Using Atlas to Plan Units of Instruction

Aiken County Public School District
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Welcome!

• Please sit with other grade-level colleagues
• Make friends 😊
• Hand-signal

Hola
Essential Question

How are the components of Atlas used to plan instructional units?
Session Outcomes

As a result of attending this session, participants will:
• build understanding of the components of Atlas
• review the components of Atlas within a unit planner
• discuss Atlas components relating to instructional design and delivery
• deconstruct a unit indicator
Building Materials

- Unit Template Planner (paper or digital version)
- Atlas
- Standards Deconstruction Template (paper or digital version)
- Add feedback, questions, or suggestions for revision for next year by choosing “Leave a Note” under “Actions”
Building Materials: Atlas Components

• Calendar
• Course description
• Unit Overview
• Benchmark standards-Grades 1 & 2; Focus standards- K
• Big Ideas
• Essential Questions
• Unit indicators
• KUDs
• Vocabulary
• Unit Assessment
• Resources
Planning a Quarter 3 Unit

• Log into your Atlas
• Locate the unit calendar
• Click on a quarter 3 reading unit
Work together to review the Unit Overview. Discuss the:

- Name
- Length
- Key focus points
Discussion: Unit Overview

• How is the Unit Overview beneficial in planning instruction?
Unit Overview Key Component: Focus Standards/Benchmark Indicators

- Locate the benchmark indicators for Grades 1 & 2 and the focus standards for Kindergarten
Indicators

- How will these indicators be included in this unit?
- Which of these indicators are new to students?
- Which of these indicators have already been mastered?
- How will mastered indicators be spiraled or extended?
Standards & Indicators

• How do the benchmark indicators/focus standards drive instructional design?
• What about the rest of the unit indicators?
Deconstructing Indicators to Uncover What Students Should...

<table>
<thead>
<tr>
<th>Unit Name:Focus:</th>
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<tbody>
<tr>
<td>Quarter:</td>
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</table>

**Indicators**

- In addition to performance indicators, other indicators should be woven into the instruction. How will these be addressed?

**Unit Title:**

What should students know, understand, and be able to do?

- Learning Outcomes/Objectives
  - Students can...

**Unit Assessment:**

- How will the indicators of the unit be assessed?
- Assessments align with what was instructed.

**Essential Questions:**

- Consider which ESU fits the big goals you plan to address in the unit. Also consider these when planning your assessments. These are the big questions you are aiming for with your unit.

**Big Ideas/theory/understandings:**

- Consider which ESU fits the big goals you plan to address in the unit. Also consider these when planning your assessments. These are the big understandings you are aiming for with your unit.

**Vocabulary:**

- (Word Study)

**Aflas Resources:**

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a i k e n  c o u n t y  p u b l i c  s c h o o l  d i s t r i c t
3 Steps:

1. Select an **ELA standard** and its **indicator**

2. From the **indicator** determine the
   a) **Skill(s):** measurable behaviors, verbs
   b) **Concepts(s):** main idea, noun
   c) **Context(s):** condition in which learning occurs

3. Write **learning objectives using content, skills, and context of standards/indicators ("I can" statements)**
Step 1:
Select a standard/indicator

Reading Informational
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

K.RI.8.2: With guidance and support, use front cover, title page, illustrations/photosgraphs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.
### Step 2: Identify the Skills, Concepts, Context

**K.RI.8.2:** With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.

<table>
<thead>
<tr>
<th><strong>Skills</strong> (measurable behaviors/verbs - avoid words like “know” or “understand”)</th>
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<tbody>
<tr>
<td>locate</td>
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<tr>
<td>describe</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Concepts</strong> (main idea/noun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>front cover</td>
</tr>
<tr>
<td>fonts</td>
</tr>
<tr>
<td>key facts</td>
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<tr>
<td>text</td>
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<tr>
<td>title page</td>
</tr>
<tr>
<td>glossary</td>
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<tr>
<td>information</td>
</tr>
<tr>
<td>Illustrations/photographs</td>
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<tr>
<td>table of contents</td>
</tr>
<tr>
<td>features</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Context</strong> (condition, if present; example: text type, within bar graphs, video)</th>
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<tbody>
<tr>
<td>Guidance and support</td>
</tr>
<tr>
<td>use</td>
</tr>
<tr>
<td>relationship</td>
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<tr>
<td>informational text</td>
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</tbody>
</table>
Learning Objectives: I can...

- Learning Objectives: A *statement describing what students will be able to do by the end of the lesson*. It must match the independent practice and assessment of the lesson and be clearly stated to the students.

Learning objectives=learning outcomes= *I can statements*
Step 3: Writing Learning Objectives

K.RI.8.2: With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information. Describe the relationship between these features and the text.

Skills (measurable behaviors/verbs - avoid words like “know” or “understand”)

- locate
- describe

Concepts (main idea/noun)

| front cover | fonts | key facts |
| title page | glossary | information |
| illustrations/photographs | table of contents | features |

Context (condition, if present; example: text type, within bar graphs, video)

Guidance and support use relationship informational text

I can locate the front cover of an informational text.
I can locate the table of contents in an informational text.
I can locate key facts in informational text.

I can describe the relationship between the illustrations in informational text.
I can describe the relationship between the glossary and the informational text.
Your turn!

- Work together to deconstruct indicator RI.5.1 from Quarter 3 using the Deconstructing Template
- Use paper templates or the digital template found in the Sched materials
How did you do?

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

<table>
<thead>
<tr>
<th></th>
<th>K.RI.5.1</th>
<th>1.RI.5.1</th>
<th>2.RI.5.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>SKILLS: verbs</td>
<td>- Ask, answer</td>
<td>- Ask, answer</td>
<td>- Ask, answer</td>
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<tr>
<td></td>
<td>- Refer to key details</td>
<td>- Demonstrate understanding</td>
<td>- Demonstrate understanding</td>
</tr>
<tr>
<td></td>
<td>- Make inferences</td>
<td>- Use key details</td>
<td>- Make inferences</td>
</tr>
<tr>
<td></td>
<td>- Draw conclusions</td>
<td>- Make inferences</td>
<td>- Draw conclusions</td>
</tr>
<tr>
<td>CONCEPTS: nouns</td>
<td>- Who, what, when, where, why, how questions</td>
<td>- Who, what, when, where, why, how questions</td>
<td>- Literal and inferential questions</td>
</tr>
<tr>
<td>CONTEXT: condition</td>
<td>- Guidance and support</td>
<td>- Informational text</td>
<td>- Informational text</td>
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<tr>
<td></td>
<td>- Informational text</td>
<td>- Heard or read</td>
<td>- Heard or read</td>
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<td></td>
<td>- Heard or read</td>
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</table>
“I can” Statements

How did you do?
Planning Connection: KUDs

• When deconstructing standards, the skills reveal what students should be able to **DO**; the concepts reveal what students should **KNOW**; and the context reveals the setting for the **UNDERSTANDING** to be applied.
Unit Assessment

✓ Reviewed the unit overview for a big picture view of the unit.

✓ Chosen and deconstructed indicators to reveal what students should know, do, and understand.
Unit Assessment: How will you know when they know?

Discuss in your group:

• What will the unit assessment look like?

• How do you plan the unit assessment to meet the indicators chosen for the unit?

• Why is the unit assessment important?
EQs, BIs/EUs

Locate the Essential Questions, Big Ideas/Enduring Understandings in Atlas

How are these elements used when planning and delivering instruction?
Where do the EQ, BI/EU fit in the plan?

Ideally, the Big Ideas/Enduring Understandings should answer the Essential Question.
Vocabulary & Unit Resources

Locate the Vocabulary and Unit Resources within Atlas

• What vocabulary from the indicators will need to be taught?
• What vocabulary from the chosen text will need to be taught?
• What resources provided within Atlas can assist in unit planning and delivery?
• What personal resources do I have that can assist in unit planning and delivery?
Time to build our house!

On a piece of chart paper:
Build a house and label it with the components of Atlas.
Be ready to explain the reasoning of your design.
Essential Question

How are the components of Atlas used to plan instructional units?
Questions?

Melissa Turner  
mtturner@acpsd.net  
or  
Leave comments on Atlas
Social Media Reflection

Tweet your positive thoughts about this session or Rubicon Atlas, your next steps.
Be sure to add @MelissainSC and @AikenPublicSch Bonus points if you include @AlfordOnTheGo

Or

Add positive comments to the district facebook page: Aiken County Public School District and the K-2nd Literacy Corner private group
EXTRA SLIDES AFTER THIS ONE
## Current Curriculum Design

<table>
<thead>
<tr>
<th>Kindergarten &amp; Grade 1</th>
<th>Grade 2</th>
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<tbody>
<tr>
<td>4 units each quarter: Reading, Writing, Communication, and Inquiry</td>
<td>Literary and Informational unit each quarter</td>
</tr>
<tr>
<td></td>
<td>Writing unit each quarter aligns with reading units</td>
</tr>
<tr>
<td></td>
<td>Inquiry and Communication Standards are within each reading unit</td>
</tr>
</tbody>
</table>
“I can” Statement Reflection

3= Perfect!  2= Almost!  1= Fix ‘er up!

• I plan, teach, and assess learning outcomes that are aligned to the indicators.
• I post the “I can” statements where all students can see/refer to them.
• I introduce the “I can” statement in the beginning of instruction so that my students know clearly what learning and success looks like.
• I revisit the “I can” statement at the end of instruction so that mastery of learning can be determined by myself and my students.