

PLC Training
Unit Mapping - Step 1
Westridge Elementary School
August 2017

Objectives:

- Briefly Review the Steps of the Process
- Increase Shared Understanding about the Flow of Step One
- Provide a Guided Practice Work Time

Agenda:

Welcome

Brief Process Review

Catch/Release for Step 1:

The “Flow”

Guided Practice

Types of Maps

“To-Do” List

- Pre-Assessment
- Scoring Agreements

Tools of the trade

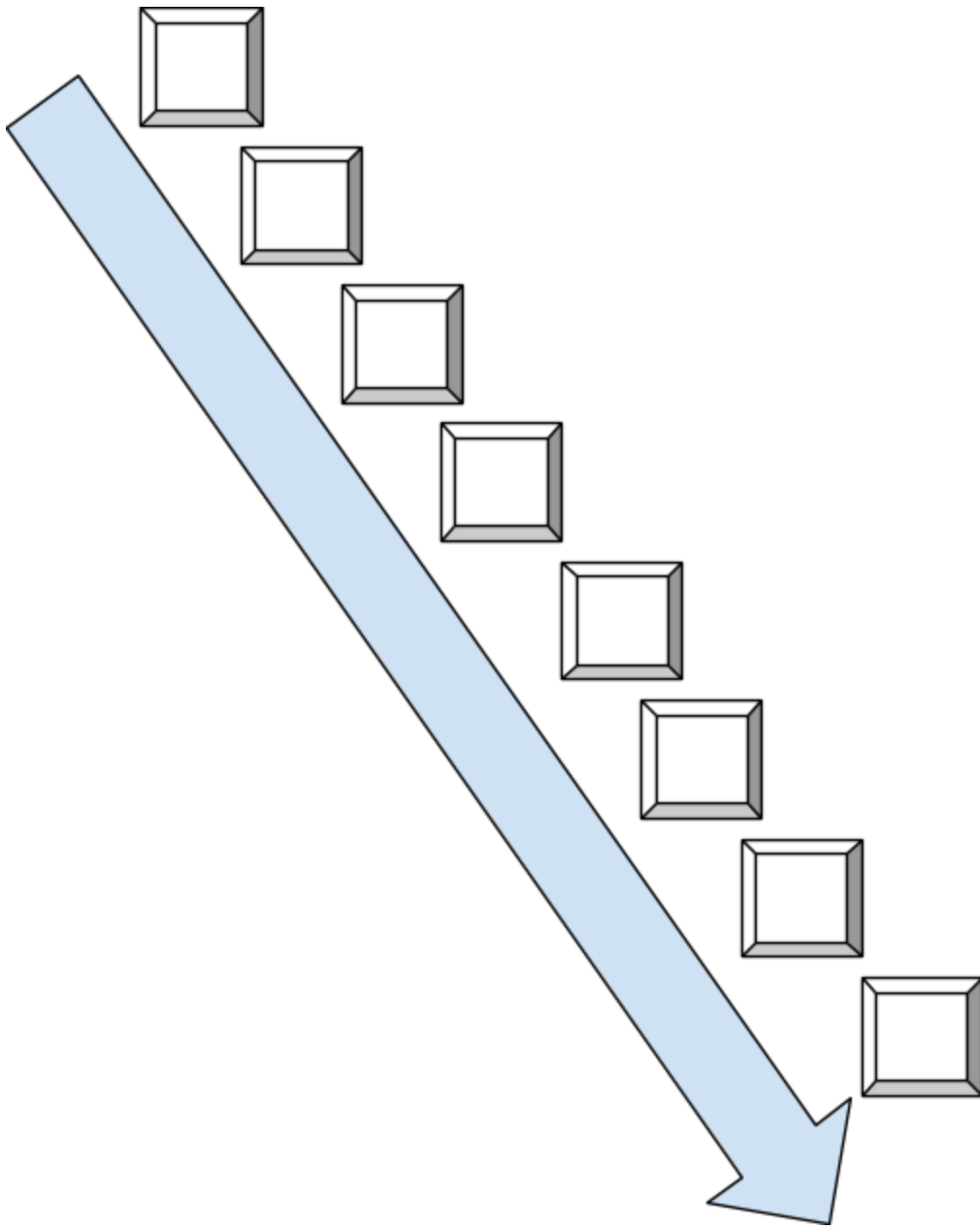
Closing/Reflection



Running Agenda (Black Box): <https://goo.gl/9aNFk7>

Deconstruction Template (Google Doc): <https://goo.gl/tmehFk>

The Flow of Step One: Plan and Prepare



Standard	Enduring Understanding	Essential Questions	Content and Vocab	Learning Targets	Assessment	Instructional Strategies and Resources
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.	<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>main idea topic retell key detail important vs. interesting text</p>	<p>I can define main idea/topic (who or what the text is mostly about).(K)</p> <p>I can identify the main idea or topic of a text.(R)</p> <p>I can retell the key details of a text in sequence (e.g., who, what, where, when, why, and how).(R)</p>	<p>-Pre assessment occurred in unit 1 (using water cycle text and DRA retell rubric lines only</p> <p>Response sheet graphic organizer (PM)</p> <p>-Recycling text using DRA retell rubric lines only</p>	<p>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</p> <p>*Anchor chart (Think bubbles re: who, what, where, when, why)</p> <p>*CCD for main idea, retell, key detail</p> <p>*Relate to our writing and bridge the connection to reading (check writing to sources from adoption to strengthen link)</p> <p>*Model thinking aloud after using pictorial input (create w/ composting process text)</p> <p>*Turn and tell for practice with shared texts</p> <p>*Response in reading journals/sticky notes.</p> <p>*Response sheets-story mapping-graphic organizer. (with GRR model, shared, table groups, partners, solo, and second solo will be progress monitor).</p> <p>*Review other comprehension strategies and also referring to their strategy cards.</p>

Online Deconstruction Template: <https://goo.gl/tmehFk>

Deconstructing the Standard(s):

Standard:

Type(s)

- Knowledge
- Reasoning
- Performance Skill
- Product

Circle the Nouns. Underline the Verbs.

Define Nouns:

Define Verbs:

Learning Targets What is the knowledge, reasoning, skill or product target underpinning this objective?			
Knowledge Targets: What knowledge is necessary?	Reasoning Targets: How are students using knowledge to solve a problem, make a decision, etc.	Performance Skill Targets What must students be able to do? How are they using knowledge and reasoning to perform a task?	Product Target: What are students asked to produce or create?

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Marzano's Instructional Strategies

The Nine Categories of Instructional Strategies

Category	Definition
Setting Objectives and Providing Feedback	Provide students with a direction for learning and with information about how well they are performing relative to a particular learning objective so they can improve their performance.
Reinforcing Effort and Providing Recognition	Enhance students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Provide students with abstract tokens of recognition or praise for their accomplishments related to the attainment of a goal.
Cooperative Learning	Provide students with opportunities to interact with one another in ways that enhance their learning.
Cues, Questions, and Advance Organizers	Enhance students' ability to retrieve, use, and organize what they already know about a topic.
Nonlinguistic Representations	Enhance students' ability to represent and elaborate on knowledge using mental images.
Summarizing and Note Taking	Enhance students' ability to synthesize information and organize it in a way that captures the main ideas and supporting details.
Assigning Homework and Providing Practice	Extend the learning opportunities for students to practice, review, and apply knowledge. Enhance students' ability to reach the expected level of proficiency for a skill or process.
Identifying Similarities and Differences	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways in which items are alike and different.
Generating and Testing Hypotheses	Enhance students' understanding of and ability to use knowledge by engaging them in mental processes that involve making and testing hypotheses.

List of Effective Strategies (Sample ELL & GLAD Strategies)

- Learning Targets
- Language Objectives
- Daily Plan/Schedule

Graphic organizers are visible

- ABC chart
- CCD (Cognitive Content Dictionary)
- Exploration chart
- Inquiry chart
- Mind map
- SPC-sentence patterning chart
- Story map
- T-Chart
- Process Grid
- Teacher made direction chart
- Venn
- Student made charts




Input Charts with essential concepts

- Pictorial
- Comparative
- Timeline
- World Map
- Narrative

Evidence of teacher and student input on the chart

Other GLAD/ELL strategies visible

- Chants, songs memory devices
- Color coding
- Coop strip paragraph
- Guess My Category
- Illustrated word bank
- Multicultural connection
- Observation charts
- Picture file
- Pocket chart activities
- Realia
- Research center
- Scouts
- Sentence frames
- Word card review

	Type of Map	Use	Notes
			
			
			

Notes on Pre-assessments and scoring agreements

Feedback Form

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I want to remember _____

My next tiny step will be _____

My next **BIG** step will be _____

Other Feedback _____