

TWI Scope and Sequence Planning

June 17-19

8:00 a.m. to 3:00 p.m.

Banta 202

Goal:

- Coaches and teachers will plan for bilingual units in the large literacy blocks that integrate literacy and content standards, along with WIDA Language Development Standards.
 - Teachers will have a minimum of 2 units completed for each literacy block planned per grade level.
 - See examples:
 - [TWI MJSD 2nd Grade Science Scope and Sequence](#)
 - [TWI MJSD 1st Grade Social Studies Scope and Sequence](#)
 - [How to create an MJSD TWI Scope and Sequence document](#)
 - [Grade 1--Social Studies Unit](#)
 - [Grade 4--Social Studies with UOS](#)
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Teachers will bring:

- laptops
 - Social Studies Mentor Text Bins
 - Bilingual Binders
 - WIDA Standards
 - Units of Study Kits
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Teachers will be provided with:

- Chromebooks
- Literacy Standards
 - [Printed copies of unpacked literacy standards by grade level](#)
 - [Printed copies of UOS unit overviews](#)
 - Burke books for understanding literacy standards
- Science Standards
 - [Links to Next Generation Science Standards](#)
- Social Studies Standards
 - Printed copies of Social Studies Pacing Guides and Standards
 - [Links to SS pacing guides and standards](#)
- Resources
 - Spanish mentor texts by grade level

Day 1 Morning

8 am--11:45

K--Amy,Katie 1-- <i>Nichole</i>, Megan Peterson 2--<i>Renae</i>, Michelle, Christie 3--Angie 4-- 5--<i>Dr. Kathy</i>, Becky Groups that finish early: • Should start pulling in mentor texts • Start working ahead by repeating the same process for the next units	1. Welcome (8-8:15) a. Introductions 2. Establish Group Norms (8: 15-8:20) a. Working/Behavior Norms b. Technology Norms 3. Group Roles (8:20-8:25) a. Facilitator and Recorder--Coaches b. Norms Enforcer 4. Scope and Sequence Pieces for Science (8:15-9:45) a. Modeling of mapping out 2nd Grade Science SS with UOS b. Work time for each component 5. Share outs (9:45-10:00) 6. Continued Science Scope and Sequence Pieces (10:00-11:30) a. Modeling of mapping out 2nd Grade Science SS with UOS b. Work time for each component 7. Share outs (11:30-11:45) 8. <i>Toppers Pizza Lunch (11:45-12:15)</i>
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Day 1 Afternoon

12:15-3:00

K--Amy,Katie 1-- <i>Nichole</i>, Megan Peterson 2--<i>Renae</i>, Michelle 3--Angie, Kristy Tonn 4--Megan Potter 5--<i>Dr. Kathy</i>, Becky Groups that finish early: • Should start pulling in mentor texts	1. Check in on Group Norms (12:15-12:20) 2. Scope and Sequence Pieces for 1st grade Social Studies without UOS (12:20-1:40) a. Modeling of mapping out Social Studies and Literacy b. Work time for each component 3. Share outs (1:40-1:50) 4. Continued Scope and Sequence Pieces for 1st grade Social Studies without UOS (1:50-3:00) a. Modeling of mapping out Social Studies b. Work time for each component
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Day 2 Schedule--Work Day by Grade Levels

<u>Coach-led work time and check-ins:</u> K/1--Amy 2/3--Nichole, 4/5--Dr. Kathy, Amanda <u>Teachers:</u> K-Katie 1-Megan Peterson 2-Christie, Michelle 3-Kristy Tonn, Angie 4-Megan Potter 5-Becky	1. Reminder of group norms 2. Goal: 2 units in the morning a. share outs on progress before lunch b. Group Norms Check in 3. <i>Lunch:</i> a. <i>Subway on Thursday</i> b. <i>Third Street Market on Friday</i> 4. Goal: 2 units in the afternoon a. share outs on progress 5. Determine Next Steps
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Day 3 Schedule

Scope and Sequence Review

1. Gallery Walk of Grade Level Scope and Sequence Documents
 - a. teachers choose which ones they want to review
 - b. Questions for review:
 - i. Review Big Ideas--Do they follow the format of "I want my students to understand that..." and contain the big idea? Are there multiple examples that could be thought of from the big idea?
 - ii. Is Reader's Workshop connected to UOS?
 - iii. Are science and social studies integrated with literacy and do they have parallel skills and topics across the content areas?
 - iv. How did people approach defining the strategies?
 - v. Does the scope and sequence for the year contain a range of academic language functions?
 - vi. Is there anything missing to prepare the teachers from writing the BUFs?
2. Grade-levels review their grade-level scope and sequence documents and revise according to feedback received

Post-Lunch Discussion

1. Discussion on difference between WIDA Language Development Focus and strategies/skills needed.

Strategies/Skills (What)	WIDA Language Functions (how)
What students need to be able to do	The language they need to read, write, listen and speak what they are doing: Theme: Compare and contrast --discourse level (use language to do something with it via a content area) --sentence level --word level
Resource--Zwiers, come from the standards	Blooms' Taxonomy

What is a strategy?

--a support that you use to help you learn (how to get to the end product)

What is a skill?

--Some that can be demonstrated and evaluated (end product)

2. Clarify academic language
3. Discuss how to use resources such as Zwiers, Blooms and WIDA Examples
4. How to make your day intentional for students.

Electronic Resources:

Content Area	Grade Level	Resource	Language
Social Studies	K-2	Pebble Go	English
Science	K-2	Pebble Go	English
Social Studies and Science	K-5	BrainPop Espanol https://esp.brainpop.com/	Spanish
Social Studies (Regions of the US)	5th	Pebble Go Next	English
Science and SS	3-5	Newsela	English
Science and SS	K-5	Dogo News	English
Science	K-5	National Geographic Explorer http://ngexplorer.cengage.com/ngyoungexplorer/readstory.html	English
Science and SS	K-5	See entire books on Google Books	English/Spanish
Social Studies	Grade 4	Wisconsin Historical Society http://www.wisconsinhistory.org/Content.aspx?dsNav=N:1105	English and Spanish
Science	K-5	PHET--simulations for science and math https://phet.colorado.edu/	English

Tools to use to support deeper comprehension:	
Tool	Purpose
Snag It (Chrome extension)	Screencasting (records what is on the screen and adds voice)

	*Great for getting kids to record their thought process *Could be used to support students before they write *Analysis, formative assessment, summative assessment tool
Read Write for Google	Supports reading and writing online, as well as comprehension of text and word meanings Writing: word predictor, speech input
Publish your design http://www.publishyourdesign.com/design	Modeling in science