

Strategic Differentiation- A Data Driven Approach to Closing Gaps Using Curriculum Maps

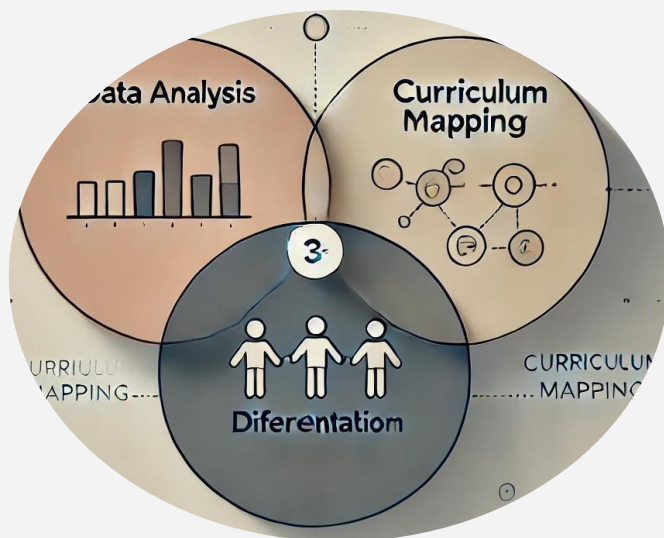


PH 732.456.8382  EMAIL info@ispotllc.com

INTEGRATIVE

RAISING THE BAR IN EDUCATION

SPOT



Agenda



1. Use data to identify achievement gaps

2. Use curriculum maps to close achievement gaps

3. Use curriculum maps to differentiate

To Access Slides:

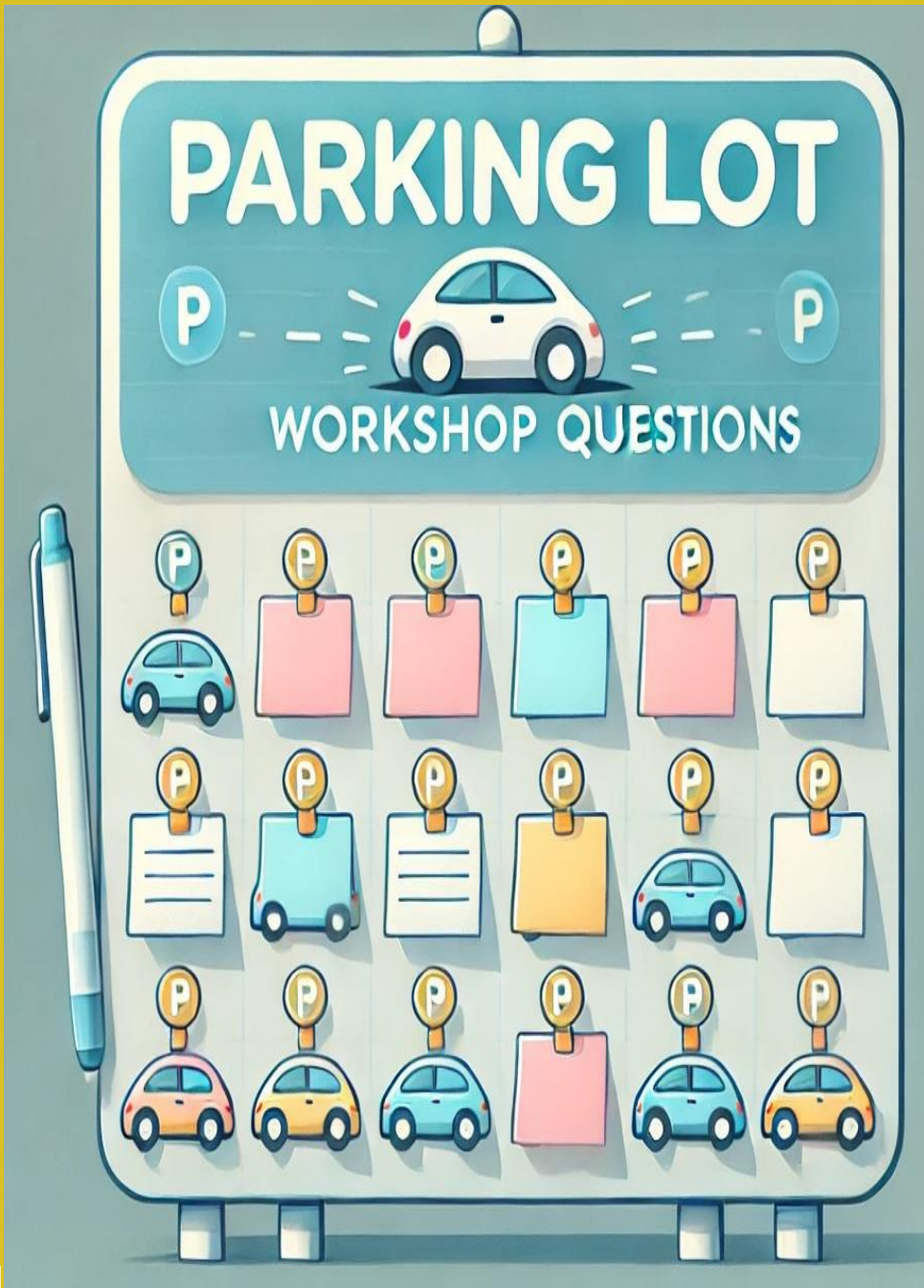
<https://www.nyscirs.org/presentations2024>.

Password: 2024RISE40.



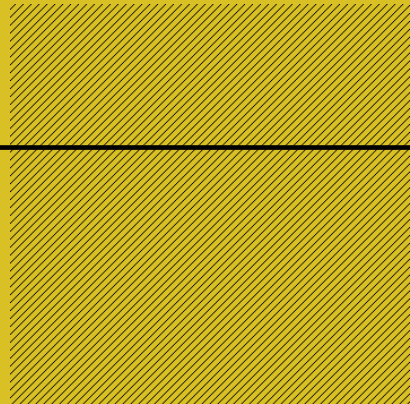
How confident are you that your curriculum fully meets the needs of every student, every year?

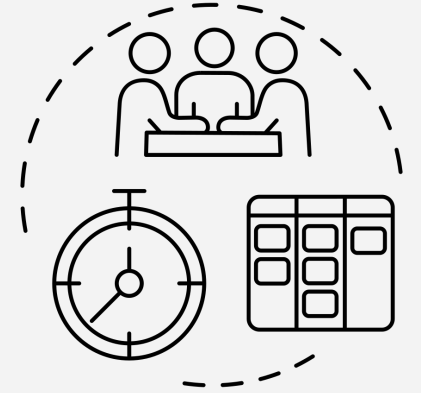


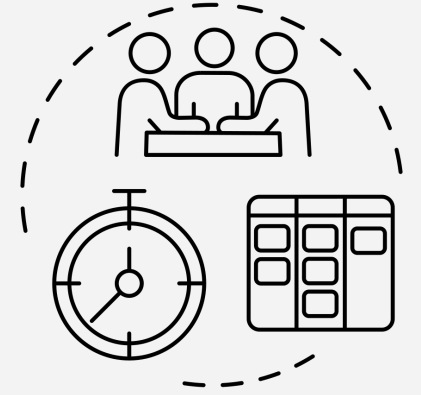




1. Use data to identify achievement gaps





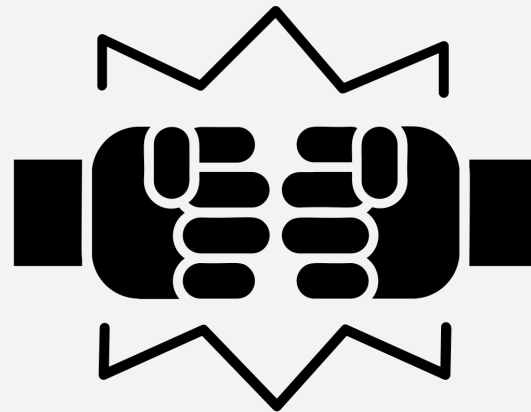


Identifying Gaps in Student Achievement





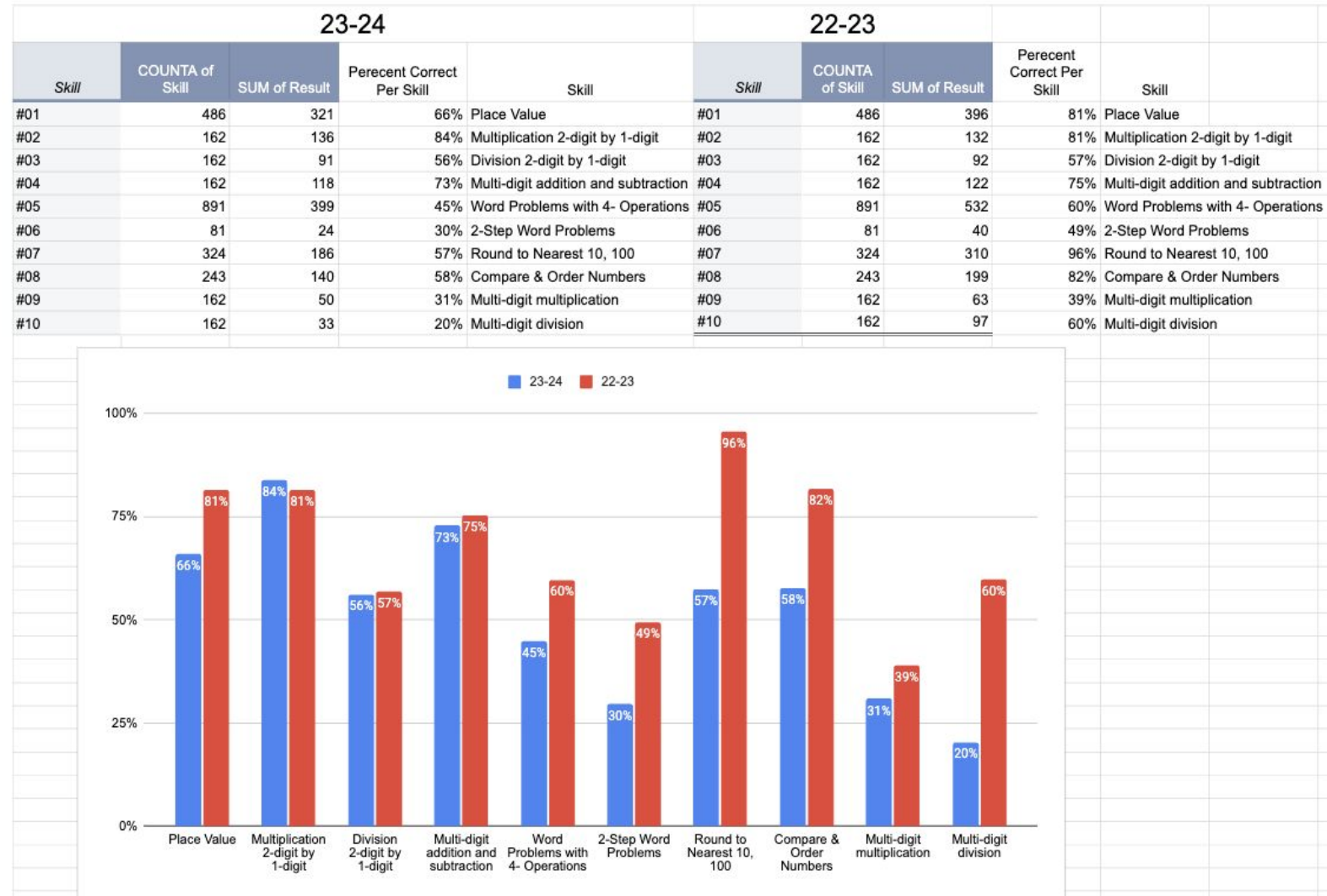
"Fist to 5"



5 fingers = Very comfortable
1 finger = Not comfortable.

Understanding Data Patterns

Data patterns allow us to see trends across different levels.





2. Use curriculum maps to close achievement gaps



SAMPLE 1

GRADE 5

MATH IN FOCUS 2020 EDITION
BOOK "A"

#	CHAPTER	BIG IDEA OF THE CHAPTER	# OF LESSONS	SUGGESTED # OF DAYS	DATES
BOOK "A"					
1	WHOLE NUMBERS & THE 4 OPERATIONS	WHEN DO WE USE 7-DIGIT WHOLE NUMBERS IN REAL WORLD SITUATIONS? WHY ARE THE 4 OPERATIONS OF WHOLE NUMBERS IMPORTANT IN EVERY DAY LIFE?	6	17	September-October <i>Approximately (9/5- 10/4)</i>
2	FRACTIONS AND MIXED NUMBERS	HOW ARE FRACTIONS & DIVISION RELATED? HOW IS ADDING AND SUBTRACTING UNLIKE FRACTIONS SIMILAR TO ADDING AND SUBTRACTING LIKE FRACTIONS?	4	15	October-November <i>Approximately (10/7 - 11/8)</i>
3	MULTIPLYING AND DIVIDING FRACTIONS & MIXED NUMBERS	HOW DO WE MULTIPLY AND DIVIDE FRACTIONS, MIXED NUMBERS & WHOLE NUMBERS? HOW DO THE FACTORS AFFECT THE PRODUCT IF ONE OF THE FACTORS IS A FRACTION?	8	21	November-December <i>Approximately (11/12 - 12/20)</i>
4	DECIMALS	WHAT IS THE VALUE OF THE 2 ND DECIMAL PLACE? WHAT WILL BE THE VALUE OF THE 3 RD DECIMAL PLACE?	3	9	December-January <i>Approximately (12/24 - 1/8)</i>
5	FOUR OPERATIONS OF DECIMALS	HOW CAN DECIMALS BE ADDED, SUBTRACTED, MULTIPLIED AND DIVIDED?	9	22	January-February <i>Approximately (1/9 - 2/21)</i>

SAMPLE 2

NEW YORK STATE SOCIAL STUDIES FRAMEWORK PACING GUIDE

The New York State K-8 Social Studies Framework includes Key Ideas and Concepts, Social Studies Practices, and Common Core Learning Standards for Literacy in the Content Areas. The curriculum for each grade level is divided into distinct units of Key Ideas and Concepts.

KEY IDEAS AND CONCEPTS

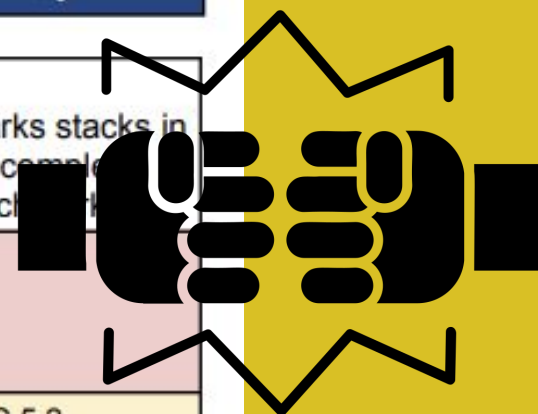
GRADES KINDERGARTEN-3: The Key Ideas and Concepts may be presented in any order.

GRADES 4-8: The Key Ideas and Concepts should be presented chronologically. Key Ideas and Concepts that may require extra time are noted with an asterisk (*).

GRADE LEVEL	KEY IDEAS AND CONCEPTS									
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
KINDERGARTEN: Self and Others	K.1-K.3 Individual Development and Cultural Identity			K.4-K.5 Civic Ideals and Practices		K.6-K.7 Geography, Humans, and the Environment		K.8 Time, Continuity, and Change		K.9 Economic Systems
GRADE 1: My Family and Other Families, Now and Long Ago	1.1-1.2 Individual Development and Cultural Identity		1.3-1.4 Civic Ideals and Practices		1.5-1.6 Geography, Humans, and the Environment		1.7-1.8 Time, Continuity, and Change		1.9-1.10 Economic Systems	
GRADE 2: My Community and Other Communities	2.1-2.2 Individual Development and Cultural Identity		2.3-2.4 Civic Ideals and Practices			2.5 Geography, Humans, and the Environment	2.6-2.7 Time, Continuity, and Change		2.8-2.9 Economic Systems	
GRADE 3: Communities around the World	3.1-3.3 Geography, Humans, and the Environment		3.4 Time, Continuity, and Change	3.5-3.6 Development, Movement, and Interaction of Cultures		3.7-3.8 Civic Ideals and Practices			3.9-3.10 Creation, Expansion, and Interaction of Economic Systems	
GRADE 4: New York State and Local History and Government	4.1 Geography of New York State	4.2 Native American Groups and the Environment	4.3 Colonial and Revolutionary Period in New York		4.4* Government		4.5 In Search of Freedom and a Call for Change	4.6* Westward Movement and Industrialization		4.7 Immigration and Migration from the Early 1800s to Present



Quarter 1 August 10 - October 7		Quarter 2 October 11- December 16		Quarter 3 January 4 - March 10		Quarter 4 March 21 - May 27	
Suggested Pacing	Core Unit	B.E.S.T Spotlight Benchmarks* *All lessons address Spotlight and Supporting benchmarks stacks in the curriculum. Visit the digital Amplify platform for a complete outline of all spotlight and supporting standards/benchmarks.					
8/12-9/27	Unit 7A Red Scarf Girl & Narrative 31 Lessons	ELA.7.R.2.1 ELA.7.R.2.1 ELA.7.R.2.3 ELA.7.R.2.2	ELA.7.C.1.2 ELA.7.C.1.5 ELA.7.C.1.3 ELA.7.C.5.2	ELA.7.C.1.4 ELA.7.V.1.3			
9/28-11/10	Unit 7B Character & Conflict 30 Lessons	ELA.7.R.1.1 ELA.7.R.1.2 ELA.7.R.3.3 ELA.7.R.3.1	ELA.7.R.3.4 ELA.7.R.3.1 ELA.7.R.2.3 ELA.7.C.1.4	ELA.7.C.2.1 ELA.7.C.1.3 ELA.7.C.1.4 ELA.7.C.3.1	ELA.7.C.5.2 ELA.7.C.1.5 ELA.7.V.1.3 ELA.7.V.1.1		
11/12 -12/16	Unit 7C Brain Science 23 Lessons (100 Lesson Pathway)	ELA.7.R.3.2 ELA.7.R.2.1 ELA.7.R.2.4 ELA.7.R.2.2	ELA.7.R.3.3 ELA.7.C.1.3 ELA.7.C.2.1 ELA.7.C.5.2	ELA.7.C.1.2 ELA.7.C.1.4 ELA.7.C.1.5	ELA.7.V.1.1 ELA.7.V.1.3		
1/04-1/24	Unit 7D Poetry & Poe 14 Lessons (100 Lesson Pathway)	ELA.7.R.3.3 ELA.7.R.3.1 ELA.7.R.1.3 ELA.7.R.1.1 ELA.7.R.1.2	ELA.7.R.3.2 ELA.7.R.3.4 ELA.7.R.1.4 ELA.7.R.3.2	ELA.7.C.5.1 ELA.7.C.2.1 ELA.7.C.5.2 ELA.7.C.1.3	ELA.7.C.1.5 ELA.7.C.1.4 ELA.7.C.1.4 ELA.7.V.1.3		
1/25-3/1	Unit 7E The Frida & Diego Collection 25 Lessons (100 Lesson Pathway)	ELA.7.R.1.4 ELA.7.R.3.3 ELA.7.R.3.1 ELA.7.R.3.4	ELA.7.C.4.1 ELA.7.C.1.4 ELA.7.C.5.1 ELA.7.C.1.2	ELA.7.C.2.1 ELA.7.C.1.3 ELA.7.C.1.4 ELA.7.C.1.5	ELA.7.C.5.2 ELA.7.V.1.1		
3/01-3/24	Poetry in America 9 Lessons	ELA.7.R.1.2 ELA.7.R.1.4 ELA.7.R.3.1 ELA.7.R.1.1	ELA.7.R.1.3 ELA.7.R.3.3 ELA.7.R.3.4	ELA.7.C.1.2 ELA.7.C.3.1 ELA.7.C.5.2	ELA.7.V.1.3		
	Unit 7F The Gold Rush	ELA.7.R.2.1 ELA.7.R.2.2	ELA.7.C.4.1 ELA.7.C.3.1	ELA.7.C.1.5 ELA.7.C.5.2			



Sample Math Curriculum Map-4th Grade

Sample 4

# of Lessons per Unit	Big Ideas	Skills & Knowledge	Vocabulary	Resources
7-8 Lessons Sep. 7-22	<u>Place Value to 1,000,000</u> <ul style="list-style-type: none"> Composing/Decomposing Ones, tens, hundreds, thousands, ten-thousands, hundred thousands, millions Place Value Comparing & Ordering Rounding Number Patterns 	Students will be able to: <ul style="list-style-type: none"> Read and write numbers to 1,000,000 Compare and order numbers to 1,000,000 Identify place and value of numbers Recognize multiple forms of numbers Round numbers up to the millions place Show, complete, and create number patterns with 10, 100, 1,000, or 10,000 	<ul style="list-style-type: none"> Place Value Value Digit Standard Form Word Form Expanded Form Period Decompose Round Thousands Ten-thousands Hundred thousands Millions 	Houghton Mifflin Blue Book-Chapter 1 iCount-Level Gray (Chapter 1) 1- Place Value Through Hundred Thousands- (1.1) 2- Compare & Order Numbers (1.2) 3- Rounding Numbers (1.3) 5- How Big is a Million 7- Compare and Order Greater Numbers (6.7)- Number Patterns Extra Practice p.40-41 (assessment)
10 Lessons Sep. 29-Nov. 1	<u>Addition & Subtraction</u> <ul style="list-style-type: none"> Mental Math Addition Properties Addition Strategies Estimation Subtraction Strategies Problem Solving Skills 	Students will be able to: <ul style="list-style-type: none"> Fluently add and subtract within 20 Estimate sums and differences Use addition strategies and properties to add/subtract multi-digit numbers Add/subtract money with dollars, cents Use mental math to add/subtract multiples of ten and one hundred Use strategies to add/subtract multi-digit numbers Subtract multi-digit numbers across zeros Solve multi-step word problems using strategies and equations 	<ul style="list-style-type: none"> Addend Sum Regroup Multiple of ten (friendly number) Difference Identity Property Commutative Property Associative Property Equation 	Houghton Mifflin Blue Book-Chapter 2 iCount-Level Gray (Chapter 2) 1- Addition Properties (2.1) 2- Add Whole Numbers (2.3) 4- Estimate Sums and Differences (2.2) 5- Estimate or Exact Answer? 3- Subtract Whole Numbers (2.4, 2.5, 2.6) 6- Subtract Across Zeros (2.7) 7- Problem Solving Use Operations (2.8) (1.7) Additional Word Problems Quick Check p.72- assessment

*Please Note: All vocabulary words in bold, should be familiar to students from a previous unit, or previous grade.



Sample 5

Original Adoption:	6/2020
Created by:	Manchester Township School District
Revised on:	8/2021
Revised by:	Samantha Greenstein

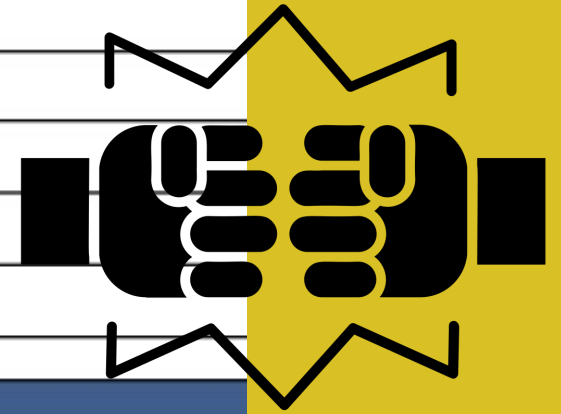
MANCHESTER TOWNSHIP Science Curriculum

Content Area: Science

Course Title: Science

Grade Level: Grade 2

Unit Title	Pacing Guide in Days
<u>Unit Plan 1</u> : Matter and Its Interactions	60 Days
<u>Unit Plan 2</u> : Ecosystems: Interactions, Energy, and Dynamics	60 Days
<u>Unit Plan 3</u> : Earth's Place in the Universe	60 Days
<u>Unit Plan 4</u> : Engineering Design	On Going



Grade 3, Module 3 Curriculum Map

Focus: Exploring Literary Classics

Genre: Fantasy

Suggested Number of Weeks:

End of Module Performance Task- Revise a Scene from Peter Pan

Essential Questions:

1. How do writers capture a reader's imagination?
2. What can we learn from reading literary classics?

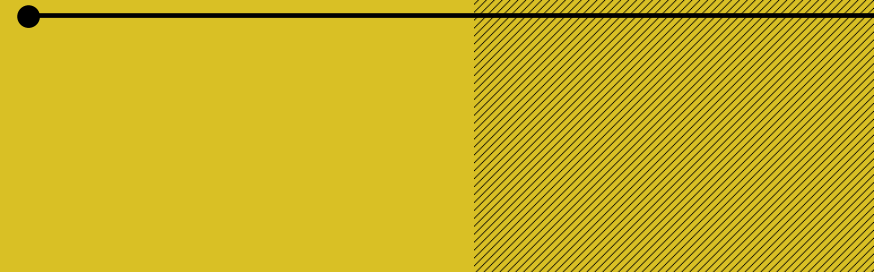
Week of:	Big Ideas/Foundational Concepts:	Focus Reading Skills:	Word Study & Spelling:	Vocabulary:	Grammar & Writing Mechanics:
1	<p><u>Literary Concepts:</u></p> <ul style="list-style-type: none"> Understanding and Using Vocabulary: Exploring strategies for determining the meaning of unfamiliar words to enhance comprehension and language development. Building Knowledge Through Story Structure: Analyzing how each chapter builds upon previous events to understand narrative progression and plot development. Connecting Literature with Context: Making connections between literary texts and informational content to deepen understanding of historical context, author background, and narrative events. Understanding Fantasies: Recognizing that fantasy stories are imaginative and feature events, characters, or settings that are not possible in real life. Retelling Stories to Enhance Understanding: Recognizing that when a story is retold, the core elements—characters, setting, and events—remain the same, but the language and sentence structures 	<p>I can:</p> <p><u>Day 1: Peter Pan, Chapter 1</u> (Student wkbk- p.2)</p> <ul style="list-style-type: none"> Explain how an illustration contributes to the text. I can recount chapter 1 of <i>Peter Pan</i>. Identify who, what, when, where, why, how from <i>Peter Pan, Chapter 1</i> Write a sentence summary using who, what, where, when, why, how from <i>Peter Pan, Chapter 1</i> <p>Check for Understanding:</p> <ul style="list-style-type: none"> I notice/I wonder Note Catcher (p. 2) Oral retelling of <i>Peter Pan</i> Sentence Summary of <i>Peter Pan, Chapter 1</i> <p><u>Day 2: Peter Pan: The Author and Historical Context</u> (Student wkbk- p. 3-4)</p> <ul style="list-style-type: none"> Determine the gist and the meaning of unfamiliar vocabulary in <i>Peter Pan: The Author and Historical Context</i>. Paraphrase important text in my own words (<i>Timeline Activity</i>) Make connections between Chapter 1 <i>Peter Pan</i> and the historical context. Use clues from the text to arrange paragraphs in sequential order (ALL) 	<p>I can:</p> <p><u>Week 1 Goals:</u></p> <p><u>Calendar -Days & Months</u></p> <ul style="list-style-type: none"> Spell names of the days of the week correctly using appropriate capital letters Spell names of months correctly, using appropriate capital letters <p><u>Homophone of the Week:</u> no, know</p> <ul style="list-style-type: none"> Spell and use homophones correctly in context and in written 	<p>I can:</p> <p><u>Day 1:</u></p> <ul style="list-style-type: none"> Explain, recount, infer (a) Infer, illustrations, contributes, literary classics, fantasy (L) <p><u>Day 2:</u></p> <ul style="list-style-type: none"> Describe (a) Literary classics, gist, historical, context, connections (L) Novels, published, inspired, fantasy, entertain, original, classic, literature, advantage, society (T) <p><u>Day 3:</u></p> <ul style="list-style-type: none"> Recount, connections, historical, context, fantasy (L) <p><u>Day 4:</u></p> <ul style="list-style-type: none"> Illustration, contributes, connections, historical, context, fantasy (L) <p><u>Day 5:</u></p> <ul style="list-style-type: none"> Illustration, contributes, connections, historical, context, fantasy (L) 	<p>I can:</p> <p><u>Week 1- Focus:</u></p> <p>Parts of Speech:</p> <ul style="list-style-type: none"> Nouns (<i>Grammar-01</i>) Common & Proper Nouns (<i>Grammar-09</i>) Pronouns (<i>Grammar-05</i>) Verbs (<i>Grammar-02</i>) <p>Grammar & Writing Mechanics:</p> <ul style="list-style-type: none"> Capitalization Punctuation Subject & Predicate (<i>Grammar-19</i>)

Writing & Grammar Continuum of Skills Grades K-3

Skill & Strategy:	Pre-K Oral Language	Kindergarten	1st Grade	2nd Grade	3rd Grade
Spelling	<ul style="list-style-type: none"> Recall basic letters and sounds learned 	<ul style="list-style-type: none"> Spell CVC words Spell words with digraphs Spell sight words 	<ul style="list-style-type: none"> Spell CVC words Spell words with blends and digraphs Spell sight words Spell phonics based words Spell words with inflectional endings (s, ed, ing) 	<ul style="list-style-type: none"> Spell phonics based words Spell sight words Spell words with inflectional endings (s, ed, ing) Spell words with plural nouns Spell common contractions Spell common homophones (vowel team rules) Use and spell suffixes er/est Use and spell suffixes ful/less 	<ul style="list-style-type: none"> Spell sight words Spell one and two syllable words with prefixes, suffixes, and inflectional endings Spell words with inflectional endings Spell words with plural nouns Spell common contractions Spell words with soft and hard c/g rules Spell common homophones Spell words with sion/tion Spell common days, months Spell number words
Grammar	<ul style="list-style-type: none"> Name specific people, places, events, objects Understand and use near, under, over, beneath (simple prepositions) 	<ul style="list-style-type: none"> Use common nouns and verbs Understand plural nouns as more than 1 	<ul style="list-style-type: none"> Distinguish between Proper and common nouns Use adjectives to describe 5 senses, color, shape, number, and size Use action verbs Use basic prepositions to describe location (above, below, 	<ul style="list-style-type: none"> Possessive Noun rules Contraction rules Plural Noun rules Irregular Plural Nouns Common and Proper Nouns A/an grammar rule Conjunctions with commas (and, or, 	<ul style="list-style-type: none"> Subjects & predicates Conjunctions Types of Sentences Run-on Sentences <p><u>Parts of Speech:</u></p> <ul style="list-style-type: none"> Common & Proper Nouns Concrete & Abstract Nouns Plural Nouns Possessive Nouns



3. Use curriculum maps to differentiate





Curriculum maps should include indicators for differentiated strategies?





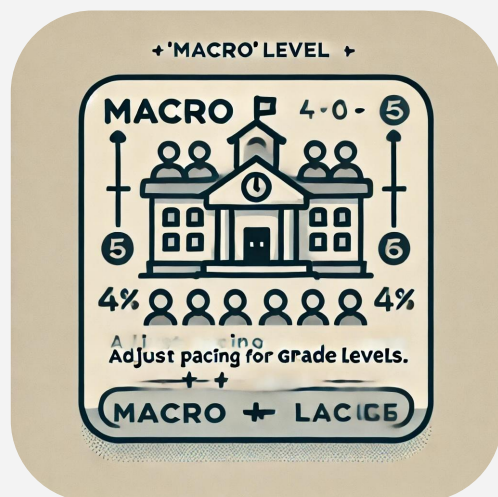
Differentiation & Closing Gaps Using Data-Driven Decisions



Strategies for Differentiation

Pacing:

Adjust pacing for grade levels.



Individual:

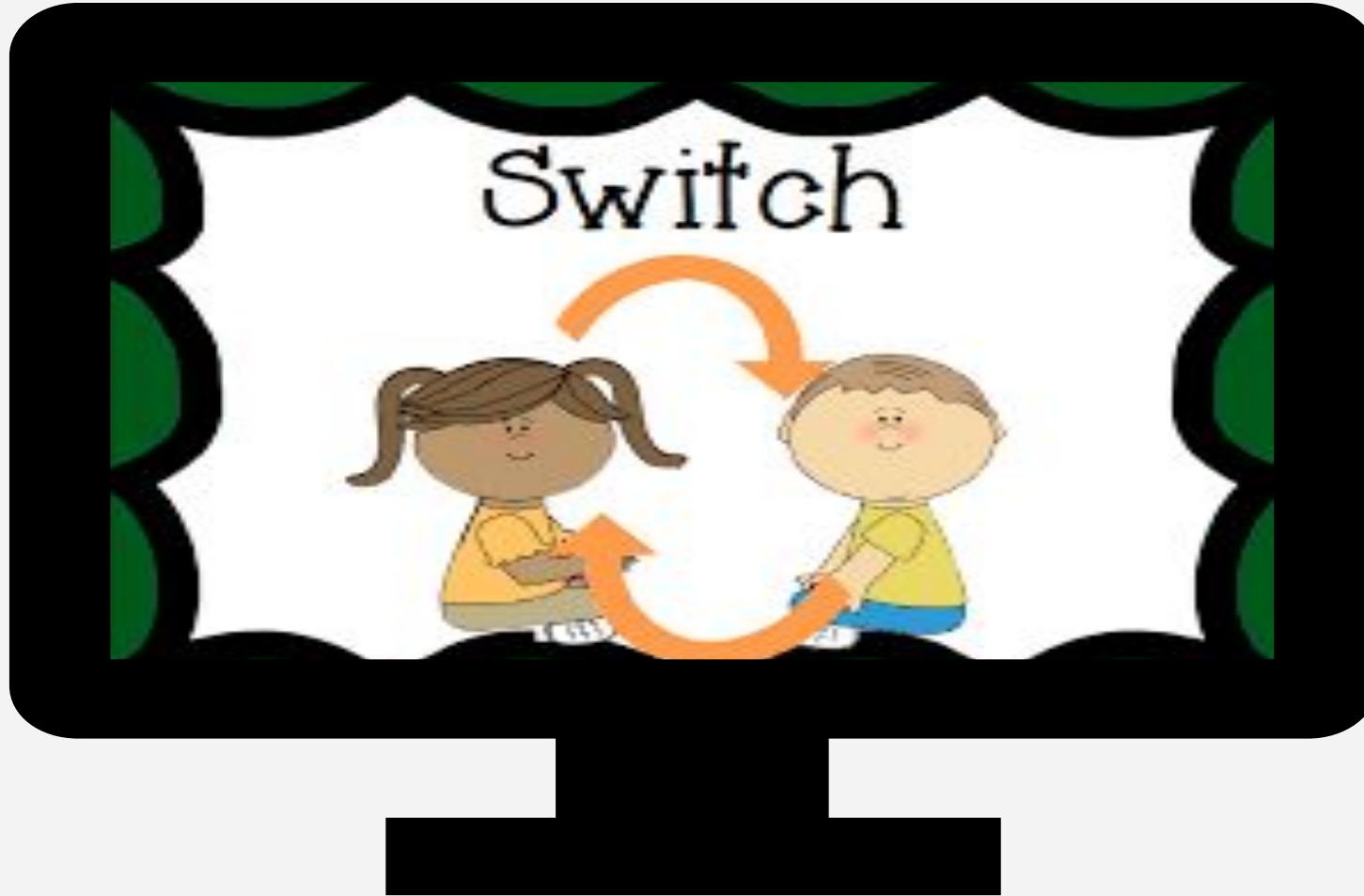
Tailor to individual students.



Grouping:

Use flexible grouping within classrooms.





Sample Math Curriculum Map-4th Grade

Sample 4

# of Lessons per Unit	Big Ideas	Skills & Knowledge	Vocabulary	Resources
7-8 Lessons Sep. 7-22	<u>Place Value to 1,000,000</u> <ul style="list-style-type: none"> Composing/Decomposing Ones, tens, hundreds, thousands, ten-thousands, hundred thousands, millions Place Value Comparing & Ordering Rounding Number Patterns 	Students will be able to: <ul style="list-style-type: none"> Read and write numbers to 1,000,000 Compare and order numbers to 1,000,000 Identify place and value of numbers Recognize multiple forms of numbers Round numbers up to the millions place Show, complete, and create number patterns with 10, 100, 1,000, or 10,000 	<ul style="list-style-type: none"> Place Value Value Digit Standard Form Word Form Expanded Form Period Decompose Round Thousands Ten-thousands Hundred thousands Millions 	Houghton Mifflin Blue Book-Chapter 1 iCount-Level Gray (Chapter 1) 1- Place Value Through Hundred Thousands- (1.1) 2- Compare & Order Numbers (1.2) 3- Rounding Numbers (1.3) 5- How Big is a Million 7- Compare and Order Greater Numbers (6.7)- Number Patterns Extra Practice p.40-41 (assessment)
10 Lessons Sep. 29-Nov. 1	<u>Addition & Subtraction</u> <ul style="list-style-type: none"> Mental Math Addition Properties Addition Strategies Estimation Subtraction Strategies Problem Solving Skills 	Students will be able to: <ul style="list-style-type: none"> Fluently add and subtract within 20 Estimate sums and differences Use addition strategies and properties to add/subtract multi-digit numbers Add/subtract money with dollars, cents Use mental math to add/subtract multiples of ten and one hundred Use strategies to add/subtract multi-digit numbers Subtract multi-digit numbers across zeros Solve multi-step word problems using strategies and equations 	<ul style="list-style-type: none"> Addend Sum Regroup Multiple of ten (friendly number) Difference Identity Property Commutative Property Associative Property Equation 	Houghton Mifflin Blue Book-Chapter 2 iCount-Level Gray (Chapter 2) 1- Addition Properties (2.1) 2- Add Whole Numbers (2.3) 4- Estimate Sums and Differences (2.2) 5- Estimate or Exact Answer? 3- Subtract Whole Numbers (2.4, 2.5, 2.6) 6- Subtract Across Zeros (2.7) 7- Problem Solving Use Operations (2.8) (1.7) Additional Word Problems Quick Check p.72- assessment

*Please Note: All vocabulary words in bold, should be familiar to students from a previous unit, or previous grade.





Strategies for Supporting Differentiation

1. Identify Skill Progression Gaps and Add Reinforcement Opportunities
2. Use Flexible Pacing to Adjust Instructional Time for Critical Skills
3. Embed Differentiated Instruction Indicators within Curriculum Maps
4. Incorporate Data-Triggered Review Cycles for Key Skills
5. Align Assessment Types with Differentiated Outcomes
6. Customize Curriculum Maps to Reflect Teacher-Generated Data-Driven Insights

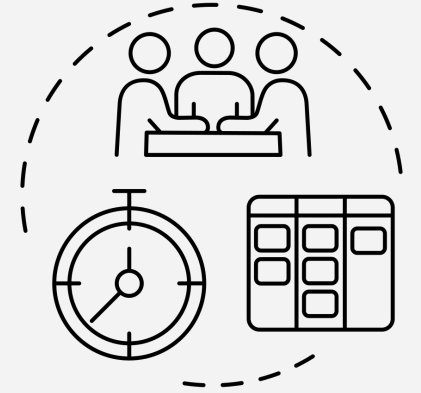


**Write one tool or strategy you think
would make data-driven
differentiation more feasible for
teachers.**



Any Questions?





STAND UP IF

Write down one specific action you'll take based on today's learning. Turn to the person on your left/right and share...

