

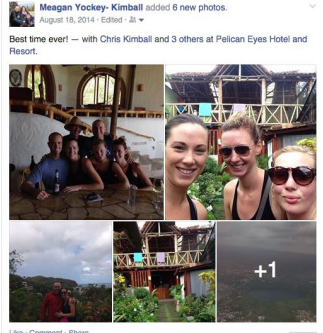


The WHY Behind Mapping Salem-Keizer School District Participant Packet

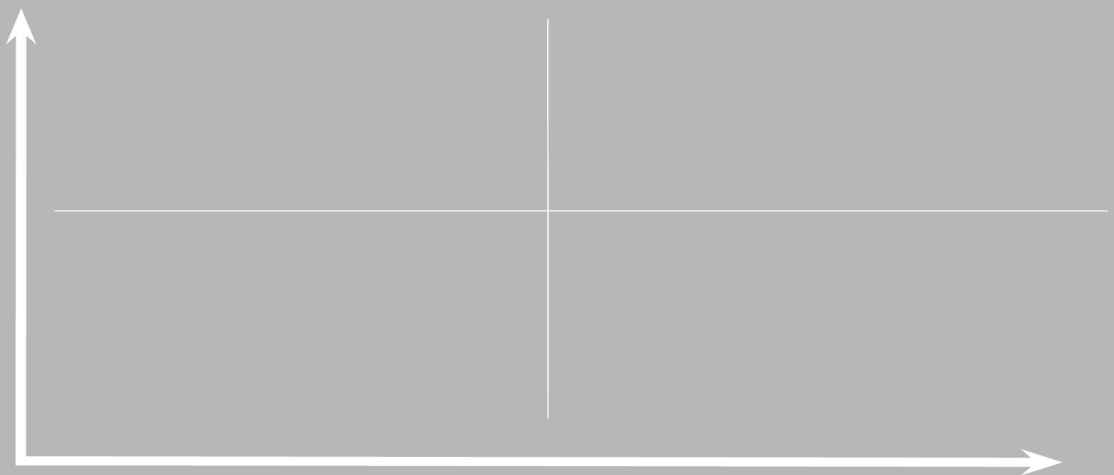
Objectives:

- Build shared understanding about curriculum mapping
- Clarify realistic timelines and outcomes for data team work
- Provide an opportunity for question/answers

	Name of Map	Use	Notes
			
			
			

"A curriculum is the
important initiative a school or district can engage in to raise
."

The L² Matrix & Data Teams



REFLECTION PAGE

**The WHY Behind Mapping
Salem-Keizer School District
Participant Packet**

Objectives:

- Build shared understanding about curriculum mapping
- Clarify realistic timelines and outcomes for data team work
- Provide an opportunity for question/answers

Reflection:

I want to remember:

Something that is not clear is:

Other Feedback:

Unit Curriculum Map

School:	Grade Level:	Subject(s):	Enduring Understanding	Essential Questions	Content and Vocabulary	Suggested Learning Targets (Knowledge, Skills, Reasoning, Product)	Assessment	Instructional Strategies
Month Nov/ Dec	24 Days	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	What do good writers do? What's my purpose and how do I develop it?	opinion reason link connection introduction concluding statement	K: I can identify a topic or title of a book to write about I can recognize and define opinions, concluding sections, statements, linking words (e.g., because, and, also) R: I can support my opinion with reasons. I can link my opinions and reasons with connecting words. I can form an opinion about a text or topic I can organize writing to: introduce, support, and conclude. P: I can write an opinion piece with an introduction, supporting reasons, and a concluding statement/section I can write an opinion piece that uses effective words to link opinions and reasons,	Pre/Post Writing Sample One on book, one on holiday Use 2nd grade scoring guide elaboration and conventions only Progress Monitors TBD	ELA Writing Adoption Unit 2: Skip Intro lesson (1) and do opinion observation charts, then anchor chart. Then teach lesson 2-7, skip 8, teach 9 (give extra day for this), teach 10-12. Possible Support Strategies: Observation Chart Anchor Chart (See example from last year) Cooperative Strip Paragraphs (Class, team, partner) Examples/Non examples for pairing opinion and reasons.
		2.L.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Note: Only Bullet A is a focus for this cycle) a.Capitalize holidays, product names and geographic names	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Why do the rules of language matter? Communicating clearly: What does it take?	capitalize holiday geographic product name	K: I know when to capitalize a word. I can recognize holidays, product names, and geographic names. I capitalize holidays, product names and geographic names in my writing.	Pre/Post Writing Sample see above. Progress Monitors TBD	ELA Conventions Adoption Unit 3. Use lessons 1-3, skip lesson 4, Consolidate 5,6 and teach 7-8. Leave two extra days for lesson 10. Possible Support Strategies: -Capitalization anchor charts -farmer in the dell -unknown words

Unit Curriculum Map

School:	Grade Level:	Subject(s):	Enduring Understanding	Essential Questions	Content and Vocabulary	Suggested Learning Targets (Knowledge, Skills, Reasoning, Product)	Assessment	Instructional Strategies
Month Nov/ Dec	21 Days (Note: Cut down three days to use in previous unit)	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	What do good writers do? What's my purpose and how do I develop it?	opinion reason link connection introduction concluding statement purpose topic	K: I can identify a topic or title of a book to write about I can define: fact, opinion, conclusion, linking words R: I can support my opinion with reasons. I can link my opinions and reasons with connecting words. I can form an opinion about a text or topic I can organize writing to: introduce, support, and conclude. P: I can write an opinion piece with an introduction, supporting reasons, and a conclusion. I can write an opinion piece that uses effective words to link opinions and reasons,	Pre/Post Writing Sample: One on book (can be like/dislike type recommendation), one on favorite school special (PE, Music, Library etc) Use 2nd grade scoring guide elaboration and conventions only. Progress Monitor: Options: Observation of Coop Strip Paragraph is class with check list, partially complete paragraph adding in just linking words, kids short independent writing in journals	ELA Writing Adoption Unit 2: Skip Intro lesson (1) and do opinion observation charts, then anchor chart, use input chart for current science unit on recycling/earth care. Then teach lesson 2-7, teach lesson 8 (we need this... Skipped in last time and realized that was a mistake... skip lesson 9 instead (takes too long and isn't as strong as it appears), teach 10, consolidate 11 and 12 into one day by combining the shared and independent practice teach points (they are very similar). Support Strategies that worked last year: Observation Chart Anchor Chart (See example from last year - adding in science piece) Cooperative Strip Paragraphs (Class, team, partner) Examples/Non examples for pairing opinion and reasons. Partner review for feedback (noticing how many linking words/phrases are used, which words were used and one recommendation to improve).
		2.L.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Note: Only Bullet A is a focus for this cycle) a.Capitalize holidays, product names and geographic names	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Why do the rules of language matter? Communicating clearly: What does it take?	capitalize holiday geographic product name	K: I know when to capitalize a word. I can recognize holidays, product names, and geographic names. I capitalize holidays, product names and geographic names in my writing.	Pre/Post Writing Sample see above. Progress Monitors Options: Circle Caps in your writing (and turn in to verify awareness) Short ticket out the door - one each for holiday, products, and geo. Then one intermixed. Quick Look at writers notebooks for current writing to see if they are transferring (pile yes/no) and note which errors are still showing up.	ELA Conventions Adoption Unit 3. Use lessons 1-3, skip lesson 4, Consolidate 5,6 (this only works if you cut down on practice opportunities and increase discussion about why/which things to capitalize then teach 7 as follow up .Skip 8, teach 9, 10 as is. Support Strategies: -Capitalization anchor charts -farmer in the dell - add in CCD for products and geographic