

Guaranteed & Viable Curriculum

Westridge Elementary School

May 2017

Objectives:

- Increase shared knowledge about curriculum mapping
- Introduce the implementation plan to move towards guaranteed & viable curriculum
- Provide an opportunity for asking & answering questions

Agenda

Welcome

Intro to Guaranteed & Viable Curriculum

Curriculum Mapping

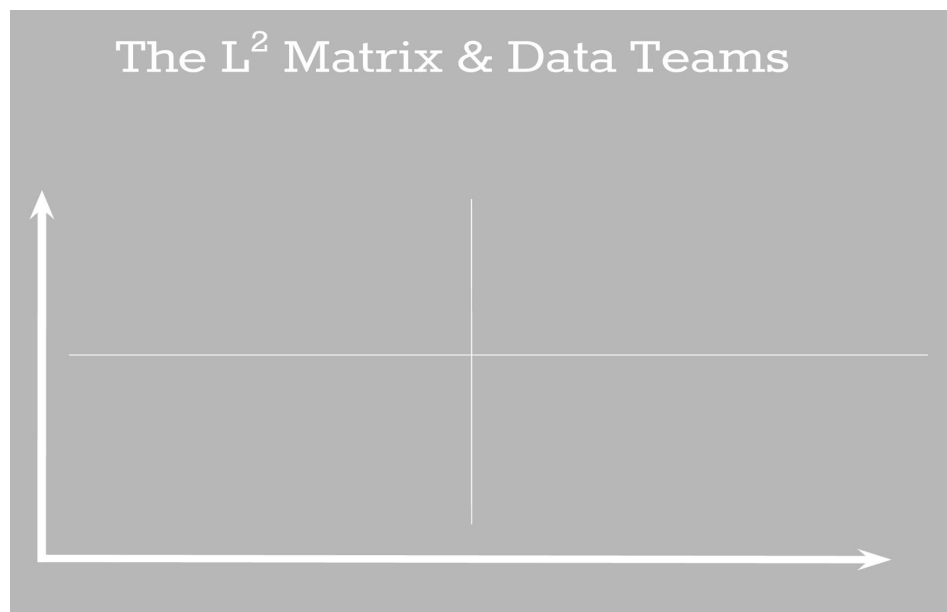
- Projection Map
- Unit Map
- Backwards Map



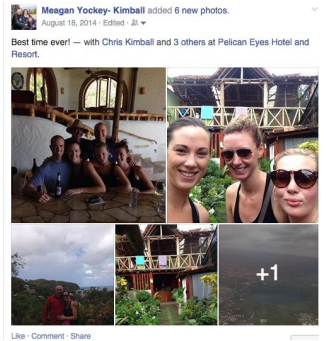
Implementation for AHP

What to expect on Projection
Mapping day

Dear Facilitator (Q&A)

Reflection/Closing



	Type of Map	Use	Notes
			
			
			

ELA 3rd Grade	Routines and Rituals 5 Days	Unit 1 Module A 30 days	Unit 1 Module B 30 days	Unit 2 Module A 25 days	Unit 3 Module A 15 days	Unit 3 Module B 15 days	Flex Days 2	Unit 2 Module B 25 days
2017-2018 Dates	9/6 - 9/12	9/13-10/25	10/26- 12/15	1/10 - 2/15	2/21 - 3/14	3/15 - 4/ 13	4/16- 4/17	4/18-5/23
Reading Foundational	RF.3c Multisyllable words RF.4 Accuracy & fluency RF.4a Purpose, Understanding RF.4b Accuracy, rate, expression L.1J Posición del adjetivo L.2a Empleo de la mayúscula L.2b Acento ortográfico L.2c Concordancia de adjetivos con sustantivos. L.2d Usan el número de sílabas L.2e Sílaba que lleva el énfasis (última, penúltima, antepenúltima). L.2g Consultar traducciones	RF.3a Prefixes, Derivational Suffixes RF.3b Latin Suffixes RF.4c Context Clues L.2a Reconoce cogrados L.2b Empleo de la mayúscula L.2c Acento tónico L.2d Vocablo o sílaba o /s/ L.2e Usan la preposición "de" para indicar el posesivo.	RF.3d Irregularly spelled words	L.2a Uso del guión L.2b Diminutivos y aumentativos L.1d Verbos regulares, irregulares L.1e Verbos en el modo subjuntivo	*DF.3k. homófonas L.1f Formas verbales formales e informales (tú-usted, ustedes)	*DF.3f. Palabras masculino o femenino	RF.3 Know & apply phonics for decoding words RF.3c Multisyllable words	
Spanish Foundational and Language Standards								
Reading RL/RI.10 Read Grade Level Text		*RL.9 Compare/contrast same author RL.1 Ask/Answer questions RL.3 Characters RL.5 stories, dramas, poems	*RL.2 (Main idea) RL.3 Relationships through text structures RL.4 Determine word meaning RL.5 Text features, search tools RL.7 Information from illustrations	RL.2 recount stories, central message	RL.4 Determine word meanings RL.6 Distinguish Point of View RL.7 Use illustrations	RL.8 Logical Connections between sentences and paragraphs RL.9 Compare contrast 2 texts RL.6 Point of View		RL.2 (Key details) RL.9 Compare contrast 2 texts RL.6 Point of View
Writing W.10 Write routinely		W.3a Narrative writing W.3a Establish a situation, Sequence W.4 Produce writing W.5 Reverse edit W.3c temporal words W.3d closure	W.2a Introduce W.2a Develop W.2b Linking words W.2d Conclude W.10 (Research)	W.3b Dialogue	W.1 Opinion writing W.1a Introduce, W.1b Reasons W.1c Linking Words W.1d Conclude W.10 (Audience)	W.6 Digital publishing W.10 (Purpose)		W.7 Research W.8 Recall, Gather, Take Notes
Speaking and Listening		SL.1 Collaborative discussions SL.1b Rules for discussion SL.4 (Tell story/recount experience SL.5 (Engaging recording)	SL.1a Prepared for discussion SL.1c (Stay on topic) SL.2 (Main idea details)	SL.1c (Ask questions to check understanding) SL.3 Ask/answer questions SL.6 Complete sentence	SL.1d Explain ideas SL.5 (Add visual display)	SL.5 (Add visual display)		SL.2 (Diverse texts and media) SL.4 (Report on topic)
Language L.6 Use word and phrases acquired L.3 Use language and conventions		L.1 Regular irregular nouns L.1a (Nouns, verbs, pronouns) L.1c Simple verb tenses L.2c Conventional spelling HF words and add suffixes L.2f Spelling patterns L.3a Words/Phrases for effect L.6 (Conversational) words phrases	L.1a (Adjectives) L.1 (Simple sentences) L.4 Unknown multiple meaning words L.4d Glossaries, Dictionaries L.5 Relationships, Nuances in meaning L.4b Affixes meaning of word L.4c Root words to determine meaning L.4e (Domain, academic) words, phrases	L.1a (Adverbs) L.1f (Subject verb agreement) L.5a Literal/nonliteral meanings L.2a Capitalize words in titles L.2b Commas in address L.2c Commas quotations dialogue L.3b Spoken/written English L.5c Shades of meaning	*L.2d Possessives L.1g Comparative/superlative/ adjectives) L.2 Demonstrate command of conventions in speaking/writing L.2d Demonstrate command of conventions	L.1 Regular irregular verbs L.1h Coordinating/subordinating conjunctions L.2g Use reference materials		L.1f (Compound complex sentence agreement) L.4a Context clues L.1d Regular irregular verbs L.1h Coordinating/subordinating conjunctions L.2g Use reference materials
English Language Proficiency Standards (ELPS)		ELP.3 (Speak and write, literary text and topics) (oral presentations, written narratives) ELP.8 words and phrases in (literary text (using context, reference, and ELP.10) (write English (past tense irregular verbs)	ELP.3 (Speak and write about informational text and topics) (compose informational text) speaking and writing {Adapt language choices, as appropriate, to formal and informal contexts, use a variety of phrases in conversations or in short written text ELP.9 Create grade-appropriate speech and text with independent control, introduce an informational topic, present facts, use temporal words, use linking words, provide concluding statement}	ELP.1 Construct meaning from oral presentations and literary texts; (determine main idea, key details, recall stories) ELP.7 Adapt language choices to conclude statements, about discussions, based on the needs of the audience ELP.8 Deliver oral presentations, based on the needs of the audience (determine the meaning of less-frequent words, phrases, and idiomatic expressions)	ELP.4 Construct oral and written claims; (introduce topic, express opinions, give several reasons; provide concluding statement, about discussions, based on the needs of the audience) ELP.9 Analyze and critique arguments orally and in writing (describe how reasons support an author's points) ELP.7 Adapt language choices to (audiences) when speaking and writing	ELP.2 Participate in oral and written exchanges (participate in extended discussions, conversations, and written exchanges. Follow the rules for discussion, ask and answer questions, based on the needs of the audience) ELP.8 Determine meaning of words and phrases in oral presentations and (informational) text (some general academic, content specific vocabulary) ELP.10 Use accurate standard English (produce/expand simple, compound & complex sentences).		ELP.5 Conduct research, evaluate communicate findings to answer questions or solve problems (carry out short research projects, recall information from past experience, gather information from multiple sources, form conclusions in multiple ways) ELP.8 Determine meaning of words and phrases in oral presentations and (informational) text (some general academic, content specific vocabulary) ELP.10 Use accurate standard English (produce/expand simple, compound & complex sentences).

Standard	Enduring Understanding	Essential Questions	Vocabulary	Learning Targets	Assessment	Instructional Strategies
RI.2 Identify the main topic and retell key details of a text.	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?	main idea topic retell key detail important vs. interesting text	I can define main idea/topic (who or what the text is mostly about).(K) I can identify the main idea or topic of a text.(S) I can retell the key details of a text in sequence (e.g., who, what, where, when, why, and how).(S)	-Pre assessment occurred in unit 1 (using water cycle text and DRA retell rubric lines only Response sheet graphic organizer (PM) -Recycling text using DRA retell rubric lines only	ELA Adoption Unit 2: Lessons 1,2, consolidate lessons 3 & 4, teach 5,6,9 and leave four days for lesson 11 (it's the heart!!!). Skip lessons 7,8,10 *Anchor chart (Think bubbles re: who, what, where, when, why) *CCD for main idea, retell, key detail *Relate to our writing and bridge the connection to reading (check writing to sources from adoption to strengthen link) *Model thinking aloud after using pictorial input (create w/ composting process text) *Turn and tell for practice with shared texts *Response in reading journals/sticky notes. *Response sheets-story mapping-graphic organizer. (with GRR model, shared, table groups, partners, solo, and second solo will be progress monitor). *Review other comprehension strategies and also referring to their strategy cards.

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Reflection:

Define Guaranteed & Viable Curriculum:

One thing I want to remember is:

My next step will be:

One thing that would have made this time better for me: