Where are you in regards to the CCSS: Common Core State Standards?

1. CCSS...What Standards?
2. I am familiar with them.
3. I have worked to “unwrap” them and tried to think about the connection in the classroom.
4. I have translated them into my units.
5. I have integrated the CCSS and aligned all my assessments and activities to my new units?

Intended Outcomes

- Deepen Understanding of the Process — Mapping to the Core (MTTC)
- Making Sense of the Standards
- Unpacking and Translating the Standards
- Checking Alignment and Transitioning to Units

Mapping to the Core

Use your phone, tablet or laptop to participate!

Go to m.mentimeter.com
Four Critical Phases to the Mapping Process

I. Laying the Foundation
II. Launching the Process
III. Sustaining the Core Mapping Process: Informing Curriculum with Assessment Data
IV. Advanced the Work: 21st Century Upgrades

I. Laying the Foundation

• Definition and Purpose of Standards
• Organizational Structure: Common Core Standards
• Terminology
• Making Sense of the Standards
• Translating the Standards
• Crosswalking: Ensuring Quality

Curriculum is ...

A path or course of small steps...

What We Know About Effective Schools

A “guaranteed and viable curriculum is the #1 school-level factor impacting student achievement.”

−Marzano, What Works in Schools

Where do we start...???

• What are the strengths of our current curriculum?
• What changes if made would strengthen the curriculum?
Factors Influencing Our the Curriculum

- Societal Changes
- Different Types of Learners
- Advancements and Innovations
- Standards
- Assessment Data
- Technology and 2.0 Tools
- Others???

• By 2023, a $1000 computer will exceed the capabilities of the human brain.
• By 2049, predictions are that a $1000 computer will exceed the computational capabilities of the human race.
• The U.S. Department of Labor estimates that today’s learner will have **10-14 jobs by the age of 38.**
• The top 10 in-demand jobs in 2010 didn’t exist in 2004.
• For students starting a four-year college degree, **half of what they learn in their first year of study will be outdated in their third year.**

- A week’s worth of *The New York Times* contains more information than a person was likely to come across in a **lifetime in the eighteenth century.**
- The number of text messages sent and received every day exceeds the planet’s population.
- The amount of technical information is doubling every 2 years.
- 10% of the 21st Century is over

Other Advancements...

- Within three years, we will be able to take a test for DNA at the pharmacy.... We can already take a gene test via mail.
- In vivo technology allows nanoparticle probes on semiconductor quantum dots in the circulatory system to seek out cancerous cells.
- Scientists in Japan have developed a robot that can aid people with mild dementia by giving verbal reminders about things such as appointments and taking medicine.
- Scientists have discovered a new planet beyond our own, **Goldilocks zone for life:** “not too hot, not too cold.”

...Consider what new information, technological advancements, and/or research in effective teaching has occurred in the past 5 years that impacts your curricular area...???
The Challenge We Face...

“We are currently preparing students for jobs that do not exist and teaching them to use technologies that haven’t been invented, in order to solve problems that we do not know are problems yet. We are living in exponential times. With changes whirling all around us, the American school has remained remarkably stagnant.” (Shift Happens)

The Challenge We Face....

- What do we keep?
- What do we delete?
- What do we create?

Class of 2021

Class of 2025

Standards

Definition – Level of quality accepted as norm

- Types of Standards
  - State Standards
  - College Readiness (ACT)
  - National Organizations
  - International (AERO)
  - Common Core

Why Standards?

- Establish a “staircase” of increasing complexity in content and skills across the grades and subjects
- Provide building blocks for successful classrooms
- Ensure a consistent core curriculum for all students

Cherry Picking
Please work in pairs ...

1. With a partner at your table select one of the topics on the next slide.
2. Find the information about your topic in the CCSS Document
3. Synthesize the key points.
4. Be prepared to explain and give an example(s) when your table comes back together.
5. Note any terminology that should be highlighted

---

**Common Core State Standards**

htp://corestandards.org

---

**CCSS**

1. When, Who, Purpose
2. 2009 NAEP Reading Framework
3. 2011 NAEP Writing Framework
4. What is Covered/What is Not Covered
5. Text Complexity
6. College and Career Readiness Standards
7. Structure of ELA CCSS
8. Types of Writing
9. Informational/Literature Text Standards
10. Progressive Skills
11. Anchor Standards
12. Standards of Mathematical Practices
13. Standards of Mathematical Content
14. Purpose of the Math in a Specific Grade
15. Organizational Structure of Math CCSS

---

**Math CCSS**

1. Standards of Mathematical Content
2. Standards of Mathematical Practice
3. When, Who, Purpose
4. Anchor Standards
5. Purpose of Math at a Specific Grade
6. Organizational Structure of High School CCSS Math
7. Organizational Structure of Math CCSS
8. How to Read the Standards/Terms
9. Courses and Transitions
10. Organization of Elementary CCSS
11. Organization of Grades 6-8
12. HS Modeling

---

**At Your Table Share Your Findings...**

1. Share your information and example(s) with others at your table.
2. Others at the table should consider possible connections and questions.
ELA Standards

- Reading for Literature
- Reading Informational Text
- Reading: Foundational Skills (K-5)
- Writing
- Speaking and Listening
- Language

Literacy in History/Social Studies, Science, and Technical Subjects
Grades K-12 (Integrated in K-5)

4 STRANDS, 32 STANDARDS

- Reading
  10 Standards/4 Standards
- Writing
  10 Standards
- Speaking & Listening
  6 Standards
- Language
  6 Standards

English Language Arts

- Reading Literature & Informational Text
  - Key Ideas & Details
  - Craft & Structure
  - Integration of Knowledge & Ideas
  - Range of Reading & Level of Text Complexity
- Foundational Skills (K-5)
  - Phonics & Word Recognition
  - Fluency

English Language Arts

- Writing
  - Text Type & Purpose
  - Production & Distribution of Writing
  - Research to Build & Present Knowledge
  - Range of Writing
- Speaking & Listening
  - Comprehension & Collaboration
  - Presentation of Knowledge & Ideas
- Language
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition

English Language Arts

- Individual CC anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example).
- Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3 - stands for Reading, Informational Text, grade 4, standard 3

Example:
- Anchor Standard – Reading
- Strand – Informational Text
Work in pairs or triads

Pull up one of the standards at your grade level. Read through one of the strands carefully and **paraphrase the key points**.

Examine the standard the grade before and the grade after.... What is the difference.

Talk it through in your team. **Be as PRECISE as possible.**

They demonstrate independence

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

**College and Career Readiness (CLIs)**

- They **demonstrate independence**.
- They build strong **content knowledge**.
- They respond to the varying demands of **audience, task, purpose, and discipline**.
- They **comprehend as well as critique**.
- They value **evidence**.
- They use **technology and digital media** strategically and capably.
- They come to **understand other perspectives and cultures**.

*Page 19*
...Where could you integrate the CLI(s) into the curriculum?

Balancing Literature and Informational Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>12</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>


Core Purposes and Types of Student Writing

<table>
<thead>
<tr>
<th>Grade</th>
<th>To Persuade</th>
<th>To Explain</th>
<th>To Convey Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>30%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>8</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>12</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>


Appendices A, B, and C

- **Appendix A** - contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms.
- **Appendix B** - consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks.
- **Appendix C** - includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

Learning Progressions

- [http://pdesas.org/module/content/search/learningprogressions.aspx](http://pdesas.org/module/content/search/learningprogressions.aspx)

6 Shifts in ELA/Literacy

- Balancing Informational and Literary Text
- Staircase of Complexity
- Academic Vocabulary
- Text-based Answers
- Writing from Sources
- Literacy Instruction in All Content Areas
Common Core State Standards

http://corestandards.org

CCSS Informational Text – 4th Grade
Key Ideas and Details

- Draw on details and examples from a text to support statements about the text.
- Determine the main ideas and supporting details of a text; summarize the text.
- Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in the text.

http://todaysmeet.com/
Unit Title: Informational Text - Key Ideas and Details
Grade: 4

<table>
<thead>
<tr>
<th>Big Idea/Major Concept</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments /Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Details</td>
<td></td>
<td></td>
<td>-</td>
<td>Supports statements about the text using specific details and examples</td>
</tr>
<tr>
<td>Specific Examples</td>
<td></td>
<td></td>
<td>-</td>
<td>Uses supporting details to support the main idea</td>
</tr>
<tr>
<td>Main Idea</td>
<td></td>
<td></td>
<td>-</td>
<td>Identifies and summarizes main idea(s) in the text</td>
</tr>
<tr>
<td>Sequence of Events</td>
<td></td>
<td></td>
<td>-</td>
<td>Orders and explains the sequence of events in the text</td>
</tr>
<tr>
<td>Process - Drawing Conclusions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fact and Opinion</td>
<td></td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Summarization multiple ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit Title: Informational Text - Key Ideas and Details
Grade: 8

<table>
<thead>
<tr>
<th>Big Idea/Major Concept</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments /Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis</td>
<td></td>
<td></td>
<td>-</td>
<td>Cites evidence that supports the analysis of the text</td>
</tr>
<tr>
<td>Inferences</td>
<td></td>
<td></td>
<td>-</td>
<td>Cites evidence that supports inferences drawn from the text</td>
</tr>
<tr>
<td>Connections through comparison, analogies, and/or categories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bias and Propaganda</td>
<td></td>
<td></td>
<td>-</td>
<td>Analyzes the development of the central idea in the text</td>
</tr>
<tr>
<td>Purposes, Structure, and Elements of Informational Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Informational Text - Key Ideas and Details Grade: 10

<table>
<thead>
<tr>
<th>Big Idea/Major Concept</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments /Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the text</td>
<td></td>
<td></td>
<td>-</td>
<td>Explains specific evidence that supports the analysis of the text</td>
</tr>
<tr>
<td>Development of an idea</td>
<td></td>
<td></td>
<td>-</td>
<td>Explains the development of the main idea and how specific details support it</td>
</tr>
<tr>
<td>Techniques used to introduce and justify key points</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection of ideas to informational texts and life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Influences on authors</td>
<td></td>
<td></td>
<td>-</td>
<td>Analyzes how the author uses ideas, events, and other to strengthen connections</td>
</tr>
<tr>
<td>Inductive and deductive reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Translating – Precise Language

• What would you see students doing in the classroom?
• How would you explain to your students what you want them to do?

Editing for Quality

• Crosscheck Alignment with Standards – core content and skills
• Edit for Precise Language
• Check alignment with Levels of Understanding
• Add Additional “Agreed Upon” Content and Skills to Be Included
Making Sense of the Standards

1. Work in pairs
2. Pull up one of the standards at your grade level that could align to a unit on which you would like to work.
3. Read through one of the strands carefully and paraphrase the key points.
4. Using the template, pull out the core content.
5. Pull over the skills and translate them for precision. (How would I explain it to students.)

Making Sense of the Standards

6. Examine the standard the grade before and the grade after….What is the difference.
7. Check the level of understanding with Bloom’s Taxonomy.
8. Talk it through in your team. Be as PRECISE as possible.
9. What would you accept as evidence of understanding...assessment?

CCSS - W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
CCSS - W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce the topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

Unit Title: Informative Writing  Grade: 5

<table>
<thead>
<tr>
<th>Big Idea(s)/ Major Concept(s)</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focused topic development through facts, definitions, examples, quotations, etc.</td>
<td>• Phrases and Clauses to link ideas</td>
<td>• Precise Language</td>
<td>• Concluding</td>
<td>• Clearly states the topic in writing</td>
</tr>
<tr>
<td>• Topic development with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td></td>
<td></td>
<td></td>
<td>• Uses appropriate formatting – headings, illustrations, and multimedia to aid in comprehension</td>
</tr>
<tr>
<td>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td></td>
<td></td>
<td></td>
<td>• Uses facts, definitions, examples, and quotations to develop and explain the topic</td>
</tr>
</tbody>
</table>

Translating – Precise Language

- What would you see students doing in the classroom?
- How would you explain to your students what you want them to do?

Editing for Quality

- Crosscheck Alignment with Standards – core content and skills
- Edit for Precise Language
- Check alignment with Levels of Understanding
- Add Additional “Agreed Upon” Content and Skills to Be Included

Knowledge

- Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write
- Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Retrieve, Review, Summarize, Tell
- Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
- Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate
- Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite
- Argue, Argue, Assess, Choose, Conclude, Criticize, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select
What is a BIG IDEA? Why are they so critical to learning and to mapping?

• A “Big Idea” is a major concept stated as a relational statement that provides the focus and basis for acquiring knowledge.

• Concept based learning sustains long term recall of facts vs. isolated fact base learning.

• A major concept is synonymous with the enduring understanding or Big Idea from UbD.

Big Idea or Major Concept

Declarative statement that describes concepts that transcends grade levels and courses.

• Serves as an umbrella concept
• May be thought of as a linchpin/organizer
• Holds the main idea
• Goes to the heart of the subject
• Serves as a conceptual anchor for making facts more understandable and useful

Examples of Major Concepts:

- A history unit on Ancient Egypt might focus on the concept:
  - The geographical location of a culture largely determines its social, political and economic possibilities.

- A science unit on the Rainforest might focus on the concept:
  - In the natural world there are systems comprised of interdependent component parts.

Sample Big Ideas/Main Concepts

- Writing is a recursive process that conveys ideas, thoughts and feelings.
- Writers use different points of view to tell a story from different perspectives.
- Information to gain or expand knowledge can be acquired from a variety of sources.
- Determining key ideas and details in the text can help identify the author’s purpose.
- Writers use supporting details to justify their opinion and support their point of view.
Unit Title: Informational Text - Key Ideas and Details Grade: 4

<table>
<thead>
<tr>
<th>Big Idea/Major Concept</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments / Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining the key ideas and details in the text can help students determine the author’s purpose.</td>
<td>Supporting Details Specific Examples Main Idea Sequence of Events Process - Drawing Conclusions Fact and Opinion Summarization multiple ideas</td>
<td>Supports statements about the text using specific details and examples</td>
<td>Explain how the supporting details support the main idea and summarizes main idea(s) in the text. Orders and explains the sequence of events in the text. Cite evidence.</td>
<td></td>
</tr>
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</table>

Informational Text - Key Ideas and Details Grade: 10

<table>
<thead>
<tr>
<th>Big Idea/Major Concept</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments / Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key ideas and details in the text can be used to make assertions, inferences, generalizations, and to draw conclusions.</td>
<td>Development of the text Development of an idea Techniques used to introduce and justify key points. Connection of ideas to informational texts and life Influences on authors Inductive and deductive reasoning</td>
<td>Explains specific evidence that supports the analysis of the text. Explains the development of the main idea and how specific details support it.</td>
<td>Analyzes how the author uses ideas, events, and order to strengthen connections. Analyze ways.</td>
<td></td>
</tr>
</tbody>
</table>

Essential Questions

- How can I become a “good” reader?
- How do rules of language affect communication?
- How can I determine the author’s purpose?
- What is my story?
- What can I do when I don’t understand everything in a text?
- What “truths” can I learn from fiction?
- How can I become an effective writer?

Essential Questions

- Are Mental Velcro that:
  - Serve as organizers to target instruction
  - Push students to higher levels of thinking
  - Serve as a connector across curricular areas
  - Cannot be answered yes or no or found in the text

Informational Text - Key Ideas and Details Grade: 8

<table>
<thead>
<tr>
<th>Big Idea/Major Concept</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments / Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Questions</td>
<td>Supporting details Specific examples Main idea Sequence of events Process - Drawing Conclusions Fact and Opinion Summarization multiple ideas</td>
<td>Supports statements about the text using specific details and examples</td>
<td>Explain how the supporting details support the main idea and summarizes main idea(s) in the text. Orders and explains the sequence of events in the text. Cite evidence.</td>
<td></td>
</tr>
</tbody>
</table>

Unit Title: Informational Text - Key Ideas and Details Grade: 4

<table>
<thead>
<tr>
<th>Big Idea/Major Concept</th>
<th>Essential Questions</th>
<th>Core Content</th>
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<tr>
<td>Determining the key ideas and details in the text can help students determine the author’s purpose.</td>
<td>Supporting Details Specific Examples Main Idea Sequence of Events Process - Drawing Conclusions Fact and Opinion Summarization multiple ideas</td>
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<td></td>
</tr>
</tbody>
</table>
Informational Text - Key Ideas and Details  Grade: 8

<table>
<thead>
<tr>
<th>Big Idea/Major Concept</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays allow a writer to develop a topic through relevant details and support.</td>
<td>What strategies can a writer use to help me be a more effective writer?</td>
<td>Thesis statement</td>
<td>Write a 5-paragraph essay with a clear thesis statement and a focused introductory paragraph.</td>
<td>Explains how specific details support the development of the main idea and how specific details support it.</td>
</tr>
<tr>
<td>Writers use a variety of strategies to enhance their message and engage the reader.</td>
<td>How can I effectively support my point of view? Why do writers pick a particular structure for writing?</td>
<td>Relevant details and supporting evidence</td>
<td>Writes a 5-paragraph essay with a clear thesis statement and a focused introductory paragraph.</td>
<td>Explains how specific details support the analysis of the text.</td>
</tr>
</tbody>
</table>

Essential Questions

- Structure the unit around 2 to 5 essential questions
- Use questions as the scope and sequence of unit
- Align to the appropriate standards

Unit Title: Informational Text - Key Ideas and Details  Grade: 10

<table>
<thead>
<tr>
<th>Big Idea/Major Concept</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key ideas and details in text can be used to make inferences, generalizations, and to draw conclusions.</td>
<td>How does interacting with the text promote thinking and response and help us determine the author’s purpose?</td>
<td>Development of the text</td>
<td>Explains the development of the main idea and how specific details support it.</td>
<td></td>
</tr>
<tr>
<td>Essays allow a writer to develop a topic through relevant details and support.</td>
<td>What strategies can a writer use to help me be a more effective writer?</td>
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<td>Explains how specific details support the analysis of the text.</td>
</tr>
</tbody>
</table>

What would we accept as evidence of learning?

...In pairs or triads, brainstorm possible assessments that would allow the students to demonstrate their understanding...
...Do you and your colleagues have a clear understanding of the nonnegotiables in the standards?  
...What might be the next steps?

Bird by Bird by Ann Lamott  
an analogy to curriculum design  
…I also remember a story that I know I’ve told elsewhere but that over and over helps me to get a grip: thirty years ago my older brother, who was ten years old at the time, was trying to get a report on birds written that he’d had three months to write, which was due the next day. We were out at our family cabin in Bolinas, and he was at the kitchen table close to tears, surrounded by binder paper and pencils and unopened books on birds, immobilized by the hugeness of the task ahead. Then my father sat down beside him, put his arm around my brother’s shoulder, and said, “Bird by bird, buddy. Just take it bird by bird.

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Possible Units....

- Identify a unit on which you could work that would include several of the skills in your collaborate map.
- Please share that unit with your neighbor....

Curriculum Mapping

Calendar-based curriculum mapping is a procedure for collecting and maintaining an operational data base of the curriculum in a school and/or district. It provides the basis for authentic examination.

Dr. Heidi Hayes Jacobs
**Types of Maps**

**Core Maps**
- Collaborative Maps
- Consensus Maps
- Essential Maps
- District Maps

**Unit Maps**
- Diary Maps
- Projection Map

**Developing Consensus Core Maps**
- Strands
- Major Concept(s)/Big Idea(s)
- Essential Questions
- Core Content
- Precise Skills
- Common Assessments

**Elements on a Unit Map**
- Essential Questions
- Major Concept(s)/Big Idea(s)
- Core content
- Precise Skills – content and integrated
- Terms/Specialized Vocabulary
- Assessments
- Activities
- Materials and Resources

1. [http://annjohnson.yolasite.com](http://annjohnson.yolasite.com)
Sample Maps

Kinds of information you can glean from a map... | Benefits to Students... | Benefits to school...
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Curriculum Mapping Provides

- **Hub** for all school improvement efforts
- **Vertical and horizontal articulation**
- **Guaranteed curriculum** for all students
- **Data for transitions** between schools
- **Targeted instruction**
- **Integration of 21st century skills and assessments**

Mapping to the CORE

- Common Core
- Literacy
- UbD
- MTTC
- RTI
- Mathematical Practices
- Differentiation

Curriculum Mapping is a verb.

Creating the maps themselves

...And then

Using them to make instructional decisions

Curriculum Alignment

Instruction | Curriculum | Assessment
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Visual Tools: David Hyerle