

A Guaranteed and Viable ELA/SS Curriculum
Wichita Public Schools - Instructional Unit Development Process

Upon the adoption of the Kansas College and Career Ready Standards (KCCRS), Wichita Public Schools embarked on a multi-year journey to design a district curriculum for the elementary grades that integrates English Language Arts and Social Studies using existing adopted resources. Work teams comprised of teachers, instructional coaches, and district curriculum coaches were established to do the work. Publications, professional learning, and consultation from the following scholars and researchers influenced this work: Louisa Moats, Carol Tolman, Anita Archer, Douglas Fisher, Nancy Frey, Steve Graham, Robert Marzano, Jay McTighe, Tim Shanahan, and Grant Wiggins. *Note: The Reading Foundational Skills are primarily addressed through a district-developed decoding routine. The ELA/SS instructional units focus on reading comprehension, language, writing, and speaking and listening KCCRS.*

1. Develop a **Year at a Glance document** for each grade level which shows the sequence and duration of the instructional units for the academic year.
 - a. Identify a potential list of Big Ideas for each grade based on the Kansas History, Government, and Social Studies Standards (HGSS).
 - b. Examine existing instructional resources (reading and social studies adoptions) to refine the list of Big Ideas.
 - c. Determine the optimal number of instructional units for the year and finalize Big Ideas.
 - d. Identify a focus HGSS standard for each Big Idea.
 - e. Write Enduring Understandings and Essential Questions for each Big Idea.
2. Map out the KCCRS for the instructional year by assigning standards as Focus KCCRS for each instructional unit and produce a **Focus KCCRS by Unit document**.
 - a. How often should each standard be a focus for instruction?
 - b. In what sequence should they be taught?
 - c. Which standards naturally complement each other and should be bundled?
3. Develop **Instructional Unit Guides (IUG)** for each unit of instruction, six per grade level.
 - a. Create Focus KCCRS planning pages for reading and writing which list the Focus KCCRS for the unit.
 - b. Develop the Process Writing and Language section of the IUG.
 - i. Write a Culminating Writing Performance Demonstration (common prompt) to evaluate student application of the Focus KCCRS for Writing.
 - ii. Develop a planning map, writing checklist, writing frame, and a sample student response for the Writing Performance Demonstration.
 - iii. Add the Culminating Writing Performance Demonstration prompt to the Year at a Glance document.
 - c. Develop the "In the Text" section of the IUG.
 - i. Examine and select texts to be included in the IUG and group them by Connection to show how they connect to the Big Idea.
 - ii. Assign Focus KCCRS to each Connection to focus instruction and target learning.
 - iii. For each Connection, write Reading Performance Demonstrations for the assigned KCCRS to provide meaningful practice and a possible form of evaluation of student learning.
 - iv. Write exemplar lessons: Close Reading (1st-5th) and MDPT (3rd -5th)
 - v. Write a Text Analysis and Connection to Big Idea question for each Connection to wrap-up learning and bring ideas and themes back to the Big Idea and Essential Questions.
 - vi. Develop graphic organizers, writing frames, or sentence stems for each unit.
4. Develop a Social Studies planning page which lists key content and guiding questions from the HGSS that align with the selected social studies texts.
5. Develop a **Sample Unit Map** to show one option of mapping out daily instruction.
6. Develop an **ELA/SS Overview Guide** to serve as a resource to support planning.