

Targeted Instruction Through Standards Alignment
A TurnAround Schools Exceptional System



Presented by
 Liz Atkinson
liz@noexcusesu.com

Why is standards alignment so critical?

- It is an **OBJECTIVE** method of teaching
- Keeps standards at the core of all planning and instruction
- Provides continuity K-12
- Makes instruction meaningful and purposeful
- Supports appropriate pacing of instruction
- Works hand in hand with systematic collaboration
- Breaks planning and implementation of standards manageable pieces



Defining Standards Alignment

Curriculum Mapping:

- Tool for establishing a meaningful connection between state standards and classroom instruction
- Brings focus and alignment to state standards
- Encourages on-going reflection of best practices

Curriculum Pacing:

- Charts the course for a yearly time frame and encourages on-going reflective and collaborative communication
- Provides instructional consistency from one grade to the next



Steps to Aligning Standards

1. State Standards
2. Components
3. Specific Skills
4. Assessments
5. Instructional Methods
6. Resources



State Standards

- Narrows the focus of state standards to specific content areas / skills deemed necessary for students to be academically successful
- Standards align to curriculum at every grade level
- State testing aligns to state standards
- State standards can be found online



Components

- Narrows the focus of state standards into specific content areas and skills
- Uses state adopted text to align with standards
- Breaks up the “Big Rocks”

Components of the standards	Specific Skills	Assessments	Instructional Methods	Resources
Word Recognition				
1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	<ul style="list-style-type: none"> •pacing •accuracy •intonation •expression 	<ul style="list-style-type: none"> •IFIs •DIBELS •Fluency Timings •Fluency Rubric 	<ul style="list-style-type: none"> •Informal observations •anecdotal notes •during guided reading experiences •L1 Circles •Team of the week •Books on Tape •Oral Presentation 	<ul style="list-style-type: none"> •DIBELS •Words Their Way •5-Min. Solutions •Phonics They Use •Rewards



Specific Skills

- Spotlights the major skills used while targeting each component of the standard
- Simplifies your focus, “The Cliff’s Notes” of the component/sub-standard

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Assessments

- Driven by state standards / components
- Utilize state / district adopted text assessments
- Seek both assessments **of** and **for** learning

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Los Penasquitos Assessment Plan 2006-2007			
	September	February	May
Kindergarten	<ul style="list-style-type: none"> Letter ID Phonics Skills Reading Record Math Skills Checklist 	<ul style="list-style-type: none"> Letter ID Phonics Skills Word Recognition Phonemic Awareness Sentence Dictation Reading Record Math Skills Checklist On Demand Writing 	<ul style="list-style-type: none"> Letter ID Phonics Skills Word Recognition Phonemic Awareness Sentence Dictation Reading Record Math Skills Assessment 1 (Prob. Solving) On Demand Writing
First	<ul style="list-style-type: none"> On Demand Writing Spelling Inventory Reading Record / BE Math Skills Assessment 1 Math Problem Solving 	<ul style="list-style-type: none"> On Demand Writing Spelling Inventory Reading Record / BE Math Skills Assessment 2 Math Problem Solving 	<ul style="list-style-type: none"> On Demand Writing Spelling Inventory Reading Record / BE Math Skills Assessment 3 Math Problem Solving
Second	<ul style="list-style-type: none"> On Demand Writing Reading Record / BE Everyday Math Mid year Assessment Math Problem Solving Spelling Inventory Fluency MAPS (Read, Writ, Math) 	<ul style="list-style-type: none"> On Demand Writing BE Everyday Math Mid year Assessment Math Problem Solving Spelling Inventory Fluency MAPS (Read, Writ, Math) 	<ul style="list-style-type: none"> On Demand Writing BE Everyday Math End of Year Assessment Math Problem Solving Spelling Inventory Fluency MAPS (Read, Writ, Math)
Third	<ul style="list-style-type: none"> On Demand Writing Spelling Inventory Spelling (No Excess Words) Everyday Math Mid year Assessment On Demand Prob. Solving MAPS (Read, Writ, Math) Fluency 	<ul style="list-style-type: none"> On Demand Writing Spelling Inventory Everyday Math Mid year Assessment MAPS (Read, Writ, Math) Fluency 	<ul style="list-style-type: none"> On Demand Writing Spelling Inventory Everyday Math End of Year Assessment On Demand Math Prob. Solving MAPS (Read, Writ, Math) Fluency
Fourth	<ul style="list-style-type: none"> On Demand Writing Spelling (No Excess Words) Everyday Math Mid year Assessment On Demand Prob. Solving MAPS (Read, Writ, Math) Fluency (includes under 100 wpm) 	<ul style="list-style-type: none"> On Demand Writing Everyday Math Mid year Assessment GATEIS - Form 5 (Acad. October) Spelling - Word Journeys MAPS (Read, Writ, Math) Fluency 	<ul style="list-style-type: none"> On Demand Writing Everyday Math End of Year Assessment Spelling - Word Journeys MAPS (Read, Writ, Math) Fluency
Fifth	<ul style="list-style-type: none"> On Demand Writing (Pressure Essay) GATEIS - Form 5 (Acad. October) Everyday Math Mid year Assessment Spelling - Word Journeys MAPS (Read, Writ, Math) Fluency (includes under 100 wpm) 	<ul style="list-style-type: none"> On Demand Writing Everyday Math Mid year Assessment GATEIS - Form 5 (Acad. October) Spelling - Word Journeys MAPS (Read, Writ, Math) Fluency 	<ul style="list-style-type: none"> On Demand Writing Everyday Math End of Year Assessment Spelling - Word Journeys MAPS (Read, Writ, Math) Fluency

Instructional Methods

- Strategies that support curriculum goals and explain “How” do I teach it?
 - commercial designed strategies
 - teacher designed strategies

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Resources

- Books
- Teacher resources
- Programs
- State texts
- Assessments
- Instructional Videos
- Colleagues
- Audio

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The task at hand . . .

- You will be given a “standard” on the card at your table.
- Each table will have one component highlighted to focus on.
- You will have five minutes to clearly define the **specific skills, assessments, instructional methods, and resources** necessary to support the implementation of your component

QuickTime™ and a PNG decompressor are needed to see this picture.

Speed Mapping

- Divide up into four different groups
- Each group will be assigned a focus area of: **specific skills, assessments, instructional methods, or resources.**
- Groups will be given 90 seconds to list items for their assigned focus area.
- After 90 seconds, groups will rotate their card to the next group.

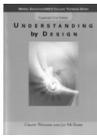
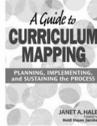
Talk as a group, what did you learn while participating in this activity?



What now?

- No Shortcuts! The process is more valuable than the outcome. Staff participation in the mapping process is a must. Copying from one another won't create the same results.
- This is a multi-level and comprehensive undertaking.
- Considerable conversation and communication among staff members must be provided.
- There are lots of great resources out there about curriculum mapping.



	
<p>Understanding by Design McTighe and Wiggins</p>	<p>Getting Results with Curriculum Mapping Jacobs</p>
	
<p>A Guide to Curriculum Mapping Hale</p>	<p>Standards-Based Integrated Curriculum Drake</p>