



2021-2022 District Instructional Focus

ALEDO ISD FOCUS DOCUMENT

2021-2022

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

Rigor & Relevance

Workshop Model

AUTHENTIC LITERACY

Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)

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.*



Implementation Measures of District Instructional Focus

PLC Goals

Reported Quarterly

Focus on Learning

Goal 88% of CTs by June

Collaborative Culture

Goal 93% of CTs by June

Focus on Results

Goal 85% of CTs by June

District Instructional Priorities

Reported Monthly

Lesson Frame

Goal 100% of classrooms by June

Daily Critical Writing

Goal 100% of classrooms by June

High-Yield Formative Assessment

Goal 100% of classrooms by June

Student-Driven Learning

*Monthly report will consist of exemplars, rather than a percentage

Progress Monitoring

Reported BOY, MOY & EOY

CIRCLE Progress Monitoring

PK Reading / Math Screener

mCLASS Texas & DRA

K-2 Reading Screener

IXL Math

K-2 Math Screener

MAP Growth

3-10 Reading Screener

3-10 Math Screener



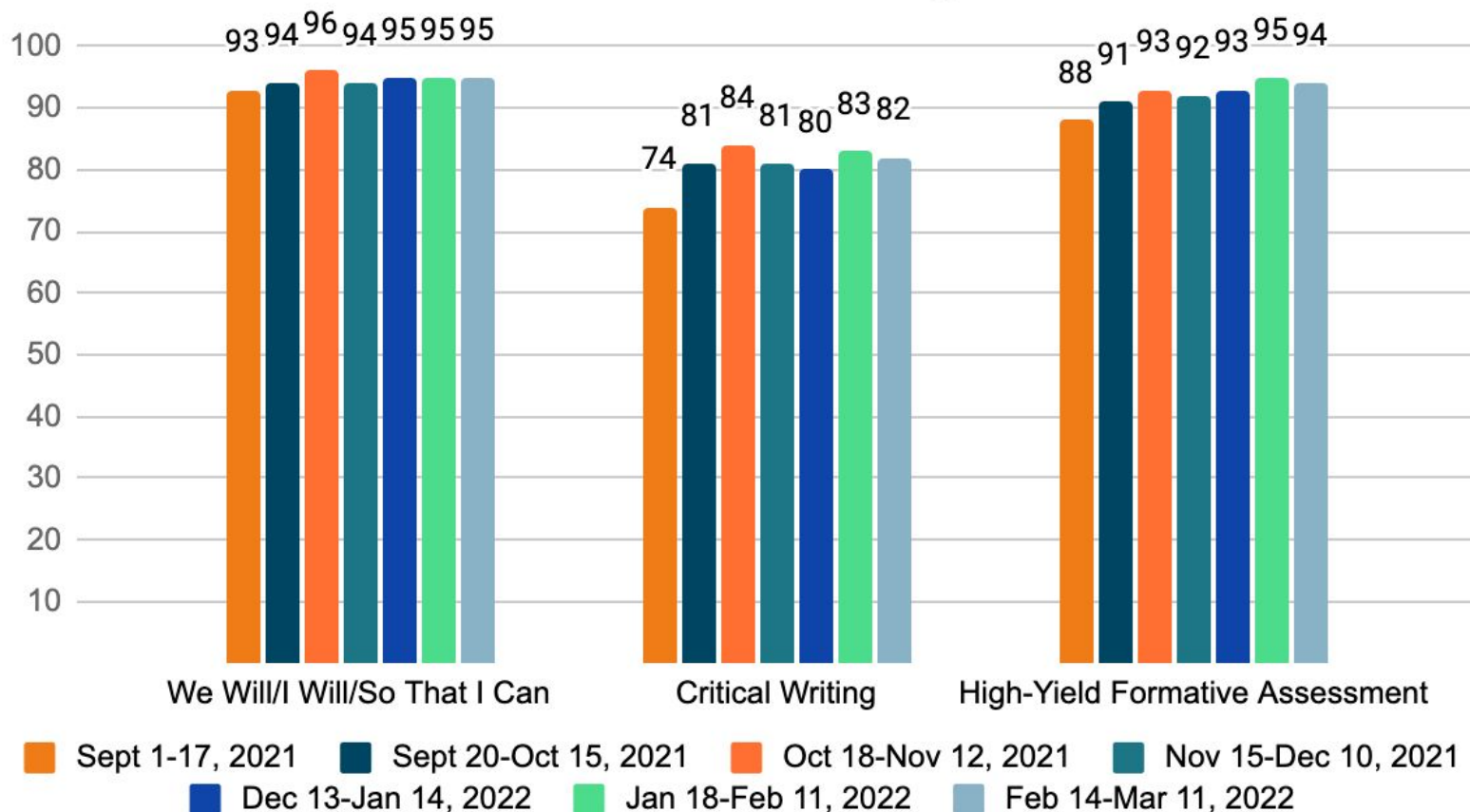
Aledo ISD

Instructional Focus Implementation

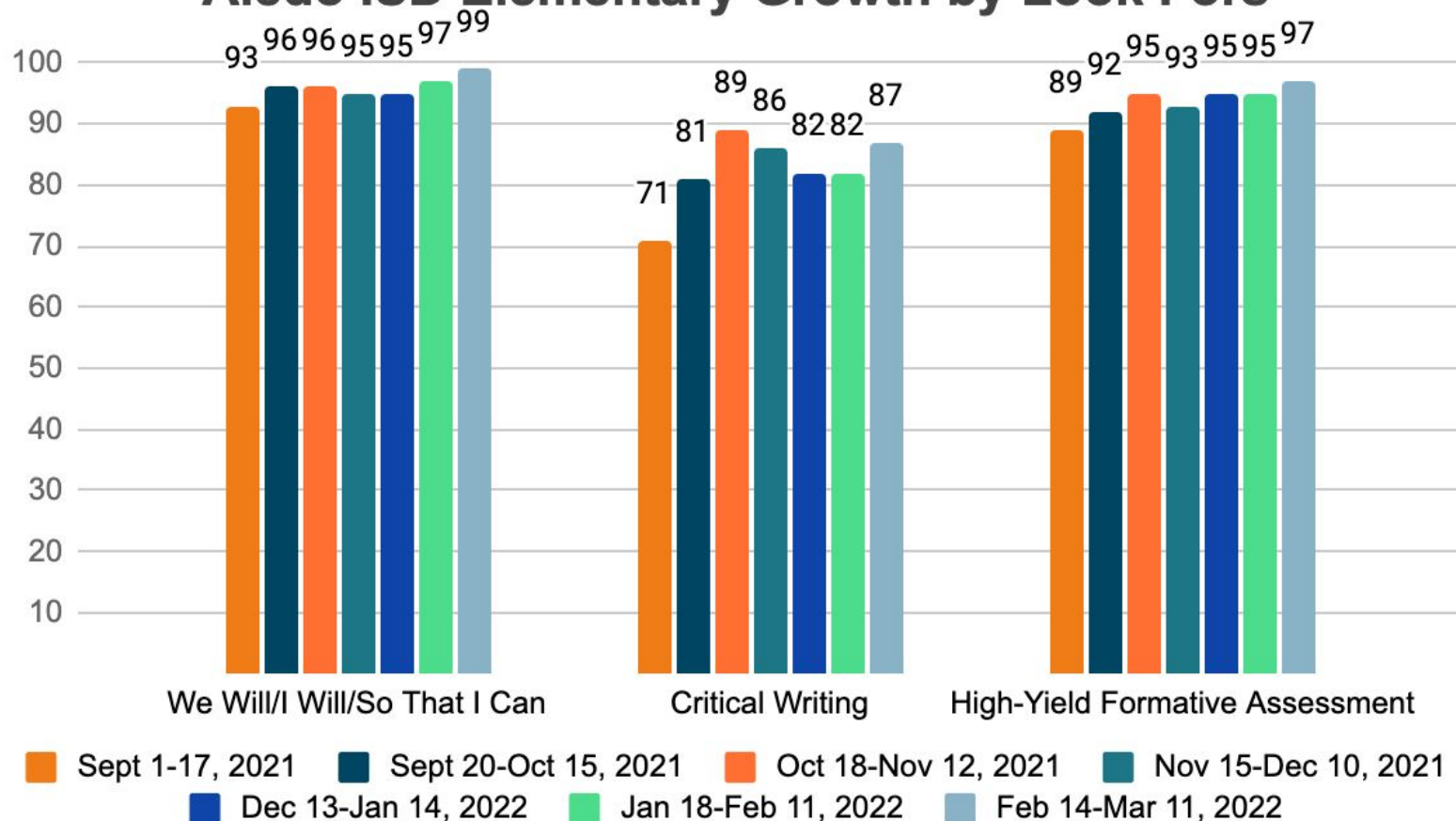
Reporting Period 7
February 14-March 11, 2022



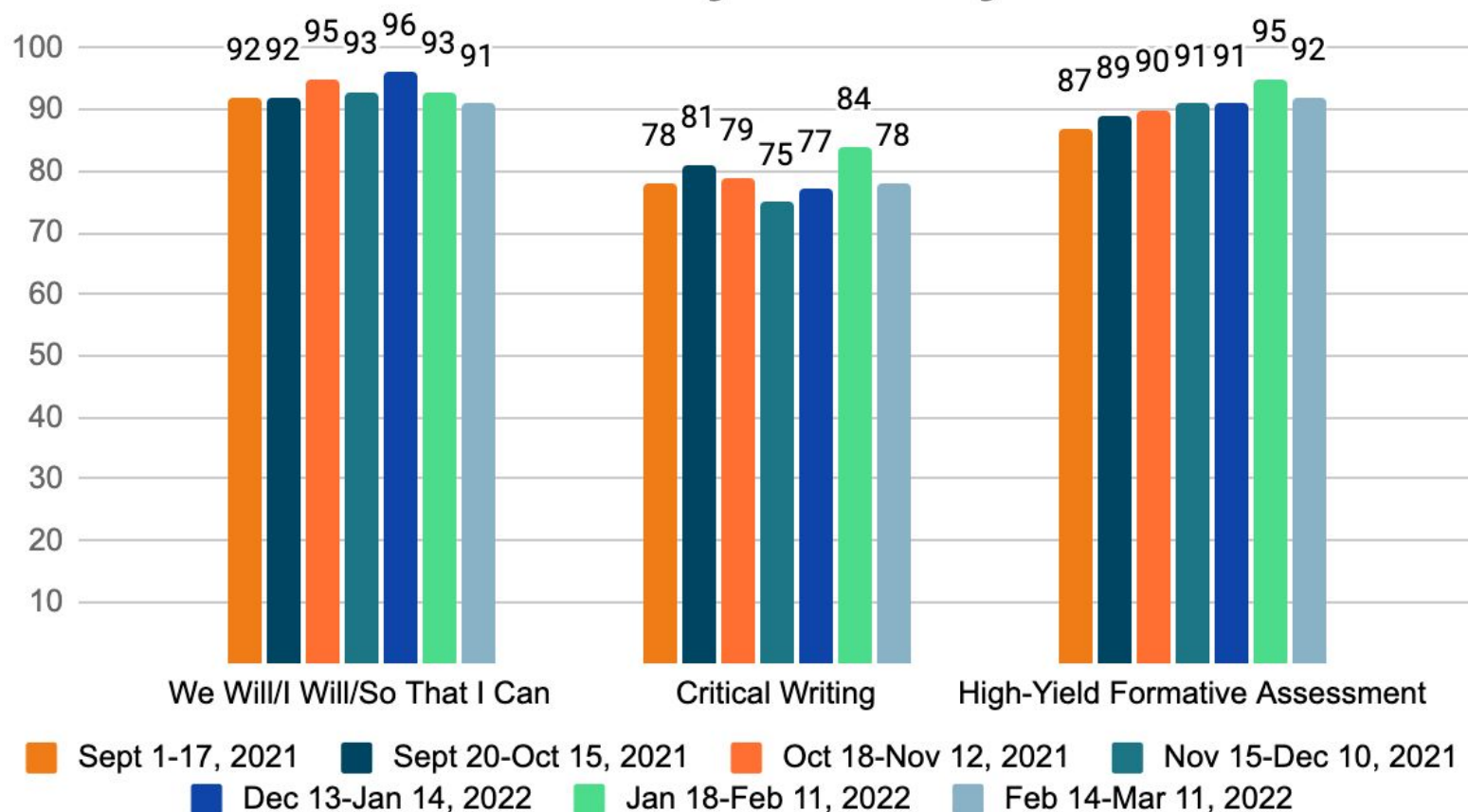
Aledo ISD Overall Growth by Look Fors



Aledo ISD Elementary Growth by Look Fors

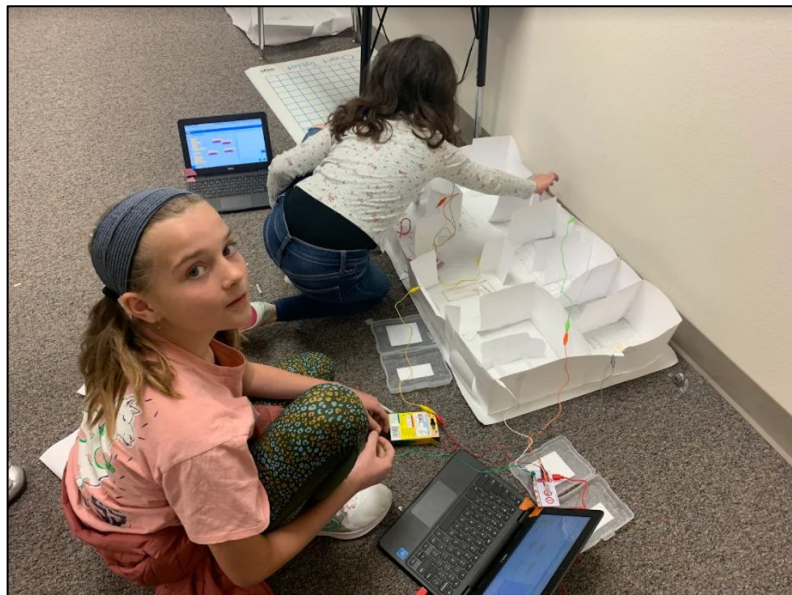


Aledo ISD Secondary Growth by Look Fors



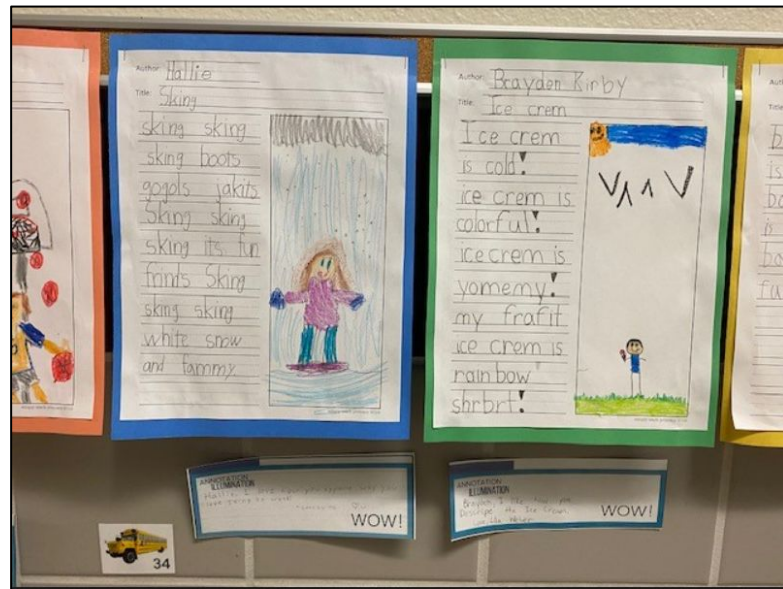
Student-Driven Learning

McCall Elementary:
5th GT, Ms. Garcia



Students designed a floorplan, built it, and then coded a Makey-Makey to give an oral description of each room when it was touched.

Stuard Elementary:
1st ELAR, Ms. Getz & 4th ELAR, Ms. Thorp



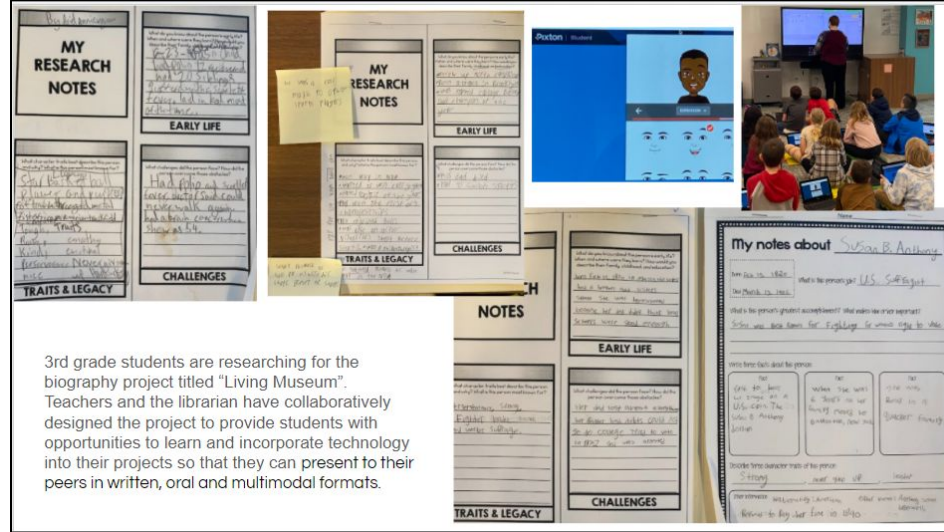
4th grade students went to first grade to read their writings and provided feedback and annotations to the student work.

Annetta Elementary:
5th Science , Ms. Williams



5th grade students built different types of circuits to demonstrate that the flow of electricity in closed circuits can produce light, heat, or sound!

Walsh Elementary:
3rd ELAR / SS, Ms. Belville, Ms. Nicholson, Ms. Fowler



Students are researching for the biography project titled "Living Museum". Teachers and the librarian have collaboratively designed the project to provide students with opportunities to learn and incorporate technology into their projects so that they can present to their peers in written, oral and multimodal formats.

Student-Driven Learning

Vandagriff Elementary:
5th ELAR , Ms. Flores



Students reviewed poetry elements and figurative language by completing a breakout challenge. They identified different uses of sensory language, rhyme scheme, and practiced close reading skills to decode a secret poem.

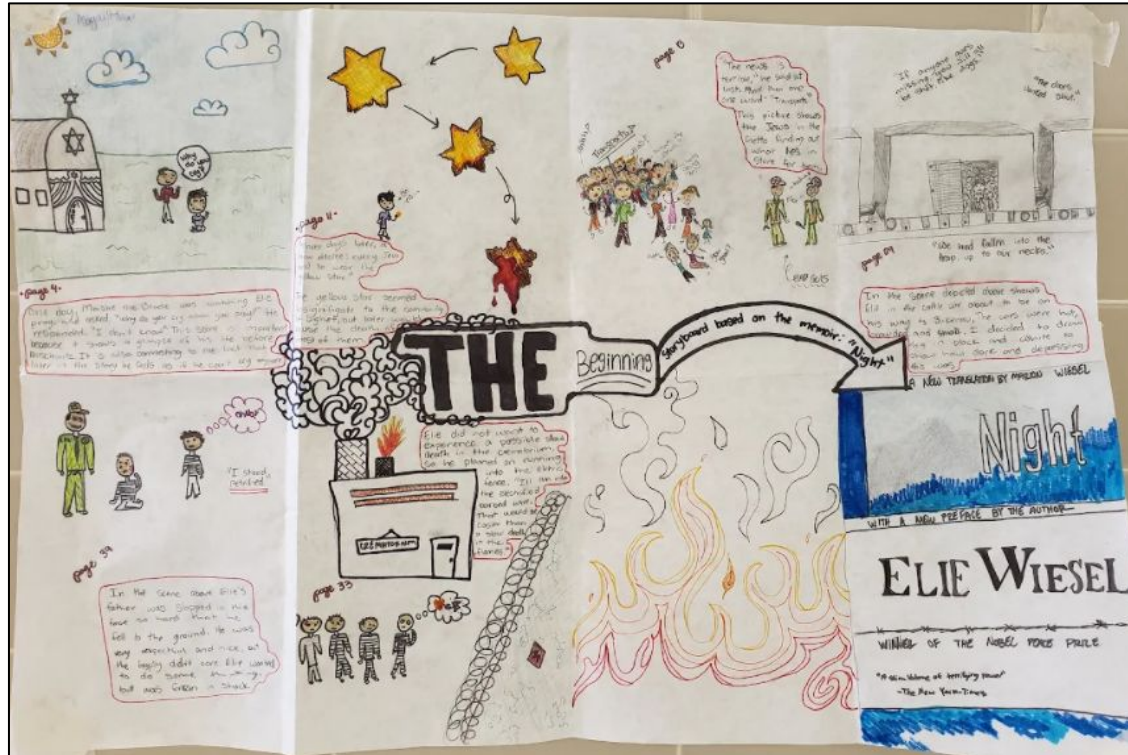
Coder Elementary:
Pre-K Science, Ms. Flinchbaugh



Students researched habitats and built a habitat for a penguin that included all 4 essential elements.

Student-Driven Learning

Daniel Ninth Grade:
9th Grade ELAR , Ms. Redding

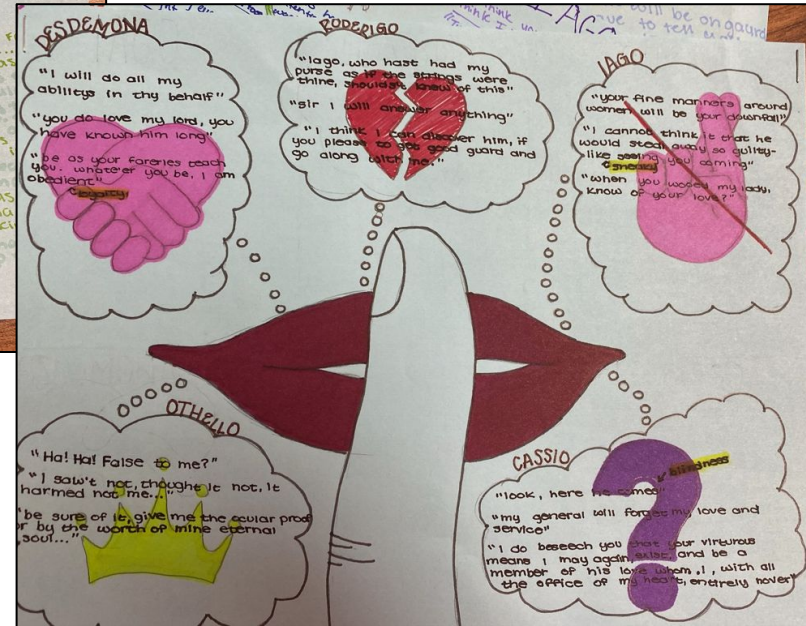
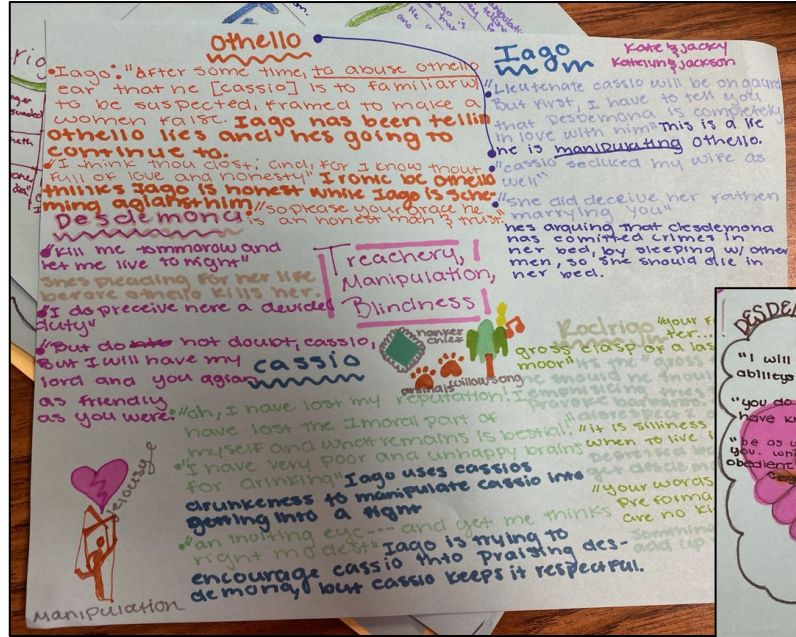


Using mental images, inferences, and connections from the chapter readings in *Night* by Elie Wiesel, students created storyboards that deepened their understanding of important events, details, and interactions between characters in the memoir.

Student-Driven Learning

Aledo High School:
12th Grade ELAR
Ms. Spencer

Students create a mind map as their summative exam based on their reading of Othello. They utilize the outline to guide them, but are able to add their own creative spin on their interpretation of the text.



AISD Featured Collaborative Team

STUARD ELEMENTARY - SECOND GRADE TEAM



Michaelaileen Huckaby



Emily Mooney



Erica Rubino



Morgan Shaunfield



Aledo

Social Studies

#GROWINGGREATNESS

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Problem of Practice:

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Social Studies Contribution to the District's Problem of Practice:

Students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

Students are demonstrating following s

Students clearly state a claim.

Students are able to add appropriate evidence to their claim.

Students are building the historical context as they establish the time, place and story that corresponds to the prompt.

Students are able to articulate reasoning to tie their evidence back to their claim.

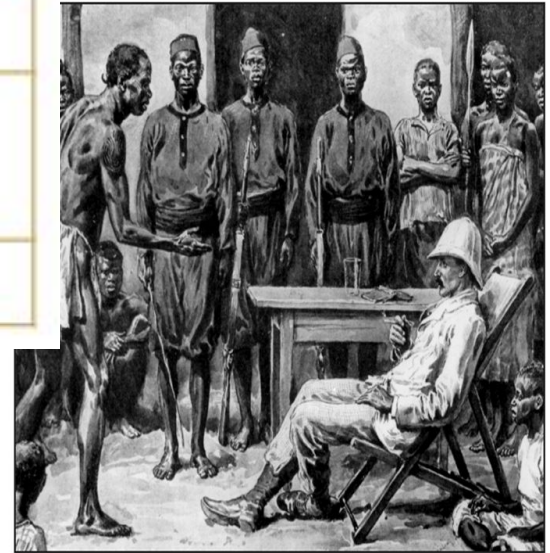
Areas for growth and next steps

Building extended analysis

Demonstrate a complex understanding of the historical development

Use appropriate citations

What Was the Driving Force Behind European Imperialism in Africa?



EXAMPLES FROM THE CLASSROOM

Cold War CER Prompt:

In regards to the Korean War, do you agree with the stance of President Truman or General MacArthur?



DBQ Question:

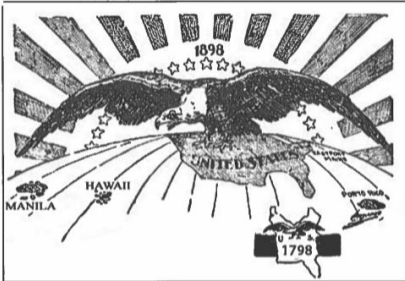
Should the United States have annexed the Philippines?

Document A

Note: A platform is a series of positions or beliefs supported by a group or political party

We earnestly condemn the policy of the present national administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. We protest against the extension of American sovereignty by Spanish methods...

Directions: Look carefully at the cartoon below and answer the questions that follow.



Ten thousand miles from tip to tip. – Philadelphia Press, 189

Note: Notice the image of the smaller United States 100 years earlier in 1798



Document 1

I walked the floor of the White House night after night late it came to me this way —

(1) that we could not pray for light and hope if we were cowardly; that we must pray for courage as well as for wisdom.

- (1) that we could not give (the Philippines) back to Spain - that would be cowardly and dishonorable;
 (2) that we could not turn them over to France and Germany - our commercial rivals in the Orient - that would be bad business and discreditable;
 (3) that we could not leave them to themselves - they were unfit for self government - that Spain would soon have snarled and misrule over there worse than Spain's was;
 (4) that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we couldly try for, as our forefathers for whom Christ also died.
- And then I went to bed, and went to sleep and slept soundly.

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Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

Meaningful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit. Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills. 	<ul style="list-style-type: none"> Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality. Student work requires application of knowledge learned during the lesson/unit. 	<ul style="list-style-type: none"> Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality. Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study. 	<ul style="list-style-type: none"> Students think and act critically to curate content and apply information learned to address a range of cross-disciplinary tasks which are both creative and original. Student work requires the ability to select, organize, and present content through relevant products with multiple solutions.
Instructional Design	<ul style="list-style-type: none"> Lesson provides students an opportunity to demonstrate foundational understanding of content. 	<ul style="list-style-type: none"> Lesson provides students an opportunity to complete a specific task that requires application of knowledge. 	<ul style="list-style-type: none"> Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning to complete the task. 	<ul style="list-style-type: none"> Lesson inspires students with an opportunity to think critically about new learning to create their own real-world, relevant tasks.
Authentic Resources	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students mainly engage with one source of information for the lesson and/or unit. Students use one source to complete tasks focused on making simple connections to content. 	<ul style="list-style-type: none"> Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it. Students use one or more sources to complete real-world tasks focused on making simple connections to content. 	<ul style="list-style-type: none"> Students engage with multiple sources of information, both primary and secondary, during a lesson/unit. Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research. 	<ul style="list-style-type: none"> Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including multi-format resources. Students select and use a variety of resources to solve predictable or unpredictable real-world scenarios.
Instructional Design	<ul style="list-style-type: none"> Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text. 	<ul style="list-style-type: none"> Lesson is structured around an essential understanding/question, uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource. 	<ul style="list-style-type: none"> Lesson is structured around an essential understanding/question and relies on students to select multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks. 	<ul style="list-style-type: none"> Lesson is structured around an essential understanding/question and relies on students to select multiple authentic texts and resources to engage in real-world problem solving.
Learning Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> Students seldom have the opportunity to engage in content that has explicit connection to real-world application. Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson. 	<ul style="list-style-type: none"> Students occasionally engage in content that has explicit connection to real-world application. Some students begin to articulate the connections between content learned and real-world application. 	<ul style="list-style-type: none"> Students engage in content that has explicit connections to real-world applications. Some students clearly articulate the connections between content learned and real-world application. 	<ul style="list-style-type: none"> Students discover opportunities to apply content to their lives as well as real-world application. Students independently make thoughtful connections between content learned and real-world unpredictable situations.
Instructional Design	<ul style="list-style-type: none"> Lesson provides appropriate content, but without explicit connections to real-world application. 	<ul style="list-style-type: none"> Lesson provides some opportunities to connect content learned to real-world application. 	<ul style="list-style-type: none"> Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications. 	<ul style="list-style-type: none"> Lesson inspires students to create opportunities for students to connect content learned to their lives, as well as real-world applications.

Digital Tools for Building Relevance in Social Studies



Washington's Farewell Address Lesson

Summary the excerpts from Washington's Farewell Address and include a hashtag! Then apply to current society!

Hexagonal Thinking- The Early Republic

Essential Question: How did the visionary leadership of the first five presidents produce a nation of stability and power?

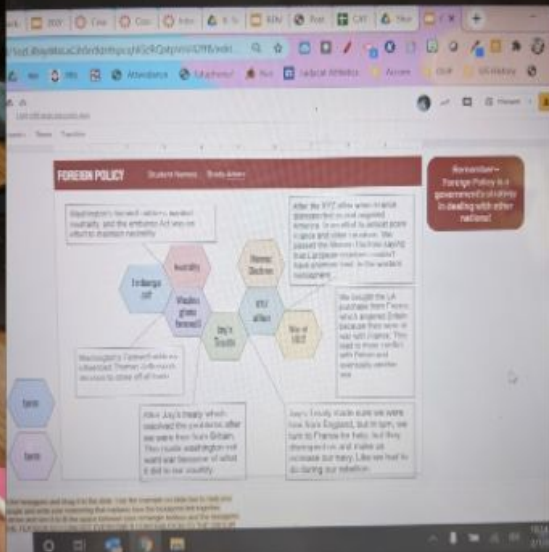
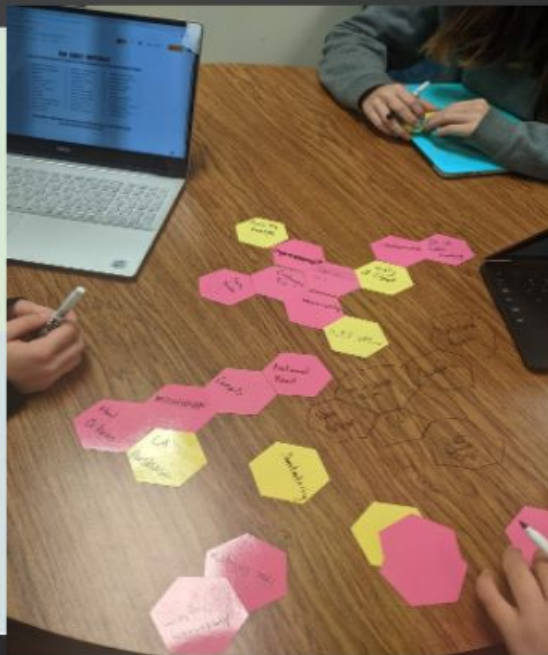
HEXAGONAL THINKING: THE EARLY REPUBLIC

With your group, create two different hexagonal thinking clusters.

1. Foreign Policy during the Early Republic
2. Domestic Policy during the Early Republic

Be sure to write your explanations detailing how each of the hexagons "link" together!

If you are working from home, you will complete the hexagonal cluster on your own and must include 8 terms for each cluster! Those working in groups must link at least 12 hexagons for each cluster!



American Progress and Manifest Destiny

Essential Question: Texas joins the United States in 1845 and formed a new state government. Relations between the United States and Mexico became more intense and war broke out in 1846. The Mexican-American War changed North America, politically and socially, creating new challenges for Texans. Was the goal of Manifest Destiny, in the name of progress, actually progress for all Americans?



What impact has westward expansion had on our society?

Explain the differences between westward expansion in the 1800's and its effects on society in 2022?



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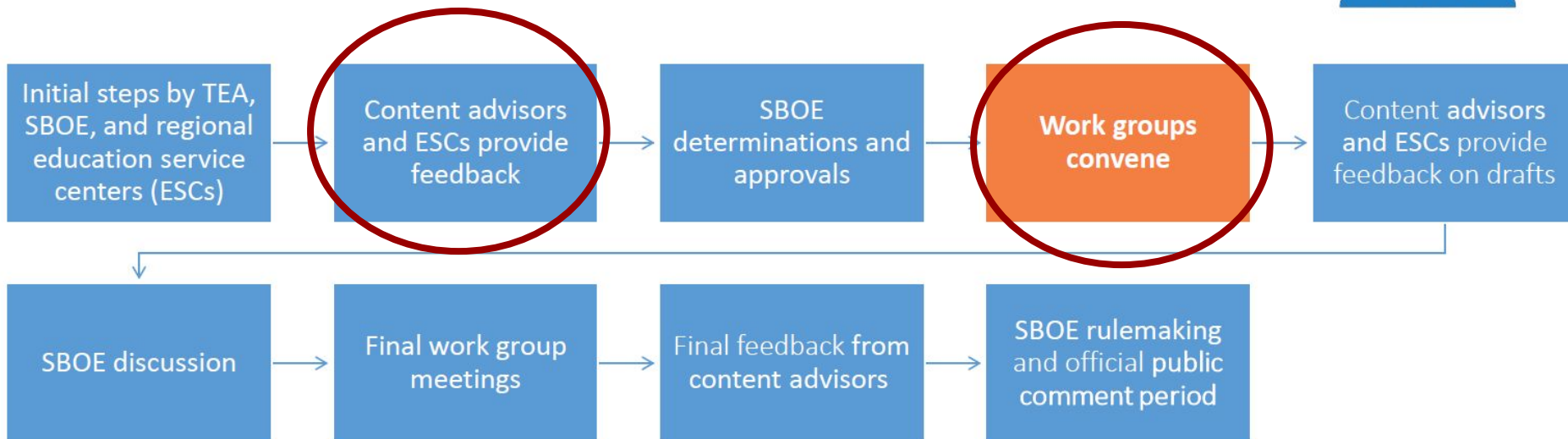
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Overview of TEKS Review Process



TEA began convening work groups in January 2022

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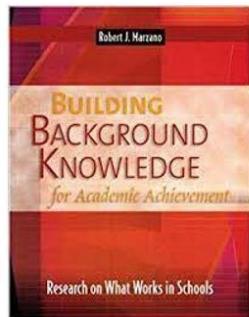
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Elementary ELAR/SS Curriculum Writing With a Focus on Disciplinary Literacy

SOCIAL STUDIES TEXTS TEACH MORE ACADEMIC VOCABULARY THAN ANY OTHER SUBJECT



Subject Area	Level 1 (K-2)	Level 2 (3-5)	Level 3 (6-8)	Level 4 (9-12)	Totals	Percentage of Total
Mathematics	80	190	201	214	685	8.70%
Science	100	166	225	282	773	9.70%
English Language Arts	83	245	247	223	798	10.10%
*History	162	959	743	715	2579	32.60%
*Geography	89	212	258	300	859	10.80%
*Civics	45	145	210	213	613	7.70%
*Economics	29	68	89	155	341	4.30%
Health	60	68	75	77	280	3.50%
Physical Education	57	100	50	34	241	3%
The Arts	54	198	198	99	549	6.90%
Technology	23	47	56	79	205	2.60%
TOTALS	782	2398	2352	2391	7923	99.90%

Robert Marzano's research for Building Background Knowledge for Academic Achievement (2004) shows that approximately 55.4% of a student's academic vocabulary comes from the social studies.

Disciplinary Literacy is “understanding the ways in which knowledge is constructed in each content area and how literacy (reading, writing, speaking, listening, thinking) supports that knowledge in content-specific ways.”

This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing...Content Area By Content Area, Lent (2016)



District Improvement Grant

