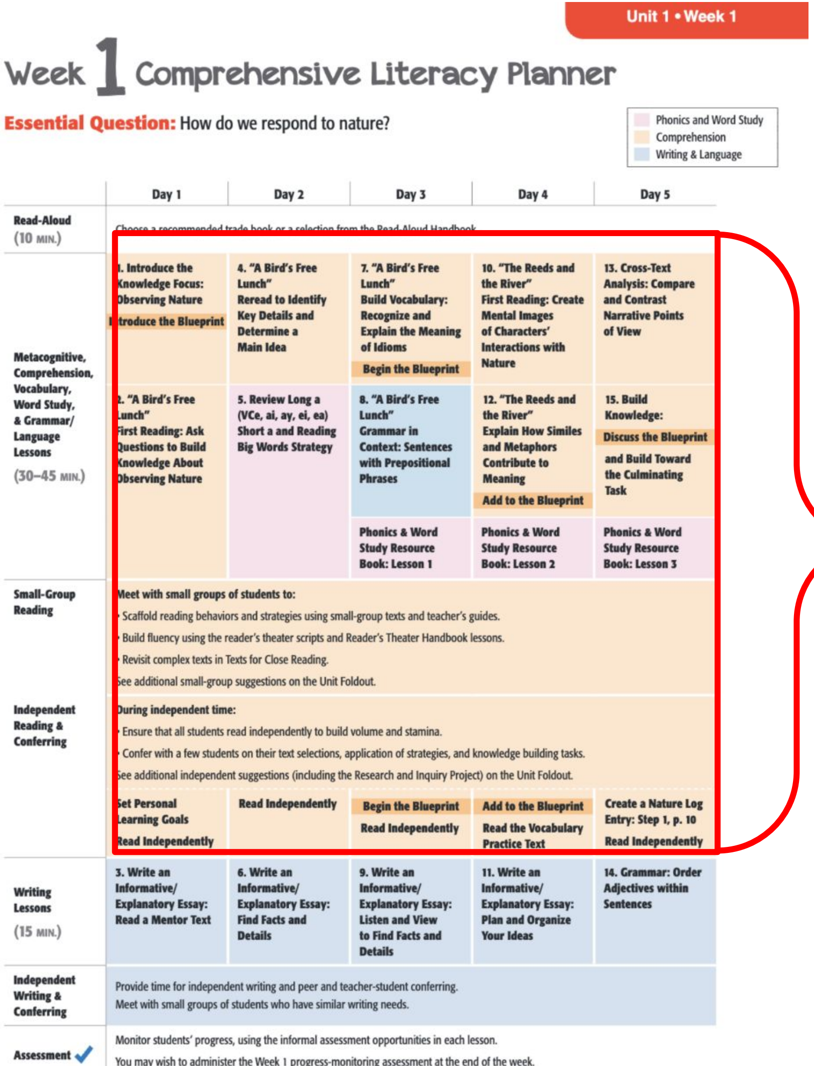
- Happens in a different setting outside of the homeroom classroom
- Students meet with the Talent Development teacher during their reading and/or math time.

Accelerated Math (grades 3-5) and Accelerated Reading (grades 4-5) provide compacted grade-level curriculum along with additional opportunities that are delivered at a faster pace.

Talent Development

Accelerated Reading

Compacted **Benchmark** Curriculum



Unit 1 • Week 1

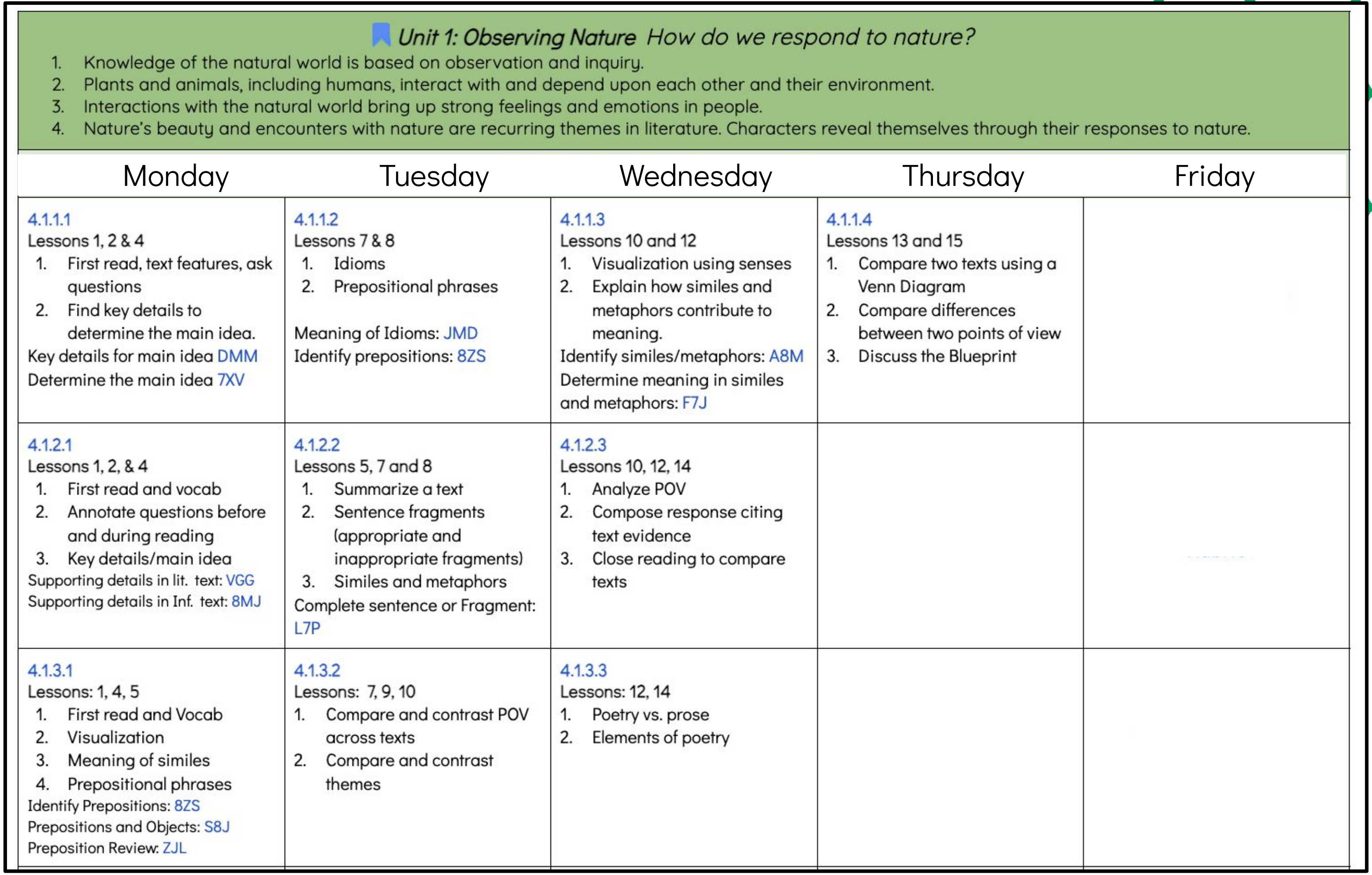
Week 1 Comprehensive Literacy Planner

Essential Question: How do we respond to nature?

🟪	Phonics and Word Study
🟧	Comprehension
🟦	Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar/ Language Lessons (30–45 MIN.)	**1. Introduce the Knowledge Focus: Observing Nature** **Introduce the Blueprint**	**4. "A Bird's Free Lunch" Reread to Identify Key Details and Determine a Main Idea**	**7. "A Bird's Free Lunch" Build Vocabulary: Recognize and Explain the Meaning of Idioms** **Begin the Blueprint**	**10. "The Reeds and the River" First Reading: Create Mental Images of Characters' Interactions with Nature**	**13. Cross-Text Analysis: Compare and Contrast Narrative Points of View**
	2. "A Bird's Free Lunch" First Reading: Ask Questions to Build Knowledge About Observing Nature	**5. Review Long a (VCe, ai, ay, ei, ea) Short a and Reading Big Words Strategy**	**8. "A Bird's Free Lunch" Grammar in Context: Sentences with Prepositional Phrases**	**12. "The Reeds and the River" Explain How Similes and Metaphors Contribute to Meaning** **Add to the Blueprint**	**15. Build Knowledge:** **Discuss the Blueprint** **and Build Toward the Culminating Task**
			Phonics & Word Study Resource Book: Lesson 1	**Phonics & Word Study Resource Book: Lesson 2**	**Phonics & Word Study Resource Book: Lesson 3**
Small-Group Reading	**Meet with small groups of students to:** • Scaffold reading behaviors and strategies using small-group texts and teacher's guides. • Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. • Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	**During independent time:** • Ensure that all students read independently to build volume and stamina. • Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals **Read Independently**	**Read Independently**	**Begin the Blueprint** **Read Independently**	**Add to the Blueprint** **Read the Vocabulary Practice Text**	**Create a Nature Log Entry: Step 1, p. 10** **Read Independently**
Writing Lessons (15 MIN.)	**3. Write an Informative/ Explanatory Essay: Read a Mentor Text**	**6. Write an Informative/ Explanatory Essay: Find Facts and Details**	**9. Write an Informative/ Explanatory Essay: Listen and View to Find Facts and Details**	**11. Write an Informative/ Explanatory Essay: Plan and Organize Your Ideas**	**14. Grammar: Order Adjectives within Sentences**
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress, using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.				

TD Reading



Unit 1: Observing Nature *How do we respond to nature?*

1. Knowledge of the natural world is based on observation and inquiry.
2. Plants and animals, including humans, interact with and depend upon each other and their environment.
3. Interactions with the natural world bring up strong feelings and emotions in people.
4. Nature's beauty and encounters with nature are recurring themes in literature. Characters reveal themselves through their responses to nature.

Monday	Tuesday	Wednesday	Thursday	Friday
4.1.1.1 Lessons 1, 2 & 4 1. First read, text features, ask questions 2. Find key details to determine the main idea. Key details for main idea DMM Determine the main idea 7XV	4.1.1.2 Lessons 7 & 8 1. Idioms 2. Prepositional phrases Meaning of Idioms: JMD Identify prepositions: 8ZS	4.1.1.3 Lessons 10 and 12 1. Visualization using senses 2. Explain how similes and metaphors contribute to meaning. Identify similes/metaphors: A8M Determine meaning in similes and metaphors: F7J	4.1.1.4 Lessons 13 and 15 1. Compare two texts using a Venn Diagram 2. Compare differences between two points of view 3. Discuss the Blueprint	
4.1.2.1 Lessons 1, 2, & 4 1. First read and vocab 2. Annotate questions before and during reading 3. Key details/main idea Supporting details in lit. text: VGG Supporting details in Inf. text: 8MJ	4.1.2.2 Lessons 5, 7 and 8 1. Summarize a text 2. Sentence fragments (appropriate and inappropriate fragments) 3. Similes and metaphors Complete sentence or Fragment: L7P	4.1.2.3 Lessons 10, 12, 14 1. Analyze POV 2. Compose response citing text evidence 3. Close reading to compare texts		
4.1.3.1 Lessons: 1, 4, 5 1. First read and Vocab 2. Visualization 3. Meaning of similes 4. Prepositional phrases Identify Prepositions: 8ZS Prepositions and Objects: S8J Preposition Review: ZJL	4.1.3.2 Lessons: 7, 9, 10 1. Compare and contrast POV across texts 2. Compare and contrast themes	4.1.3.3 Lessons: 12, 14 1. Poetry vs. prose 2. Elements of poetry		
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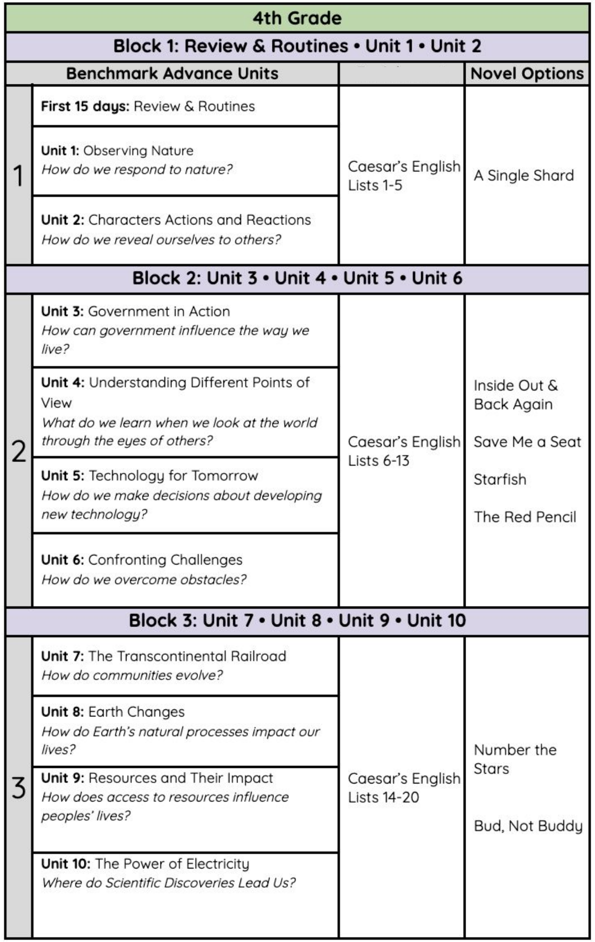
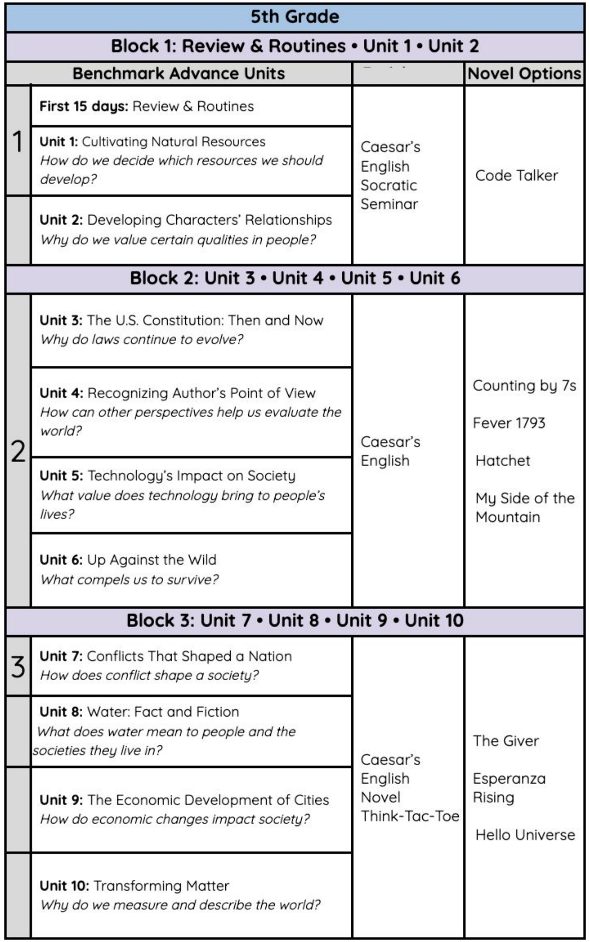


4th Grade			
Block 1: Review & Routines • Unit 1 • Unit 2			
	Benchmark Advance Units		Novel Options
1	**First 15 days:** Review & Routines	Caesar's English Lists 1-5	A Single Shard
	Unit 1: Observing Nature *How do we respond to nature?*		
	Unit 2: Characters Actions and Reactions *How do we reveal ourselves to others?*		
Block 2: Unit 3 • Unit 4 • Unit 5 • Unit 6			
2	**Unit 3:** Government in Action *How can government influence the way we live?*	Caesar's English Lists 6-13	Inside Out & Back Again Save Me a Seat Starfish The Red Pencil
	Unit 4: Understanding Different Points of View *What do we learn when we look at the world through the eyes of others?*		
	Unit 5: Technology for Tomorrow *How do we make decisions about developing new technology?*		
	Unit 6: Confronting Challenges *How do we overcome obstacles?*		
Block 3: Unit 7 • Unit 8 • Unit 9 • Unit 10			
3	**Unit 7:** The Transcontinental Railroad *How do communities evolve?*	Caesar's English Lists 14-20	Number the Stars Bud, Not Buddy
	Unit 8: Earth Changes *How do Earth's natural processes impact our lives?*		
	Unit 9: Resources and Their Impact *How does access to resources influence peoples' lives?*		
	Unit 10: The Power of Electricity *Where do Scientific Discoveries Lead Us?*		



5th Grade			
Block 1: Review & Routines • Unit 1 • Unit 2			
	Benchmark Advance Units		Novel Options
1	**First 15 days:** Review & Routines	Caesar's English Socratic Seminar	Code Talker
	Unit 1: Cultivating Natural Resources *How do we decide which resources we should develop?*		
	Unit 2: Developing Characters' Relationships *Why do we value certain qualities in people?*		
Block 2: Unit 3 • Unit 4 • Unit 5 • Unit 6			
2	**Unit 3:** The U.S. Constitution: Then and Now *Why do laws continue to evolve?*	Caesar's English	Counting by 7s Fever 1793 Hatchet My Side of the Mountain
	Unit 4: Recognizing Author's Point of View *How can other perspectives help us evaluate the world?*		
	Unit 5: Technology's Impact on Society *What value does technology bring to people's lives?*		
	Unit 6: Up Against the Wild *What compels us to survive?*		
Block 3: Unit 7 • Unit 8 • Unit 9 • Unit 10			
3	**Unit 7:** Conflicts That Shaped a Nation *How does conflict shape a society?*	Caesar's English Novel Think-Tac-Toe	The Giver Esperanza Rising Hello Universe
	Unit 8: Water: Fact and Fiction *What does water mean to people and the societies they live in?*		
	Unit 9: The Economic Development of Cities *How do economic changes impact society?*		
	Unit 10: Transforming Matter *Why do we measure and describe the world?*		

Opportunities for:

- Collaboration
- Common data
- Movement

Additional Reading Opportunities

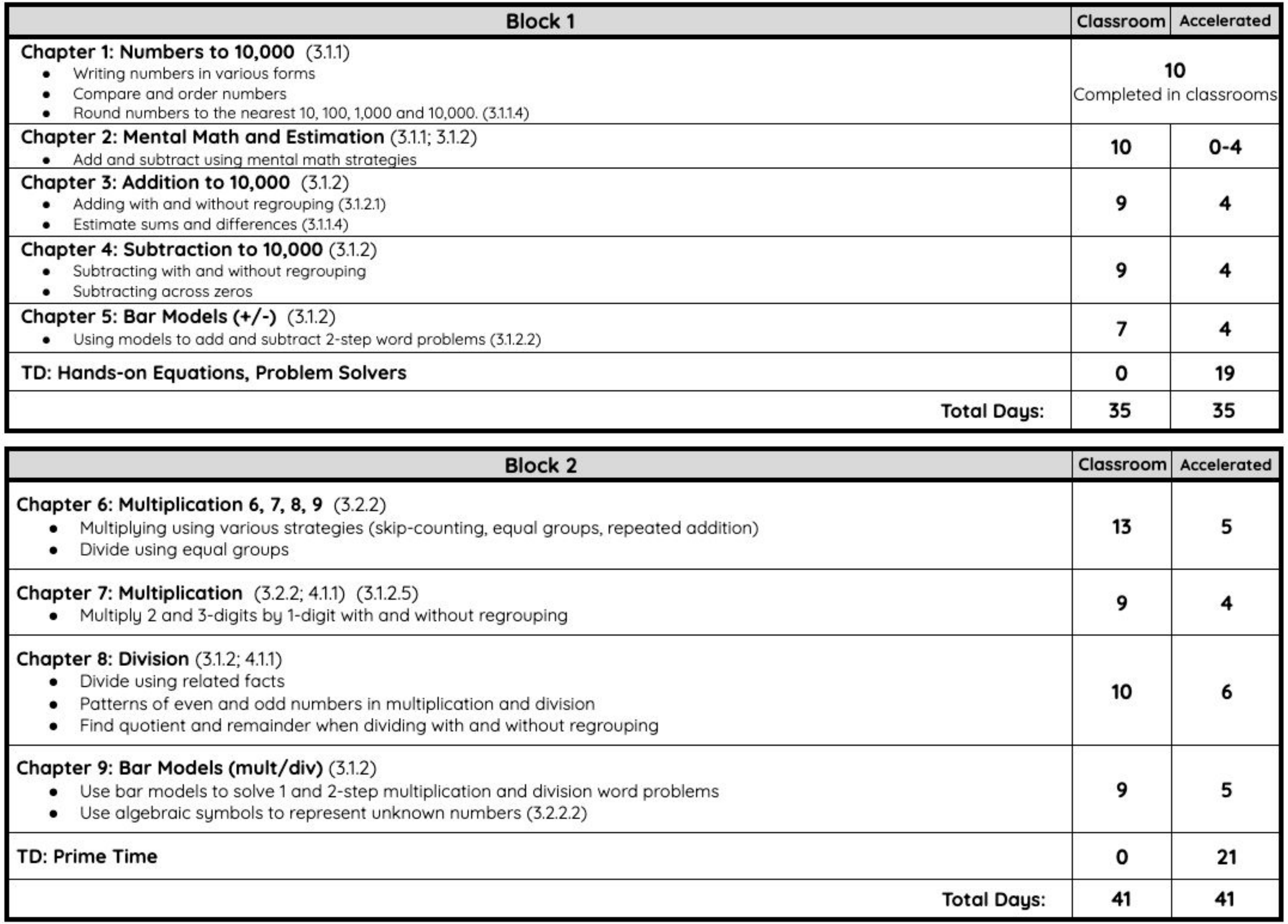
- Literature Circles
- Caesar’s English
- Socratic Seminars

Talent Development

Accelerated Math

Compacted **Math in Focus** Curriculum

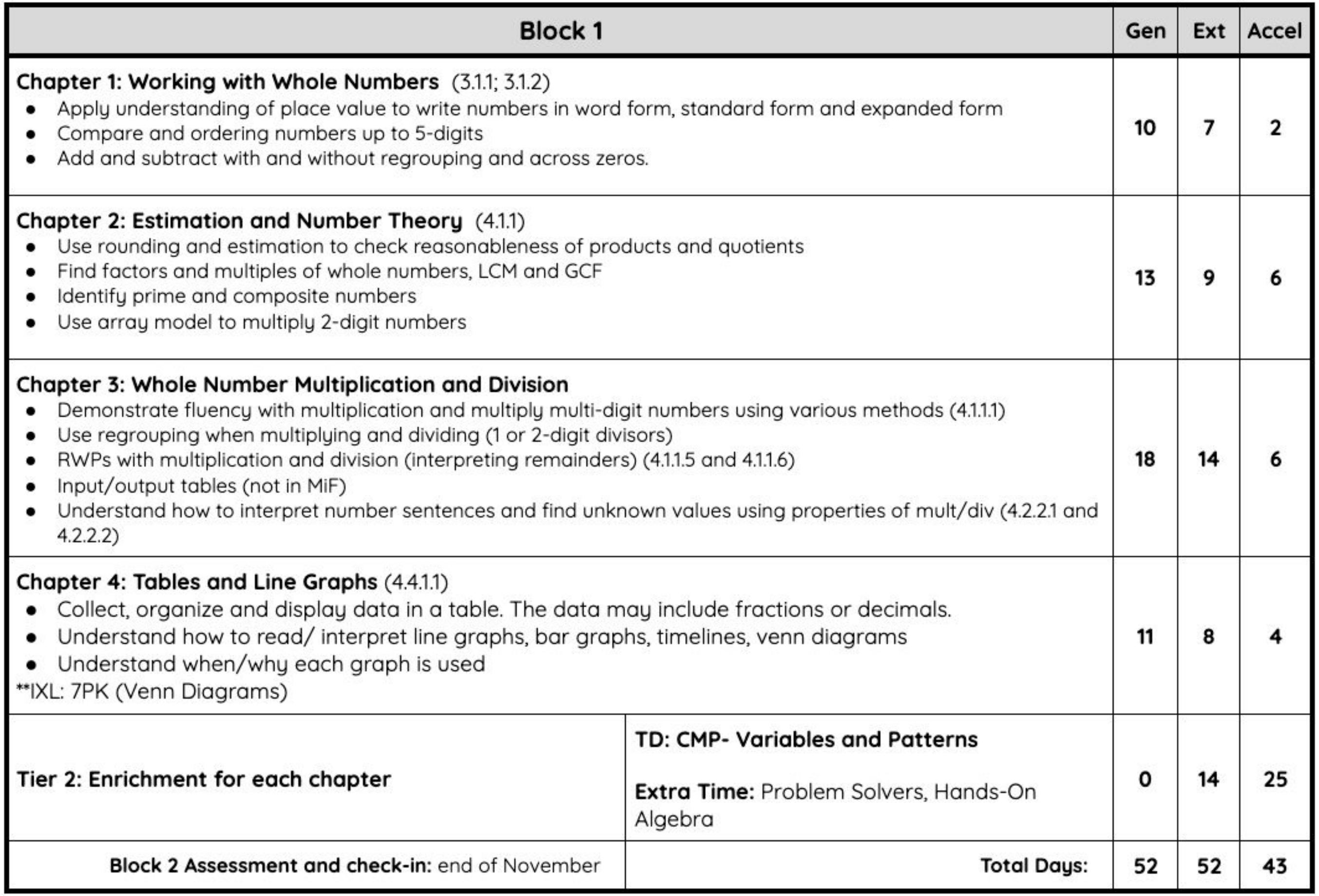
3rd Grade Math Pacing 2025-2026



Block 1	Classroom	Accelerated
Chapter 1: Numbers to 10,000 (3.1.1) • Writing numbers in various forms • Compare and order numbers • Round numbers to the nearest 10, 100, 1,000 and 10,000. (3.1.1.4)	**10** Completed in classrooms	
Chapter 2: Mental Math and Estimation (3.1.1; 3.1.2) • Add and subtract using mental math strategies	**10**	**0-4**
Chapter 3: Addition to 10,000 (3.1.2) • Adding with and without regrouping (3.1.2.1) • Estimate sums and differences (3.1.1.4)	**9**	**4**
Chapter 4: Subtraction to 10,000 (3.1.2) • Subtracting with and without regrouping • Subtracting across zeros	**9**	**4**
Chapter 5: Bar Models (+/-) (3.1.2) • Using models to add and subtract 2-step word problems (3.1.2.2)	**7**	**4**
TD: Hands-on Equations, Problem Solvers	**0**	**19**
Total Days:	**35**	**35**

Block 2	Classroom	Accelerated
Chapter 6: Multiplication 6, 7, 8, 9 (3.2.2) • Multiplying using various strategies (skip-counting, equal groups, repeated addition) • Divide using equal groups	**13**	**5**
Chapter 7: Multiplication (3.2.2; 4.1.1) (3.1.2.5) • Multiply 2 and 3-digits by 1-digit with and without regrouping	**9**	**4**
Chapter 8: Division (3.1.2; 4.1.1) • Divide using related facts • Patterns of even and odd numbers in multiplication and division • Find quotient and remainder when dividing with and without regrouping	**10**	**6**
Chapter 9: Bar Models (mult/div) (3.1.2) • Use bar models to solve 1 and 2-step multiplication and division word problems • Use algebraic symbols to represent unknown numbers (3.2.2.2)	**9**	**5**
TD: Prime Time	**0**	**21**
Total Days:	**41**	**41**

4th Grade: 2025-2026



Block 1		Gen	Ext	Accel
Chapter 1: Working with Whole Numbers (3.1.1; 3.1.2) • Apply understanding of place value to write numbers in word form, standard form and expanded form • Compare and ordering numbers up to 5-digits • Add and subtract with and without regrouping and across zeros.		**10**	**7**	**2**
Chapter 2: Estimation and Number Theory (4.1.1) • Use rounding and estimation to check reasonableness of products and quotients • Find factors and multiples of whole numbers, LCM and GCF • Identify prime and composite numbers • Use array model to multiply 2-digit numbers		**13**	**9**	**6**
Chapter 3: Whole Number Multiplication and Division • Demonstrate fluency with multiplication and multiply multi-digit numbers using various methods (4.1.1.1) • Use regrouping when multiplying and dividing (1 or 2-digit divisors) • RWPs with multiplication and division (interpreting remainders) (4.1.1.5 and 4.1.1.6) • Input/output tables (not in MiF) • Understand how to interpret number sentences and find unknown values using properties of mult/div (4.2.2.1 and 4.2.2.2)		**18**	**14**	**6**
Chapter 4: Tables and Line Graphs (4.4.1.1) • Collect, organize and display data in a table. The data may include fractions or decimals. • Understand how to read/ interpret line graphs, bar graphs, timelines, venn diagrams • Understand when/why each graph is used **IXL: 7PK (Venn Diagrams)		**11**	**8**	**4**
Tier 2: Enrichment for each chapter	**TD: CMP- Variables and Patterns** **Extra Time:** Problem Solvers, Hands-On Algebra	**0**	**14**	**25**
Block 2 Assessment and check-in: end of November	**Total Days:**	**52**	**52**	**43**

5th Grade: 2025-2026

<table>
<tr><th colspan="2">Block 1</th><th>Extended</th><th>Accelerated</th></tr>
<tr><td colspan="2"><b>Chapter 2: Whole Number Multiplication and Division</b> (5.1.1.4)
- Multiply and divide by 10, 100 and 1,000 and Powers of 10
- Divide 2, 3 and 4-digit dividends by 2-digit divisors using real-world problems (5.1.1.1)
- Interpret quotients and remainders and write remainders as fractions or decimals (5.1.1.1) (5.1.1.2)
- Order of Operations (include commutative, associative, and distributive properties *not in MIF) (5.2.2.1)
<b>Khan Academy or Chapter 2 from Course 1 (lesson 6.1.3)</b> : GCF, LCM</td><td><b>12</b></td><td><b>9</b></td></tr>
<tr><td colspan="2"><b>Chapter 3: Fractions and Mixed-Numbers</b>
- Adding and subtracting like and unlike-fractions (5.1.3.1)
- Relating division and fraction expressions
- Adding and subtracting mixed-numbers using real-world problems (5.1.3.4)
- Order fractions and decimals on a number line (5.1.2.3)</td><td><b>12</b></td><td><b>6</b></td></tr>
<tr><td colspan="2"><b>Chapter 4: Multiplying and Dividing Fractions</b> (6.1.3)
- Multiplying proper, improper, and mixed numbers with fractions and whole numbers
- Divide a fraction by a whole number and whole number by a fraction</td><td><b>12</b></td><td><b>0-7</b>
Can skip if mastery shown on pre</td></tr>
<tr><td colspan="2"><b>Chapter 5: Algebra</b> (5.2.3.1; 5.2.3.2) <b>(6th grade book: Chapter 7 and 8)</b>
- Use variables to write algebraic expressions and inequalities with multiplication and division
- Simplify expressions with one variable
- Solve equations with variables on one side or both sides of the equation (5.2.3.3)
<b>Khan Academy- Pre Algebra Unit</b>
- Distributive Property or Course 1, chapter 7, lessons 3 and 4
- Combining Like-Terms
- Equivalent Expressions</td><td><b>15</b></td><td><b>8</b></td></tr>
<tr><td><b>T2: Khan Academy</b>
- Grade 6, Unit 6, Lesson 10, 11, 12, 13, 14
  - Least Common Multiple
  - Greatest Common Factor
  - Distributive Property
  - Combining Like-Terms
  - Equivalent Expressions
- Pre-Algebra Unit 1, lesson 10 and 11
  - Factors and Multiples
  - Prime and Composite Numbers
  - Prime Factorization</td><td><b>Accentuate the Negative</b>
Adding, subtracting, multiplying and dividing with integers

<b>Any extra time:</b>
Course 1, chapter 8: Solving and graphing inequalities</td><td><b>7</b></td><td><b>21</b></td></tr>
<tr><td><b>Check in with T2:</b> End of November:</td><td><b>Total:</b></td><td><b>58</b></td><td><b>44-51</b></td></tr>
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Additional Math Opportunities

- Connected Math Project
- Hands-On Equations
- Problem Solver units

Thank YOU!