

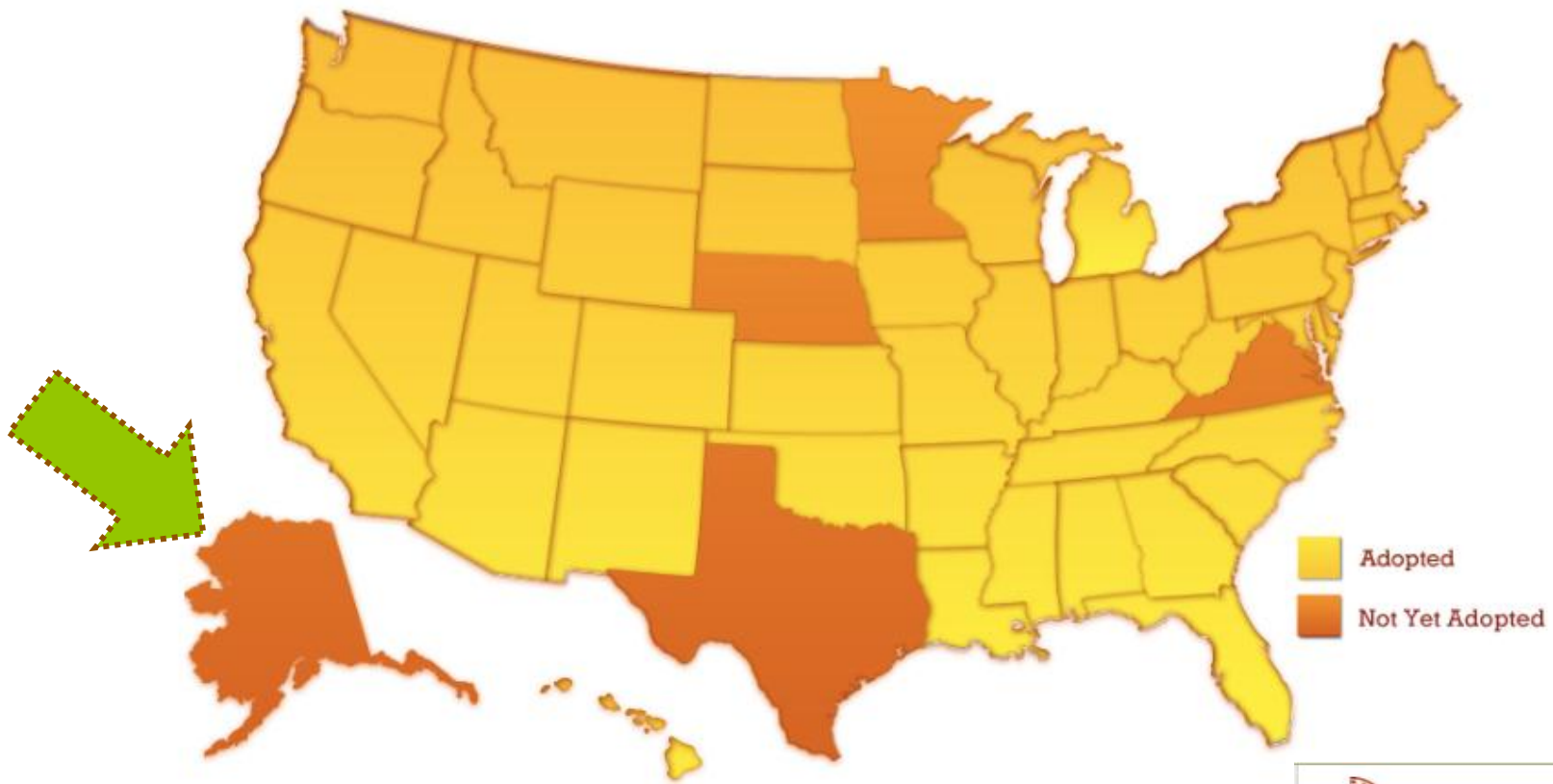
ANSWERING
THE FIVE ESSENTIAL QUESTIONS
ARTICULATING A GUARANTEED & VIABLE CURRICULUM



OUR FIVE ESSENTIAL QUESTIONS:

1. What do our students need to know? (Curriculum)
2. How will they learn it? (Instruction)
3. How will we know if they have learned it? (Assessment)
4. What will we do if they don't learn it? (Intervention)
5. What will we do if they already knew it? (Enrichment)







Assessment, Accountability and Student Information

Alaska Standards, Grade Level Expectations, and Available Curricula

NOTE: To view the following files, you will need to have Adobe Acrobat Reader installed on your computer.

NEW NEW ALASKA ENGLISH/LANGUAGE ARTS AND MATHEMATICS STANDARDS

Driven by a desire to better prepare graduates for college and careers, the department with the support of Alaska educators and stakeholders has revised the English Language Arts and Mathematics Standards to adequately prepare Alaskan students to compete globally. The Standards were adopted June 2012.

- MS Excel - [Math / ELA](#)
- Tab delimited text file - [Math / ELA](#)

NEW TOOLKIT FOR THE TRANSITION TO THE NEW ALASKA ENGLISH/LANGUAGE ARTS AND MATHEMATICS STANDARDS

As Alaska school districts transition to the new standards, tools will be provided to make the transition effortless.

How Do I...

PUBLIC

- » Find school calendar?
- » Find standards for educators in Alaska?
- » Get mailing labels of Alaska schools/districts?
- » Make comments on regulations?

“**Standards** describe the destination that schools and students are supposed to reach, but by themselves have little power to affect change. Much else needs to happen to successfully journey toward that destination.” (emphasis added)


Chester E. Finn Jr. & Michael J. Petrilli(2010)
Now What? Imperatives & Options for “Common Core” Implementation & Governance

A well-articulated curriculum,
aligned to standards,
is critical for
student achievement.

Marzano 2003, 2006



DO WE CURRENTLY HAVE A GUARANTEED AND VIABLE CURRICULUM THAT ENSURES:

- All students learn the **same content** in a timeframe that meets their needs?
 - All students gain the skills necessary to succeed at the **next level** or course, *without gaps or mindless repetitions*?
 - All students are **assessed fairly**, with tools that accurately measure the skills developed?
 - All students exit the K-12 curriculum, having mastered the **same essential content and skills**?
- 

ANSWERING QUESTION #1

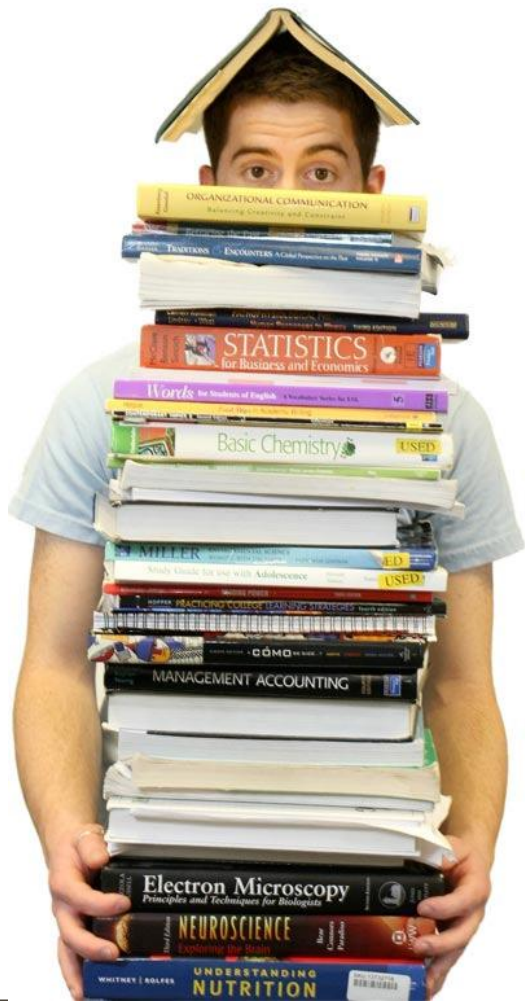
What do our students need to know?

Standards + **CONTENT**



**IN YEARS PAST,
CURRICULUM COMMITTEES STARTED WITH:**







“Don’t ask yourself what the world needs – ask yourself what makes you come alive, and then go do it. Because what the world needs is people who have come alive.”

– Howard Thurman



WHAT BRINGS EDUCATORS “ALIVE”?

Conversations about CONTENT & INSTRUCTION

- What are you teaching?
- Which lesson are you on?
- Have you read this book with your students?
- Which vocab strategies do you use?
- How did that project work?
- Have you tried ... ? How did it go ... ?
- Here's what I'm doing that's working for me and my students...
- What is working for you and YOUR STUDENTS ?



THE COMMON THREAD: LITERACY

Read the Common Core State Standards



English Language Arts
Standards



Mathematics Standards

Download the Standards:



Introduction to the Common Core State Standards



Application of the Standards for English Language Learners



Application to Students with Disabilities




Common Core State Standards for English Language Arts & Literacy in History/Social
Studies, Science, & Technical Subjects



English Language Arts Appendix A

OUR STARTING POINTS:

- **Common Core Standards**
 - **Common Core Curriculum Maps for English Language Arts**
 - **Core Knowledge Sequence for Science and Social Studies (Grades K-8)**
 - **DEEP and COMMON understanding of the standards on which the curriculum is built**
- 

Second Edition

WWW.COMMONCORE.ORG/MAPS

[Member Login](#)

COMMON CORETM CURRICULUM MAPS

ENGLISH LANGUAGE ARTS

[Home](#) | [About the Project](#) | [Membership](#) | [FAQs](#) | [Resources](#) | [Contact](#)



The Common CoreTM Curriculum Mapping Project

WRITTEN BY TEACHERS, FOR TEACHERS

The Common Core Curriculum Mapping Project provides educators with high-quality, low-cost curriculum tools based on the Common Core State Standards. Our Curriculum Maps in English Language Arts have been viewed more than **9 million times** since they went online in August 2010. These 76 detailed curriculum Maps and sample lesson plans are designed to help K-12 educators create the kind of “well-developed, content-rich curriculum” called for in the Common Core State Standards.



“Suggested Works”
Available at a
Discount


Core Knowledge Sequence

Content and Skill Guidelines for Grades K–8



Core Knowledge®

AUGUST 2012 WORK SESSIONS:

- **Select FOUR common units at each grade level (one per quarter)**
 - **Align Social Studies and Science content to these units (Grades K-8)**
 - **Understand the standards as a team**
- 

[Kindergarten](#) ▶ [Unit 1](#)[Previous](#) | [Next](#)

A Colorful Time with Rhythm and Rhyme

In this first six-week unit of kindergarten, students are introduced to colorful picture books, traditional poetry, and nursery rhymes filled with rhythm and rhyme.

ESSENTIAL QUESTION



How does rhyme affect the way that we hear and read poetry?

[Order Books](#)[Standards Checklist](#)

Interested in authoring your own lesson plan? [Here are instructions](#) along with this example from a member:

[Member Lesson Plan](#)[Rate this Unit](#) | **AVERAGE RATING ★★★★★**

▶ OVERVIEW

[Show All](#) | [Hide All](#) | [Top](#)

▶ FOCUS STANDARDS

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▶ SUGGESTED OBJECTIVES

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▶ SUGGESTED WORKS ☆

[Show All](#) | [Hide All](#) | [Top](#)

▶ SAMPLE ACTIVITIES AND ASSESSMENTS ☆

[Show All](#) | [Hide All](#) | [Top](#)

▶ READING FOUNDATIONS

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▶ ADDITIONAL RESOURCES ☆

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▶ TERMINOLOGY

[Show All](#) | [Hide All](#) | [Top](#)

▶ INTERDISCIPLINARY CONNECTIONS

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▼ OVERVIEW

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Focusing on phonological awareness, students are challenged to listen for rhythm and rhyming words within the literature. Concepts of print are taught as students read poems on wall charts and in informational books. Descriptions of gathered objects and artworks highlight the secondary focus on color, encouraging rich description, discussion in spoken language, and vocabulary development. In this early stage of writing, students use a combination of drawing, dictation, and writing to give opinions about favorite colors.

▼ FOCUS STANDARDS

[Show All](#) | [Hide All](#) | [Top](#)

These Focus Standards have been selected for the unit from the Common Core State Standards.

- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
- **RL.K.5:** Recognize common types of texts (e.g., storybooks, poems).
- **RF.K.2:** Demonstrate understanding of spoken words, syllables, and phonemes.
- **RF.K.2(a):** Recognize and produce rhyming words.
- **W.K.1:** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., "My favorite book is . . .").
- **SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- **SL.K.1(a):** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns talking about the topics and texts under discussion).
- **L.K.5:** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **L.K.5(a):** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.



[Common Core State Standards, ELA](#)

▼ SUGGESTED OBJECTIVES

[Show All](#) | [Hide All](#) | [Top](#)

- Recognize the difference between a storybook and a poem.
- Understand that poems (poetry) are written by poets and that they often rhyme.
- Distinguish between a verse (stanza) and a line in a poem.
- Identify the author and illustrator of a storybook and of an informational book.
- Ask questions about unknown words in a text.
- Understand the organization and basic features of print.
- Identify the front cover, back cover, and title page of a book; follow the words from left to right, top to bottom, and page by page.
- Understand that words are separated by spaces in print.
- Use a combination of drawing, dictating, or writing to share an opinion.
- Listen to others and take turns speaking while discussing favorite rhymes.
- Expand vocabulary by sorting objects (e.g., by color, noticing colorful places in school and describing objects with "color" adjectives).

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

LITERARY TEXTS

Nursery Rhymes

- "Diddle, Diddle, Dumpling" (Read Along)
- "Early to Bed" (Read Along)
- "Georgie Porgie" (Read Along)
- "Hey Diddle Diddle" (Read Along)
- "Humpty Dumpty" (Read Along)
- "Jack and Jill" (Read Along)
- "Jack Be Nimble" (Read Along)
- "Little Bo Peep" (Read Along)
- "Little Boy Blue" (Read Along)
- "Little Jack Horner" (Read Along)
- "Little Miss Muffet" (Read Along)
- "Old Mother Hubbard" (Read Along)
- "Pat-a-Cake" (Read Along)
- "Ring Around the Rosey" (Read Along)
- "Rock-a-Bye, Baby" (Read Along)
- "Roses Are Red" (Read Along)
- "Simple Simon" (Read Along)
- "Star Light, Star Bright" (Read Along)

Picture Books

- *And the Dish Ran Away with the Spoon* (Janet Stevens and Susan Stevens Crummel) (I)
- *Brown Bear, Brown Bear* (Bill Martin Jr. and Eric Carle) (Read Aloud)
- *Chicka Chicka Boom Boom* (Bill Martin Jr., John Archambault, and Lois Ehlert) (Read Aloud)
- *Clang! Clang! Beep! Beep! Listen to the City* (Robert Burleigh and Beppe Giacobbe) (Read Aloud)
- *Colors! Colores!* (Jorge Lujan and Piet Grobler) (Read Aloud)
- *Grandmother's Nursery Rhymes: Las nanas de abuelita* (Nelly Palacio Jaramillo) (Read Aloud)
- *If Kisses Were Colors* (Janet Lawler and Alison Jay) (Read Aloud)
- *Itsy Bitsy Spider* (Iza Trapani) (Read Aloud)
- *Mary Wore Her Red Dress* (Merle Peek) (Read Aloud)
- *My Many Colored Days* (Dr. Seuss) (EA) (Read Aloud)
- *Rap a Tap Tap, Here's Bojangles: Think of That!* (Leo and Diane Dillon) (Read Aloud)
- *Red Is for Dragon: A Book of Colors* (Roseanne Thong and Grace Lin)
- *Red, Green, Blue: A First Book of Colors* (Alison Jay) (Read Aloud)
- *The Real Mother Goose* (Blanche Fisher Wright) (Read Aloud)
- *The Red Book* (Barbara Lehman) (Read Aloud)

Poems

- "Halfway Down" (A.A. Milne) (E) (Read Aloud)
- "Mary Had a Little Lamb" (Sarah Josepha Hale) (Read Aloud)
- "Singing Time" (Rose Fyleman) (E) (Read Aloud)
- "Time to Rise" (Robert Louis Stevenson) (Read Aloud)
- "Twinkle, Twinkle, Little Star" (Ann and Jane Taylor) (Read Aloud)

INFORMATIONAL TEXTS

Nonfiction Books


- *A World of Colors: Seeing Colors in a New Way* (Marie Houblon) (Read Aloud)
- *All the Colors of the Rainbow* (Rookie Read-About Science Series) (Allan Fowler) (Read Aloud)
- *Colors (Learning with Animals)* (Melanie Watt) (Read Aloud)
- *Colors and Shapes: Los colores y las figuras* (Gladys Rosa-Mendoza, Carolina Cifuentes, and Michele Noiset) (Read Aloud)
- *I Spy Colors in Art* (Lucy Micklethwait) (Read Aloud)
- *Matisse: The King of Color* (Laurence Anholt) (Read Aloud)
- *My Five Senses* (Aliki) (E) ★★★★★ 1
- *The Magic School Bus Makes a Rainbow: A Book About Color* (Joanna Cole, Carolyn Braken, and Bruce Degan) (Read Aloud)

ART, MUSIC AND MEDIA

Art

- Diego Rivera, *Flower Day* (1925)
- Helen Frankenthaler, *Mountains and Sea* (1952)
- Henri Matisse, *The Dessert: Harmony in Red* (1908)
- James Abbott McNeill Whistler, *Arrangement in Black and Gray: The Artist's Mother* (1871)
- Pablo Picasso, *Le Gourmet* (1901)
- Paul Gauguin, *The Midday Nap* (1894)
- Pieter Bruegel, *The Hunters in the Snow* (1565)

UNIT MAPS ALSO INCLUDE:

- Sample activities and assessments
 - “Additional Resources” (e.g., videos, additional texts, links to lesson plans)
 - Terminology / Vocabulary
 - Interdisciplinary Connections
- 




Folklore: A Blast from the Past


This six-week unit focuses on what folklore (myths, legends, tall, and pourquoi tales) reveals about world cultures—including our own.

Rate this Unit | **AVERAGE RATING** ★★★★★

ESSENTIAL QUESTION

? How is folklore simultaneously revealing and limiting?

 [Order Books](#)

 [Standards Checklist](#)

Interested in authoring your own lesson plan? [Here's how to get started.](#)

▼ OVERVIEW

[Show All](#) | [Hide All](#) | [Top](#)

Students explore myths and legends from a variety of sources: ancient Greek or Roman civilizations; Russian history; Viking, Eskimo, or Latin American cultures; or other cultures of the students' choice. In addition, students read informational text, listen to music, and examine art from the myth's or legend's country of origin. Class discussions focus on the fact that folklore provides a limited view of a culture and that it's important to research the country before making sweeping generalizations about it. The goal of this unit is not only for students to find commonalities across this genre, but to discover countries and cultures other than our own. The culminating project is an informative/explanatory essay in response to the essential question.

▼ FOCUS STANDARDS

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- **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.6.1(c):** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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- **L.6.4(b):** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

BUT, WHAT ABOUT...?

- **GLEs**
- **Multi-grade classrooms**
- **Accountability** that guarantees
STUDENTS the same opportunity to learn

CRSD Multi-Grade Curriculum Rotation Map

Common Core Curriculum Maps for English Language Arts (Grades K-12)

Core Knowledge Social Studies and Science (Grades K-8)

Classroom Grade Combination	Even Year Fall Semester	Odd Year Fall Semester
K-1	K	1
2-3	2	3
4-5	4	5
6	6	6
7-8	8	7
9-10	10	9
11-12	12	11



2011-2012 SY	Odd Numbered Sequence
2012-2013 SY	Even Numbered Sequence
2013-2014 SY	Odd Numbered Sequence
2014-2015 SY	Even Numbered Sequence
2015-2016 SY	Odd Numbered Sequence
2016-2017 SY	Even Numbered Sequence
2017-2018 SY	Odd Numbered Sequence
2018-2019 SY	Even Numbered Sequence
2019-2020 SY	Odd Numbered Sequence

RESOURCES AVAILABLE FOR SUPPORT:

- Common Core State Standards (formally adopted in the CRSD in Fall 2010)
- EED's "Transition Tool" with Alaska's New Standards aligned to GLEs
- Common Core Curriculum Maps for English Language Arts
- Core Knowledge Sequence for Social Studies and Sciences, Grades K-8
- Kentucky's "Deconstructed" Standards for ELA and Math
- YOUR COLLEAGUES and the shared knowledge and expertise in this room

The image is a screenshot of the CRSD Teaching & Learning website. The header features the text "CRSD Teaching & Learning" and the URL "crsdteach.weebly.com". A sidebar on the left contains a menu with the following items: Home, In-Service Workshop Resources: Aug. 16, 2012 (highlighted with a yellow oval), Tech Tools For Teachers, ELearning Resources, CRSD Common Core Curriculum, Formative Assessment Tools, The ARTS!, and Professional Library. The main content area is titled "Workshop Resources: August 16, 2012 In-Service" and lists the following resources:

- Common Core State Standards
- Common Core Curriculum Maps for English Language Arts
- FAQs about the Common Core Curriculum Maps
- New Alaska English Language Arts and Mathematics Standards
- "Transition Tool" -- new AK Standards and GLEs
- Alaska's GLEs (current SBAs based on these until Spring 2016)
- CRSD Multi-Grade Curriculum Rotation Map
- CRSD Common Core Curriculum Maps: Common Units Menu
- Kentucky DOE "Deconstructed" Common Core Standards (English Language Arts)
- Kentucky DOE "Deconstructed" Common Core Standards (Math)
- REGISTRATION INFORMATION for Continuing Ed Units (CEUs) through PWSCC

READ TO LEAD:



“Nobody Loves Standards (and that’s O.K.)”

--Robert Pondiscio
June 14, 2012

QUESTION #3:

HOW WILL WE KNOW IF THEY HAVE LEARNED IT?

ASSESSMENT



COMMON FORMATIVE ASSESSMENT

A formative assessment, like a physical examination, can provide both the “doctor” and the “patient” with timely information regarding the patient’s well-being and can help with a prescription for an ailing person or assist a healthy person to become even stronger.

Common formative assessments inform the practice of individual teachers. They provide teachers with a basis of comparison as they learn, skill by skill, how the performance of their students is similar to and different from other students who took the assessment.

Common assessment is one of the most powerful, high-leverage strategies for improving student learning.....and it is available to all schools.

If all students are expected to demonstrate the same knowledge and skills, regardless of the teacher to which they are assigned, it only makes sense that teachers must work together in a collaborative effort to assess student learning.

DuFour, DuFour, Eaker, et. al.



WHAT DOES “COMMON” MEAN?

“The term *common assessment* refers to those assessments given by **TEACHER TEAMS** who teach the same content or grade level – those with “**COLLECTIVE RESPONSIBILITY FOR THE LEARNING OF A GROUP OF STUDENTS WHO ARE EXPECTED TO ACQUIRE THE SAME KNOWLEDGE AND SKILLS.**”

For the assessment to be common, **no teacher can opt out of the process; it must be common to all teachers who teach that course or grade level.**



BENEFITS OF COMMON FORMATIVE ASSESSMENTS

- Promote efficiency for teachers
- Promote equity for students
- Provide an effective strategy for determining whether the guaranteed curriculum is being taught and, MORE IMPORTANTLY, learned
- Inform the practice of individual teachers
- Build a TEAM'S capacity to improve its program
- Facilitate a systematic, collective response to students who are experiencing difficulty
- Offer the most powerful tool for changing adult behavior and practice

Bailey & Jakacic, 2012






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Assessment Components

Benchmarks

Administer benchmark tests online: select a class, subject, grade, and testing period to generate student login codes.

- [View Benchmark Reports](#)
- [Login To A School](#)
- [Add New User](#)
- [Transfer Users](#)
- [Manage Assessments](#) **NEW**

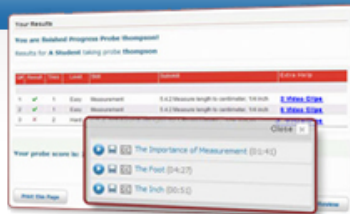


[Need help?](#)

Progress Zone

Create curricular probes that can be taken by your classes and students; share probes with other teachers in your school or district.

- [View My Probes & Reports](#)
- [Access the Probe Library](#)
- [Create or Edit Items](#)
- [Access the Item Library](#)



[Learn More »](#)

[Need help?](#)

RTI


Curriculum based measures provide frequent progress monitoring towards state proficiency expectations and a student's response to interventions.

- [View Probes](#)
- [Add Students](#)
- [Manage Students](#)


	Cons	Vowels	Rhyming
ANDERSON, J.M.	Mastery	Partial	Mastery
BYERS, D.L.	Mastery	Partial	Mastery
CHANG, M.R.	Mastery	Partial	Partial
DAVIS, G.L.	Partial	Partial	Partial
GLASS, M.M.	Mastery	Mastery	Non
JEFFERSON, M.C.	Partial	Partial	Partial



QUARTERLY COMMON FORMATIVE ASSESSMENTS

- Measure proficiency on focus standards identified in common unit for each quarter
 - Are NOT meant to be summative and may NOT be used for a “grade”
 - INFORM teachers, administrators, students, and parents
 - Guide instruction
 - Help to identify students in need of intervention and enrichment
 - Help to identify strengths/weaknesses of curricular materials
- 

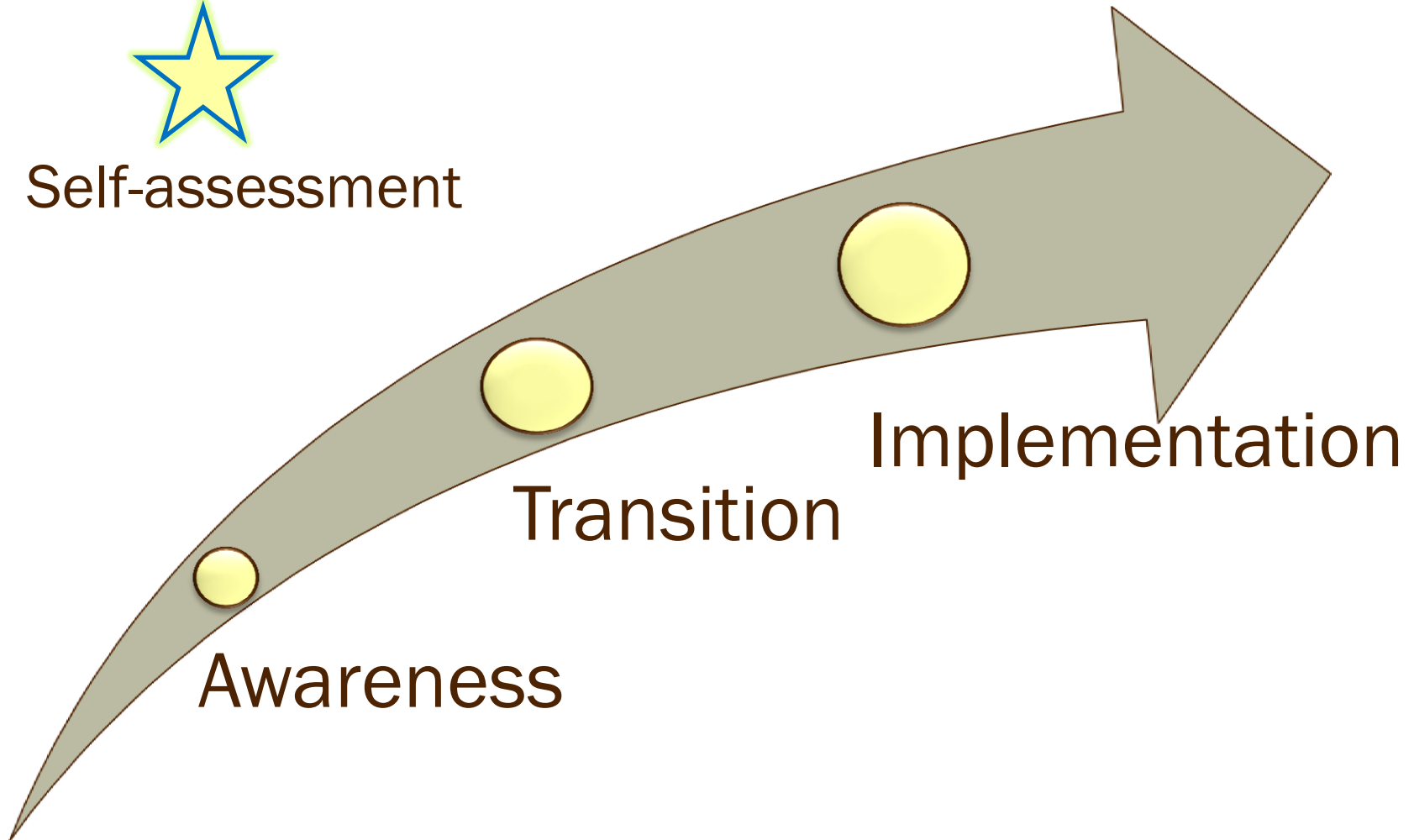
AND THEN WHAT?

- Monthly Admin Team conversations focusing on curriculum and data from CFAs
 - Site-level conversations during staff meetings and early-release days
 - District-wide conversations during early-release VTC meetings and in-service workshops
 - **ACTION** as a result of the conversations:
 - Intervention
 - Enrichment
 - Supplementary materials development
 - Mentoring and instructional coaching
- 

ALASKA STANDARDS TIMELINE ROLL-OUT PHASES



Self-assessment



Transition

Implementation

Awareness

ALASKA STANDARDS TIMELINE

SY 2012-13

- Awareness Campaign
- Transition Tools Developed
- Field test new assessment items

SY 2014-15

- Continue with curriculum alignment and implementation

KEY:

EED Work

District/School Work

June 2012

- Adoption by State board

SY 2013-14

- Alignment of curriculum to new standards
- Begin implementation of new standards

SY2015-16

- All grades and content taught to new standards
- Spring '16 new assessment in place



OUR JOURNEY: A TEAM EFFORT

- INTENTIONAL and frequent **conversations**
- “**Education**” for stakeholders at ALL levels
- **Work sessions** at in-service & via VTC
- **Site-level** conversations at staff meetings
- On-demand **presentations** addressing “hot topics”
- **HANDS-ON INVOLVEMENT** for teachers
- **Relentless focus** on and attention to what matters most



“PROVIDING A QUALITY EDUCATION IN A RURAL ENVIRONMENT”

Providing a Quality Education in a Rural Environment

Copper River 15
School District

www.crsd.us -> Teaching & Learning -> Resources for Superintendents

CONTACT US:

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907.822.3234 / fax 907.822.3949

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