Common Terms

Year Long Context Tool	Unit Curriculum Map	Modules
Shows when the standards are assessed for the purpose of examining student work as a faculty 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 options for curriculum choices that can be a part of a unit of study Lesson level view Helps build units of study that can be delivered at the building level

LEARNING SYSTEMS ASSOCIATES

Common Terms

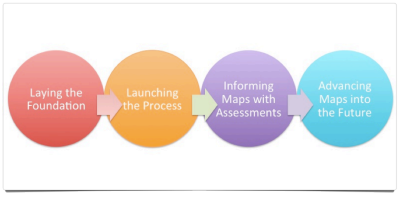
Year Long Context Tool	Unit Map	PD Map
Shows the Units for a given year and WHEN they are taught. Big Picture View Helps find large gaps and redundancies vertically	Shows the Content, Skills, Assessments that are taught within a Unit of study Middle Picture View Helps identify alignment, vocabulary relationships, 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

MPs = Mathematical Practices (8)

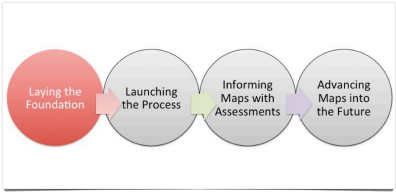
CLIs = Capacities of a literate individual (7)
College and Career Readiness Standards

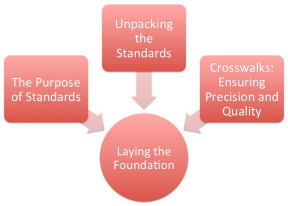
LEARNING SYSTEMS ASSOCIATES

FOUR PHASES



PHASE I





PHASE I: CREATING YEAR LONG CONTEXT TOOL

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
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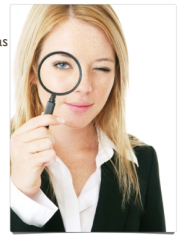
Step 5: Link CLIs or MPs to units through natural connections to standards or themes



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

Reading

Key Ideas and Details
R.1 Inferences, cite from text, Writing or Speaking
R.2 Central ideas or theme, Analyze main idea, Summarize
R.3 Analyze development of elements of a text
Craft and Structure
R.4 **Vocabulary**, Analyze word choice
R.5 Analyze the structure of texts
R.6 Assess how point of view or purpose shapes the content and style
Integration of Knowledge and Ideas
R.7 Media, illustrations
R.8 Delineate and evaluate the **Argument** and specific claims in a text,
R.9 Analyze two or more texts
Range of Reading and Level of Text Complexity
R.10 Complex Texts

Writing

Text Types and Purposes[1]
W.1 Opinion / **Arguments**
W.2 Informative / Explanatory
W.3 Narratives
Production and Distribution of Writing
W.4 Writing organization
W.5 Revising, editing, rewriting, or trying a new approach.
W.6 Media publication and integration
Research to Build and Present Knowledge
W.7 Short and sustained Research
W.8 Multiple sources Media
W.9 Analysis, reflection, and Research from texts
Range of Writing
W.10 Time (short and long periods) Reflections, Research, Revision

Speaking & Listening

Comprehension and Collaboration

SL.1 Conversations Speaking and Listening

SL.2 Media Speaking and Listening

SL.3 Evaluate a speaker's point of view, Listening

Presentation of Knowledge and Ideas

SL.4 Present information, Speaking

SL.5 Present Media Speaking

SL.6 Adapt speech Speaking

Language

Conventions of Standard English

L.1 Grammar and usage when Writing or Speaking

L.2 Capitalization, punctuation, and spelling Writing

Knowledge of Language

L.3 Apply language, meaning or style

Vocabulary Acquisition and Use

L.4 **Vocabulary,** multiple-meaning words and phrases, Analyzing word parts

L.5 Figurative language, word relationships, and nuances in word meanings.

L.6 Academic and domain-specific Vocabulary, Writing & Speaking

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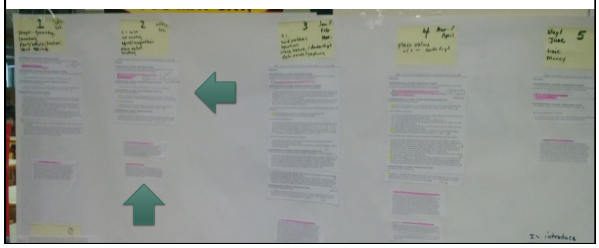
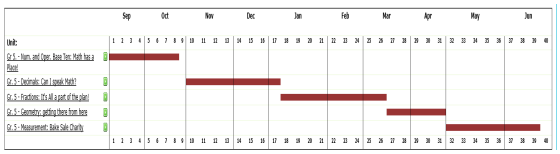
STEP 4: ORGANIZING YEAR LONG CONTEXT

- Identify standards you are working with
- Read the standards
- Identify if each one is a beginning of year, middle of year, or end of year standard.
- Build "piles" of standards that are connected in some way and can build assessments that make sense for learning.
- Identify central ideas or themes that are connected to these "piles" (MPs and CLIs are aligned here)

YEAR LONG CONTEXT TOOL



SAMPLE YEAR LONG CONTEXT – CONSIDER TIMING



Sample from Rubicon Atlas Software

LITERACY SAMPLE…

Introduction	Unit 1	Spiraled	Introduction	Unit 2	Spiraled
RL 1-3 W3, W4 L1, SL 1			RI 1-3 W2, W5 SL 4		W4 L1, SL1

Unit 3		Unit 4	
RI 4-10 W1, W6 - 9 L2, L4, L6, SL 2, SL 5	RI 1-3 W4-5 L1,	RL 4-10 SL 6 L3, L5	RL 1-3 W1, W6-9 SL1, 4-5

Unit 5		Unit 6	
W10 SL 2, SL 3	RI 6-9 W6-9 SL 1, 4-6		RL 1-10 W3, W4-10 SL 4-6 L1-3

MATHEMATICS SAMPLE GRADE K…

Introduction	Unit 1	Spiraled	Introduction	Unit 2	Spiraled
CC 1, 3, 4a-c, 5 MD 2, 3, 4 G1-2			CC 6, 7 MD 1		CC 1, 3, 4a-c, 5 MD 2, 3 G1

Unit 3m		Unit 4	
CC 6, 7 OA 1-4	CC1, 3, 4a-c, 5 MD 1-3 G1	G 4-6	CC1, 4a-c, 5, 6 MD 3 G1-2

Unit 5		Unit 6	
CC 2 OA 5 NBT 1	CC1, 3, 4a-c, 5, 6, 7 OA 1-4 MD 1, 3		CC 1-6 MD 3

MATHEMATICS SAMPLE GRADE 3…

Introduction	Unit 1	Spiraled	Introduction	Unit 2	Spiraled
NBT 1-3			OA 1-9		

Unit 3		Unit 4	
NF 1-3		G1-2	

Unit 5		Unit 6	
MD 1-8			OA3, OA7, OA8, NBT 2, 3, NF3, 3a, MD1

MATHEMATICS SAMPLE GRADE 5…

Introduction Unit 1	Spiraled	Introduction Unit 2	Spiraled
OA 1, 2.1 NBT 2, 5, 6		OA 1, NBT 1, 3a-b, 4, 7 NF 3	NBT 2,5,6
Unit 3		**Unit 4**	
NF 1, 2,4a-b, 5a-b, 6, 7a-c	NF 3	MD 3a-b, 4, 5a-c	OA 1 NBT 5
Unit 5		**Unit 6**	
G3-4		OA 3 MD 1 G1-2	OA 1, 2 NBT 3a-b
Unit 7		**Unit 8**	
NF 6 MD 2	NBT 5-6		

ONE MORE POSSIBILITY…

Introduction Unit 1	Spiraled	Introduction Unit 2	Spiraled
RL 1-3 W3, W4 L1, SL 1		RI 1-3 W2, W5 SL 4	W4 L1, SL1
Unit 3		**Unit 4**	
RI 4-10 W1, W6 - 9 L2, SL 2, 5	RI 1-3 W4-5 L1, SL1, 4	RL 4-10 SL 6 L3	RL 1-3 W1, W6-9 SL 4-5
Unit 5		**Unit 6**	
W10 SL 3	RI 6-9 W6-9 SL 1-2, 4-6		RL 1-10 W3, W4-10 SL 4-6 L1-3

One more possibility…

Introduction Unit 1	Spiraled	Introduction Unit 2	Spiraled
RL 1-3 W3, W4 L1, SL 1		RI 1-3 W2, W5 SL 4	W4 L1, SL1
Unit 3		**Unit 4**	
RI 4-10 W1, W6 - 9 L2, SL 2, 5	RI 1-3 W4-5 L1, SL1, 4	RL 4-10 SL 6 L3	RL 1-3 W1, W6-9 SL 4-5
Unit 5		**Unit 6**	
W10 SL 3	RI 6-9 W6-9 SL 1-2, 4-6		RL 1-10 W3, W4-10 SL 4-6 L1-3

Grade 7 ELA YLC

Introduction Narrative Spiral		Introduction Informational Spiral	
RL 1-4, 10 W3, W4 L1a-c, SL 1		RI 1-4, 10 W2, W5 SL 4 L3a	W4 L1a-c, SL1
Argument / Informational		**Argument / Literature**	
RI 5-9 W1, W6 – 9b L2a-b, SL 2, 5	RI 1-4, 10 W4-5 L1a-c, SL1, 4	RL 5 (drama), RL 6-7 (media), 9 SL 3, 6 L5a-c	RL 1-4, 10 W1, W6-9a L3a
Research		**Narrative**	
W10 L4a-d	RI 8-9 W6-9b L 6 SL 1, 4		RL 1-4, 5 (poetry), RL 6-7(poetry) 9-10 W3, 6-9a, 10 SL 2, 5

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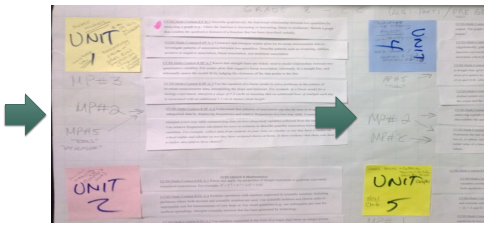
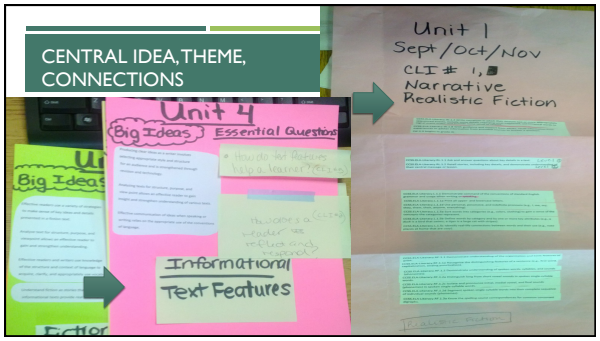
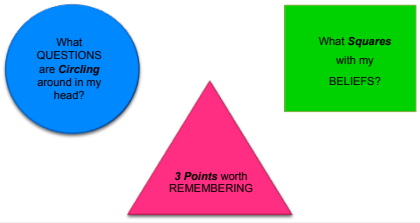
STEP 5: ALIGN MPS OR CLIS TO POTENTIAL UNITS



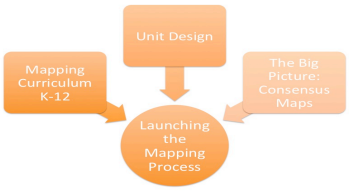
CENTRAL IDEA, THEME, CONNECTIONS



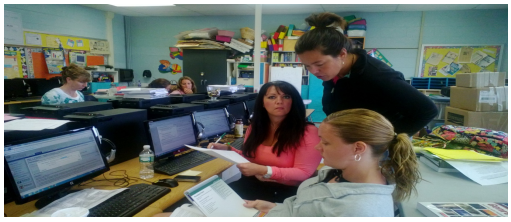
HOW ARE THINGS SHAPING UP?



PHASE II



TEACHERS BUILDING UNITS IN SOFTWARE



PHASE 2: CREATING UNITS OF CURRICULUM

Step 6: Aligning Central Ideas to Essential Questions and Assessments (Evidence)

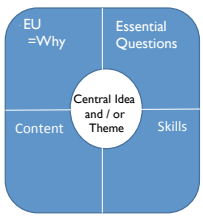
Step 7: Unpacking standards into precise content and precise skills statements and align to Assessments (evidence)

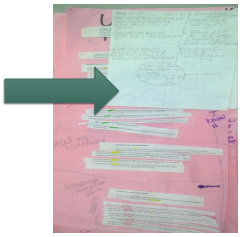
Step 8: Craft Key Terms, Activities, and all elements of the unit template

Step 9: Alignment and Revisions for quality

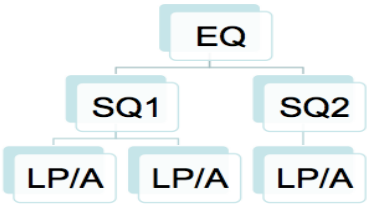
Step 10: Examine student work and refine curriculum delivery

STEP 6 : ALIGNMENT WITH PRE-MAPPING ACTIVITY





What is an Essential Question?



STEP 7 CONT. : UNPACKING THE STANDARDS

- **Identify** the standards for the unit
- Underline the verbs and **highlight** the nouns
- **Examine** the Verbs for preciseness – ask "What would this look like in the classroom?" and "What would I see the student do to produce evidence of this?" Change the verb if necessary.
- **Prioritize** the nouns into two groups:
  1) Items of content and
  2) Clarifiers that make the skills precise

STEP 7: PRECISE CONTENT AND SKILLS

- Content = nouns "the WHAT"
- Content = bulleted list Skills = action verbs "students DO"
- Skills = observable and measurable
- Skills = directly aligned to assessments

"That isn't what I meant when I said strip and wax the floor!"

Precise content and skills matter

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.	

Samples at LSA-PUBLIC.RUBICONATLAS.ORG under CCSS Math Grade 5

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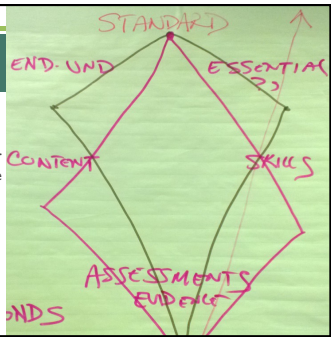
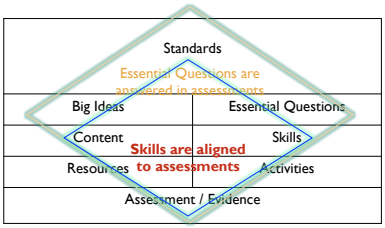
STEP 9: DIAMONDS OF ALIGNMENT

- Essential Questions are answered by students and give evidence of the central ideas being understood.
- Children are metacognitively aware of their own learning process.
- Skills are observed and / or measured.
- Evidence of the standards are either tangible products or performances.



DIAMONDS OF ALIGNMENT



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STEP 10: ASSESSMENTS / EVIDENCE

- Assessments are answers to the Essential Questions. These will be evidence of both the standards and the Central Ideas.
- Assessments are tangible products or performances of the Skills (if we say "list" in skills there is a "list" in assessments)
- Assessments are are summative or formative
- Assessments are DIRECTLY aligned to the Standard – labeled right in the unit map.
- Collect Student work to evaluate the unit and refine going forward

NEXT STEPS

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

- What do you and your colleagues still need?