CURRICULUM MAPPING INSTITUTE 2013

DR. MARIE ALCOCK - SLIDES

MAKING THE SHIFTS TO THE COMMON CORE STRATEGICALLY – YEAR LONG CONTEXT

MARIE ALCOCK PHD

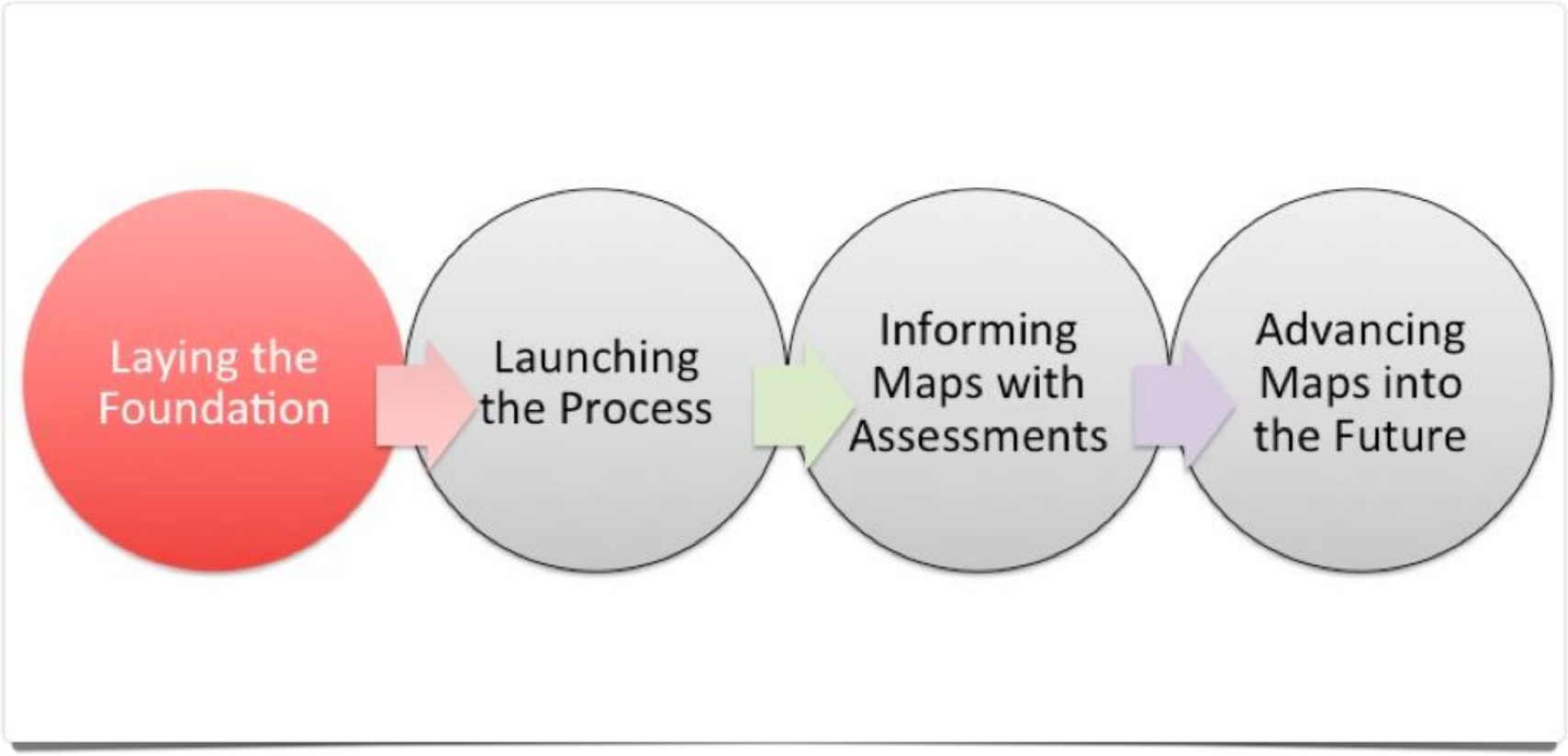
YEAR LONG CONTEXT

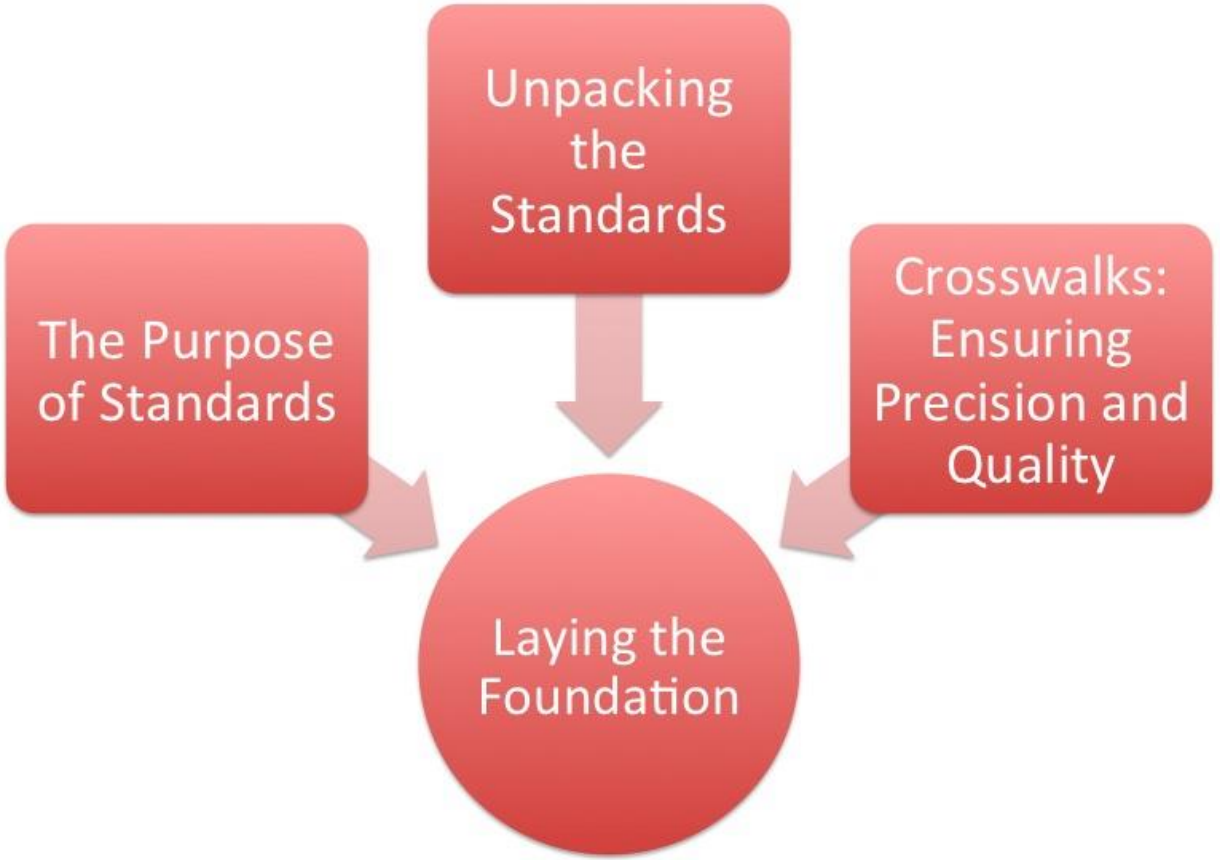
FOUR PHASES

- Implementation Process

PHASE I

- Laying the Foundation




Unpacking the Standards
The Purpose of Standards
Crosswalks: Ensuring Precision and Quality
Laying the Foundation

COMMON CORE STATE STANDARDS

http://corestandards.org

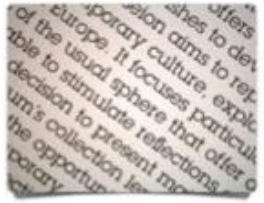
SIX SHIFTS IN ELA / LITERACY

Balancing Informational and Literary Text

Building Knowledge in Disciplines

Staircase of Complexity

Text-Based Answers

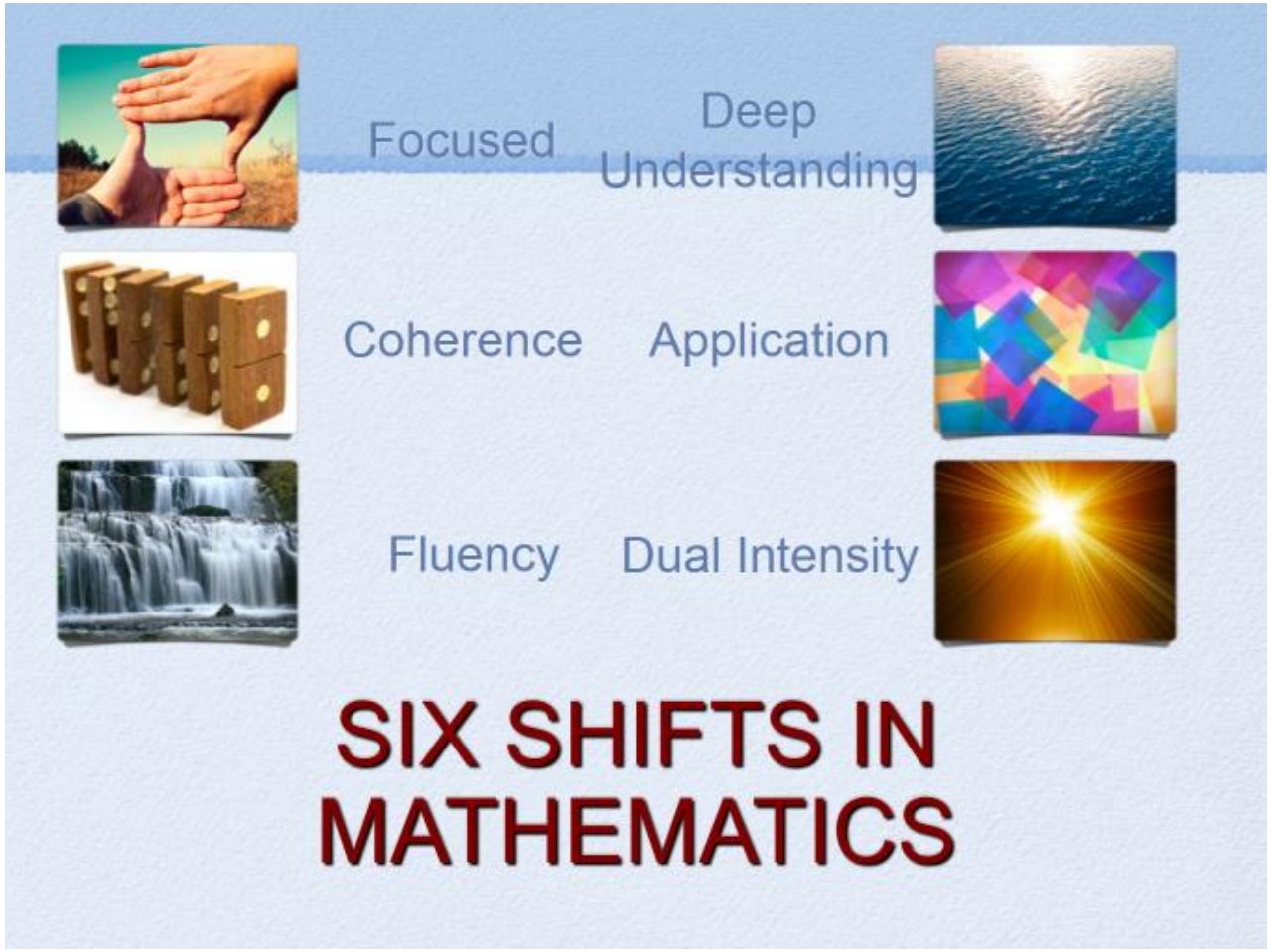


Writing from Sources

Academic Vocabulary

SIX SHIFTS IN ELA/ LITERACY

SIX SHIFTS IN MATHEMATICS



Creating year long context for standards

Step 1: The Why?
Step 2: Examine CLIs & MPs (in introductions) for focus areas at grade level
Step 3: Examine Anchor Standards or Areas of Focus and grade level standards (Staircase K-12) for coherence and focus
Step 4: Prioritizing Grade Level Standards (B, M, E) dividing into units
Step 5: Link CLIs or MPs to units through natural connections to standards or themes

CREATING UNITS OF CURRICULUM

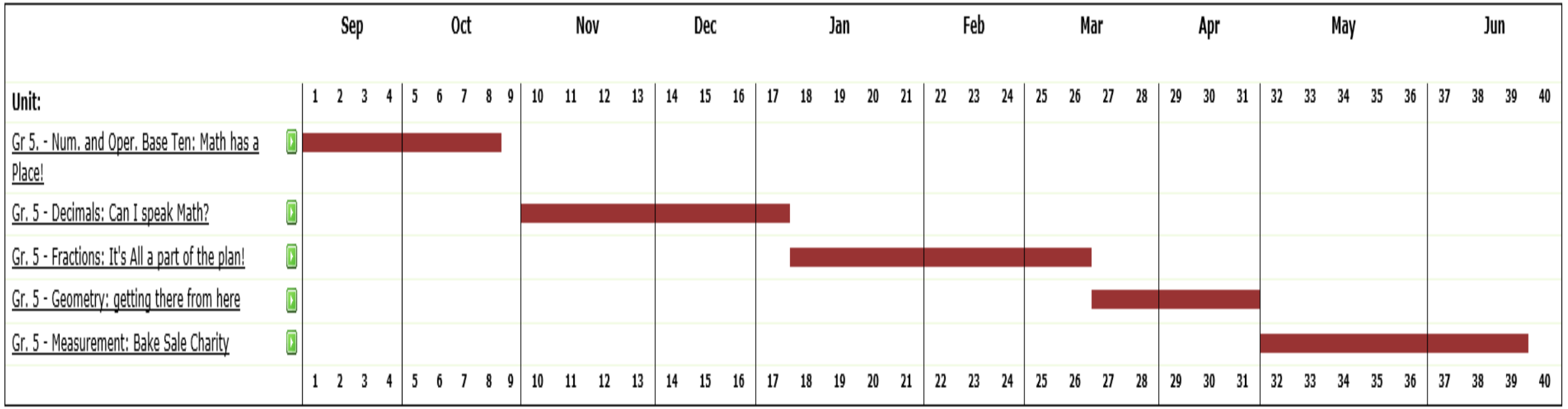
- Step 6: Aligning CLIs or MPs to Essential Questions and Assessments (Evidence)
- Step 7: Unpacking standards into precise content and skills statements and align to Assessments (evidence)
- Step 8: Craft Big Ideas, Key Terms, Activities, and all elements of the unit to reflect curriculum delivery
- Step 9: Alignment and Revisions for quality
- Step 10: Examine student work and refine curriculum delivery

Types of Maps

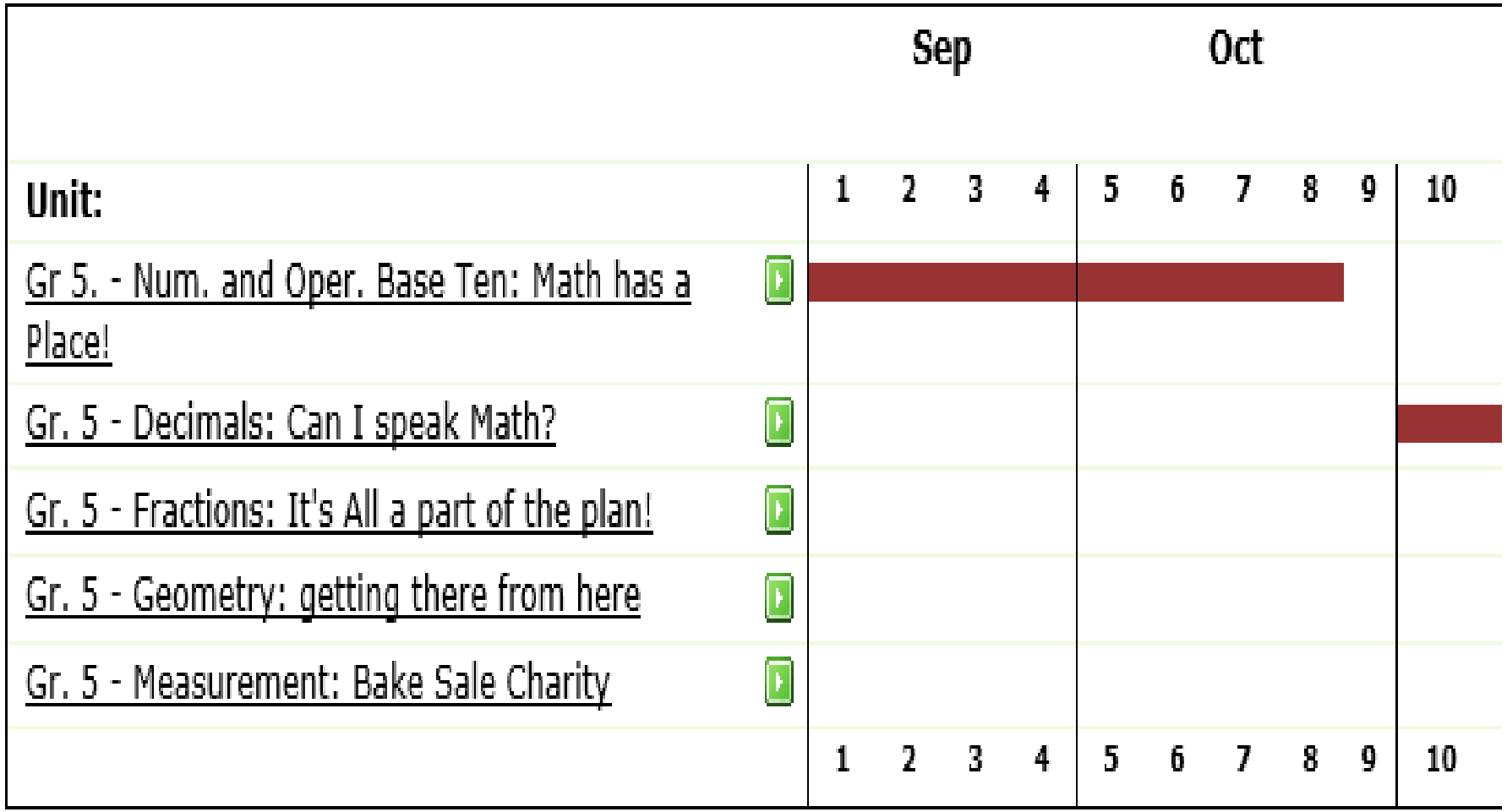
Year Long Map	Unit Map	PD Map
Shows the Units for a given year and WHEN they are taught. Big Picture View Helps find large gaps and redundancies vertically	Shows the Content, Skills, Assessments that are taught within a Unit of study Middle Picture View Helps identify alignment, vocabulary relationships, evidence of standards	Shows the Plan for faculty to develop and use maps. For faculty to know the support pieces in place to make this possible Includes content, skills, and assessments

	Essential Map (Core, Consensus, Master)	Diary Map (Curriculum Data)
Year Long Map	Given at beginning of the year.	Revised during year to show actual delivery to students.
Unit Map	Given at the beginning of the year.	Revised to show additions or omissions.

STEP 1: YEAR LONG CONTEXT



STEP 2: THEME / EVIDENCE (CONSIDER MPS AND CLIS)



Big Ideas

Some questions can be answered by collecting, representing,
be collected, how best to collect it, and how best to represent

Numerical measures describe the center and spread of numer

Content

A. Measurement (UNIT 3)

- Standards of measurement
- System of measurement
- conversions of measurement
- multi-step real world problems

B. Data representation and interpretation

- line plot
- data set (of measurements in fractions of a unit 1/2, 1/4,

Essential Questions

How can measurements and certain tools be used to solve problems? MP#1 MP#5

To what extent does my work in math make me better in other subjects? MP#2

Where is the math? MP#3 in context of charity MP#1 in context of bake sale

To what extent does my ability to speak math help me make a difference in my community? MP#4

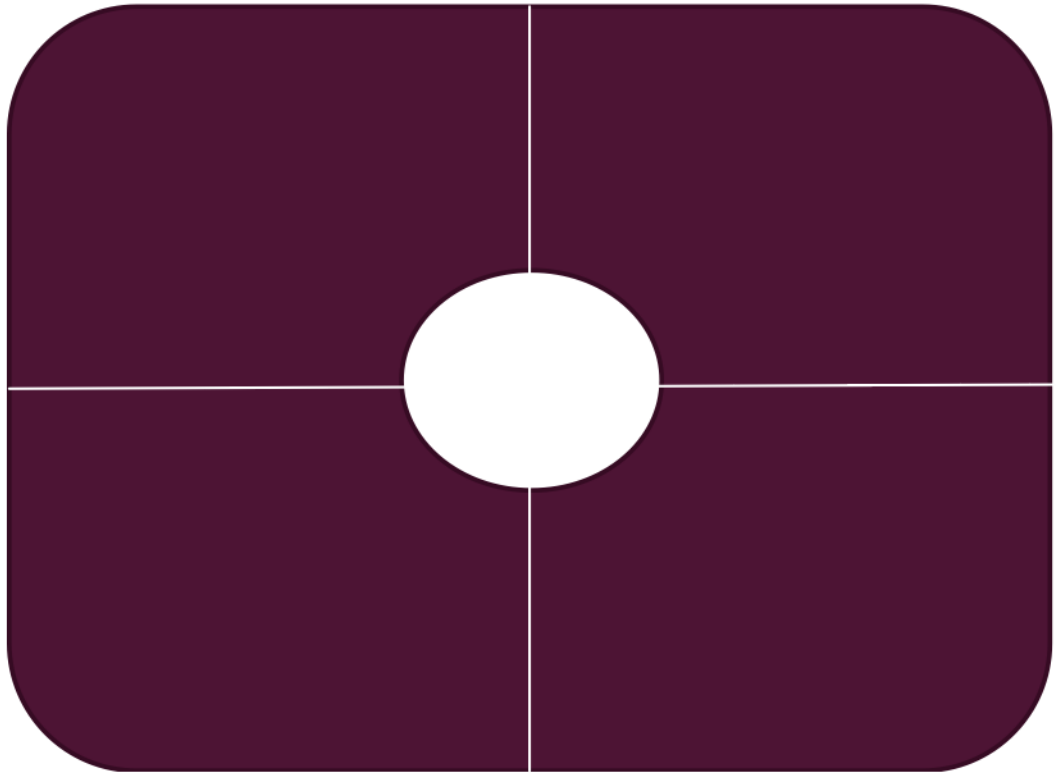
Skills

A1. Convert among different-sized standard measurement units within a given measurement system
A2. Solve multi-step real world problems using these conversions

B1. Make a line plot to display a data set of measurements in fractions of a unit
B2. Solve problems involving information presented in line plots

C1. Convert measurements for ingredients when planning
C2. Solve computations for servings per recipe
C3. Represent pricing in appropriate fractions for servings based on price of ingredients

STEP 3: PRE MAPPING ACTIVITY



Strand: Numbers and Operations – Fractions 5th Grade

Big Idea(s)/Major Concept(s)	Essential Questions	Core Content	Skills	Evidence
A quantity can be represented numerically in various ways. Problem solving depends upon choosing wise ways.	Why are there so many different ways to represent something? (MP # 7)	**A. Equivalent fractions (Adding and Subtracting)** •fractions with unlike denominators (including mixed numbers) •equivalent fractions (like denominators) •adding and subtracting fractions with like denominators •a/b + c/d = (ad + bc)/ bd •word problems •visual fraction models or equations as examples •mental estimation •reasoning of answers	**A1. Solve** addition and subtraction problems with fractions with unlike denominators **A2. Solve** addition and subtraction problems using mixed numbers with unlike denominators **A3. Replace** given fractions with equivalent fraction producing like denominators **A4. Solve** word problems involving fraction with unlike denominators. Students must use visual fraction models or equations to represent the problem. **A5. Estimate mentally** and **Assess** reasonableness of answers. Students must use benchmark fractions and number sense of fraction to support answers.	

NEXT STEPS

- What aspects will you use immediately?
- What are your next steps for taking action?

- What do you and your colleagues still need?

THANK YOU

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LONG TERM MAPPING: A FOCUS ON ELA

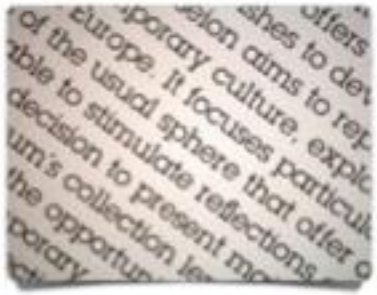
MARIE ALCOCK PHD

Balancing Informational and Literary Text

Building Knowledge in Disciplines

Staircase of Complexity

Text-Based Answers



Writing from Sources

Academic Vocabulary

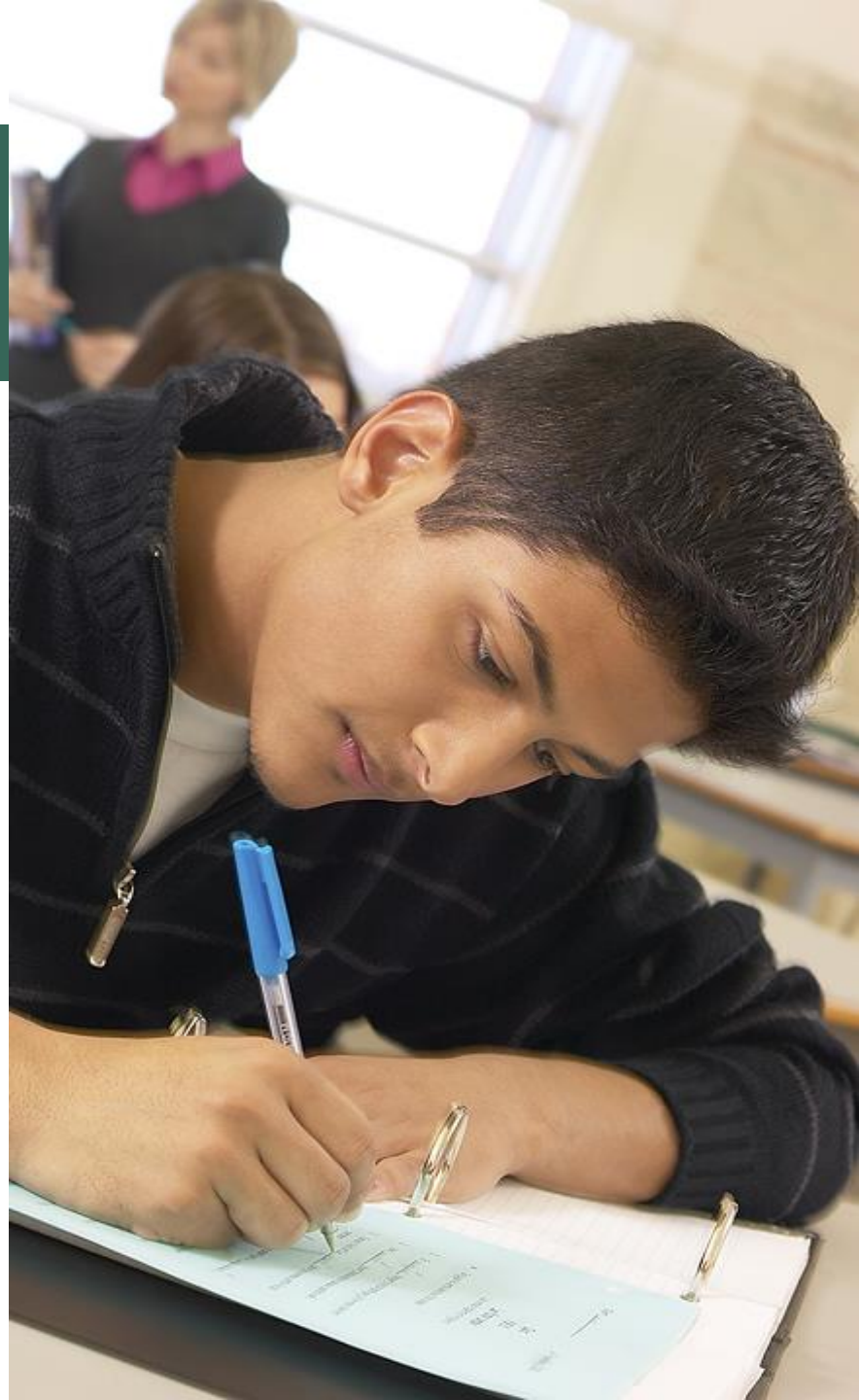
SIX SHIFTS IN ELA/ LITERACY

CCSS DESIGN

- CCR and Grade-Specific Standards
- Grade levels K-8, Bands 9-10 & 11-12
- Focus on Results rather than Means
- Integrated Model of Literacy
- Research & Media Skills woven through
- One document: Literacy for SS/History and Science/Technology

THE COLLEGE AND CAREER READY STUDENT IN ELA CLIS

- Independent, collaborative, self-directed
- Strong Content Knowledge
- Adapt and Adjust Communication
- Comprehend and Critique
- Value Evidence
- Tech & Media Literate
- Cultural Understanding



ELA STANDARDS

- **Reading for Literature**
- **Reading Informational Text**
- **Reading: Foundational Skills (K-5)**
- **Writing**
- **Speaking and Listening**
- **Language**

Literacy in History/Social Studies, Science, and Technical Subjects – Grades 6-12 (integrated in K

8TH GRADE LITERARY

Grade 8 students:
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

INFORMATIONAL

Grade 8 students:
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

INFORMATIONAL TEXT

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

- Greater attention to Informational Text
- Informational reading in courses other than ELA must take place

OBSERVATIONS ON READING

- Very High Literacy and Literary Expectations
- Highly Rigorous
- Independence with complex literacy tasks
- Writing Workshop would address all standards
- Seminal/foundational U.S. works

WRITING

- 3 types: arguments/opinion, information/explanatory, narrative
- Support with reason and evidence
- Research: short and sustained
- Technology
- Appendix B & C (Samples)

WRITING STRAND

Text Types & Purposes

3 Standards- Text Types:

1. Argument
2. Informative/Explanatory
3. Narrative

Production & Distribution of Writing

3 Standards:

4. Produce Clear and Coherent Writing
5. Quality writing through Writing Process
6. Publish and Produce &Collaborate through Technology

Research to Build & Present Knowledge

3 Standards:

7. Short and Sustained Projects
8. Gather and evaluate information from Multiple Sources
9. Text Evidence to support Analysis, Reflection and Research

Range of Writing

10. Writing Routinely for both extended and shorter time frames

Writing

10 Standards

WRITING TYPES

Narrative	Informational/Explanatory	Opinion/ Argument
•Personal narrative	•All about…	•Personal Essay
•Realistic Fiction	•How To	•Persuasive Research
•Historical Fiction	•Non-Fiction books	•Literature Response
•Memoir	•Non-Fiction articles	•Argument in SS & Science
•Fiction	•Descriptive text	

ARGUMENT VS. PERSUASIVE

- **Intent** – prove or disprove the thesis
- **Logic and facts** – Thesis must be disproved or proved with evidence and research
- **Voice –** formal tone
- **Conclusion –** restates thesis and supporting points

- **Intent –** coax the reader to accept author's point of view
- **Logic and facts** – relies on logic and can use suggestion
- **Voice** – can use personal approach
- **Conclusion** – author's intent and call for future action

OBSERVATIONS ON WRITING

- Decreased emphasis on different genres
- Starting in 3rd Grade, Standards 1-3 include increased expectations (a-d/e/f)
- Writing Workshop would address all standards
- Increased emphasis on technology other than word-processing

SPEAKING & LISTENING

- Wide range of settings and formats
- Effective Communication
- Interpretation & Analysis

OBSERVATIONS ON LISTENING AND SPEAKING

- Emphasis on diverse media, situations, audiences
- Literature Circles, Socratic Seminar
- 21st Century Skills: Communication and Collaboration
- Technology: audio (2nd grade), multimedia (5th), interactive (9th)

LANGUAGE

- Conventions (writing and speaking)
- Vocabulary
- Integrated into reading, writing, speaking, and listening

OBSERVATIONS ON LANGUAGE

- Specific grammar skills at each grade
- Beyond definitions: Multiple meanings, connotation, figures of speech, word relationships
- "General academic vocab AND domain-specific words and phrases"
- Mentor texts as models of high quality language

8TH GRADE CCR STANDARD 9:

ANALYZE HOW TWO OR MORE TEXTS ADDRESS SIMILAR THEMES OR TOPICS IN ORDER TO BUILD KNOWLEDGE OR TO COMPARE THE APPROACHES THE AUTHORS TAKE.

Literature: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

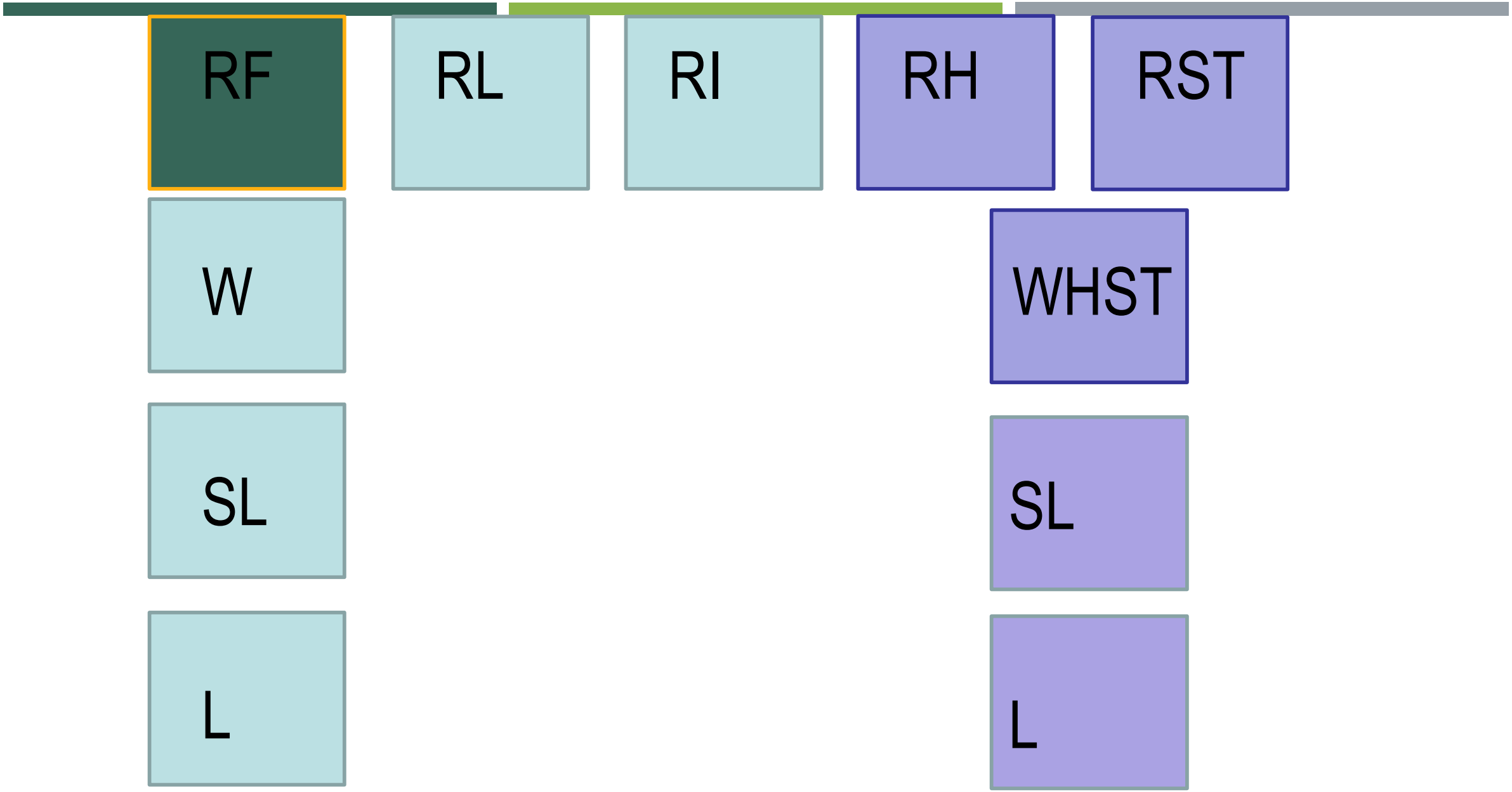
Informational Text: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

History/Social Studies: Analyze the relationship between a primary and secondary source on the same topic.

Science/Technology: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

TECHNOLOGY

- W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.3.6. Keyboarding Skills
- W.5.6. Type a minimum of two pages in one sitting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THANK YOU

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THE COMPLEXITY AROUND TEXT COMPLEXITY

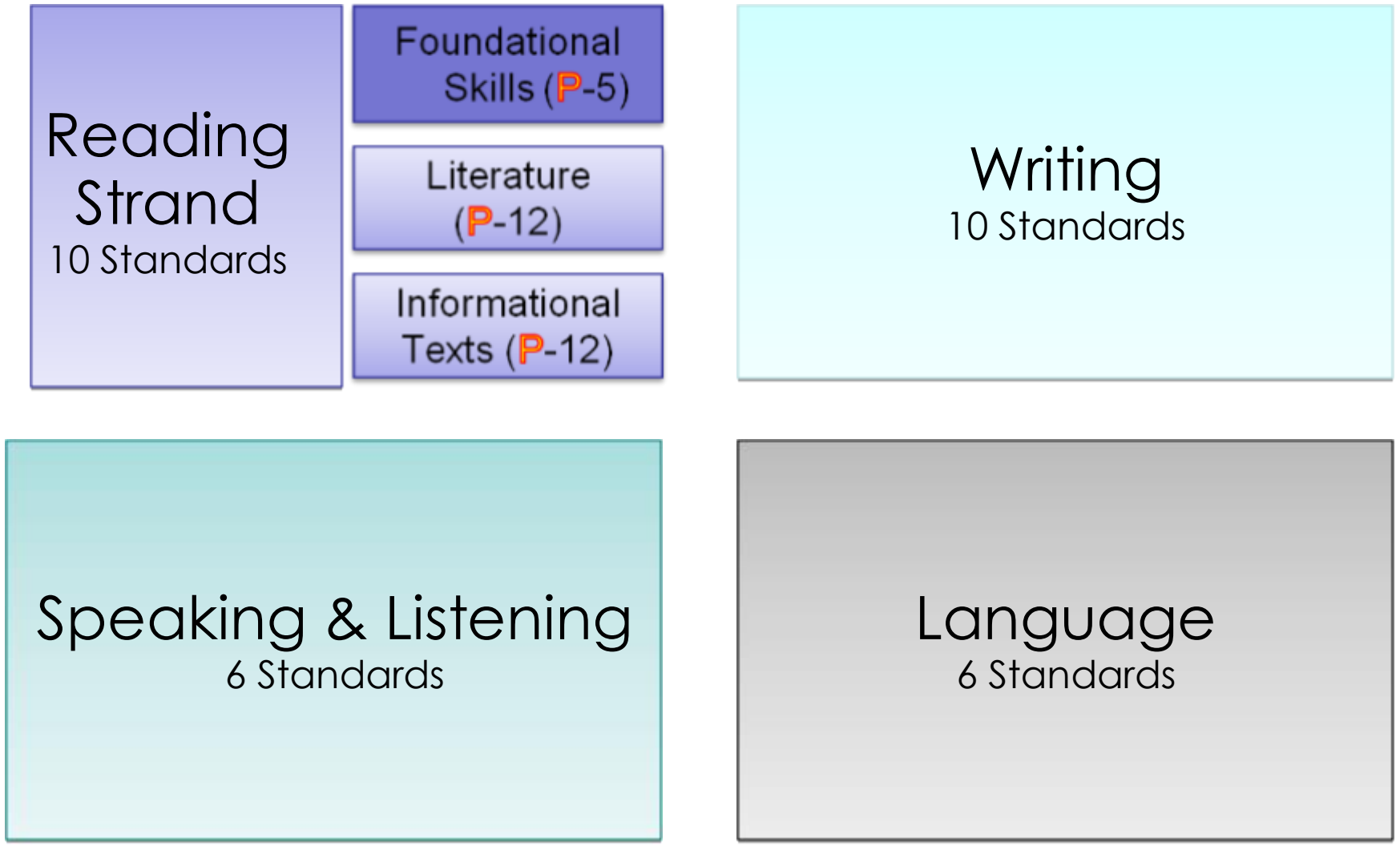
MARIE ALCOCK PHD

Slides adapted from slides created by Jeanne Tribuzzi

COMMON CORE STATE STANDARDS

http://corestandards.org

4 Strands


Reading Strand
10 Standards
Foundational Skills (P-5)
Literature (P-12)
Informational Texts (P-12)
Writing
10 Standards
Speaking & Listening
6 Standards
Language
6 Standards

READING STRAND

Reading Strand

10 Standards

Foundational Skills (K-12)

Literature (K-12)

Informational Texts (K-12)

Key Ideas & Details

3 Standards-

- Deep Comprehension
- Determine Importance & Summarizing Analysis

Craft & Structure

3 Standards

- Analysis of language and vocabulary
- Text Structure
- Point of View

Integration of Knowledge & Ideas

3 Standards:

- Integrate and evaluate content from various sources
- Evaluate validity of text claims
- Analyzing and comparing texts

Range of Reading & Level of Text Complexity

- Independently reading increasingly complex text

CCR READING STANDARD 1: READ CLOSELY TO DETERMINE WHAT THE TEXT SAYS EXPLICITLY AND TO MAKE LOGICAL INFERENCES FROM IT; CITE SPECIFIC TEXTUAL EVIDENCE WHEN WRITING OR SPEAKING TO SUPPORT CONCLUSIONS DRAWN FROM THE TEXT.

K: With prompting and support, ask and answer questions about key details in a text.

3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

11-12: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Foundational Skills

- Print Concepts (K-1 only)
- Phonological Awareness (K-1 only)
- Phonics & Word Recognition (K-5)
- Fluency (K-5)

READING

- Progressive development of comprehension
- Texts of appropriate complexity & increasing sophistication
- Appendix A

APPENDIX A

- Text Complexity
  - 3-Part Measurement
  - Sample Texts
  - Foundational Skills
- Writing Text Types
- Speaking & Listening
- Language
  - Vocabulary
- Glossary

COMMON CORE STATE STANDARDS FOR

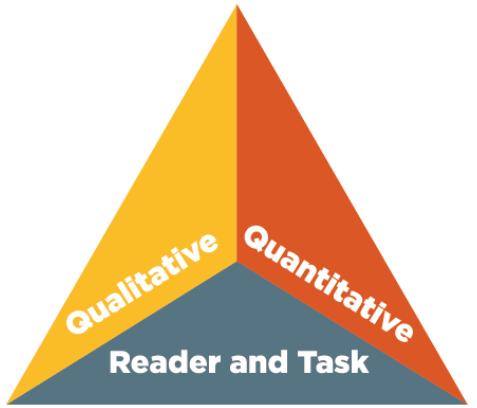
English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects

Appendix A:

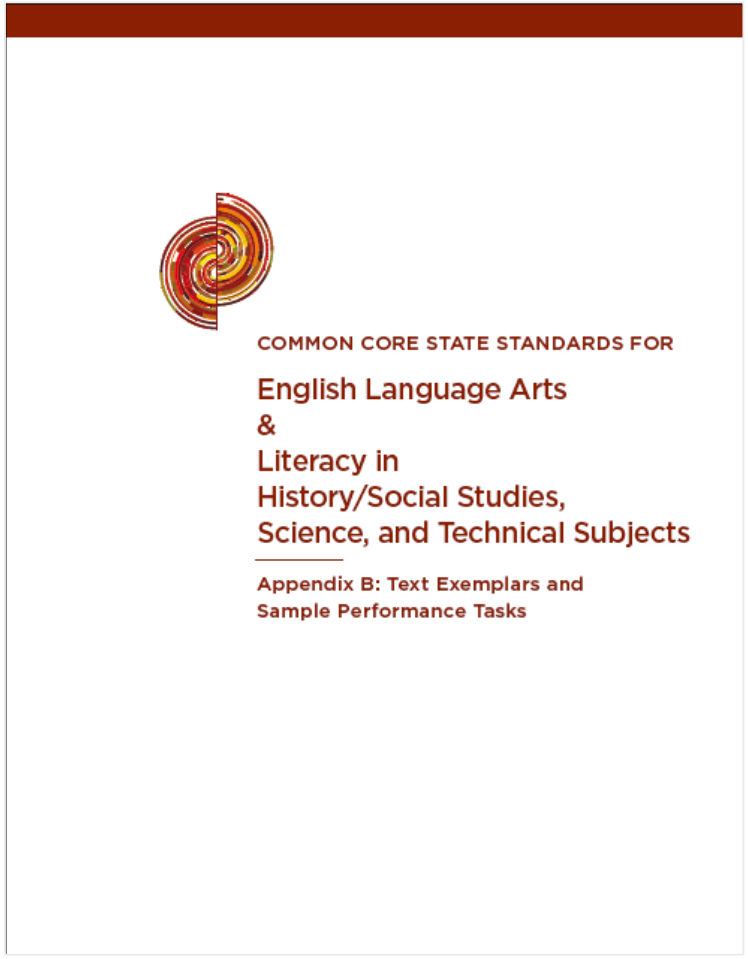
Research Supporting
Key Elements of the Standards

Glossary of Key Terms

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).								
L.4.3a. Choose words and phrases to convey ideas precisely.[1]								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.[1]								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.[1]								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								



APPENDIX B



- Text Exemplars K-12
  - Complexity, Quality, Range
- Sample Performance Tasks
  - Language of standard & standard code
- Grade Bands

Sample Performance Tasks for Informational Texts: English Language Arts

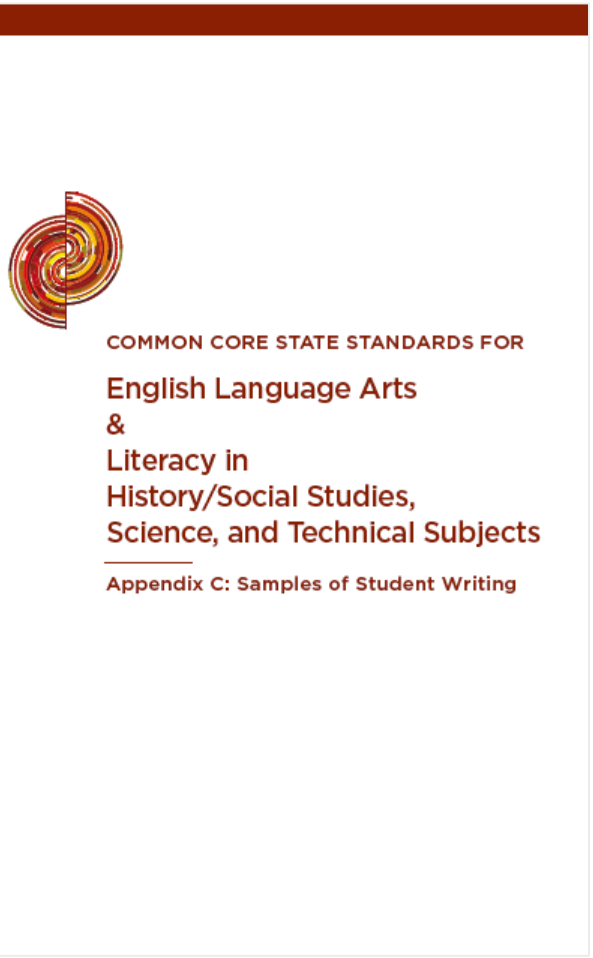
- Students *determine* the *point of view* of John Adams in his "Letter on Thomas Jefferson" and *analyze how* he *distinguishes* his position *from* an alternative approach articulated by Thomas Jefferson. [RI.7.6]

APPENDIX C

- Student samples (K-12)
- 3 types of writing***
- Annotation with evidence

- **links opinion and reasons using words and phrases.**
  - *The first thing to do . . . Next . . . Now, you are asking . . . Besides the fact . . .*
- **provides a concluding section related to the opinion presented.**
  - The final paragraph details possible objections to the field trip and argues against each one:

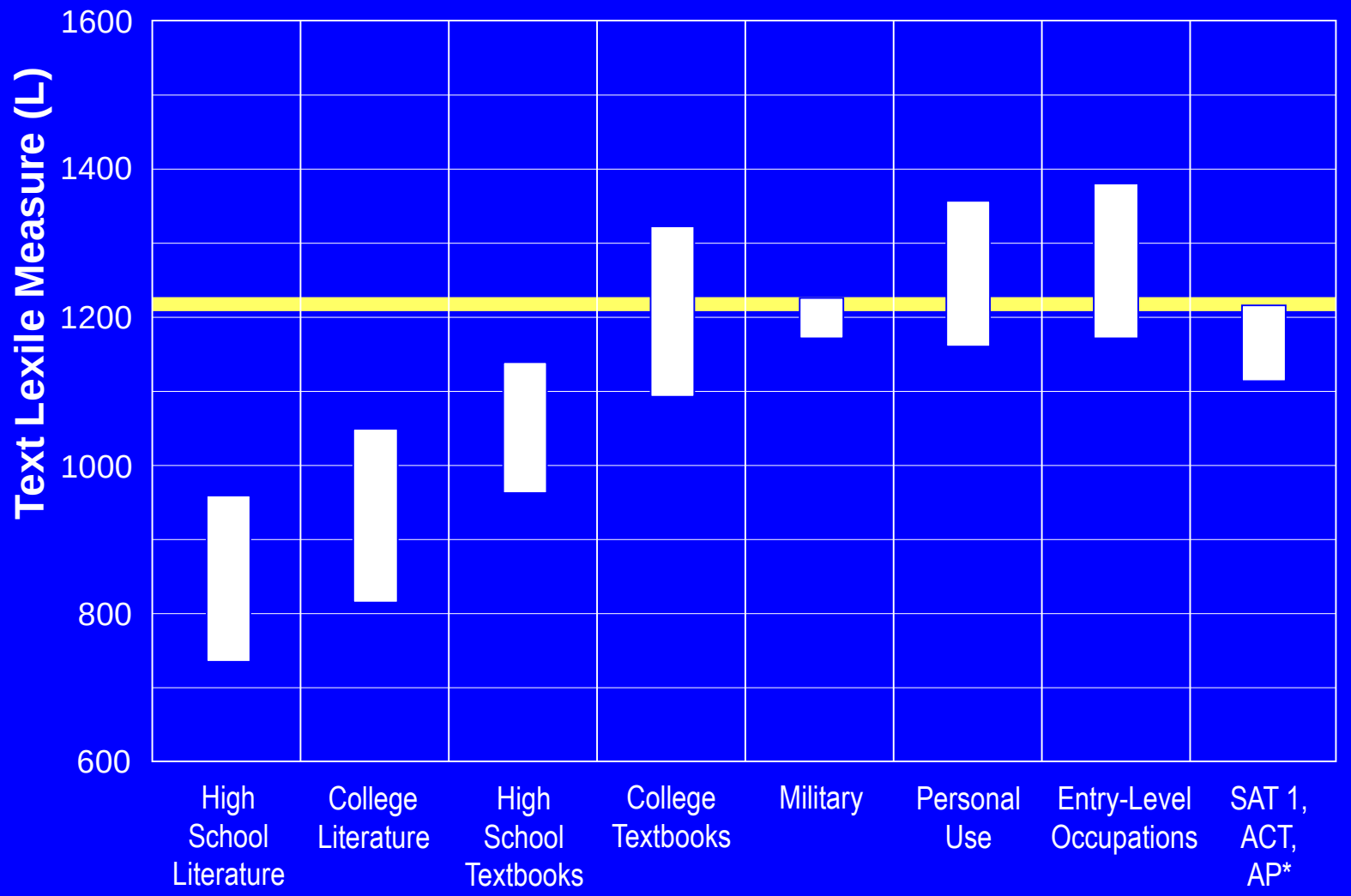
    Now, you are asking why should I approve a trip to _____?. . . Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation.



2005-06 Lexile Framework® for Reading Study

Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)

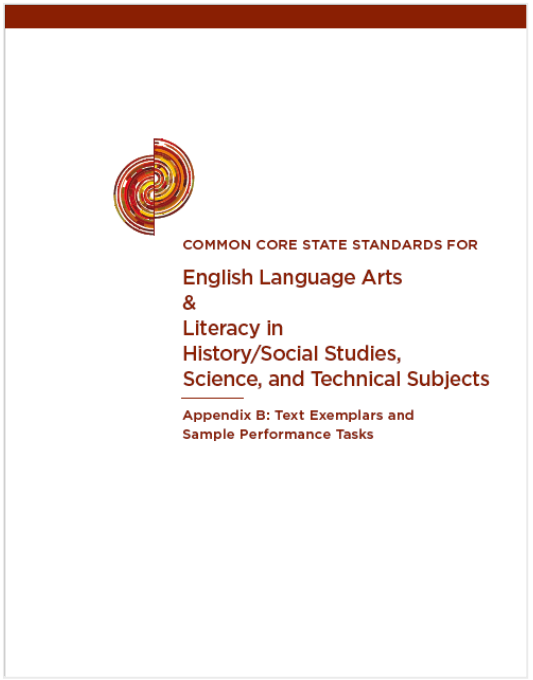


* Source of National Test Data: MetaMetrics

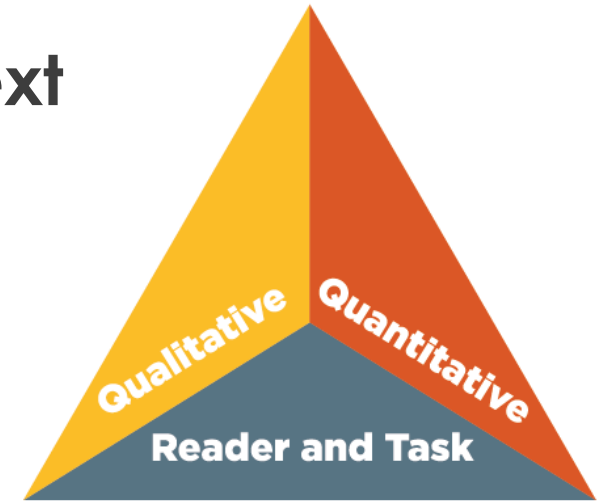
READABILITY OF TEXT

Importance of Matching Reader to Text

- Flesh-Kincaid
- Fry
- Guided Reading (F&P)
- ATOS (Grade Equiv.)
- Lexile
- Book Wizard….



Appendix B



HOW ARE THINGS SHAPING UP?

What QUESTIONS are ***Circling*** around in my head?

3 Points worth REMEMBERING

What ***Squares*** with my BELIEFS?

THANK YOU

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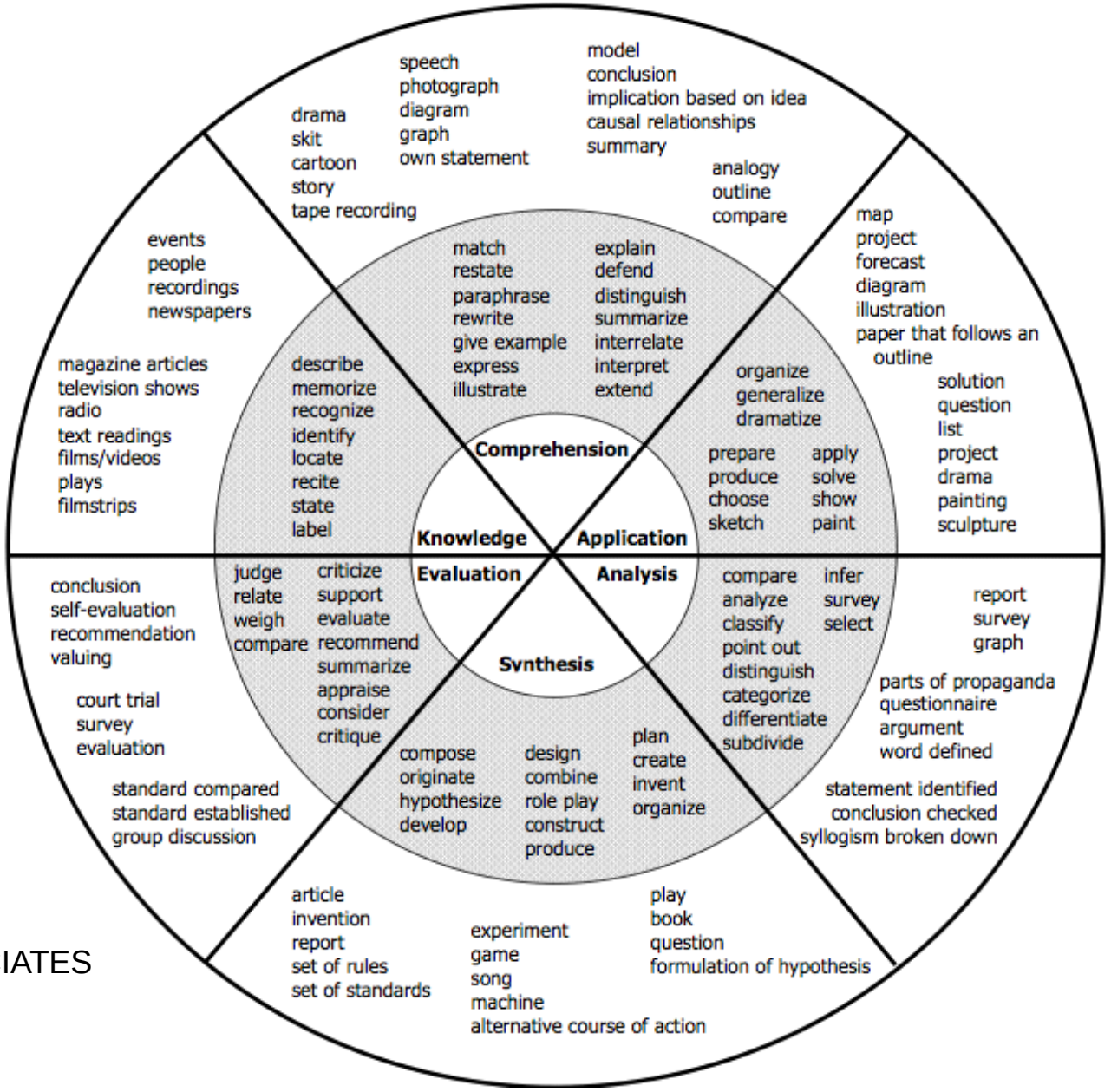
DEPTH OF KNOWLEDGE – "DOKIZING" UNITS OF STUDY

MARIE ALCOCK PHD

Bloom's Verbs and Matching Assessment Types



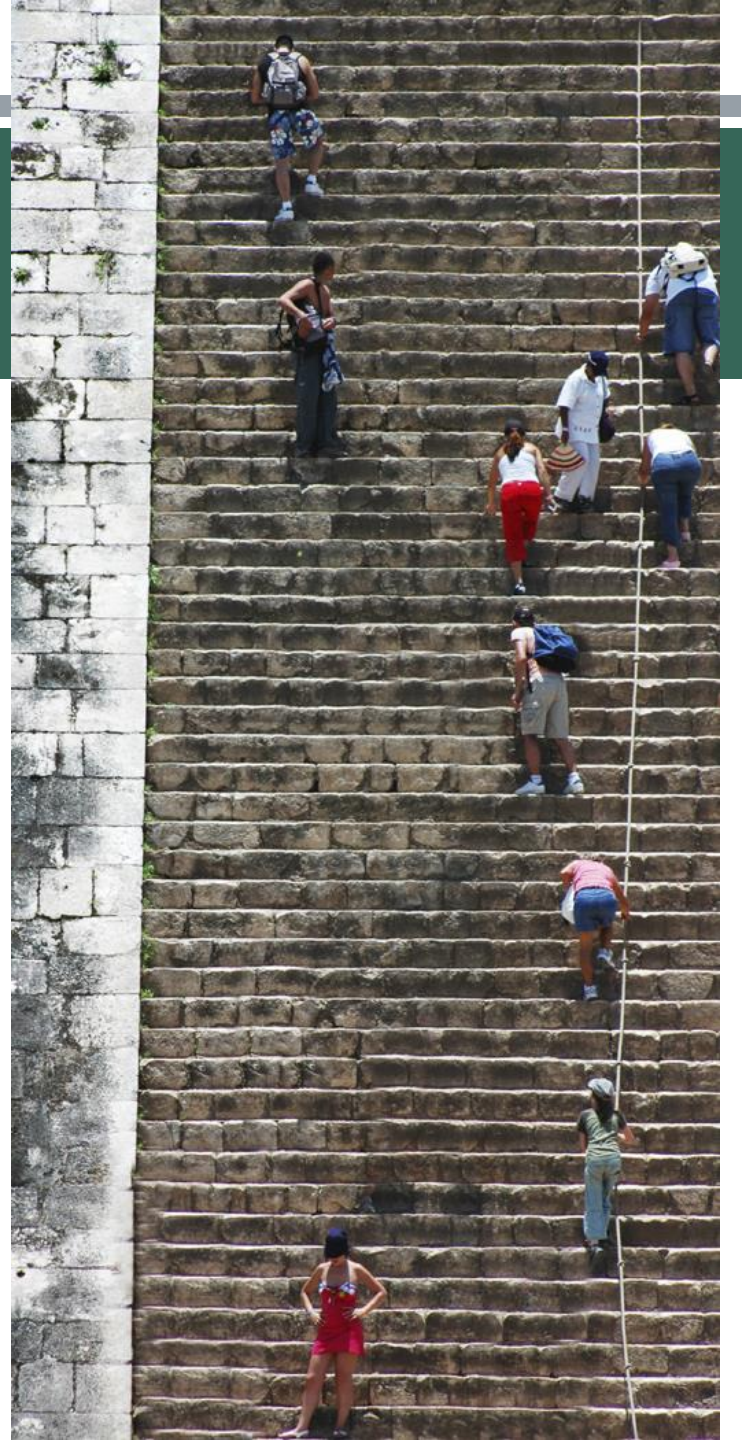
LEARNING SYSTEMS ASSOCIATES

Successful people are not gifted; they just work hard, then succeed on purpose.

G.K. Nielson

DOK AND BLOOM'S

- How can we integrate higher order thinking in instructional units?
- What is the difference between Depth of Knowledge and Bloom's Taxonomy?

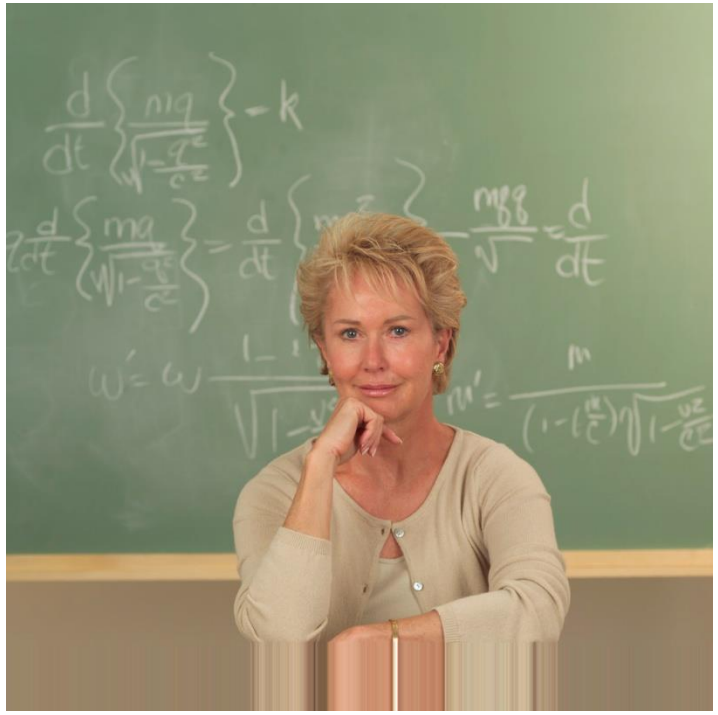


HIGH QUALITY CLASSROOM ASSESSMENT

Educators need to be asking:

- **Why** am I assessing?
- **What** am I assessing?
- What is the **best** assessment **method**?
- Who do I **communicate** the assessment results

with and how might I do that?



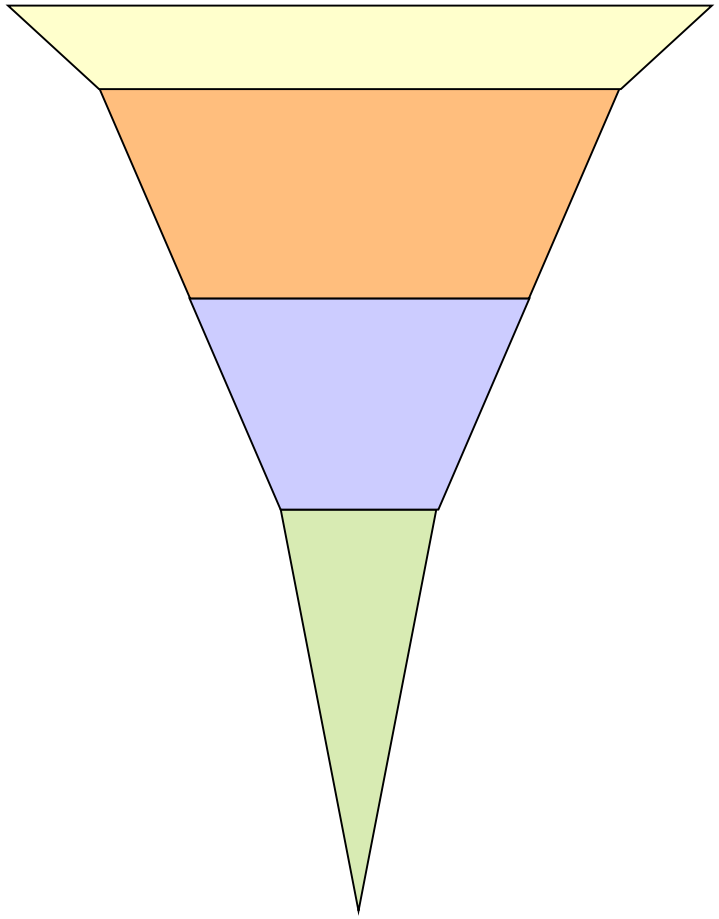
Target to be Assessed	Assessment Method			
	Selected Response	***Essay***	***Performance Assessment***	***Personal Communication***
Knowledge	Good match	Good match	Not a good match	Partial match
Reasoning	Partial match	Good match	Good match	Good match
Performance Skills	Not a good match	Not a good match	Good match	Partial match
Products	Not a good match	Partial match	Good match	Not a good match

DOK

WEBB'S DEPTH OF KNOWLEDGE

Webb's DOK Model

- Level 1 — Recall
- Level 2 — Basic Application
- Level 3 — Strategic Thinking
- Level 4 — Extended Thinking



DOK

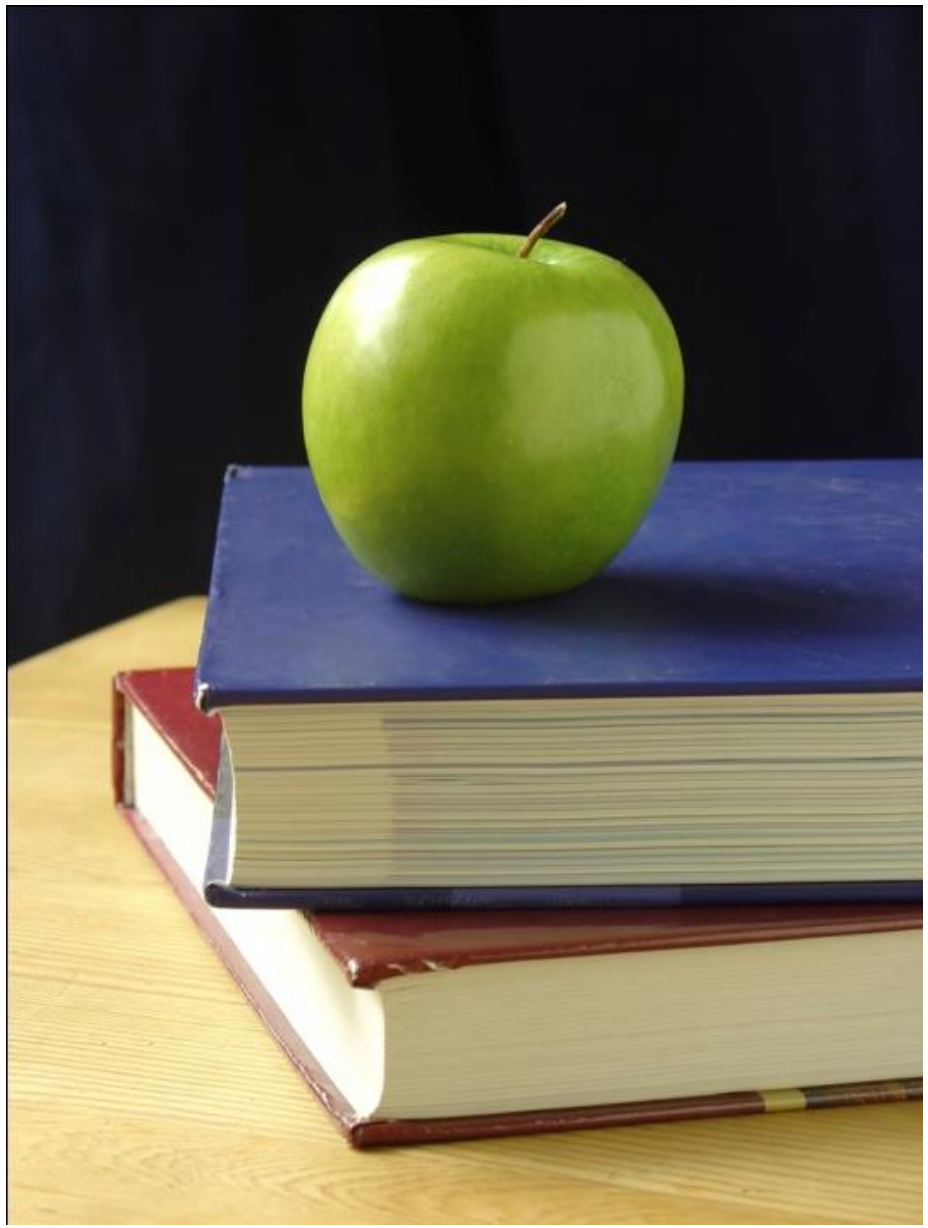
DEPTH OF KNOWLEDGE

- Level 1 — Identify this utensil. (fork)
- Level 2 — Explain the function of the fork.
- Level 3 — Identify two examples of when a fork would not be the best utensil for a type of food and explain why.
- Level 4 — Design an investigation to determine the optimal number and length of tines for a salad fork.

DEPTH OF KNOWLEDGE-SCIENCE

- Level 1 — Identify the tree.
- Level 2 — Explain the function of the leaves.
- Level 3 — Explain how a drought might affect the growth of the tree.
- Level 4 — Design an investigation of seedling growth to determine the best fertilizer for this type of tree.

DEPTH OF KNOWLEDGE-ELA



- Level 1 — Identify the main characters in this story.
- Level 2 — Which of the following best describes the main characters' feelings about each other?
- Level 3 — Why do the main characters conflict?
- Level 4 — Interview your friends to compare how they deal with problems with other people.

STANDARD/DOK ALIGNMENT

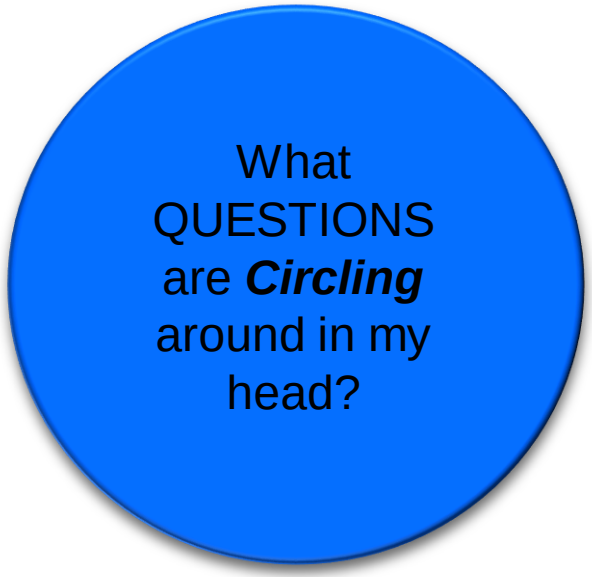
Science/Mathematics: Constructing, reading, and interpreting data in charts, graphs, and tables

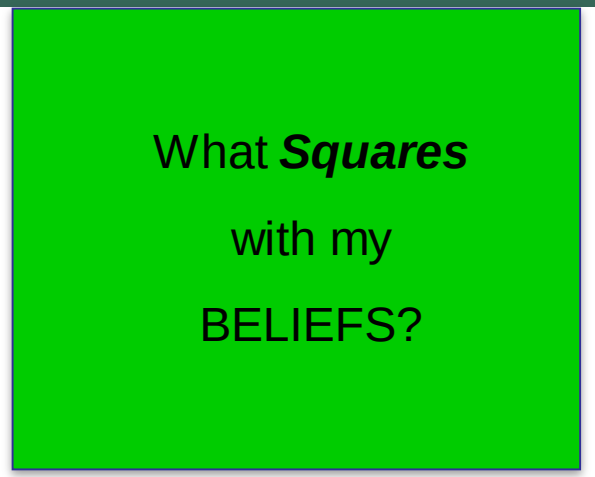
- **Level 1** – identify types of charts and graphs
- **Level 2** – read/identify/select data represented in a chart or graph
- **Level 3** – construct a chart or graph from raw data; interpret data from a chart or graph

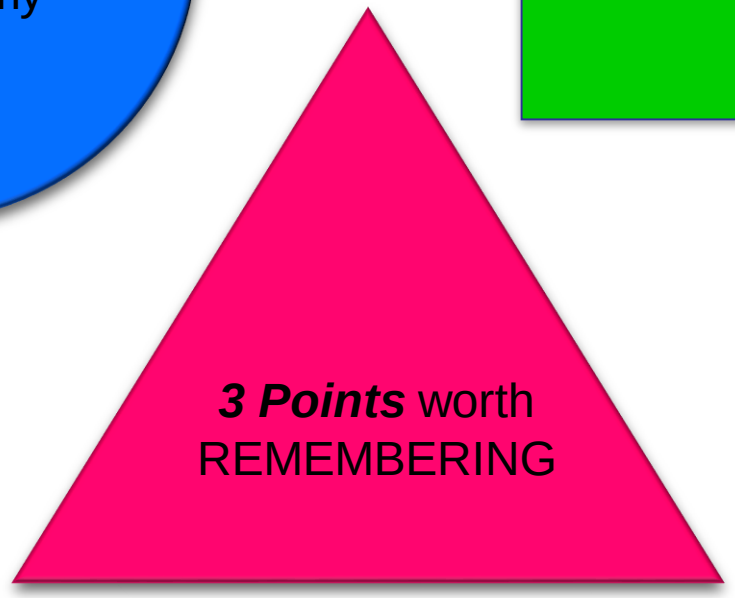
ACTIVITY: ANALYZING FOR DOK

1. Select a standard from a unit of study.
2. Analyze the standard's DOK level.
3. Articulate a question for each DOK level based on content of standard.
4. Be prepared to discuss the connection to assessment Type

HOW ARE THINGS SHAPING UP?







THANK YOU

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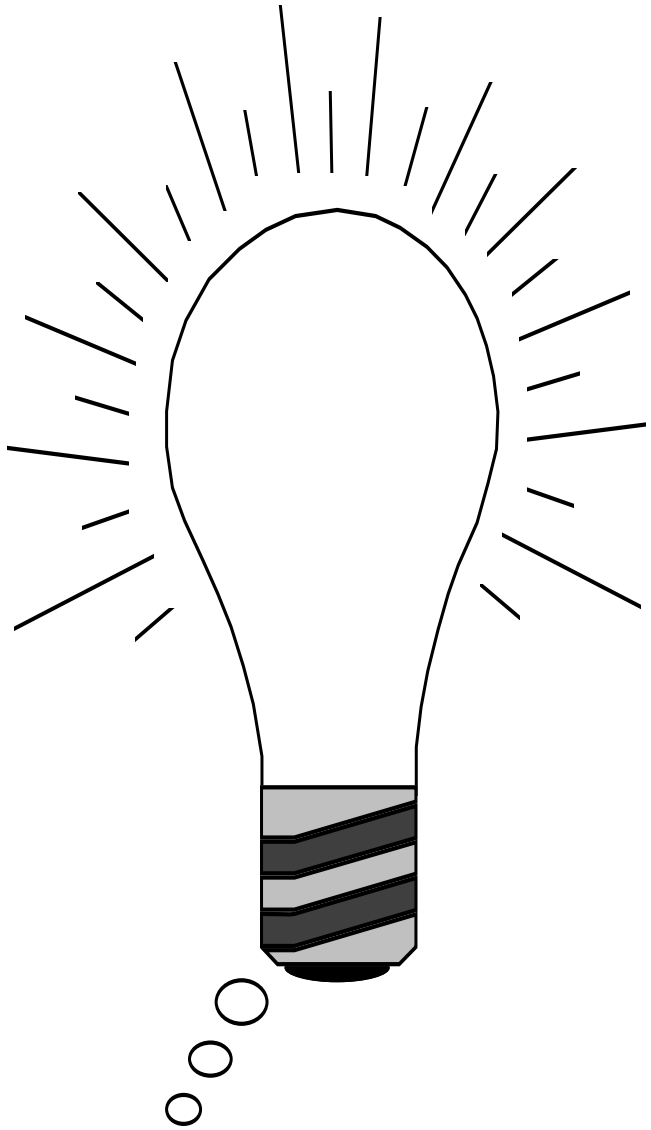
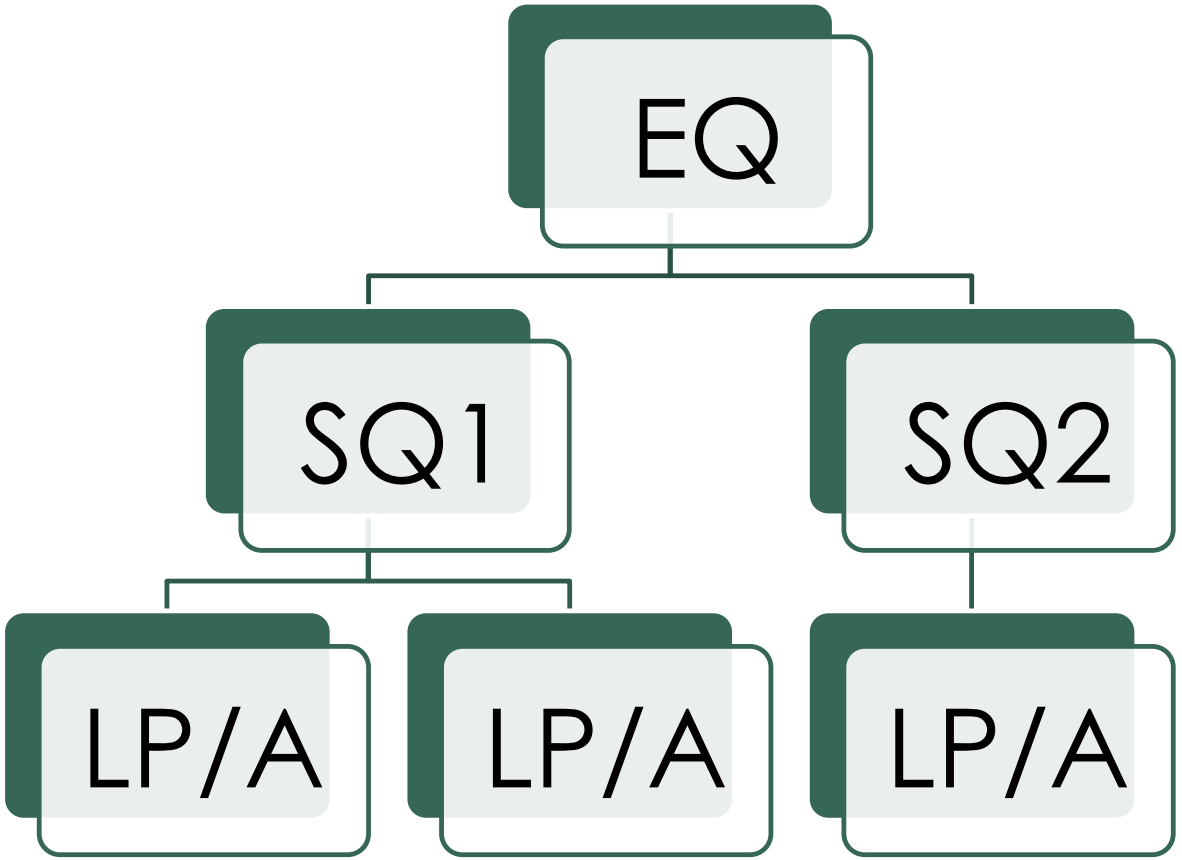
ALIGNING THE 7 CAPACITIES OF A LITERATE INDIVIDUAL TO ESSENTIAL QUESTIONS

MARIE ALCOCK PHD

ESSENTIAL QUESTIONS

- Structure the unit around 2 to 5 essential questions
- Use questions as the "scope and sequence" of unit or theme
- EQs must embrace the appropriate standards




EQ
SQ1
SQ2
LP/A
LP/A
LP/A

- What are the ramifications of cloning?
- What is intelligence?
- Are we really free?
- Where does perception end and reality begin?
- Does history really repeat itself?
- Are there any absolutes?
- Are there other more pressing issues that deserve consideration before space exploration?
- What was the greatest invention of the 20th Century?

Essential Questions

Over-arching interrogatives that provide focus and engage students

- Organizers to sharpen focus
- Higher-level thinking
- "Mental Velcro"
- Connections beyond content being studied
- "So why is this important"…?

Which of the following are Essential Questions?

- Is a family a community?
- What are the three main branches of the government?
- Is the US Civil War still going on today?
- Who are everyday heroes?
- What makes a good book good?
- What are the parts of an insect?

Resources for today:

http://www.nj.gov/education/aps/njscp/

http://www.pdesas.org/

THANK YOU

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MAPPING BASICS – HOW TO USE YOUR MAPS

MARIE ALCOCK PHD

WHAT WE KNOW ABOUT EFFECTIVE SCHOOLS

A "**guaranteed and viable curriculum** is the #1 school-level factor impacting student achievement."

-Marzano, What Works in Schools

FOUR GENERATIONS

USING THE LENS OF OUR PLCS

Big Idea #1: Ensuring That Students Learn

Big Idea #2: A Culture of Collaboration

Big Idea #3: A Focus on Results

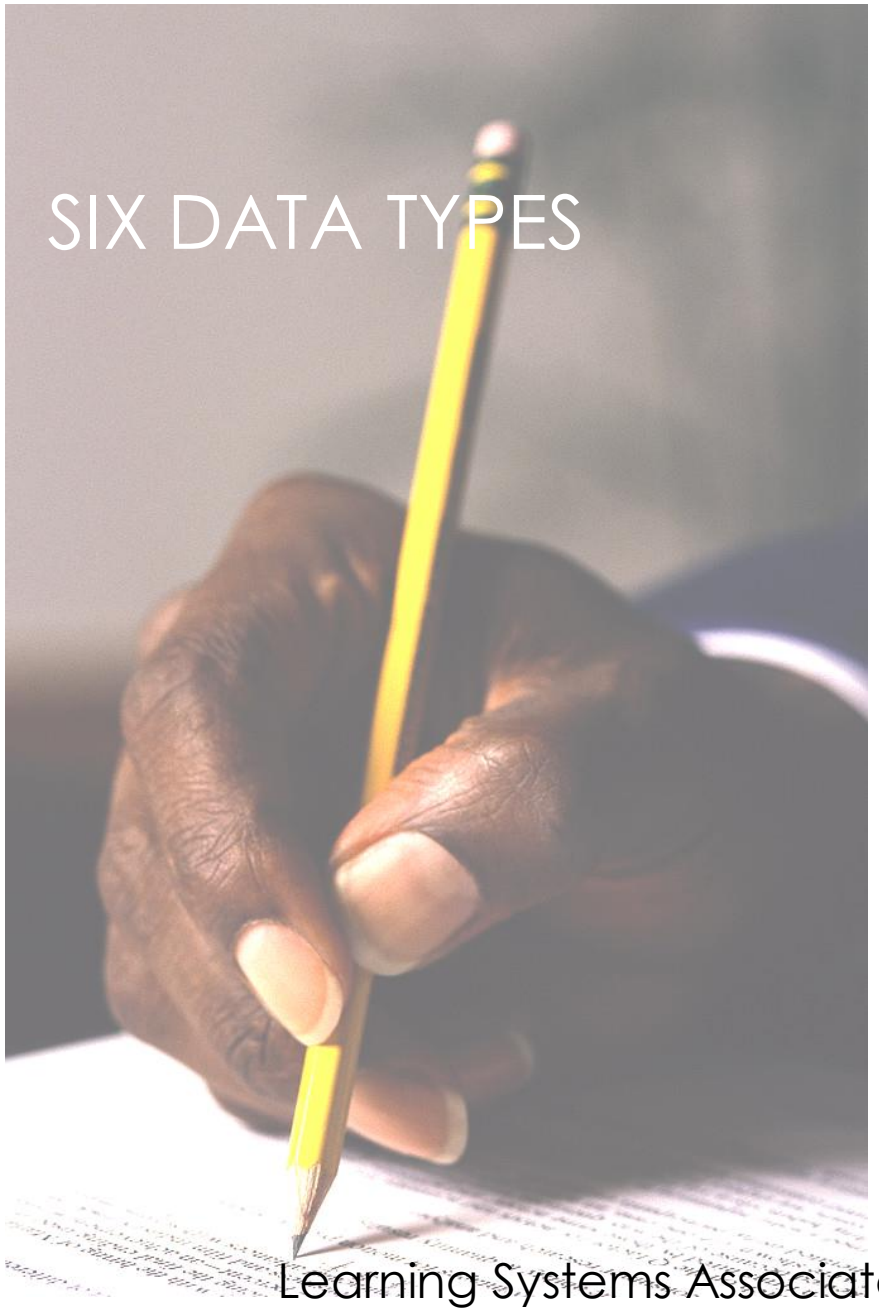
WHAT IS CURRICULUM MAPPING?

- **Calendar-based curriculum mapping is a procedure for collecting and maintaining a data base of the operational curriculum in a school.**
- **It provides the basis for authentic examination of the data base to improve student learning.**

Types of Maps

Year Long Map	Unit Map	PD Map
Shows the Units for a given year and WHEN they are taught. Big Picture View Helps find large gaps and redundancies vertically	Shows the Content, Skills, Assessments that are taught within a Unit of study Middle Picture View Helps identify alignment, vocabulary relationships, evidence of standards	Shows the Plan for faculty to develop and use maps. For faculty to know the support pieces in place to make this possible Includes content, skills, and assessments

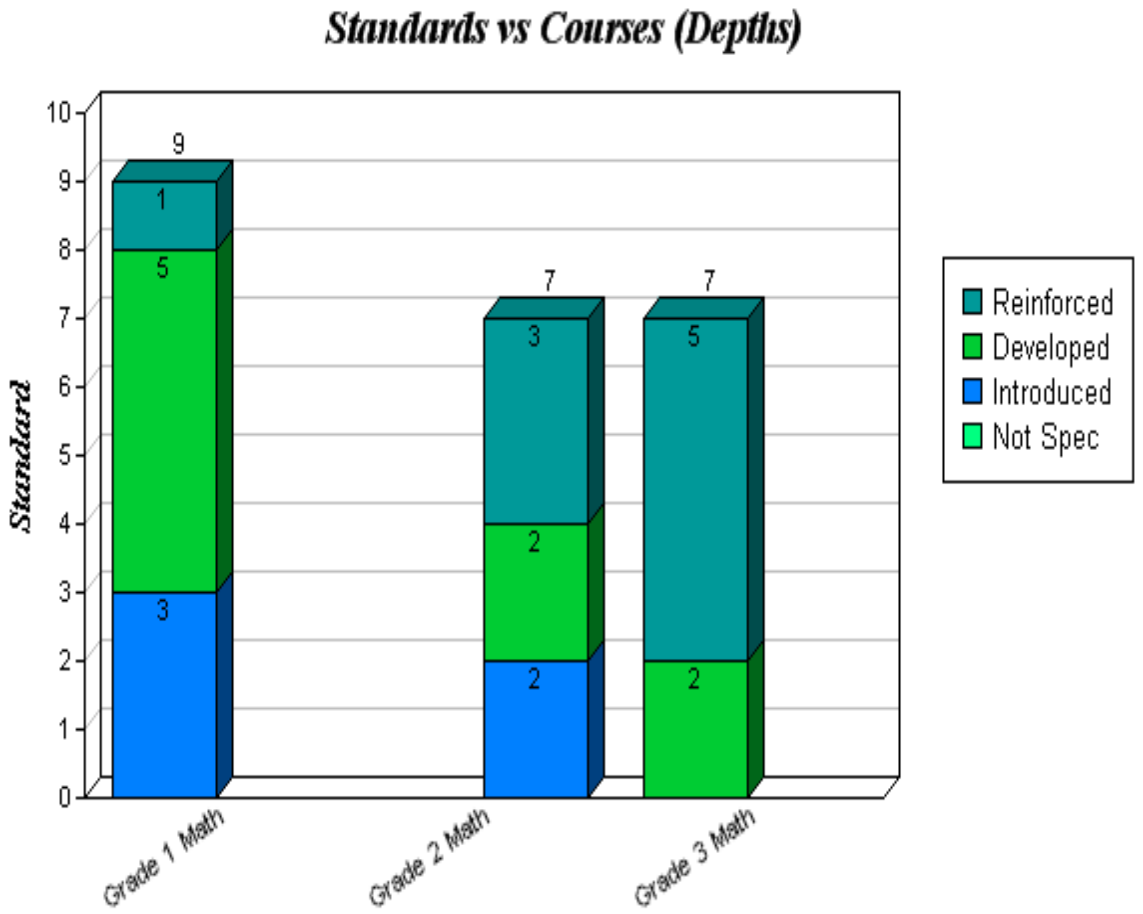
	Essential Map (Core, Consensus, Master)	Diary Map (Curriculum Data)
Year Long Map	Given at beginning of the year.	Revised during year to show actual delivery to students.
Unit Map	Given at the beginning of the year.	Revised to show additions or omissions.

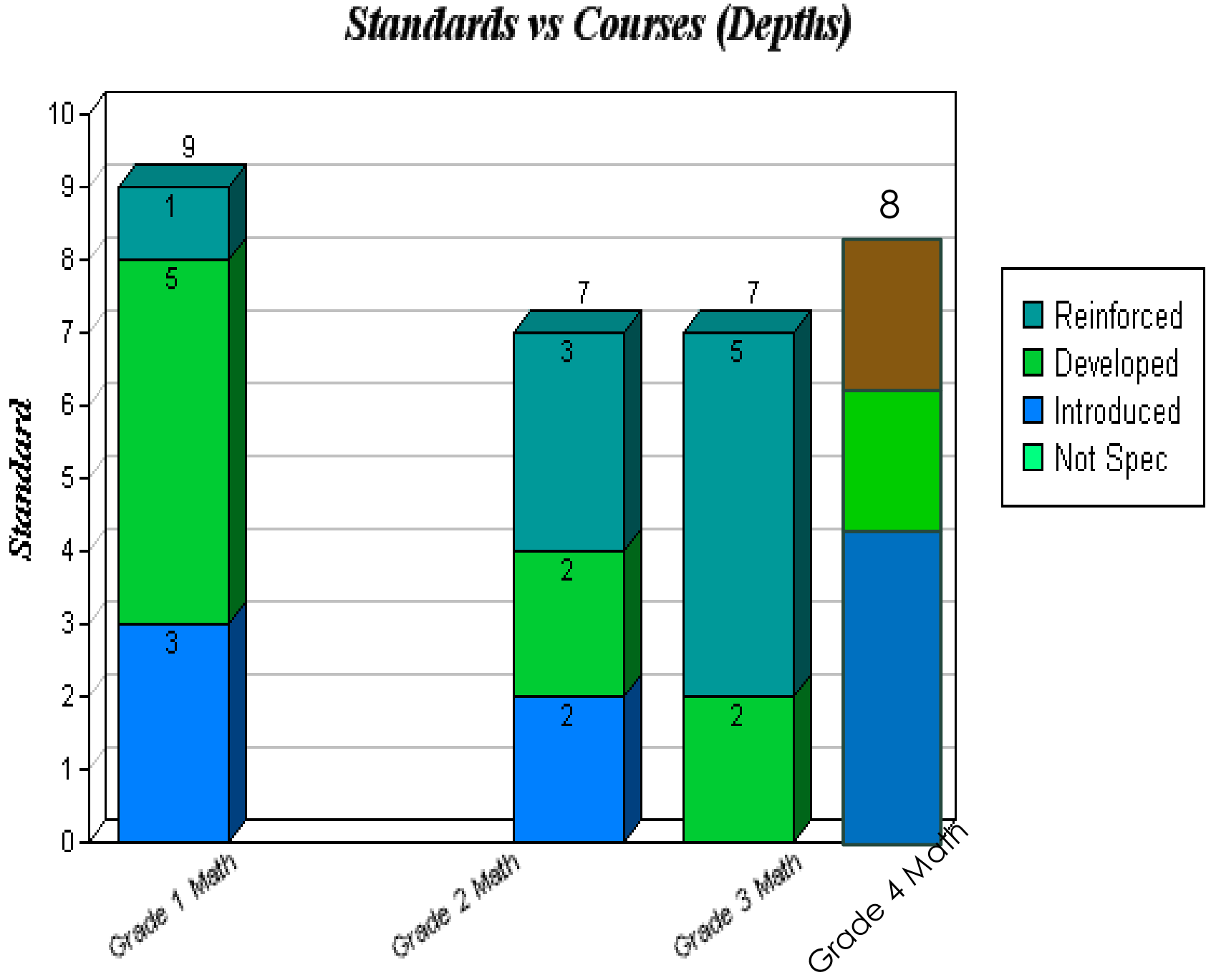


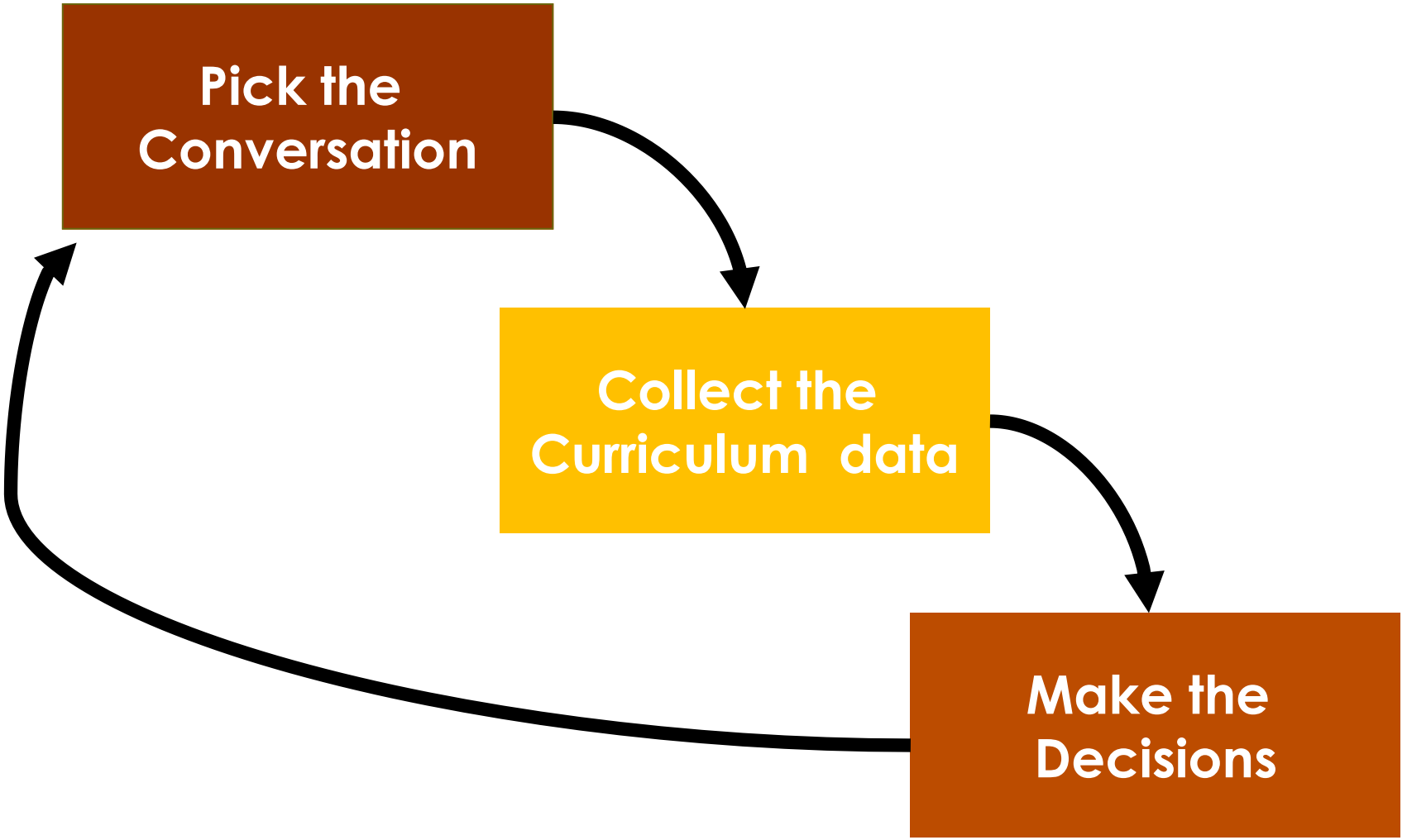
Student Achievement
Curriculum
Perception
Student
Environmental
Research

WHAT ARE THESE CONVERSATIONS REALLY LIKE?

SAMPLE TAKEN FROM CURRICULUM MAPPER




Standards vs Courses (Depths)
Standard
10
9
8
7
6
5
4
3
2
1
0
9
1
5
3
7
3
2
2
7
5
2
8
Grade 1 Math
Grade 2 Math
Grade 3 Math
Grade 4 Math
Reinforced
Developed
Introduced
Not Spec


Pick the Conversation
Collect the Curriculum data
Make the Decisions

STEPS IN PROCESS

1. In your PLCs use varied sources of data to identify a curriculum target
2. Use collaboration to define it clearly
3. Begin data collection
4. Generate CM reports, collect assessment data, student work (2 weeks prior to planned conversation)
5. Host conversation using CM review process
6. Generate "Group" response to target

THANK YOU

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