AISD Featured Collaborative Team
Aledo Middle School Math

Kailea Click

Elizabeth Shifflett

Skye Lindgron

Emily Lyle

Grace McCurdy

Macy Cantu

Kaitlyn Winn

AISD
Instructional Focus

April 21, 2025

#AllinAledo

ALEDO ISD FOCUS DOCUMENT
2024-2025

WHAT WE TEACH

Standards Driven Curriculum

Teaching to the Depth of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental Five

Rigor, Relevance, Learner Engagement

Workshop Model

AUTHENTIC LITERACY

Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)

Write From the Beginning & Beyond

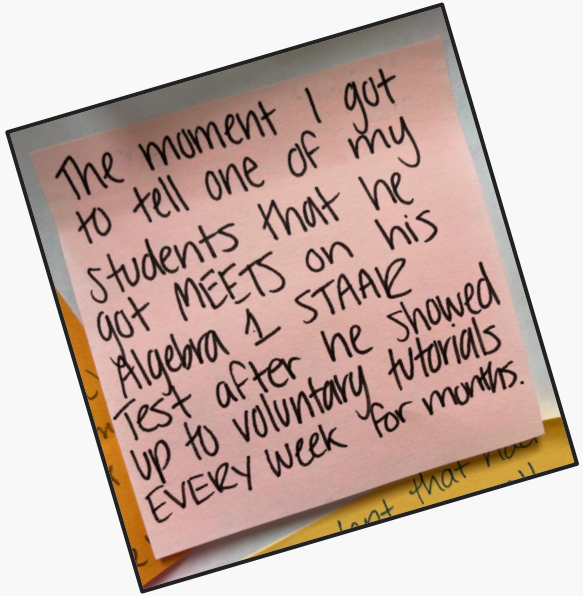
Culture of Excellence
Professional Learning Community

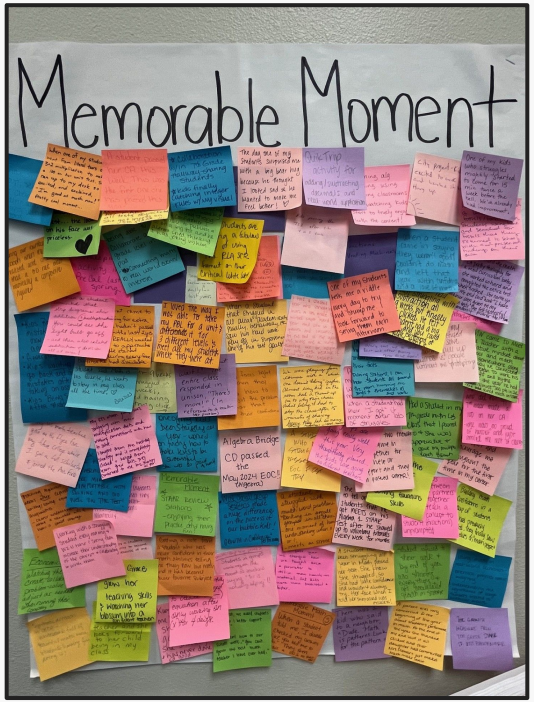
2024-2025

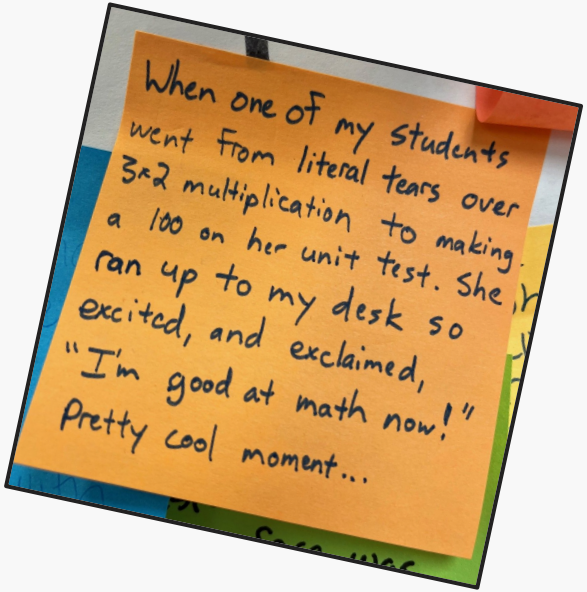
Math Department Update

ALEDO ISD MATHEMATICS

Making Math Memorable







Curriculum Writing

Topic 1: Place Value

Standard Form	a number written with digits
Word Form	a number written with words
Expanded Form	a number written as the sum of the values of its digits
Expanded Notation	a number shown as the sum of each digit multiplied by its matching place value
Tenths	the position one place to the right of the decimal point
Hundredths	the position two places to the right of the decimal point
Thousandths	the position three place to the right of the decimal point
Round	replaces one number with another number that tells about how many or how much
Value	the numerical worth given by the place value of a digit
Inequality	a math sentence that compares the values of 2 number using the <, >, or =
Greater Than	is more than
Less Than	is smaller than
Equivalent Decimals	decimals that are the sa amount

Topic 1: Place Value

5.2(A) represent the value of the digit in decimals through the thousandths using expanded notation and numerals

5.2 (B) compare and order two decimals to thousandths and represent comparisons using the symbols >, <, or =

5.2 (C) round decimals to tenths or hundredths

TOPIC 1 IXL Skills

B5N	Place Value Review
UFR	Place Values in Decimal Numbers
MLC	Multiply a 2-Digit Number by a 2-Digit Number
ZN2	Convert Decimals between Standard/Expanded Forms
YUX	Put Decimal Numbers in Order

Unit 1: Real Numbers

TEKS/STANDARDS

8.2A describing relationships between sets of real numbers

8.2B approximating the value of irrational numbers and locating rational numbers on a number line

8.2C convert between standard form and scientific notation

8.2D order a set of real numbers

I CAN STATEMENTS

- ❑ I can classify a given value into its set and subset.
- ❑ I can find the square root of a number.
- ❑ I can approximate rational and irrational numbers on a number line.
- ❑ I can convert standard form into scientific notation.
- ❑ I can convert scientific notation into standard form.
- ❑ I can convert a fraction to a decimal.
- ❑ I can convert percent to decimal.
- ❑ I can order the given value from greatest to least AND least to greatest.

Vocabulary

Real Numbers	Square Root ($\sqrt{\ }$)	Pi (π)
Rational Number	Irrational Number	Approximate
Standard Form	Scientific Notation	Exponent
Integer	Whole Number	Ascending
Descending	Base	Power

Unit 1 Goal _____

Unit 1 Data Tracker

Unit 1 Test Grade _____

TEKS/STANDARDS	8.2A	8.2B	8.2C	8.2D
QUESTIONS	Q3	Q6	Q1	Q2
	Q9	Q8	Q4	Q5
		Q12	Q11	Q7
				Q10
TOTAL CORRECT	__/2	__/3	__/3	__/4

Correct

Incorrect (shade)

Masters	2/2	3/3	3/3	3/4 – 4/4
Meets	x	2/3	2/3	x
Approaches	1/2	x	x	2/4
Did not meet	0/2	1/3 – 0/3	1/3 to 0/3	1/4 – 0/4

Reflection:

Did you meet your goal? If you did meet your goal, what did you do to make your goal? If you did not, what could you have done to meet your goal?	After going through the test, was there a question you missed that you should not have missed? Explain your mistake. (If you did not miss any questions, which question took you the most time to figure out. Explain why)
Answer one of the following	
If you did not do as well as you wanted, what could you do differently that would help you better prepare for the next test?	If you are pleased with your grade, what will you continue to do in the next unit to ensure you continue to achieve your goal?

Unit 2: Topic 3 Place Value (8 days)

Back to Pacing Guide

District Curriculum Resources	Report Card Information	Lesson Frames	Intervention Resources
SAVVAS Realize Math in Practice (Library Copy) Engaging Mathematics Lone Star Daily Rigor Place Value Cards.pdf	Q1 Math Data Tracker Student Goal Tracker Essential Standards	Unit 2 2024-2025 2nd Grade Less…	SAVVAS Black Intervention Box Closing the Distance Bridges
	IXL	**Manipulatives**	**Extension Resources**
	IXL 2nd Grade Pathway	Base-10 Blocks Place Value Mat.pdf Expanded Form cards.pdf	Aledo ISD Extensions Choice Board- Unit 2_place value.pdf

Prior Learning

1.2(C) use objects, pictures, and expanded and standard forms to repre- sent numbers up to 120 ®

Students may make th

- Misunderstandi
- 20, 30, 1, 2 inst
- Incorrectly using
- forty-five")
- Not using the hy
- Confusing the p
- Confusing the te

Digit - Symbols used to
Standard Form - A num
Expanded Form - A nu
Tens - A number that te
Hundreds - A number th
Thousands - A number
Ones - A number that te

Unit 1: Rational Numbers

Unit 1 Field Guides

Unit 1 Assessments	Unit 1 Reviews	Unit 1 Data Trackers	End of Quarter Assessment
Unit 1 Part A Assessment ACC/ON-LVL Unit 1 Part A Re-Test Unit 1 Part B Assessment ACC/ON-LVL Unit 1 Part B Re-Test	Unit 1A Review Unit 1A Review KEY Unit 1A ADV Review Unit 1A ADV Review KEY	OL Unit 1A Data Tracker ADV Unit 1A Data Tracker Unit 1B Data Tracker (TEKS were the same for both OL & ACC)	District CA1 KEY District CA1 Booklet **Only print the booklet for a student with this accommodation or a student with a concussion that can not use a computer.

District Curriculum Resources (Approved):	Intervention (Flex) Lessons:	Accommodation Charts
McGraw Hill Maneuvering the Middle IXL AIRR	Ordering Rational Numbers Instructional Routines for Mathematics Intervention 6.2D Ordering Rational Numbers (MTM)	Blank # Line Paper Version of Tests

Warmups	End of Unit Practice	Extensions	Manipulatives
Template	Around the World - Whiteboard practice (1A)		Frac Tracs Fraction/% Bars Interactive Number Lines

Academic Discussion/High Level Questions/Critical Writing

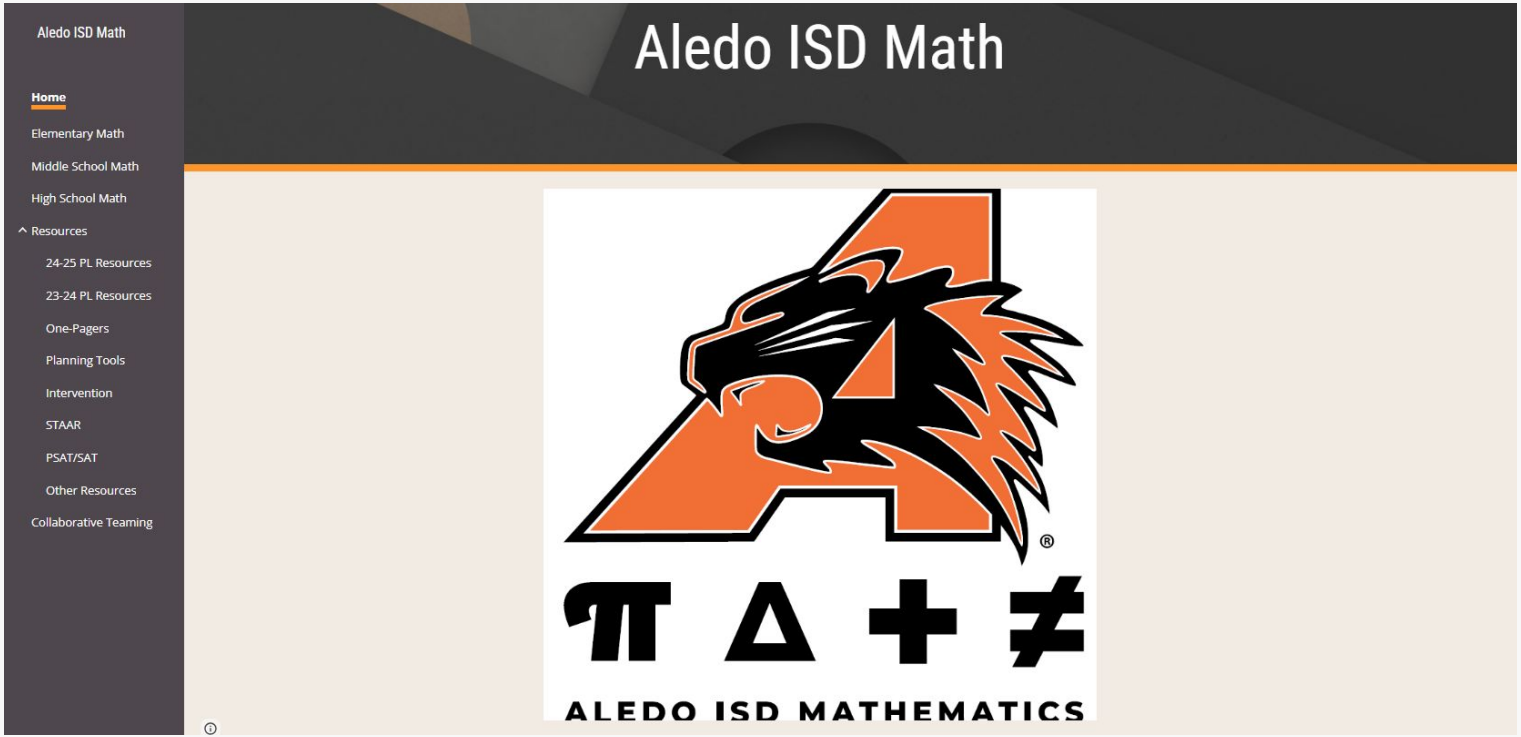
1A:
(1) Abraham and Jack were placing numbers on a number line. Abraham said, "My number is greater than yours." Jack agreed but added, "My number has a greater absolute value than yours." What could Abraham and Jack's numbers be? Explain how you know.

(2) The teacher says to plot the point (-3, -5). Georgia says the point is in Quadrant II but Holly says the point is in Quadrant III. How would you explain to Georgia that she is incorrect?

1B:
1) How can you prove that 30% is equivalent to 3/10. Make sure to explain in full detail.

2) Draw a picture of 7/10. Explain how your picture represents 70%.

Math Google Site - Teacher Support

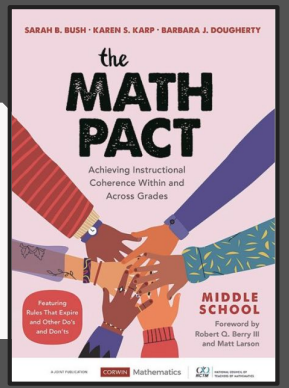


Activity: Language & Vertical Alignment

Group #4
Teacher Representation by Grade Level
4th
5th
5th
6th
7th
8th

While the mathematics becomes more complex and sophisticated, the ways in which students learn mathematics should be consistent, familiar, and cumulative.

Dougherty et. al, 2021; ***the Math Pact***



As part of our district professional learning community we build shared knowledge regarding the TEKS, district documents, and trends in student achievement...

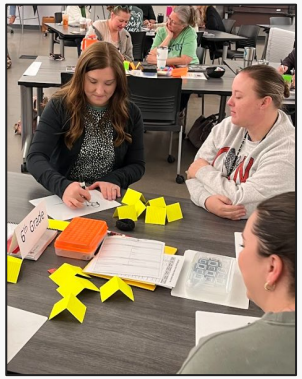
Focus on Learning - Indicator #1

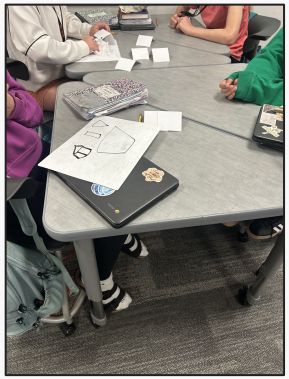
Horizontal Alignment

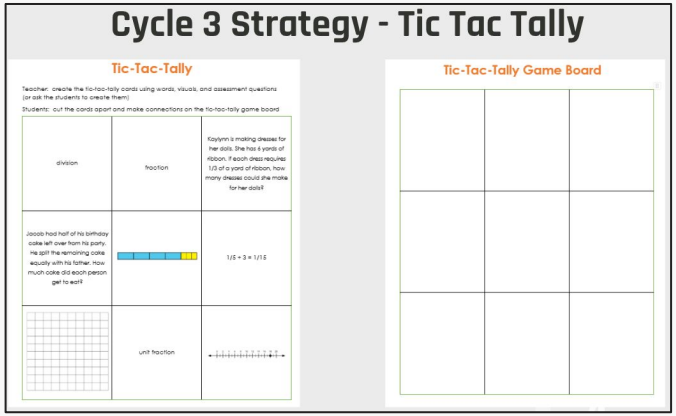
& Backwards Design

- Upcoming Assessment Discussions
- Essential and Readiness Standard Review
- Vocabulary Focus

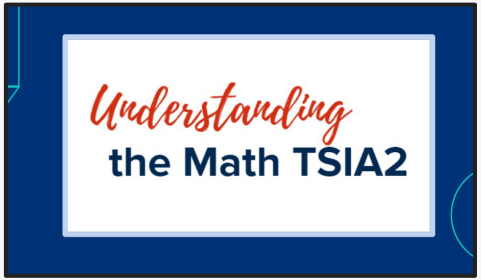
Exceptional Experiences with High Level Strategies



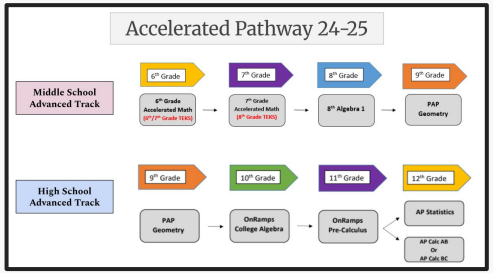




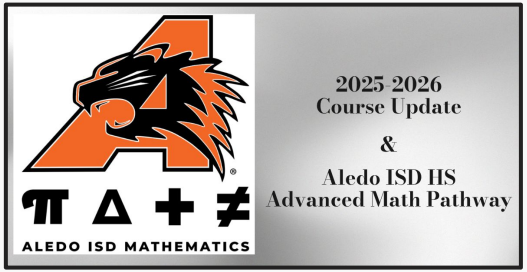
Empowering Students through In-class Presentations



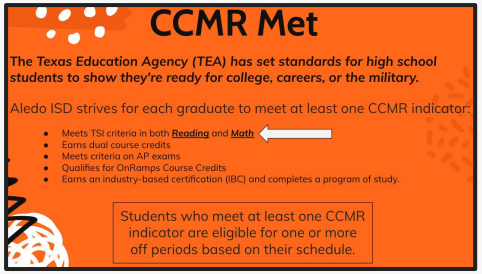
Geometry & Math AR Classes



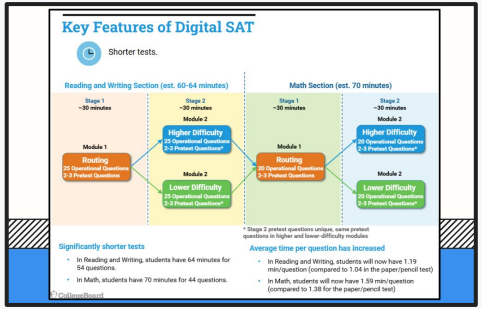
6th-8th
Accelerated Classes



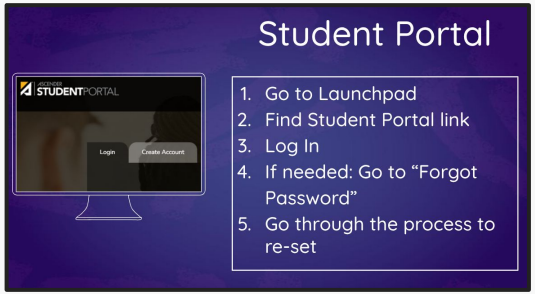
PAP Geometry
Classes



Seniors Not Math Met



Jrs. Taking the SAT



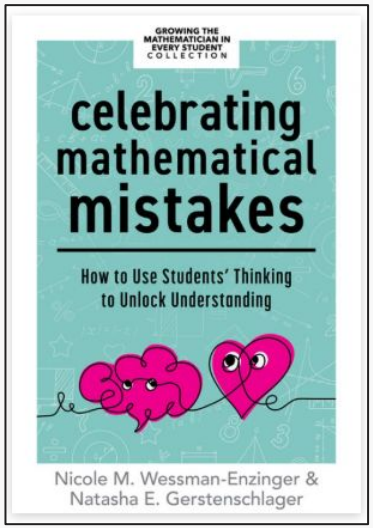
Algebra I Classes

College Readiness Focus in Math

	CollegeBoard PSAT	SAT®	TSIA2
Spring 2025	8th/9th Alg. I: • EOY PSAT Prep (8th) • Individualized PSAT IXL plan based on 8/9 PSAT data. (9th)	Alg 2 & OnRamps PreCal • Warmups • Flex Groups • Class Presentations	Geometry/PAP Geometry/ MathAR • Warmups • Boot Camps • Class Presentations
25-26	• Targeted Flex Support • Teacher Reports • PSAT Talks in Freshman & Sophomore Classes	• B.O.Y. Presentations • Strategic Prep in A2 • Time Limit Focus	• TSI Boot Camp Expansion • Continued TSI In Class Support

Keeping the Momentum

Summer Reading District Math Book Study



Texas Education Agency

Middle School Advanced Mathematics TEKS, Adopted 2025

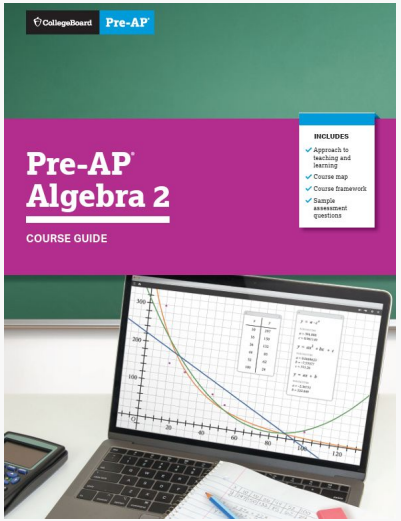
Summer Curriculum Writing

6th Accelerated - Advanced Algebra

- New Standards
- New Pacing
- New Documents
- New Assessments

IMRA 2025

Upcoming Adoption for Implementation 2026-2027

K–12 Mathematics Materials

New HS Math Course :
Pre AP Algebra 2