**Introduction to GCR2 CCSS ELA**

**Sample Module Maps P-12**

During the 2014-15 school year teachers and instructional coaches came together to begin designing resources to support the implementation of the English Language Arts Common Core Standards for 2015-2016. After reading the article *Curriculum Mapping* by Janet Hale and exploring sample curriculum maps on the web, the team decided on a template adapted from the work of Engage New York and Common Core Maps. All maps P-12 are organized around four modules. In general, each module spans 8-9 weeks of instruction and could encompass 1-3 interrelated units incorporating reading, writing, listening/speaking, and language standards as well as learning around content area concepts. The following chart shows the overarching theme of each module.

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| --- | --- |
| Module | Title |
| 1 | * Reading Closely and Writing to Learn |
| 2 | * P-5 Developing as Critical Readers, Writers, and Thinkers of Narrative Text * 6-12 Working with Evidence |
| 3 | * Understanding Through Research |
| 4 | * Forming Positions |

The modules are designed to build upon one another so that students deepen their knowledge and refine their skills throughout the year as text complexity increases. While you will find focus standards in each module, in reality by the end of the year the goal is for students to apply all (priority and supporting standards) in appropriate grade level texts. Team members found that some standards at each grade could not be relegated as the focus of only one module because they are woven into all ELA instruction. You will see a separate row for these at each grade. Figure 1 provides a visual representation of the interconnectivity of all aspects of the ELA modules.

These Curriculum Maps & detailed modules have been developed at each grade level P-12 to show how the ELA Common Core Standards are intertwined and can be dispersed as focus standards across the year. Teachers are invited to use them “as is” or as samples to design their own maps and modules. Figure 2 explains the process many teams used to design their maps.

Figure 3 is an example of a Curriculum Map for grade 2/3, 7, and 9/10 in draft form. It is divided into two Sections. The first gives an overview of all four modules along with the focus standards and suggested interdisciplinary connections. Section 2 provides the details associated with module 1. Modules 2-3 will be expanded upon this summer and module 4 in the fall. The detailed modules are examples of how ELA instruction and interdisciplinary content can be woven together to provide rich, rigorous learning opportunities for Federal Way students. They serve as a resource for teachers to design their own units and day to day plans. They include possible essential questions, resources, vocabulary, assessments and links to already developed units, CCSS resources, and video clips to support teacher planning and honor their expertise as professionals.

Figure 2

**GCR2 Curriculum Mapping Process**

1. **Read the article entitled *Curriculum Mapping* by Janet Hale. (**<http://curriculummapping101.com/curriculum-mapping-general>) **Use a protocol to discuss the article such as “The 4 A’s” or “The Making Meaning” protocol as found at:** <http://www.nsrfharmony.org/protocol/a_z.html>
2. You will need 4-6 colors of sticky-notes for each grade level. Using the labels available on Ajax place one ELA standard on a sticky-note color coding them by ELA area (Reading literature, Reading Informational, Writing, Listening/Speaking, Language, Foundations P-5, and content area PS if desired.)
3. Begin with overarching titles (See 4 module titles) or Content Area Units as anchors at the top of a chart. You may want to create a separate column for those that span all modules. Some teams may choose to curriculum map by month however we found mapping over extended periods allowed for depth as opposed to breadth as suggested with CCSS.
4. Go through each ELA area placing the standards under the titles that most closely relate.
   1. Start with writing
   2. Then reading informational
   3. Then reading literature
   4. Then listening and speaking
   5. Then language
   6. And finally foundations
   7. If you decide to use our Module Titles layer on the content piece last (if desired)
5. Once you have mapped out the year you will be ready to go deeper with details to support each module. Consider using the template for Section 2. In addition a modified UBD template is available on the curriculum weebly to design units of study that fit into each module. See the opinion/argument writing units at each grade band/level as examples of high quality UBD units.

Happy Mapping!