

# Build a Strong Curricular Foundation

Adapted from the work of Larry Ainsworth's (2010) *Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment*

**Prioritize the Standards**

**Name the Units of Study**

**Assign Priority Standards and Supporting Standards**

**Prepare a Pacing Calendar**

**Construct the Unit Planning Organizer**

# Design the Curricular Units

*Know the Target:* Identify what students will KNOW and DO from the unit Priority Standards



Craft/Decide the BIG Ideas-  
Enduring Understandings and  
Essential Questions



Create unit assessments: Pre-  
and end-of unit assessments and  
formative assessments

Generate menus for *Launching  
Lessons and Deepening Lessons*



Select engaging, high-impact  
instructional strategies



Identify additional unit vocabulary  
terms, interdisciplinary connections,  
and 21st-Century learning skills

**Identify plans for Gradual Release  
of Responsibility**



**Gather unit resources and mentor  
texts**



**Write weekly plan;  
Design the daily lessons**

# *Implement Each Unit of Study*

- Introduce the Unit of Study to Students.
- Administer the Unit Pre-Assessment.
- Score and Analyze Student Data.
- Decide How to Differentiate Instruction.
- Begin the Teaching the Unit.
- Administer Progress-Monitoring Checks.
- Differentiate Instruction Based on Progressing-Monitoring Checks.
- Schedule Mid-Unit Evaluation of Instructional Strategies.
- Continue Teaching the Unit.
- Continue Modifying and Adjusting Instruction
- Administer End-of-Unit Assessment.
- Score and Analyze Student Data.
- Enrich, Remediate, and Intervene.
- Reflect and Begin Again.



# Rigorous Curriculum Development *Milestones*

Adapted from the work of Larry Ainsworth (2010)

## Build Strong Curricular Foundation

- **Prioritize standards**
- **Name units of study.**
- **Assign standards.**
- **Determine pacing.**
- **Construct unit organizer.**

## Design Curricular Units

- ***Know the Target:* Identify what students will KNOW and DO as a result of unit.**
- **Craft unit BIG Ideas and Essential Questions.**
- **Create unit assessments.**
- **Generate menus for Launching Lessons and Deepening Lessons.**
- **Plan engaging, high-impact instructional strategies to serve students' learning.**
- **Consider Gradual Release of Responsibility (*I do... We do... You do...*)**
- **Gather unit resources.**
- **Identify additional vocabulary, connections, and 21st-Century learning skills.**
- **Write/Begin to write weekly plans.**

## Implement the Unit

- **Introduce unit to students.**
- **Administer pre-assessment; Analyze student data for strengths, needs, and differentiation.**
- **Launch student learning of unit. Administer formative/progress-monitoring checks.**
- **Expand differentiation based on formative assessment checks.**
- **Evaluate instructional strategies. Adjust as needed.**
- **Deepen student learning of unit. Modify and adjust as needed.**
- **Enrich, remediate, and intervene based on student need and curiosity.**
- **Reflect to inform process for next unit of study.**

# Continuum for Student Learning

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Having determined student learning goal(s), I detail these intentions by developing a continuum for student learning. For example, if I identify inferential thinking as an essential *next step* learning goal for my class, I then build a unit of study with continuum considerations such as:

## KNOW THE TARGET

- *What does it mean to infer?* What should my students **KNOW** and be able to **DO** as inferential thinkers by the end of this unit of study? How should I map out these foci?

## LAUNCHING LESSONS

- 📖 What lessons will help me launch this study of inferring with my students?
- 📖 What should I front load to create an invitational feel and immediate student success in practicing inferring? How do my students already use this strategy out of text?
- 📖 Do all my students need *all* of these lessons? Or, are *some* of these lessons more helpful to my younger readers? And are *some* of these lessons more helpful to my mature readers?
- 📖 Linking literacy learning and helping students to see this as a true thinking strategy, how can I demonstrate inferring as a word work tool?...content area learning tool?...life tool?

## DEEPENING LESSONS

- 🌐 Studying inferring over a long period of time, what lessons and experiences would deepen my students' inferential thinking?
- 🌐 Differentiating learning, how can/should I develop small group collaborative from this menu?
- 🌐 How can I gradually release use of this strategy over to students? What scaffolds do they need?
- 🌐 How and when should I integrate students' use of inferring with other thinking strategies?

## PRACTICE TEXTS

- 📖 What should my students read to practice this goal? What texts prompt students to utilize inferential thinking? To practice inferring in multiple genres, my students should read...?
- 📖 What do my students like to read?

## ASSESSMENT and EVALUATION LENS

- ✍ What does proficient inferring look like and sound like?/What should I see in students' literacy work to know they are independently and successfully inferring?
- ✍ How will I monitor my students' use of inferring and their progress as inferential thinkers? Do we have a team common formative assessment I can utilize to monitor students' growth as inferential thinkers? [If not, let's create one! 😊]
- ✍ How will I know it is time to move students to more challenging, deepening lessons?
- ✍ And how will I know my students are ready to move onto another reading goal/s?