

DRIVING *EXCELLENCE* THROUGH TEACHING & LEARNING



**2018-2019
Curriculum Writing**

**“The number one factor
affecting student achievement is
a guaranteed and viable curriculum.”**

Robert Marzano, *What Works in Schools*

ALEDO ISD FOCUS DOCUMENT
2018-2019

WHAT WE TEACH

Standards Driven
Curriculum

Teaching to the Depth
of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental
Five

AUTHENTIC LITERACY

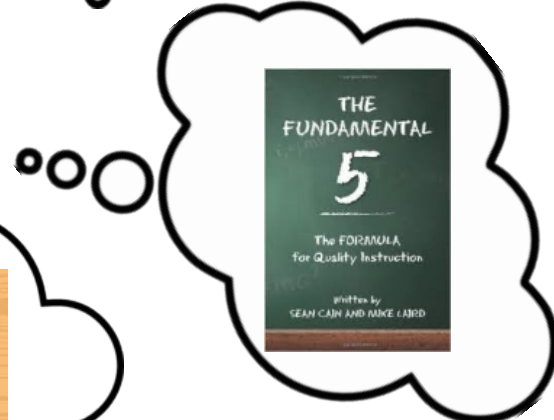
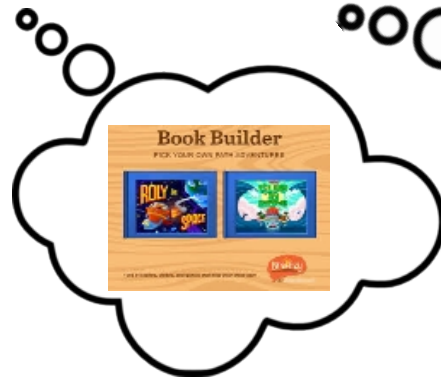
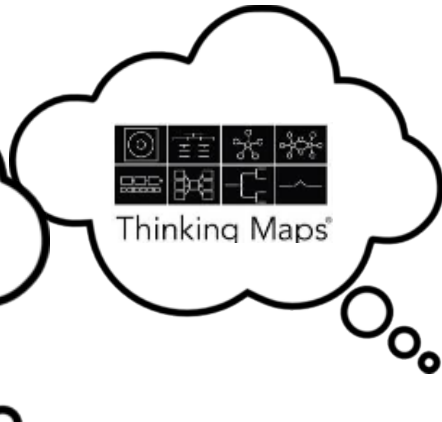
Balanced Literacy

Write From the Beginning &
Beyond

Problem of Practice:
*Students are not demonstrating
yearly progress at expected levels
and are not demonstrating
proficiency in critical writing
across all content areas.*

Culture of Excellence
Professional Learning Communities





STANDARD-DRIVEN INSTRUCTION



TEKS Snapshot – Grade 1 Reading

Reading/Comprehension Skills							
<p>Figure 19 Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.</p> <p>1.4 Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed.</p> <p>1.5 Reading/Fluency. Students read grade-level text with fluency and comprehension.</p> <p>1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</p>							
Tools to Know-Process				Tools to Know-Comprehension			
1.5(A)	1.6(C)	1 Fig.19(A)	1 Fig.19(B)	1 Fig.19(C)	1 Fig.19(D)*	1 Fig.19(E)*	1 Fig.19(F)*
read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	determine what words mean from how they are used in sentences, either heard or read	establish purposes for reading selected texts based upon desired outcome to enhance comprehension	ask literal questions of text	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)	make inferences about text using textual evidence to support understanding	retell or act out important events in stories in logical order	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence
			1.4(B)*	1.4(C)	1.4(A)		
			ask relevant questions, seek clarification, and locate facts and details about stories and other texts	establish purpose for reading selected texts and monitor comprehension, making connections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	confirm predictions about what will happen next in text by "reading the part that tells"		
Knowledge and Skills (Genres)							
<p>1.9 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.</p> <p>1.8 Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</p> <p>1.10 Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.</p> <p>1.14 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</p>							
Knowledge and Skills (Embedded or Across Genres)							
<p>1.6 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.</p> <p>1.7 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>1.11 Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p> <p>1.12 Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading.</p> <p>1.13 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</p> <p>1.15 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.</p> <p>1.16 Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.</p>							

* = Aligned with STAAR™ Assessed Curriculum

(A) is used consistently when there is a SE connected to a K&S

Source: Texas Education Agency

v. 9.18.17



TEKS Snapshot – Grade 1 Reading

1ptig Cat	Genre	Readiness Standards	Supporting Standards	Figure 19
1	Across Genres	1.6(C)* determine what words mean from how they are used in a sentence, either heard or read	1.6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns)	Fig. 19(F) taught but not assessed until grade 4 STAAR*
		1.6(E)* alphabetize a series of words to the first or second letter and use a dictionary to find words	1.6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)	
		1.6(D)* identify and sort words into conceptual categories (e.g., opposites, living things)	1.6(D)*	
			1.12(A) read independently for a sustained period of time	
2	Fiction	1.9(A)* describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events		1.9 Fig.19(D)*
		1.9(B)* describe characters in a story and the reasons for their actions and feelings		1.9 Fig.19(E)
	Poetry		1.8(A)* respond to and use rhythm, rhyme, and alliteration in poetry	1.8 Fig.19(D)*
				1.8 Fig.19(E)*
	Literary Nonfiction		1.10(A)* determine whether a story is true or a fantasy and explain why	1.10 Fig.19(D)*
				1.10 Fig.19(E)*
	Across Literary Text	<p>Across Literary Text</p> <p>1.7(A)* connect the meaning of a well-known story or fable to personal experiences</p> <p>1.7(B)* explain the function of recurring phrases (e.g., "Once upon a time" or "They lived happily ever after") in traditional folk- and fairy tales</p> <p>1.11(A)* recognize sensory details in literary text</p> <p>1.16(A) recognize different purposes of media (e.g., informational, entertainment) (with adult assistance)</p> <p>1.16(B) identify techniques used in media (e.g., sound, movement)</p>		1.7 Fig.19(D)*
				1.11 Fig.19(D)
				1.16 Fig.19(D)*

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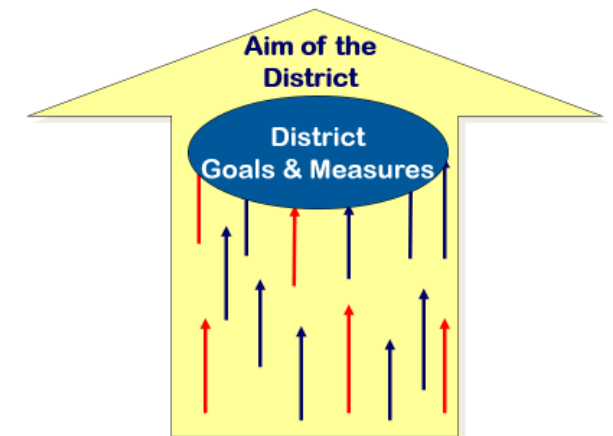
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Curriculum Writing Priorities

- Curriculum writing teams are comprised of teachers representing all campuses
- Curriculum writing teams were selected by an application process and by principal recommendation
- K-10 ELAR
- 3rd Math – Algebra I

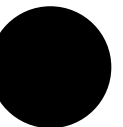


TASKS

**Identify
Essential
Power Standards**

**Revise
Year at a Glance**

**Design
Common
Assessments /
Culminating
Student Tasks
Utilizing
Backwards
Design Process**



Power Standards

- **All standards and indicators are not equal in importance.**
- **Narrow the standards and indicators by distinguishing the “essentials” from the “nice to know”.**
- **Teach the “nice to know” in the context of the essentials.**
- **Represent the “safety net” of indicators students must learn prior to exiting current grade level.**
- **Prioritization, not elimination!**

Essential Standards & Supporting Standards

Like fence rails, supporting standards are curricular standards which
Connect to and support the priority standards.

Supporting
Standards



Power Standards

Endurance

When the standard represents learning that **goes beyond one course or grade level** and is representative of a concept or skill that is **important in life**, it has endurance.

Leverage

When the standard represents learning that is **applied both within the content area and in other content areas**, it has leverage.

Readiness

When the standard represents learning that is **essential for success** in a new unit, course of study or grade level, it has readiness.

K-2 ELAR Essential Power Standards

Power 10th for K!

(A) listen and ask ^{qs}
 FLS - (C) demonstrate $\frac{1}{2}$ apply spelling knowledge

Comprehension

(C) make/confirm predictions
 (E) make connections (F) Making inferences
 (G) evaluate details*

RS - (C) text evidence* (CP)
 (D) retell texts (F) word meaning*

MG - (B) main character
 (C) elements (plot)
 (D) info. texts

Authors purpose
 (C) author's use of print/graphics

comp group (B) (C) (D)
Writing process

★ learn to read

1st Grade Power Standards * Tested

FLS-OL (A) Listen, ask, clarify, answer
 (D) Collaboration **FLS-BRW (B)** phonetic knowledge

FLS-V (all) Vocabulary*

CS (B) Generate questions deepen understanding
 (F) gain info
 (I) monitor, adjust, schema

RS (C) use text evidence*
 (D) retell

MG - G (D) text structure **ACP (A)** (C) purpose print and graphic features

C (all) writing process
I + R (all) inquiry process

2nd Grade:

- **FLS - oral language** 2.1 A & C
- **FLS - reading & writing** 2.2 B
- **FLS - vocabulary** 2.3 B
- **Comprehension** 2.6 E, F, & G
- **Response Skills** 2.7 B & C
- **Multiple Genres** 2.8 C
- **Multiple Genres** 2.9 D
- **Author's Purpose & Craft** 2.10 A
- **Composition (Writing Process)** 2.11 A - E
- **Inquiry & Research** 2.13 A - G

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8th Grade Math Curriculum Overview

The primary focal areas in Grade 8 are proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data. Students use concepts, algorithms, and properties of real numbers to explore mathematical relationships and to describe increasingly complex situations. Students use concepts of proportionality to explore, develop, and communicate mathematical relationships. Students use algebraic thinking to describe how a change in one quantity in a relationship results in a change in the other. Students connect verbal, numeric, graphic, and symbolic representations of relationships, including equations and inequalities. Students begin to develop an understanding of functional relationships. Students use geometric properties and relationships, as well as spatial reasoning, to model and analyze situations and solve problems. Students communicate information about geometric figures or situations by quantifying attributes, generalize procedures from measurement experiences, and use the procedures to solve problems. Students use appropriate statistics, representations of data, and reasoning to draw conclusions, evaluate arguments, and make recommendations. While the use of all types of technology is important, the emphasis on algebra readiness skills necessitates the implementation of graphing technology. [8th Grade Texas Essential Knowledge and Skills](#)

Year at a Glance		
<p>1st Marking Period: Unit 1: Real Numbers</p> <ul style="list-style-type: none"> 8.2(A)S Visual Represent Set of Real Num. 8.2(B)S Approximate the Value Irr Num. 8.2(C)S Scientific Notation 8.2(D)R Compare & Order Real Numbers <p>Unit 2.1: Equations</p> <ul style="list-style-type: none"> 8.8(A/B)S Write Eq from word vice versa 8.8(C)R Match Models to Equations 8.8(C)R Solving Equations <p>Unit 3.1: Functions & Graphing</p> <ul style="list-style-type: none"> 8.5(G)R Function:(x,y)/Tables/Maps/ Graph 8.4(C)R Finding Slope from Tables/Graphs 	<p>2nd Marking Period: Unit 3.2 Functions & Graphing</p> <ul style="list-style-type: none"> 8.4(A)S Slope: Table, Formula & Counting <p>Unit 4: Proportional Reasoning (Similarity)</p> <ul style="list-style-type: none"> Solving Similar Figures 8.4(A)S Similar Figures & Slope 8.5(A/B/E/F/H)S & 8.4(B)R Direct Variation <p>Unit 5: Pythagorean Theorem</p> <ul style="list-style-type: none"> 8.6(C)S Pythagorean Theorem Modeling 8.7(C)R Solving Pythagorean Theorem 8.7(D)S Distance on Coordinate Plane <p>Unit 6.1: Triangles & Angle Relationships</p> <ul style="list-style-type: none"> 8.8(D)S Exterior Angles of a Triangle 	<p>3rd Marking Period: Unit 6.2: Triangles & Angle Relationships</p> <ul style="list-style-type: none"> 8.8(D)S Triangle Angle Sum 8.8(D)S Parallel Lines & Transversals <p>Unit: Spiral Review Unit 2.2 Inequalities</p> <ul style="list-style-type: none"> 8.8(A/B)S Translate Basic Inequalities 8.8(A/B)S Write Ineq. from Words visa versa 8.9(A)S Graphing Systems: Hand & Calc. <p>Unit 7.1 Geometry</p> <ul style="list-style-type: none"> 8.6(B)** Explore Volume & Surface Area 8.7(B)R Surface Area Cylinder Lab
<p>4th Marking Period: Unit 7.2: Geometry</p> <ul style="list-style-type: none"> 8.7(A)R & 8.6(A)S Vol–Cones/Cyl/Spheres 8.7(B)R Surface Area – Rect Prisms 8.7(B)R Surface Area – Triangular Prisms <p>Unit 8: Transformations & Dilations</p> <ul style="list-style-type: none"> Translation & Reflection by Counting 8.10(C)R Reflections Algebraically 8.10(C)R Trans & Reflections Algebraically 8.3(C)R & 8.3(A/B)S Dilations on Coord Plane 8.10(D)S Dilations & Perimeter & Area 8.10(A/B)S Orientation & Congruence 	<p>5th Marking Period: Unit 9: Scatterplots & Data Analysis</p> <ul style="list-style-type: none"> **Calculator Skills 8.5(D)R, 8.11(A)S, 8.5(C)S Scatterplots & Trend Lines 8.11(B)S Mean Absolute Deviation (MAD) <p>Unit 10: Personal Finance</p> <ul style="list-style-type: none"> 8.12(E/F)** Money Talks (TELPAS) 8.12(D)R Find & Compare Simple & Compound Int. 8.12(B**,C/G)S College Savings & Loans 8.12(F)** Financial Responsibility 8.12(E/F)** Advantages & Disadvantages of Payment Methods 	<p>6th Marking Period: Fraction Operation Review</p> <ul style="list-style-type: none"> 7.3(B) Add, Subtract, Multiply, Divide <p>Waterpark Project</p> <ul style="list-style-type: none"> Ordered Pairs & Drawing Blueprint Distance & Midpoint Formulas

** SEs Not Included in Assessed Curriculum

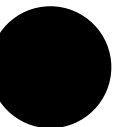
NEW to this Year

TASKS

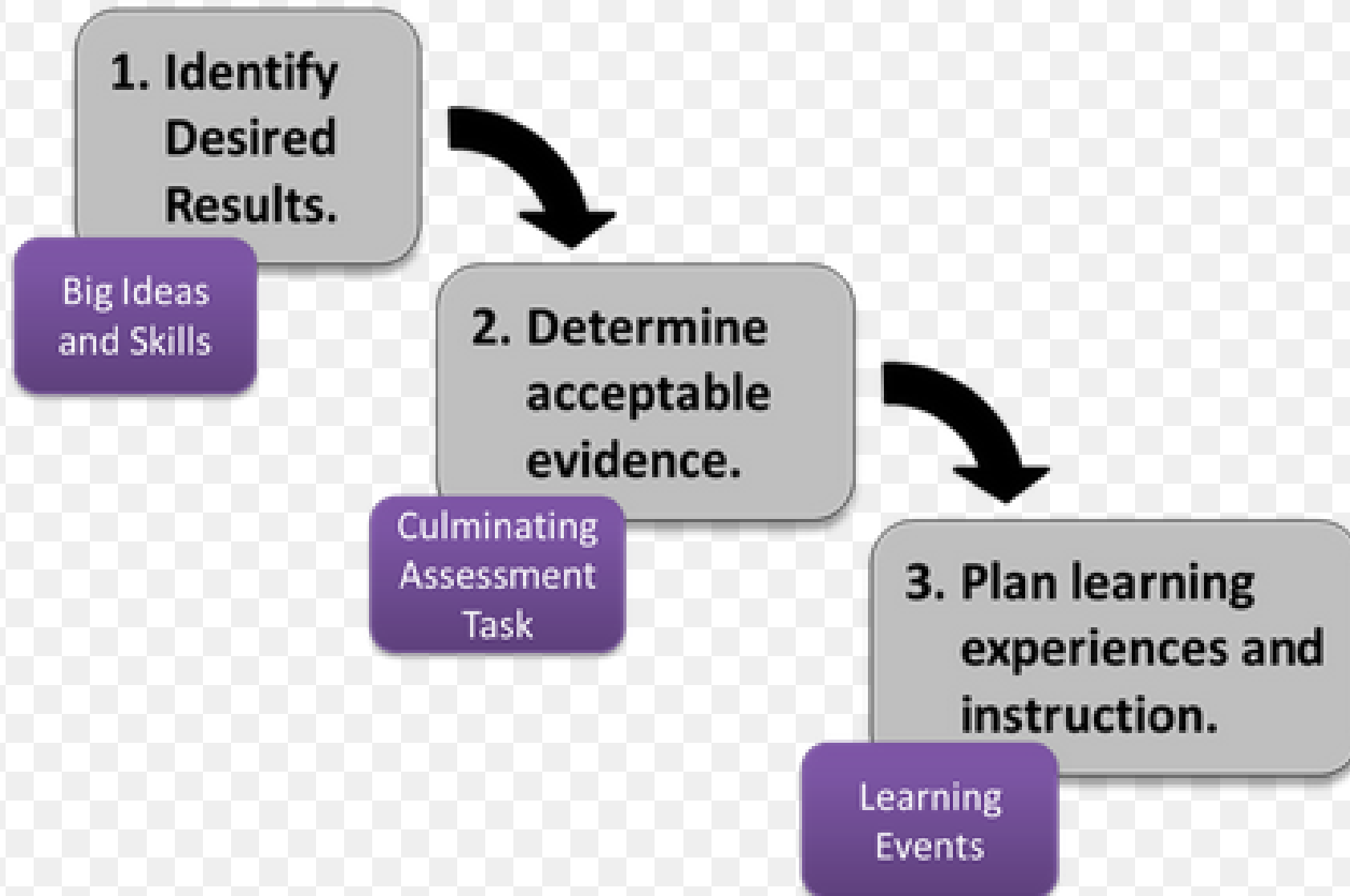
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Backward Design



Aledo ISD Instructional Focus 2018-2021

