



Welcome to

Evidence-Based Digital Curriculum Takes Center Stage in Arizona Classrooms

Co hosted by
Crane Elementary School District and
Assessment Technology Incorporated

Welcome, Opening Remarks, and Introductions



Jason K. Feld, Ph.D.

Vice President of Corporate Projects

Assessment Technology Incorporated

Introductions: Crane Elementary School District



Mike Hoffman, Ed.D.
Director of Curriculum,
Instruction, and
Technology



Kei Foppe
2nd Grade Teacher



Tara Guerrero
District Math Coordinator



Judy Munger
District ELA/ELL Coordinator

Introductions: Assessment Technology Incorporated



Jason K. Feld, Ph.D.
Vice President of
Corporate Projects



Kerridan Kawecki
Professional Development
Department Director



Steven La France
Senior Field Services
Coordinator

Introductions: Guest Speakers

Murphy Elementary School District #21



Jose Diaz
Superintendent



Bryan Borden
Assistant Superintendent of
Curriculum Instruction,
Assessment and ELL Services

Dynamic Curriculum Strategies

Current ELA/ELL/MATH Components

Dynamic Curriculum Strategies

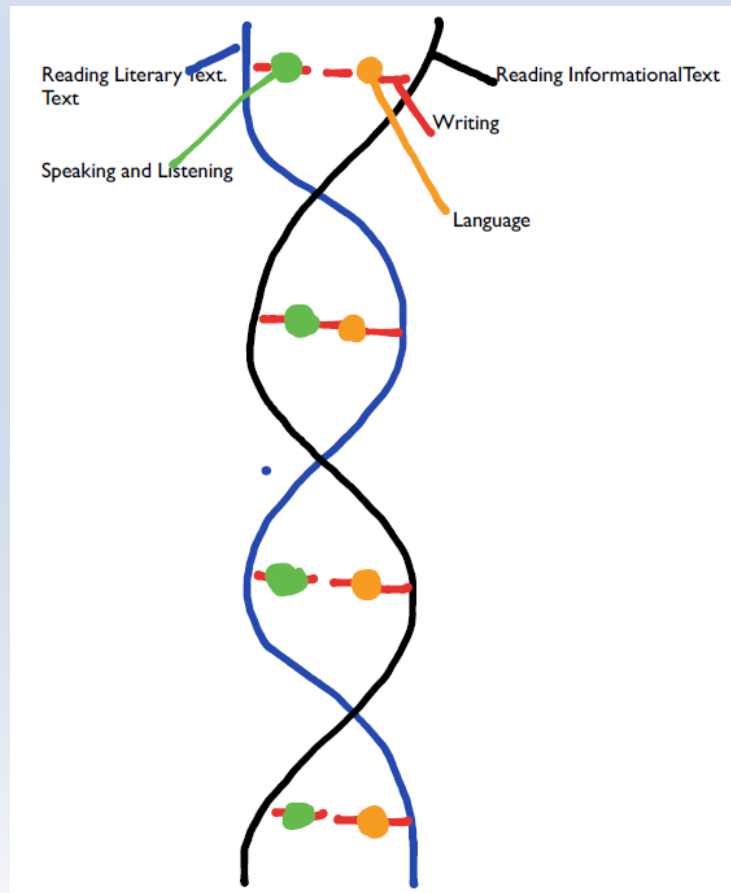


Why?

- Previous curriculum program did not meet district-wide needs
- Teachers and school leaders called for a streamlined, comprehensive curriculum tool
- Important to provide access to vertical alignments for all teachers

Dynamic Curriculum Strategies

DNA Sample



Dynamic Curriculum Strategies



How?

- Curriculum team
- Vetted process
- Evolving: ELA & ELL
- Teacher autonomy
- Testing resources

Dynamic Curriculum Strategies



CRANE WRITING CURRICULUM LANGUAGE NON-NEGOTIABLES

Kindergarten

- *Phonetic spelling
- *Complete sentence (simple)
 - *Capital letters at the beginning and for names
 - *End punctuation

1st Grade

- *Common and proper nouns
- *Capitalization
 - *Beginning of sentence
 - *Proper nouns
- *Ending punctuation
- *Simple and compound sentences
 - *(coordinating conjunctions)
 - *noun/verb agreement
 - *use of adjectives, conjunctions, and prepositions
 - *temporal words
 - *commas in a greeting and closing of letter
 - *phonetic and sight word spelling patterns

Dynamic Curriculum Strategies



2nd Grade

- *Pronouns (reflexive: myself, himself, herself)
- *Nouns
 - *Irregular
 - *Proper
- *Adjectives & adverbs
- *Apostrophes
 - *common possessives
 - *common contractions
- *Verbs
 - *past, present, irregular
- *Commas in a greeting & closing of letter
- *Capitalization
 - *Holidays
 - *Product names
 - *Geographic names
- *Expanded simple & compound sentences in order to support a main idea

3rd Grade

- *Verbs
 - *past, present, future, regular, irregular
- *Abstract nouns
- *Conjunctions
 - *subordinating
 - *coordinating
- *Simple, compound, & complex sentences
- *Capitalization in titles
- *Commas in addresses
- *Commas & quotation marks in dialogue
- *Possessives
- *Agreement
 - *subject/verb & pronoun-antecedent
- *Adjectives & adverbs
 - *comparative/superlative

Dynamic Curriculum Strategies



4th Grade

- *Prepositional phrases
- *Relative pronouns (who, whose, who, which, that)
- *Verbs
 - *progressive tense
 - *modal auxiliaries
 - *consistency
- *Order of adjectives
- *Variety of sentences
- *Commas & quotation marks for direct speech & quotations from text
- *Commas before a coordinating conjunction in a compound sentence

5th Grade

- *Verbs
 - *variety
 - *perfect tenses
- *Conjunctions
 - *correlative (either/or, neither/nor)
 - *subordinating
- *Pronouns
 - *subjective, objective, possessive
- *Commas
 - *items in a series
 - *introductory element
 - *(variety of sentence structures)

Dynamic Curriculum Strategies



Grade 6

- *Pronouns
 - *case, intensive, number & person, clear antecedents
- *Syntax
 - *(subject/verb/object)
 - *(subject/linking verb/predicate noun or adjective)
 - *(subject/verb/adverb)
 - *word/phrase placement in sentences

Grade 7

- *Types & functions of phrases/clauses
- *Varying sentence types purposefully
- *Commas to separate coordinate adjectives (It was an exciting, hilarious play.)

Grade 8

- *Verbals
 - *gerunds, participle, infinitives
- *Verb moods
 - *indicative, imperative, interrogative, conditional, subjunctive

Dynamic Curriculum Strategies



1st Grade Calendar

1st Quarter ELA First Grade 2016-2017	Week 1 August 1st-August 5th	Week 2 August 8th-August 12th	Week 3 August 15th-August 19th	Week 4 August 22th-August 26th	Week 5 August 29th-September 2nd	Week 6 September 5th- September 9th	Week 7 September 12th- September 16th	Week 8 September 19th- September 23rd <i>Galileo Testing Window</i>	Week 9 September 26th- September 30th
Phonics	Short a	Short a	Short i	Digraph -ck	Short o	Variant vowel a (schwa sound as in all)	Short e	Digraph th	Short u
Reading Foundations	1.RF.01a- Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1.RF.01a- Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <i>Assess Friday August 12th.</i>	1.RF.02 cd- Demonstrate understanding of spoken words, syllables, and sounds(phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.RF.02 cd- Demonstrate understanding of spoken words, syllables, and sounds(phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	1.RF.02 cd- Demonstrate understanding of spoken words, syllables, and sounds(phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single- syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <i>Assess on Friday September 2nd</i>	1.RF.02b Demonstrate understanding of spoken words, syllables, and sounds(phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 1.RF.03b-Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one- syllable words.	1.RF.02b Demonstrate understanding of spoken words, syllables, and sounds(phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 1.RF.03b-Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one- syllable words. <i>Assess on Friday September 16th</i>	Review and Reteach	

Dynamic Curriculum Strategies



1st Grade Calendar

1st Quarter ELA First Grade 2016-2017	Week 1 August 1st-August 5th	Week 2 August 8th-August 12th	Week 3 August 15th-August 19th	Week 4 August 22th-August 26th	Week 5 August 29th-September 2nd	Week 6 September 5th-September 9th	Week 7 September 12th-September 16th	Week 8 September 19th-September 23rd <i>Galileo Testing Window</i>	Week 9 September 26th-September 30th
Reading Literature and Informational Text	<p>***Use as a check list when working with literature and informational text. Standards listed will be assessed before the end of the quarter. **</p>	<p>1.RL.01 Ask and answer questions about key details in a text. 1.Ri.01 Ask and answer questions about key details in a text.</p>	<p>1.RL.03 Describe characters, setting, and major events in a story, using key details. 1.Ri.03 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>1.RL.07 Use illustrations and details in a story to describe its characters, setting, or events. 1.Ri.07 Use the illustrations in a text to describe its key ideas.</p>			<p>Assess on Friday September 16th</p>	<p>***Frontload** 1.RL.04 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 1.Ri.04 Ask and answer questions to help determine or clarify the meaning or phrases in a text.</p>	<p>***Frontload** 1.RL.05 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 1.Ri.05 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>
* Language	<p>L.1 abcd- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p>	<p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my, them, their, anyone, everything).</p>	<p>L.2 abcde- Demonstrate command of the connections of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.</p>	<p>d. Use conventional spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>L.5 abc- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p>	<p>c. Identify real-life connections between words and their use (e.g., note place at home that are cozy).</p>	<p>L.6 Use words and phrases acquired through conversations, reading and being to read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>		

Dynamic Curriculum Strategies



1st Grade Calendar

1st Quarter ELA First Grade 2016-2017	Week 1 August 1st-August 5th	Week 2 August 8th-August 12th	Week 3 August 15th-August 19th	Week 4 August 22th-August 26th	Week 5 August 29th-September 2nd	Week 6 September 5th-September 9th	Week 7 September 12th-September 16th	Week 8 September 19th-September 23rd <i>Galileo Testing Window</i>	Week 9 September 26th-September 30th
* Speaking and Listening	SL.1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	SL.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings. ***focus on feelings in 3rd quarter with RL.10.	SL.5-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ***focus on feelings in 3rd quarter with RL.10	SL.6- <i>Produce complete sentences when appropriate to task and situation.</i>			
* Yearly Standards	1.RF.03-Know and apply grade-level phonics and word analysis skills in decoding words. g. Recognize and read grade-appropriate irregularly spelled words.	1.RF.04-Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy with accuracy, appropriate rate, and expression on successive readings. c. Use context clues to	confirm or self-correct word recognition and understanding, rereading as necessary.						

* integrate into lessons

Dynamic Curriculum Strategies



1st Grade Calendar

1st Quarter ELA First Grade 2016-2017	<u>Week 1</u> August 1st-August 5th	<u>Week 2</u> August 8th-August 12th	<u>Week 3</u> August 15th-August 19th	<u>Week 4</u> August 22th-August 26th	<u>Week 5</u> August 29th-September 2nd	<u>Week 6</u> September 5th- September 9th	<u>Week 7</u> September 12th- September 16th	<u>Week 8</u> September 19th- September 23rd <i>Galileo Testing Window</i>	<u>Week 9</u> September 26th- September 30th
Writing	Launching					Personal Narrative Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (1.W.3)			

Dynamic Curriculum Strategies



1st Grade Calendar

2nd Quarter ELA First Grade 2016-2017	Week 1 October 3rd-October 7th Parent/Teacher Conference Week	Week 2 October 17th-October 21st	Notes	Week 4 October 31st-November 4th	Week 5 November 7th-November 10th	Week 6 November 14th- November 16th	Week 7 November 21st- November 22nd	Week 8 November 28th- November 2nd	Week 9 December 5th- December 9th Business/Teacher Strike	Week 10 December 12th-16th
Phonics	Diphthong ng	R controlled or, oi	Digraph sh	Digraph ch, tch	R controlled ar	Digraph qu, wh	R-controlled er, ir, ur	le (as in fiddle)	Long o (ow, oa)	Long e (ea, ee)
Reading Foundations	1.RF.3a-Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. (th, ck, ng, sh, ch, tch, qu, u, wh)	1.RF.3a-Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. (th, ck, ng, sh, ch, tch, qu, u, wh)	1. Language aq ph ar di a. se or or di (t u, or 2)	L.1 et-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives.	L.2 abcde- Demonstrate command of the connections of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.	d. Use conventional spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L.4 abc-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L.5 d focus on verbs)-With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L.6 Use words and phrases acquired through conversations, reading and being to read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Reading Literature and Informational Text	**Use as a check list when working with literature and informational text. Standards listed will be assessed before the end of the quarter. **		1. st di ck ur th m 1. m ka	SL.1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	SL.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.4-Describe people, places, things, and events with relevant details, expressing ideas and feelings. ***focus on feelings in 3rd quarter with RL.10.	SL.5-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ***focus on feelings in 3rd quarter with RL.10	SL.6- Produce complete sentences when appropriate to task and situation.	

Dynamic Curriculum Strategies



1st Grade Calendar

2nd Quarter ELA First Grade 2016-2017	Week 1 October 3rd-October 7th Faculty/Teacher Conference Week	Week 2 October 17th-October 21st	Week 3 October 28th-November 4th	Week 4 November 7th-November 10th	Week 5 November 14th- November 18th	Week 6 November 21st- November 22nd	Week 7 November 20th- December 2nd	Week 8 December 5th- December 9th Student Winter Break	Week 9 December 12th-18th	
* integrate into lessons * Yearly Standards	1.RF.03-Know and apply grade-level phonics and word analysis skills in decoding words. read grade-appropriate irregularly spelled words.	1.RF.04-Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy with accuracy, appropriate rate, and expression on successive readings. c. Use context clues to	confirm or self-correct word recognition and understanding, rereading as necessary.							
	Personal Narrative Write narratives in which they recount their or more appropriately recalled events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (1.W.2)	Explanatory Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1.W.2)								
Writing										

Dynamic Curriculum Strategies



1st Grade Calendar

3rd Quarter ELA First Grade 2016-2017		Week 2 January 16th-January 20th	Week 3 January 23rd-January 27th	Week 4 January 30th- February1st	Week 5 February 6th-February 10th	Week 6 February 13th-February 17th Parent Teacher Conference Week	Week 7 February 19th-February 24th	Week 8 February 27th-March 3rd 2nd/3rd/4th/5th/6th/7th/8th/9th/10th/11th/12th/13th/14th/15th/16th/17th/18th/19th/20th/21st/22nd/23rd/24th/25th/26th/27th/28th/29th/30th/31st	Week 9 March 6th-March 10th	Week 10 March 13th-14th 15th/16th/17th/18th/19th/20th/21st/22nd/23rd/24th/25th/26th/27th/28th/29th/30th/31st
Phonics	Long a (as in a_e)	Long e (y sound as in jelly)	Long l (as in l_e)	oe (s sound as in loe)	ow, ou (as in cow and out)	Review Week	Long i (y sound as in fly and le sound as in die)	Long o (as in o_e)	long i (igh as in night)	ai, ay (as in rain and hay)
Reading Foundations	1.RF.02a- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in a spoken single-syllable words.	1.RF.02a- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in a spoken single-syllable words.	Language	L.1 ghi- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). l. Use frequently occurring prepositions (e.g., during, beyond, toward).	L.2 abcde- Demonstrate command of the connections of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.	d. Use conventional spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L.4 abc- Determine of clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L.5 d (Focus on adjectives)- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L.6 Use words and phrases acquired through conversations, reading and being to read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
Reading Literature and Informational Text	**Use as a check list when working with literature and informational text. Standards listed will be assessed before the end of the quarter. **	1.RL.05- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 1.RL.05- Know and use various text features (e.g., headings, tables or contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **Make sure to use appropriate vocabulary when teaching this concept**		Speaking and Listening	SL.1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	SL.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings. ***focus on feelings in 3rd quarter with RL.10.	SL.5- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ***focus on feelings in 3rd quarter with RL.10	SL.6- Produce complete sentences when appropriate to task and situation.

Dynamic Curriculum Strategies



1st Grade Calendar

3rd Quarter C.L.A. First Grade 2016-2017		Week 3 January 18th-January 20th	Week 4 January 23rd-January 27th	Week 5 January 30th- February 1st	Week 6 February 6th-February 10th	Week 7 February 13th-February 17th Parent Teacher Conference Week	Week 8 February 19th-February 24th	Week 9 February 27th-March 3rd Winter Break/Read Aloud	Week 10 March 6th-March 10th	Week 11 March 13th-14th end of year celebration	
Yearly Standards	1.RF.03-Know and apply grade-level phonics and word analysis skills in reading. 1.RF.03.1. Recognize and read grade-appropriate irregularly spelled words.	1.RF.04-Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy with accuracy, appropriate rate, and expression on successive readings. c. Use context clues to	confirm or self-correct word recognition and understanding, rereading as necessary.								
Writing	Explanatory	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1.W.2)					Opinion	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (1.W.1)			

Dynamic Curriculum Strategies



1st Grade Calendar

1st Quarter S.A. First Grade 2018-2017	2nd Q.1 March 12th-17th (2nd Quarter ended on the 14th)	2nd Q.2 March 20th-March 24th	2nd Q.3 April 13th-April 14th	2nd Q.4 April 17th-April 21st	2nd Q.5 April 26th-April 28th	2nd Q.6 May 1st-May 8th Culminating Assessment Week	2nd Q.7 May 8th-May 12th	2nd Q.8 May 15th-May 20th	2nd Q.9 May 22nd-May 26th	2nd Q.10 May 29th-May 31st
Phonics	ai, ay (as in rain and hay)	Long i (as in find and wind)	Long o (as in old and road)	gh, gi, dy, dge (as in gentle, giant, gym, and bridge)	Long u (as in u, ur)	Short e (as in head)	oo (as in cool and book)	*Review and Refresh "High-Syllabic Words"		
Reading Foundations	1.RF.00-Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final -e and common vowel team conventions for representing long vowel sounds.	1.RF.00-Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final -e and common vowel team conventions for representing long vowel sounds.	1.RF.00-Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final -e and common vowel team conventions for representing long vowel sounds. Assess April 14th	1.RF.00-Know and apply grade-level phonics and word analysis skills in decoding words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables.	1.RF.00-Know and apply grade-level phonics and word analysis skills in decoding words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. Assess April 20th	Review and Refresh				

Reading Literature and Informational Text	**Use an x-check list when working with literature and informational text. Standards listed will be assessed before the end of the quarter.**	1.RI.05-Identify the reasons an author gives to support points in a text.	<p>Assess April 20th</p> <p>1.RI.05-Identify the reasons an author gives to support points in a series of words in a series.</p>		1.RI.05-Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.RI.05-Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.RI.05-Describe people, places, things, and events with relevant details, expressing ideas and feelings.	1.RI.05-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1.RI.05-Produce complete sentences when appropriate to task and situation.
Language	L.1 (j)- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Produce and expand complete simple and compound declarative, interrogative, and exclamatory sentences in response to prompts. k. Write multiple sentences in an order that supports a main idea or story.	L.2 (b)- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series.	<p>Speaking and Listening</p> <p>SL.1- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topic and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topic and texts under discussion.</p>		SL.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.3- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings.	SL.5- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.6- Produce complete sentences when appropriate to task and situation.
			<p>Yearly Standards</p> <p>1.RF.00-Know and apply grade-level phonics and word analysis skills in decoding words. g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>1.RF.04-Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on expression on successive readings. c. Use context clues to</p>		confirm or self-correct word recognition and understanding, reading as necessary.				

1st Quarter S.A. First Grade 2018-2017	2nd Q.1 March 12th-17th (2nd Quarter ended on the 14th)	2nd Q.2 March 20th-March 24th	2nd Q.3 April 13th-April 14th	2nd Q.4 April 17th-April 21st	2nd Q.5 April 26th-April 28th	2nd Q.6 May 1st-May 8th Culminating Assessment Week	2nd Q.7 May 8th-May 12th	2nd Q.8 May 15th-May 20th	2nd Q.9 May 22nd-May 26th	2nd Q.10 May 29th-May 31st
Writing	<p>Write opinion pieces in which they introduce the topic or name the issue they are writing about, state an opinion, apply a reason to the opinion, and provide some sense of closure (L.1.3).</p>									

* integrate into lessons

Dynamic Curriculum Strategies











6th Grade Calendar

1st Quarter ELA 6th Grade 2016-2017	Standards	Language	Listening and Speaking	Writing	Spiral Review	Assessment
<p>Week 1 August 1-5</p>	<p>5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (6.RL.5)</p> <p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (6.RL.5)</p>	<p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (6.L.1)</p>	<p>4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and/or introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. (6.W.3)</p>	<p>STANDARDS TO BE SPIRAL REVIEWED THROUGHOUT THE YEAR</p>	<p>WILL NOT BE ASSESSED UNTIL BENCHMARK #2</p>
<p>Week 2 August 8-12</p>	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)</p> <p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (6.RL.1)</p>	<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly. (6.L.2)</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (6.SL.6)</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (6.W.5)</p>		<p>BENCHMARK #1</p>
<p>Week 3 August 15-19</p>	<p>3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (6.RL.3)</p> <p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (6.RL.3)</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.* (6.L.3)</p>		<p>6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (6.W.6)</p>		<p>BENCHMARK #1</p>
<p>Week 4 August 22-26</p>	<p>2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)</p> <p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6.RL.2)</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy/scrimping, economical/unwasteful, thrifty). (6.L.5)</p>				<p>BENCHMARK #1</p>

Dynamic Curriculum Strategies



6th Grade Calendar

<p>Week 5 Aug. 29-Sept. 2</p>	<p>FRONT LOAD 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (6.RL.4) 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (6.RI.4)</p>			<p>TEST WINDOW FOR NARRATIVE WRITING</p>		<p>ASSESSED ON BENCHMARK #2</p>
<p>Week 6 September 5-9</p>	<p>FRONT LOAD 6. Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6) 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (6.RI.6)</p>			<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information/explanation presented. (W.2)</p>		<p>ASSESSED ON BENCHMARK #2</p>
<p>Week 7 September 12-16</p>	<p>Benchmark Review</p>					<p>BENCHMARK #1</p>
<p>Week 8 September 19-23</p>	<p>Benchmark Test RL/RI 1, 2, 3</p>					<p>BENCHMARK ASSESSMENT: RL/RL- 1,2, 3 L. 1,2,3,5</p>
<p>Week 9 September 26-30</p>	<p>CONTINUE FRONT LOADING ON STANDARDS RW/RL 4 AND 6</p>					

Dynamic Curriculum Strategies



6th Grade Calendar

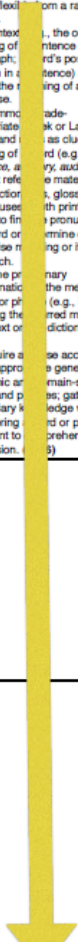
2nd Quarter ELA 6th Grade 2016-2017	Standards	Language	Listening and Speaking	Writing	Spiral Review	Assessment
<p>Week 1 October 3-7 CONFERENCE WEEK. FALL BREAK BEGINS OCT. 10-14TH</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (6.RL.4) 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (6.RL.4) 6. Explain how an author develops the point of view of the narrator or speaker in a text. (6.RL.6) 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (6.RL.6)</p>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty). (6.L.5)</p>	<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (6.SL.6)</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. (6.W.2)</p>	<p>STANDARDS TO BE SPIRALED THROUGHOUT THE YEAR</p>	<p>BENCHMARK #2</p>



Dynamic Curriculum Strategies

6th Grade Calendar

<p>Week 2 October 17-21</p>	<p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (6.RL.7)</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common general academic, domain-specific, or discipline-specific words and phrases, as well as Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>auditory</i>, <i>audible</i>).</p> <p>c. Consult general and domain-specific dictionaries, glossaries, thesauruses, encyclopedias, and digital tools, to find pronunciations, meanings, or clarify the precise meaning or its part of speech.</p> <p>d. Verify the primary meaning of a word or phrase by checking the inferred meaning in context or a dictionary. (6.L.4)</p> <p>6. Acquire and use accurately a general academic and domain-specific vocabulary, recognizing that some words and phrases are important to the study or subject.</p>	<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. (6.SL.2)</p>			<p>BENCHMARK #2</p>
<p>Week 3 October 24-28</p>	<p>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (6.RL.7)</p>		<p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. (6.SL.2)</p>			<p>BENCHMARK #3</p>



Dynamic Curriculum Strategies



6th Grade Calendar

<p>Week 4 Oct. 31-Nov. 4</p>	<p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.RL.8)</p>		<p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.SL.3)</p>	<p>1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. (6.W.1) TESTING WINDOW FOR EXPLANATORY WRITING</p>		<p>BENCHMARK #3</p>
<p>Week 5 November 7-11</p>	<p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.RL.8)</p>					<p>BENCHMARK #3</p>
<p>Week 6 November 14-18</p>	<p>9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (6.RL.9) 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (6.RL.9)</p>					<p>BENCHMARK #3</p>
<p>Week 7 November 21-22 THANKSGIVING WEEK</p>						
<p>Week 8 Nov. 28 - Dec. 2</p>						<p>BENCHMARK REVIEW: Q2 RV/RL: 4,5,6 L: 4,6</p>
<p>Week 9 December 5-9</p>	<p>Benchmark Review Week</p>					<p>BENCHMARK: Q2 ASSESSMENT RV/RL: 4,5,6 L: 4,6</p>
<p>Week 10 December 12-16</p>	<p>Benchmark Testing</p>					

Dynamic Curriculum Strategies



6th Grade Calendar

3rd Quarter ELA 6th Grade 2016-2017	Standards	Language	Listening and Speaking	Writing	Spiral Review	Assessment
Week 1 January 9-13	7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. (6.RL.7) 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (6.RI.7)	SPIRAL ALL TAUGHT LANGUAGE STANDARDS	SPIRAL ALL TAUGHT LISTENING AND SPEAKING STANDARDS	6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (6.W.8)	SPIRAL ALL TAUGHT CONCEPTS	BENCHMARK #3
Week 2 January 16-20	6. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.RI.8)			6. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (6.W.8)		BENCHMARK #3
Week 3 January 23-27	6. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6.RI.8)			7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6.W.7)		BENCHMARK #3
Week 4 January 30-Feb. 4	9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (6.RL.9) 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (6.RL.9)					BENCHMARK #3
Week 5 February 6-10	9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (6.RL.9) 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biogra on the same person). (6.RL.9)					BENCHMARK #3
Week 6 February 13-17 CONFERENCE WEEK	SPIRAL STANDARDS ON BLUEPRINT	Week 8 Feb. 27 - March 3	BENCHMARK 3 ASSESSMENT			BENCHMARK ASSESSMENT: 03
Week 7 February 20-24	SPIRAL STANDARDS ON BLUEPRINT	Week 9 March 6-10				

Dynamic Curriculum Strategies



6th Grade Calendar

4th Quarter ELA 6th Grade 2016-2017	Standards	Language	Listening and Speaking	Writing	Spiral Review	Assessment					
Week 1 March 13-17		5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diminutive, masculine/feminine)	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.								
Week 2 March 20-24	Week 4 April 17-21	Galileo Post Testing	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing							
							<p>RL 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RI 7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>				
Week 3 April 10-14	Week 5 April 24-28	Galileo Post Testing	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.					
							Week 6 May 1-5	Galileo Post Testing	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

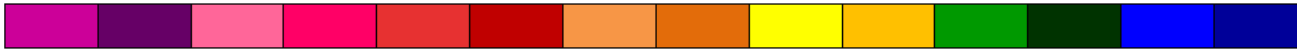
Dynamic Curriculum Strategies



Stage IV Continuum Guide

Spectrum 1-14

Pre-Emergent and Emergent Planning Continuum for Stage IV



Pre-Emergent	Emergent	Resources/Notes
<p>Speaking and Listening, Standard 1 PE-1: distinguishing phonemes in the initial, medial and final positions of words.</p> <p>Speaking and Listening, Standard 2 PE-2: reciting the alphabet, cardinal and ordinal numbers, commands, names, and teacher's name.</p> <p>Vocabulary, Standard 2 PE-2: repeating and recognizing sight words. PE-3: repeating and recognizing high frequency words.</p> <p>Grammar, Standard 1, Nouns PE-3: N/A Pre-Req: PE-1, 2</p> <p>Grammar, Standard 1, Pronouns PE-5: N/A</p> <p>Reading, Standard 1, Print Concepts PE-4: alphabetizing a series of words to the first letter.</p>	<p>Speaking and Listening, Standard 1 E-1: distinguishing phonemes in the initial, medial and final positions of words.</p> <p>Speaking and Listening, Standard 2 E-2: reciting repeated-patterned speech.</p> <p>Vocabulary, Standard 2 E-2: recognizing sight words. E-3: recognizing and identifying the meaning of high frequency words with instructional support.</p> <p>Grammar, Standard 1, Nouns E-3: distinguishing between regular and irregular plural nouns.</p> <p>Grammar, Standard 1, Pronouns PE-5: selecting demonstrative pronouns to complete a given sentence.</p> <p>Reading, Standard 1, Print Concepts E-4: alphabetizing a series of words to the third letter.</p>	

Dynamic Curriculum Strategies



Stage IV Continuum Guide

Spectrum 1-14

Pre-Emergent and Emergent Planning Continuum for Stage IV

<p>Reading, Standard 2, Phonemic Awareness PE-4: distinguishing spoken rhyming words from non-rhyming words.</p> <p>Reading, Standard 2, Decoding PE-5: Identifying and naming the upper and lower case letters of the alphabet. PE-12: recognizing and repeating high frequency words. PE-14: recognizing word order (syntax) in sentences (e.g., <i>She lives in a shoe. Cats have nine lives.</i>)</p>	<p>Reading, Standard 1, Phonemic Awareness E-4: orally forming words by substituting simple onset (/c/) with given rimes (/at/).</p> <p>Reading, Standard 2, Decoding E-5: N/A E-12: reading high frequency words. E-14: applying knowledge of word order (syntax) to confirm decoding of text.</p>	
---	---	--

Dynamic Curriculum Strategies



Stage IV Continuum Guide

Spectrum 1-14

Pre-Emergent and Emergent Planning Continuum for Stage IV



Pre-Emergent and Emergent Planning Continuum for Stage IV		
Pre-Emergent	Emergent	Resources/Notes
<p>Speaking and Listening, Standard 1, Comprehension PE-2: segmenting sentences into words.</p> <p>Speaking and Listening, Standard 2, Delivery PE-1: articulating the 44 phonemes and vowel sounds with verbal modeling and visual cues.</p> <p>Vocabulary, Standard 2 PE-1: naming and grouping labeled objects and pictures into given conceptual categories. PE-5: identifying that two words can make a compound word using visual support.</p> <p>Grammar, Standard 1, Verbs PE-3: repeating and acting out imperative verbs. (e.g., <i>Walk. Stop. Sit down. Line up.</i>) PE-5: repeating the forms of the irregular verbs: <i>to be, to have, to do, and to go</i> in the simple present tense. PE-6: repeating simple present tense regular verbs, with instructional support. PE-7: repeating present progressive tense verbs with instructional support. PE-9: repeating simple past tense regular verbs. PE-10: repeating the simple past tense forms of the</p>	<p>Speaking and Listening, Standard 1, Comprehension E-2: segmenting multi-syllabic words into syllables. (/but/ter/fly/)</p> <p>Speaking and Listening, Standard 2, Delivery E-1: producing beginning, middle, and final sounds in a word.</p> <p>Vocabulary, Standard 2 E-1: reading and classifying common words into conceptual categories. E-5: comprehending the meaning compound words.</p> <p>Grammar, Standard 1, Verbs E-3: using imperative verbs with instructional support. (e.g., <i>Go away. Help me.</i>) E-5: conjugating simple present tense irregular verbs: <i>to be, to have, to do, and to go</i>, with instructional support. E-6: selecting simple present tense regular verbs (e.g., <i>jump, jumps</i>) with instructional support. E-7: defining the present participle verb; selecting the appropriate form of "to be" used with the present participle (e.g., <i>am walking, is walking</i>) with instructional support.</p>	

Dynamic Curriculum Strategies



Stage IV Continuum Guide

Spectrum 1-14

Pre-Emergent and Emergent Planning Continuum for Stage IV

irregular verbs: *to be, to have, to do, and to go*.
 PE-11: repeating irregular simple past tense verbs with instructional support.
 PE-12: repeating simple future tense (will) verbs with instructional support.

Grammar, Standard 1, Adjectives

PE-2: selecting singular possessive adjectives to complete a given sentence.
 PE-3: N/A Pre-Req: PE-1
 PE-4: N/A
 PE-6: N/A

Grammar, Standard 1, Adverbs

PE-1: repeating classroom directions with "when" adverbs (e.g., *first, next, then*) (e.g., *First take out your book.*)
 PE-2: repeating classroom/school rules with "frequency" adverbs (e.g., *always, never, sometimes*) (e.g., *Always bring a pencil to class.*)
 PE-6 N/A

Reading, Standard 2, Phonemic Awareness

PE-1: distinguishing initial, final and medial sounds in single syllable words.
 PE-2: segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds to form new words.
 PE-3: blending initial, medial, and final spoken

E-9: selecting the simple past tense regular verbs (e.g., *walk vs. walked*) with instructional support.
 E-10: conjugating the irregular verbs: *to be, to have, to do, and to go* in simple past tense, with instructional support.
 E-11: selecting irregular simple past tense verbs (e.g., *run vs. ran*) with instructional support.
 E-12: selecting simple future tense verbs (e.g., *will walk versus walked, talk versus will talk*) with instructional support.

Grammar, Standard 1, Adjectives

E-2: selecting a singular or plural possessive adjective to complete a given sentence.
 E-3: selecting sensory/personality adjectives to complete a given sentence.
 E-4: selecting demonstrative adjectives to complete a given sentence.
 E-6: selecting indefinite adjectives (e.g., *all, both, many*) to complete a given sentence.

Grammar, Standard 1, Adverbs

E-1: define an adverb; selecting "when" adverbs to complete a given sentence.
 E-2: selecting "frequency" adverbs to complete a given sentence.
 E-6: selecting conjunctive adverbs (e.g., *also, therefore*) to complete a given sentence.

Reading, Standard 2, Phonemic Awareness

E-1: producing groups of words that begin with the same initial, final and medial sounds in single and two-syllable words.
 E-2: segmenting regularly spelled two-syllable words and common CVC words by applying the most common letter-sound correspondences, including the

Dynamic Curriculum Strategies



Stage IV Continuum Guide

Spectrum 1-14	Pre-Emergent and Emergent Planning Continuum for Stage IV	
<p>phonemes to produce words.</p> <p>Reading, Standard 2, Decoding PE-6: producing letter sounds represented by the single lettered consonants and vowels graphemes to decode common CVC words. PE-7: reading a newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., <i>think to thank</i>). PE-8: reading one-syllable words, using letter-sound knowledge. PE-9: reading one syllable words using letter-sound knowledge. PE-10: identifying base words (clean, walk) and inflectional endings (-s, -ed, -ing). PE-11: reading words with common prefixes and suffixes with instructional support. PE-13: recognizing common contractions.</p>	<p>sounds represented by: single letters, consonant blends, consonant digraphs, vowel digraphs and diphthongs. E-3: blending two or three spoken syllables to produce words including the phonemes represented by consonant blends, diagraphs, diphthongs, and r-controlled vowels.</p> <p>Reading, Standard 2, Decoding E-6: decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., <i>th, sh, ck</i>) and diphthongs (e.g., <i>ea, ie, ee</i>) and r-controlled vowels. E-7: reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position (e.g., <i>face to place</i>). E-8: applying knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., <i>su/per, sup/per, fam/i/ly</i>). E-9: applying knowledge of basic syllabication rules when decoding one or two-syllable words and compound words. E-10: reading base words and inflectional endings (-s, -ed, -ing) and identifying their functions; (tense, plurality, comparison and part of speech). E-11: applying knowledge of affixes to base words in context. E-13: reading common contractions.</p>	

Dynamic Curriculum Strategies



Teacher planning/use

1st Quarter ELA 2nd Grade 2016-2017	Week 1 August 1st-August 5th	Week 2 August 8th-August 12th	Week 3 August 15th-August 19th
Reading Foundations	2.R.RF.03a: short vowels only	2.R.RF.03a: long vowels	2.R.RF.03a: long vowels
Phonics	Focus Sound: id/ide	Focus Sound: ame/ake	Focus Sound: at/ate
Reading Literature and Informational Text			
Writing	Sketching and Launching		
Speaking and Listening *	2.SL.1a: Follow agreed-upon rules for discussions	2.SL.1a: Follow agreed-upon rules for discussions	2.SL.1a: Follow agreed-upon rules for discussions

1st Quarter ELA 2nd Grade 2016-2017	Week 1 August 1st-August 5th	Week 2 August 8th-August 12th
Language *	2.L.1a: Use collective nouns 2.L.2a,d: Capitalize holidays, product names, and geographic names; generalize learned spelling patterns when writing	2.L.1a: Use collective nouns 2.L.2a,d: Capitalize holidays, product names, and geographic names; generalize learned spelling patterns when writing
Spiral Review *	Sight words, first grade level cvc words	Sight words, short vowels
Assessment	Phonics Screener Sight Words Screener	

* Integrated within other lessons

Dynamic Curriculum Strategies


Teacher planning/use


School: Gary A. Knox Elementary School

















Class: Homeroom: Foppe: GK 02 201 HR

Library: 2016-2017 ELA Grade 2

Related Options

 [Create Library](#)

 [Create a Digital Curriculum](#)

Action	Title	View
  	2nd Grade Curriculum ELA 2016-17 Quarter 1	
  	2nd Grade Curriculum ELA 2016-17 Quarter 2	
  	2nd Grade Curriculum ELA 2016-17 Quarter 3	
  	2nd Grade Curriculum ELA 2016-17 Quarter 4	

Copyright © 2017 Assessment Technology, Incorporated. All rights reserved.
Protected by U.S. Patents 6,322,366; 6,468,085B1; 7,065,516 and others pending.

Dynamic Curriculum Strategies



Teacher planning/use

CRANE SCHOOLS Grade(s): 2

Unit: **2.R.RF.03a (Short Vowels O...**

Unit Info | Standards | Materials | Assessments

Suggested Duration: 5 day(s)

2.R.RF.03a
Short Vowels

Anchor Standard	Standard
N/A	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

Essential Skills/ Concepts	Overarching Ideas
Know and read fluently regularly spelled words.	Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: Does that sound right? Does that look right? Does that make sense?

Academic Vocabulary/ Cognates	Essential Questions/ Questions Stems
appropriate/ apropiado irregular/ irregular vowel	Are there any patterns you can use to help you write that word? What are vowels? How do you identify the vowels? What are short vowels? How do you identify short vowels? What are long vowels? How do you identify long vowels?

Dynamic Curriculum Strategies

Teacher planning/use

Suggested Duration: 5 day(s)

Teaching Notes and Strategies

- Phonics Screener
- Identify a "key word" for each vowel sound- that way the students can always remember that key word and its sound to help identify with other words
- Use text to identify vowel sounds
- Decodables

Performance Tasks to Check for Understanding

Students will use grade level reader to find words with both long and short vowel sounds.

Reteach

For struggling students, continue to work on the short vowel sounds by isolating words.

Work using nonsense CVC words: lub, fip, etc. Work on these using Elkonin boxes (see below). Students will work sound-by-sound while pushing chips into the corresponding boxes. Be sure to emphasize the short vowel sounds when working.



Enrich

To enrich students, an example activity could be to have them read a text of their choice and find words with the short vowel sound. Then, create a tree map or use technology to create a presentation of the ideas.

Have students change a short vowel sound in a word to a long vowel sound, expecting them to explain what changed, how it changed, and why it changed: hop --> hope

Challenge students by having them identify short vowel sounds in multi-syllabic words.


Look at the teacher links and resources and modify activities as well.

After nonsense words are mastered (80% accuracy), move to common CVC words.


Dynamic Curriculum Strategies





Teacher planning/use


Unit: **2.R.RF.03a (Short Vowels O...** 

Unit Info Standards **Materials** Assessments





Standards	View	Unit Materials
AZ-RF.2.3a		2.RF.03a Distinguish long and short vowels TestA.doc

 Curriculum: Crane ESD Grade 6 ELA Curriculum 2016-17 Quarter 1 [Show Info](#) 

Grade(s): 6

Unit: **Quarter 1: 6.RL.5 & 6.RI.5** 

Unit Info Standards **Materials** Assessments

Assessment	# of Items	Assessment Info
Formatives		
 6.RI.5 & 6.RL.5 FORM A	9	
 6.RI.5 & 6.RL.5 FORM B	9	

Dynamic Curriculum Strategies



MATHEMATICS

- Major Clusters, Rigor Components, Practice Standards
- Standard Progression and Concept Trajectory
- Big Ideas, Terminology, Question Stems/Prompts, Examples/Explanations
- CPA Model of Instruction/Instructional Strategies – Picture/Video Tutorials
- Misconceptions/Answer Getting Methods
- AzMERIT Blueprints, PLDs, Item Specs,
- Standardized Test Samples – AzMERIT, PARCC, SBAC
- Tasks: Illustrative Mathematics, Problem-Based Learning

Foundational Member Outreach

- Crane Schools offering membership access to DCS platform to Arizona schools and districts at introductory rates for the coming school year.





Membership Supports

- Teacher-leader extra-work time costs
 - Platform refinement
 - Vertical alignment
 - Lesson plan research groups
- Consulting with nationally recognized experts in content areas
 - Vetting of unit plans, standards alignment, and lesson plan construction
 - Integration of project-based learning
 - Cross-curricular units

Membership Fee Schedule

- ❑ Administrative Fee is one time set-up
- ❑ Admin Fee for districts under 250 students would be waived
- ❑ Foundational members lock in "per student" fee schedule for 5 years.

Example of Cost Structure					
District Name	Student Count (K-8)	Administrative Fee	Per Student Fee	Services Fee	Total Fees
Wonder ESD	12,271	\$500	\$2.00	\$24,542	\$25,042
Joyful ESD	1,339	\$500	\$2.00	\$2,678	\$3,178

Evidence-Based Digital Curriculum Takes Center Stage in Arizona Classrooms

Break

The Galileo® Digital Curriculum Platform and EngageNY

Overview of the New Galileo Digital Curriculum Platform in Arizona

Presented by

Assessment Technology, Incorporated

ATI and Crane Schools Goals for a Digital Curriculum Platform

- **Curriculum developers** desire robust technology and quality digital content to build standards-aligned units and conduct research to support data-driven practice
- **Educators** desire a digital hub to collaborate, plan, access, and evaluate the effectiveness of standards-based curriculum, instructional, and assessment content

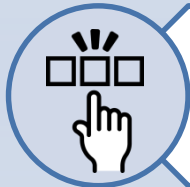


- **Students** desire online instructional materials and information about their progress to help them learn
- **Parents** desire easy digital access to curriculum, resources, and information about student progress to help support student learning at home

Using a Platform to Support Data-Driven Practice



Identify research questions based on stakeholder goals



Select metrics that take advantage of platform capabilities



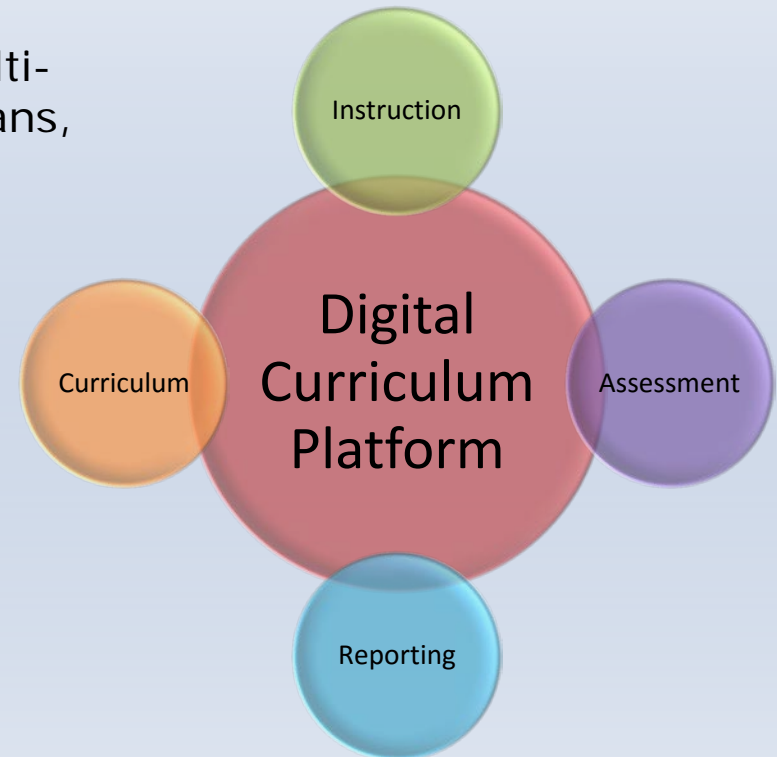
Use platform to continuously collect data and track metrics over time



Evaluate data to drive practice and optimize implementation

Integrating Crane Schools Dynamic Curriculum Strategies within the Galileo Digital Curriculum Platform

- Enables rapid development and use of multi-media digital curriculums, units, lesson plans, instructional materials, and assessments
- Supports alignment to Arizona and other state standards in all grades and content areas
- Fully integrated with broader Galileo K-12 Online assessment and reporting system



- Built on the foundation of the ATI research and development program
- Developed in collaboration with Arizona educators

Innovative Builder Tools used by Crane Schools for the Digital Age

Digital Curriculum Builder

Create a series of online units representing a course or pacing guide and including vetted digital instruction and assessment resources



Lesson Plan Builder

Organize digital content to plan instruction and assessment for a topic



Dialog Builder

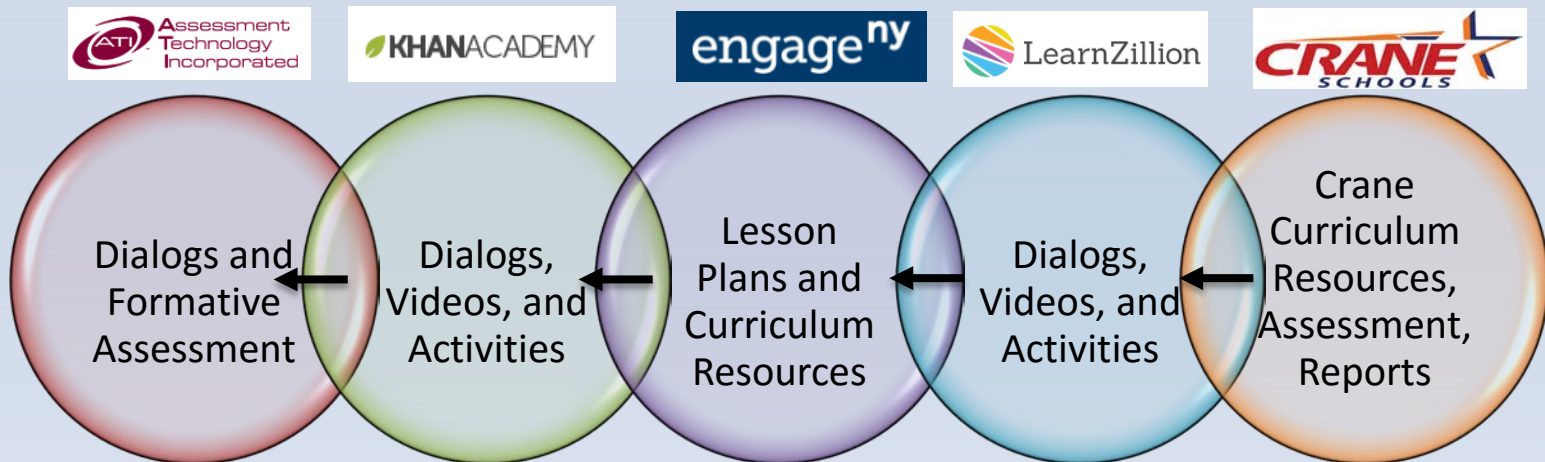
Create online interactive multimedia lessons and assignments integrating instruction, assessment, and teacher-student communication

Builders Support Integration Of:

- Slides organizing content (text, images, videos)
- Standards
- Instructional materials
- Assessment content

Illustrations of Real-Time Access to Valuable Digital Content in Support of Crane Dynamic Curriculum Strategies

A continually growing searchable bank of vetted Arizona standards-aligned instruction and assessment materials



Resource Builder supports integration and sharing of weblink or file resources purchased, identified, or created by the District

Collecting and Evaluating Data to Guide Practice with Crane Dynamic Curriculum Strategies

- **Curriculum Developers** can make periodic updates to curriculum, instructional resources, and assessments based on evaluation of content effectiveness and availability of new content
- **Educators** can differentiate instruction, plan intervention/enrichment activities, and adapt assessment in real-time based on student mastery
- **Students** can track their own progress and immediately see the impact of their efforts
- **Parents** can evaluate student progress and focus additional support where it is most needed

Platform Tools Support:

- Ongoing data collection, evaluation, and improvement by all stakeholders



Evidence-Based Digital Curriculum Takes Center Stage in Arizona Classrooms

EngageNY and
the Galileo Digital Curriculum Platform

Evidence-Based Digital Curriculum Takes Center Stage in Arizona Classrooms

Curriculum Sharing Session
Lead by Steven La France
Senior Field Services Coordinator, ATI

Evidence-Based Digital Curriculum Takes Center Stage in Arizona Classrooms

Questions and Answers

Evidence-Based Digital Curriculum Takes Center Stage in Arizona Classrooms

What's Next and Closing Remarks

Evidence-Based Digital Curriculum Takes Center Stage in Arizona Classrooms

Stay informed... Join us on Facebook!

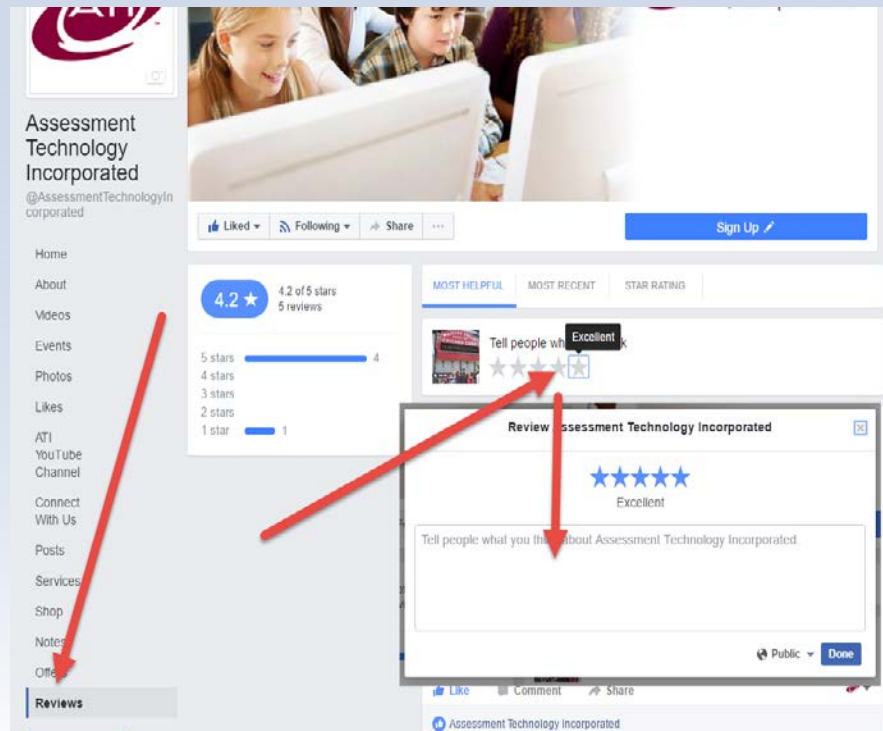
From the ATI home page click the FB icon

- From the ATI home page ati-online.com

click on the FB icon

- Like our page

- Provide a review



Evidence-Based Digital Curriculum Takes Center Stage in Arizona Classrooms

Thank you for joining us today!

Want to share this information with your colleagues?

Complete the response card for more information. The card can be found at your seat. Please provide it to a representative when you leave for the day.