

A hand is holding a magnifying glass over a yellow flower. The text "Unit Appraisal Annotated Grade K" is overlaid on the lens of the magnifying glass.

**Unit
Appraisal
Annotated
Grade K**

Prologue:

Curriculum Design, for many teachers, is a new space. In a general sense, the curriculum design work that is being engaged in right now is far above the instructional practices of the past.

This is also meant to be a baseline from which all future curriculum work will develop. Being thoughtful and transparent in our work allows exponential growth in professional practice and student achievement.

Many, many thanks to the teacher(s) who submitted this plan so that we can nurture the seeds they've planted.

Why do this?

**To Support Data Informed
Decision Making**



Data informs your decisions

Curriculum data
aligned to standards

Written
curriculum

Taught
curriculum

Curriculum mapping

Assessment data
aligned to standards

State and
National

Local

Analysis of results

Data informed culture to improve student achievement

“Unit Plans (Maps) equal data ... Data equals facts and figures ... Facts and figures show trends ... And with this knowledge, we can give ‘all of the above’ meaning by looking at the trends and comparing it to other data bases.”

Bena Kallick, Curriculum Mapping Conference, 2003

Evidence Vs Claim

Caveat:

This annotation represents a look through several lenses of opportunities for improvement. The depth of this annotation is specifically for the purpose of this analysis only and does not necessarily represent what would be involved in a curriculum coaching moment. Critical decisions would have to be made around “do now” vs. “explore later” depending on several variables that could include: delivery of the unit plan, collaboration and consensus, alignment of the unit as a whole versus a pinpoint alignment moment, opportunities for growth over time, further fleshing out of details related to curriculum practice vs. design, etc.



C

Clarity and
Transparency
are important.
Is what you
intend apparent
to others?



L

Is **Lively** and
Dynamic
instruction
apparent?



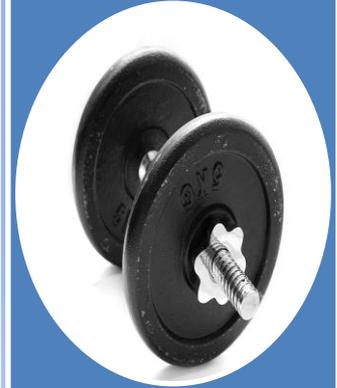
E

Do your assessments
provide **Evidence** that
skills have been mastered?
Big Ideas answered?



A

Does your
Alignment
represent a
balance in
content, skills,
and
assessments?



R

Compared to
the previous
version of your
unit, is the new
one **Robust**,
Hearty, and
Strong?



Bear Snores On by Karma Wilson (including other bo -

In this unit students will gain exposure to animals and their adaptation to the winter season. Students will make text-to-text connections as they identify common story elements (characters, setting, problem and solution) in Karma Wilson books.

CCR3, CCR5

Essential Questions	Content	Skills	Assessments	Lessons	Supplemental Information	Standards
<p>How do animals survive in the winter and why is it important for us to know this?</p> <p>Why do we need to be able to identify the elements of a story (stated above)?</p>	<p>Character</p> <p>Setting</p> <p>Problem</p> <p>Solution</p> <p>Non-fiction vs. Fiction (realism vs. fantasy)</p> <p>Adjectives</p> <p>Hibernation</p> <p>Adaptation</p> <p>Migration</p> <p>Class Book</p> <p>/Cc/ sound (as in cat)</p> <p>HFW: we, my like</p>	<p>With teacher assistance, students will verbally compare and contrast story elements to include characters and setting from Karma Wilson stories.</p> <p>With assistance, students will verbally identify if the story is non-fiction or fiction and give evidence to support their answer.</p> <p>With teacher assistance, students will generate a list of adjectives to be used in writing activities.</p> <p>Students will be identify the letter /Cc/ (as in cat) and produce the sound the letter makes. Students choose from 3 pictures, which begins with /c/.</p> <p>Students will be able to read in both isolation and simple text the high frequency words: we, my, like. Among a group of words, students will match HFW (memory game).</p> <p>From a teacher created list of animals, students will verbally explain the animals' adaptations for winter (including hibernation and migration).</p> <p>"Tell me an animal that hibernates." "Tell me an animal that migrates."</p> <p>As a whole group writing activity, students will create a story to include character, setting, problem and solution.</p>	<p>Unit Assessment</p> <p>Teacher Observation</p> <p>Class Book</p>		<p>Karma Wilson books</p> <p>Non-fiction books regarding animal adaptations in winter</p> <p>Guest speakers from Niagara Parks Department (Animals in Winter presentation)</p> <p>Vocabulary: adaptation, migrate, hibernate</p> <p>Song: "Winter's Coming"</p> <p>Video: First Snow of Winter (available in our library at PEC)</p> <p>DVD: National Geographic (in library at PEC) "Really Wild Animals: Polar Prowl"</p>	<p>K.L.1.1 ~ Acquire information from nonfiction text</p> <p>K.L.2.1.a ~ appreciate and enjoy literary works</p> <p>K.L.2.1.d ~ identify character and setting</p> <p>K.R.3.2.g ~ distinguish between real and imaginary stories</p> <p>K.S.1.7 ~ Respond orally to simple questions and/or directions</p> <p>K.S.3.3 ~ Compare characters or events in two or more stories</p> <p>L.K.1 ~ Print many upper- and lowercase letters.</p> <p>L.K.2.c ~ Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>L.K.2.d ~ Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>RI.K.3 ~ With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.9 ~ With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.K.10 ~ Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.1 ~ Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2 ~ Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>W.K.2 ~ Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

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Old standards should not be in unit plan.

- Clarity:** In general, it is apparent what the students need to know and be able to do, based on Content and Skills.
- Lively (and Robust):** Based on the supplemental information with non-fiction support, guest speakers, songs, videos, and discussion, and without knowing previous version of unit, this unit provides evidence of depth and engagement.
- Evidence & Alignment:** See subsequent slides. Transparent connections could be improved.

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The standards in green are represented in the skills in a specific way. The standards in red are either loosely referenced or absent. While the case could be made through conversation, the evidence is not written here. Additionally, the last standard, while represented in the skills, is out of alignment. The skill seems to suggest narrative, while the standard indicates informational writing. Those skills highlighted in yellow are activities, not skills, and should be in the lessons column.

Science Standards?

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View Assessment - Google Chrome

lew-port.ny.techpaths.com/Map/Map/View/View_AssessmentLesson.asp?Scope=District&SStateID=&DetailID=4192116

View Assessment

Shared

Name: Class Book - 000

Purpose: Assessment of Learning Assessment for Learning Student Self-Assessment

Methods: Performance Assessments and Products ~ Independent Work Process

Start Date: December 1

Outcome Direction Product Scoring Criteria Materials Notes Links Media

Students will illustrate individual copies of class generated story. Each book show a picture to match.

Each student, partner or small group will illustrate one element of the class gener...

The only skill with specific aligned evidence is the writing activity. The unit assessment and teacher observation do not give enough information for the reader to know what specifically is being assessed. However, the notion of using a "Unit Assessment" seems to infer a written assessment of some sort, while the skills seem to largely be focused on the verbal.

Endnote:

I think this unit plan, on the whole, is a good starting point for continued curricular conversations. The critical element here, the “do now” zone, is around the assessments and would be the one thing I would discuss were this a coaching moment. There should be clear alignment between the assessment moment and the learning moment, and the language between the assessments and skills should be tightened up. (As informed by the standard.) Other areas of improvement that would fit in the “explore later” zone would include tweaking the content pieces, alignment to the science standards, letting the science standards inform the robustness of new considerations for content and skills, the design of new assessments, more specific and perhaps more quantity of skill statements, and the inclusion of agreed upon lessons and activities.