

## What Is *Accelerated Intervention, Algebra I*?

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**1**

A resource that serves as an intervention for students who have not been successful on STAAR®, Algebra I

**2**

An intervention resource that provides opportunities for rigorous mathematical conversations while providing supports for students at varying levels of readiness

**3**

An intervention resource that engages students through strategies including cooperative learning, card sorts or matching, and analysis of student work

**4**

An intervention resource that provides an opportunity for students to track their progress with analysis of strengths and areas to improve within a culminating lesson

**5**

An intervention resource of classroom-ready 5E lessons. The Engage phase of each lesson consists of a student-centered activity that either bridges from students' prior knowledge or encourages interest in deeper exploration of the concepts in the lesson. The Explore phase of each lesson provides students with an opportunity to "do mathematics" and begin to formulate ideas and conjectures. In the Explain phase of each lesson, students formalize the mathematical ideas from the Explore phase with a focus on academic vocabulary, as well as procedures related to the concepts. The Elaborate phase of each lesson allows students to apply or extend their understanding of the concepts in the lesson with additional practice problems. The Evaluate phase consists of four selected-response or griddable items that can be used to assess student understanding. Skills focus activities have been included for students who need additional practice.

Each lesson supports multiple student expectations. These are listed at the beginning of each lesson and are labeled as readiness or supporting.

## Analyzing Data

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### TEKS

- A.2 The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways, with and without technology, linear equations, inequalities, and systems of equations.
- (A) The student is expected to determine the domain and range of a linear function in mathematical problems; determine reasonable domain and range values for real-world situations, both continuous and discrete; and represent domain and range using inequalities. **Readiness Standard**
  - (C) The student is expected to write linear equations in two variables given a table of values, a graph, and a verbal description. **Readiness Standard**
- A.4 The student applies the mathematical process standards to formulate statistical relationships and evaluate their reasonableness based on real-world data.
- (A) The student is expected to calculate, using technology, the correlation coefficient between two quantitative variables and interpret this quantity as a measure of the strength of the linear association. **Supporting Standard**
  - (B) The student is expected to compare and contrast association and causation in real-world problems. **Supporting Standard**
  - (C) The student is expected to write, with and without technology, linear functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems. **Supporting Standard**

### STAAR® Reporting Category

- 2 **Describing and Graphing Linear Functions, Equations, and Inequalities**  
The student will demonstrate an understanding of how to describe and graph linear functions, equations, and inequalities.
- 3 **Writing and Solving Linear Functions, Equations, and Inequalities**  
The student will demonstrate an understanding of how to write and solve linear functions, equations, and inequalities.

Each lesson identifies the reporting categories addressed within the lesson.