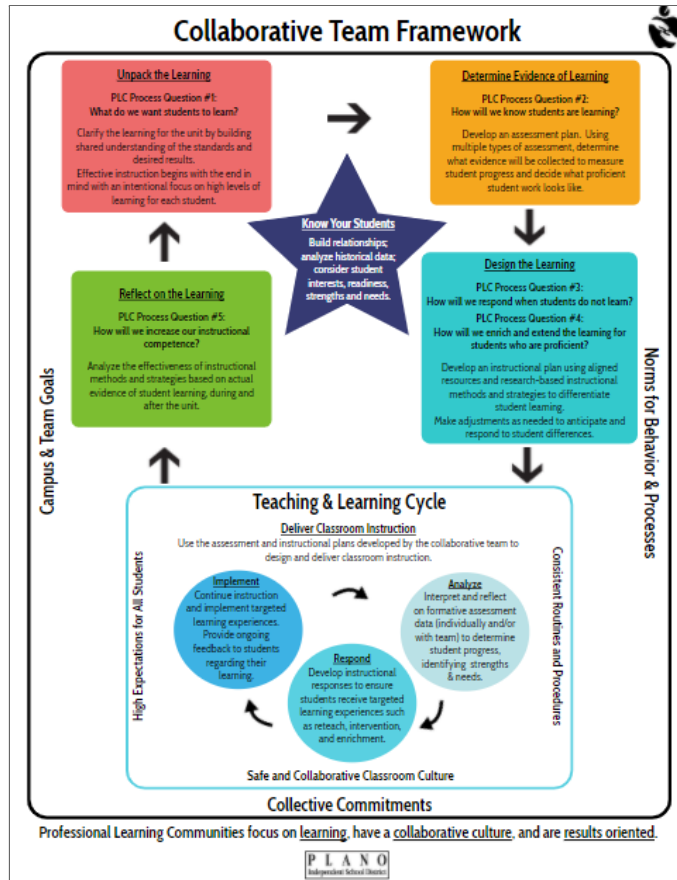


COLLABORATIVE TEAM PLANNING TOOLS

The GENERAL RESOURCES below must be utilized to support collaborative team planning.



PUSD INSTRUCTIONAL MODEL

An Instructional Model:

- Establishes a common language of instructional practices school-wide and district-wide
- Clearly defines instructional actions a school commits to using to help students learn
- Identifies instructional actions in terms of teacher behaviors to help students learn

Instruction	Learning Environment
<p>Feedback</p> <ul style="list-style-type: none"> Providing and Communicating Clear Learning Goals Monitoring Student Progress Using Scales and Rubrics Assessing Class as a Whole Assessing Individual Students Celebrating Success <p>Elements for All Types of Lessons</p> <ul style="list-style-type: none"> Chunking Content Processing Content Recording and Representing Content Previewing Highlighting Critical Information Reviewing Content Revising Knowledge Reflecting on Learning Elaborating on Information Organizing Students to Interact and Collaborate <p>Elements for Practicing and Deepening Lessons</p> <ul style="list-style-type: none"> Using Structured Practice Sessions Examining Similarities and Differences Examining Errors in Reasoning <p>Elements for Knowledge Application Lessons</p> <ul style="list-style-type: none"> Engaging Students in Cognitively Complex Tasks Providing Resources and Guidance Generating and Defending Claims 	<p>Engagement</p> <ul style="list-style-type: none"> Noticing and Reacting When Students are Not Engaged Increasing Response Rates Incorporating Physical Movement Maintaining a Lively Pace Demonstrating Intensity and Enthusiasm Stimulating Intrigue and Interest Motivating and Inspiring Students <p>Rules and Procedures</p> <ul style="list-style-type: none"> Establishing Rules and Procedures Organizing the Physical Layout of the Classroom Demonstrating Teacher Awareness Acknowledging Adherence to Rules and Procedures Acknowledging Lack of Adherence to Rules and Procedures <p>Relationships</p> <ul style="list-style-type: none"> Using Verbal and Nonverbal Behaviors that Indicate Care for Students Understanding Students' Backgrounds and Interests Displaying Objectivity and Control <p>Communicating High Expectations</p> <ul style="list-style-type: none"> Demonstrating Value and Respect for Each Learner Asking In-Depth Questions Probing Incorrect Answers

Resources are provided for each instructional element included in the model to support professional growth.

- [The New Art and Science of Teaching](#) Robert J. Marzano. Bloomington, IN: ASCD / Solution Tree, 2017

PUSD Academic Services, July 2021

BOOKMARKS

Utilize these bookmarks to access content specific planning documents.

[Science and Engineering \(3rd-5th\)](#)

[Mathematics](#)

[Social Studies \(3rd-5th\)](#)

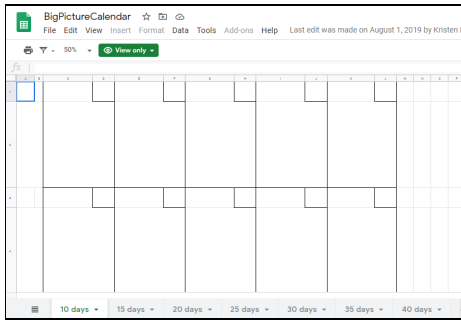
[Literacy](#)

[Inquiry and Innovation \(K-2 Only\)](#)

PLANNING RESOURCES FOR ALL CONTENT

Click on the picture to access each resource.

Big Picture Planning Calendars

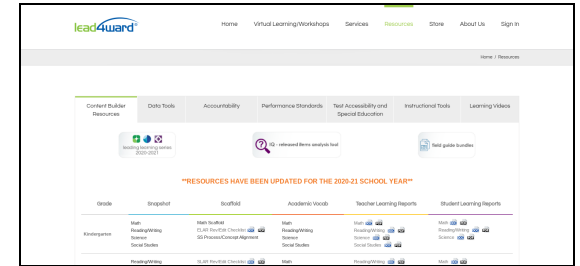


Lead4ward Field Guide Information

(UPDATED 8/26/21)



Lead4ward Resources



PISD Materials Selection Rubric

PISD Materials Selection Rubric
Board Policy: [EE Local](#); [EM8 Local](#)

ALL evaluation criteria must be considered and deemed acceptable before a supplemental resource can be used.

- Any resource scoring **Partially Met** (Yellow) in any criteria requires documented approval by the campus principal.
- Any resource scoring **Not Met** (Red) in any criteria is not appropriate for use with Plano ISD students.

Evaluation Criteria	Considerations to be made by the collaborative team when planning to use this resource	Criteria Fully Met	Criteria Partially Met	Criteria Not Met
Copyright	<ul style="list-style-type: none"> Will use of this source violate copyright? If there is a process for acquiring copyright, is it possible to accomplish given the timeframe and effort required? Is there an alternative source with open copyright that will meet the same instructional objective? 	Resource deemed appropriate by campus and/or district collaborative team.	Resource will require copyright release, but this is feasible to accomplish.	Use of the material will violate copyright.
Alignment	<ul style="list-style-type: none"> Does the instructional resource/activity align to the content and cognitive rigor of the standards (TEKS, College Board, IB, CCMR, etc.)? Will the instructional resource/activity contribute to students meeting desired instructional outcomes and objectives? Does the resource provide an engaging focus or hook which provides an essential scaffold to mastery of standards? 	Standards/outcomes/objectives addressed; will enhance student learning and support mastery.	Standards/outcomes/objectives partially addressed; will enhance student learning and support mastery.	Standards/outcomes/objectives not addressed; unlikely to enhance student learning or support mastery.
Appropriateness	<ul style="list-style-type: none"> Does this source engage a variety of learners? Does the source contain trigger words or sensitive material that should be adapted? Is the language used appropriate to the learners' age and instructional needs? How would use of this source be perceived by outside stakeholders? 	Language, vocabulary, and content of material is appropriate for the subject area, age, ability level, learning style, and social and emotional development of the intended audience.	Language, vocabulary, and content of material is partially appropriate for the subject area, age, ability level, learning style, and social and emotional development of the intended audience.	Language, vocabulary, and content of material is not appropriate for the subject area, age, ability level, learning style, and social and emotional development of the intended audience.

3rd-5th Grade Science and Engineering

3-5 TEKS Frequency Chart/Scope & Sequence

TEKS	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
3-5.1.1	1	1	1	1	1	1
3-5.1.2	1	1	1	1	1	1
3-5.1.3	1	1	1	1	1	1
3-5.1.4	1	1	1	1	1	1
3-5.1.5	1	1	1	1	1	1
3-5.1.6	1	1	1	1	1	1
3-5.1.7	1	1	1	1	1	1
3-5.1.8	1	1	1	1	1	1
3-5.1.9	1	1	1	1	1	1
3-5.1.10	1	1	1	1	1	1
3-5.1.11	1	1	1	1	1	1
3-5.1.12	1	1	1	1	1	1
3-5.1.13	1	1	1	1	1	1
3-5.1.14	1	1	1	1	1	1
3-5.1.15	1	1	1	1	1	1
3-5.1.16	1	1	1	1	1	1
3-5.1.17	1	1	1	1	1	1
3-5.1.18	1	1	1	1	1	1
3-5.1.19	1	1	1	1	1	1
3-5.1.20	1	1	1	1	1	1
3-5.1.21	1	1	1	1	1	1
3-5.1.22	1	1	1	1	1	1
3-5.1.23	1	1	1	1	1	1
3-5.1.24	1	1	1	1	1	1
3-5.1.25	1	1	1	1	1	1
3-5.1.26	1	1	1	1	1	1
3-5.1.27	1	1	1	1	1	1
3-5.1.28	1	1	1	1	1	1
3-5.1.29	1	1	1	1	1	1
3-5.1.30	1	1	1	1	1	1
3-5.1.31	1	1	1	1	1	1
3-5.1.32	1	1	1	1	1	1
3-5.1.33	1	1	1	1	1	1
3-5.1.34	1	1	1	1	1	1
3-5.1.35	1	1	1	1	1	1
3-5.1.36	1	1	1	1	1	1
3-5.1.37	1	1	1	1	1	1
3-5.1.38	1	1	1	1	1	1
3-5.1.39	1	1	1	1	1	1
3-5.1.40	1	1	1	1	1	1
3-5.1.41	1	1	1	1	1	1
3-5.1.42	1	1	1	1	1	1
3-5.1.43	1	1	1	1	1	1
3-5.1.44	1	1	1	1	1	1
3-5.1.45	1	1	1	1	1	1
3-5.1.46	1	1	1	1	1	1
3-5.1.47	1	1	1	1	1	1
3-5.1.48	1	1	1	1	1	1
3-5.1.49	1	1	1	1	1	1
3-5.1.50	1	1	1	1	1	1
3-5.1.51	1	1	1	1	1	1
3-5.1.52	1	1	1	1	1	1
3-5.1.53	1	1	1	1	1	1
3-5.1.54	1	1	1	1	1	1
3-5.1.55	1	1	1	1	1	1
3-5.1.56	1	1	1	1	1	1
3-5.1.57	1	1	1	1	1	1
3-5.1.58	1	1	1	1	1	1
3-5.1.59	1	1	1	1	1	1
3-5.1.60	1	1	1	1	1	1
3-5.1.61	1	1	1	1	1	1
3-5.1.62	1	1	1	1	1	1
3-5.1.63	1	1	1	1	1	1
3-5.1.64	1	1	1	1	1	1
3-5.1.65	1	1	1	1	1	1
3-5.1.66	1	1	1	1	1	1
3-5.1.67	1	1	1	1	1	1
3-5.1.68	1	1	1	1	1	1
3-5.1.69	1	1	1	1	1	1
3-5.1.70	1	1	1	1	1	1
3-5.1.71	1	1	1	1	1	1
3-5.1.72	1	1	1	1	1	1
3-5.1.73	1	1	1	1	1	1
3-5.1.74	1	1	1	1	1	1
3-5.1.75	1	1	1	1	1	1
3-5.1.76	1	1	1	1	1	1
3-5.1.77	1	1	1	1	1	1
3-5.1.78	1	1	1	1	1	1
3-5.1.79	1	1	1	1	1	1
3-5.1.80	1	1	1	1	1	1
3-5.1.81	1	1	1	1	1	1
3-5.1.82	1	1	1	1	1	1
3-5.1.83	1	1	1	1	1	1
3-5.1.84	1	1	1	1	1	1
3-5.1.85	1	1	1	1	1	1
3-5.1.86	1	1	1	1	1	1
3-5.1.87	1	1	1	1	1	1
3-5.1.88	1	1	1	1	1	1
3-5.1.89	1	1	1	1	1	1
3-5.1.90	1	1	1	1	1	1
3-5.1.91	1	1	1	1	1	1
3-5.1.92	1	1	1	1	1	1
3-5.1.93	1	1	1	1	1	1
3-5.1.94	1	1	1	1	1	1
3-5.1.95	1	1	1	1	1	1
3-5.1.96	1	1	1	1	1	1
3-5.1.97	1	1	1	1	1	1
3-5.1.98	1	1	1	1	1	1
3-5.1.99	1	1	1	1	1	1
3-5.1.100	1	1	1	1	1	1

Vertical alignment tools/TEKS

Strand	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
1. Operations and Algebraic Thinking	3.1.A, 3.1.B, 3.1.C, 3.1.D, 3.1.E, 3.1.F, 3.1.G, 3.1.H, 3.1.I, 3.1.J, 3.1.K, 3.1.L, 3.1.M, 3.1.N, 3.1.O, 3.1.P, 3.1.Q, 3.1.R, 3.1.S, 3.1.T, 3.1.U, 3.1.V, 3.1.W, 3.1.X, 3.1.Y, 3.1.Z	4.1.A, 4.1.B, 4.1.C, 4.1.D, 4.1.E, 4.1.F, 4.1.G, 4.1.H, 4.1.I, 4.1.J, 4.1.K, 4.1.L, 4.1.M, 4.1.N, 4.1.O, 4.1.P, 4.1.Q, 4.1.R, 4.1.S, 4.1.T, 4.1.U, 4.1.V, 4.1.W, 4.1.X, 4.1.Y, 4.1.Z	5.1.A, 5.1.B, 5.1.C, 5.1.D, 5.1.E, 5.1.F, 5.1.G, 5.1.H, 5.1.I, 5.1.J, 5.1.K, 5.1.L, 5.1.M, 5.1.N, 5.1.O, 5.1.P, 5.1.Q, 5.1.R, 5.1.S, 5.1.T, 5.1.U, 5.1.V, 5.1.W, 5.1.X, 5.1.Y, 5.1.Z	6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G, 6.1.H, 6.1.I, 6.1.J, 6.1.K, 6.1.L, 6.1.M, 6.1.N, 6.1.O, 6.1.P, 6.1.Q, 6.1.R, 6.1.S, 6.1.T, 6.1.U, 6.1.V, 6.1.W, 6.1.X, 6.1.Y, 6.1.Z	7.1.A, 7.1.B, 7.1.C, 7.1.D, 7.1.E, 7.1.F, 7.1.G, 7.1.H, 7.1.I, 7.1.J, 7.1.K, 7.1.L, 7.1.M, 7.1.N, 7.1.O, 7.1.P, 7.1.Q, 7.1.R, 7.1.S, 7.1.T, 7.1.U, 7.1.V, 7.1.W, 7.1.X, 7.1.Y, 7.1.Z

Critical Vocabulary

Grade	Subgrade	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9
10	10	10	10	10	10	10
11	11	11	11	11	11	11
12	12	12	12	12	12	12

3-5 Science Model Schedule

Week of	Teacher	Grade
Science Lesson Plan		
	Monday date	Tuesday date
	Wednesday date	Thursday date
	Friday date	
<p>1. Model Review (30-45 min)</p> <p>2. Model Engagement (15-20 min)</p> <p>3. Model Elaboration (30-40 min)</p> <p>4. Model Evaluation (5-10 min)</p>	<p>Option 1: 4 days Tue 1 instruction, 1 day intervention and differentiation through station rotations (4 rotations)</p> <p>Option 2: 3 days Tue 1 instruction for 35 minutes, intervention and differentiation through 1 station rotation for 15 minutes</p>	

District Core Curriculum Resources

Grades & Description	Grades & Description
<p>K-5 Discovery Techbook Online science textbook with instructional resources and Mystery Science access. Access Discovery Techbook through Webdesk</p>	<p>1-5 Scincesaurus A resource with information to use whenever students have questions about science 10 per classroom</p>
<p>K-5 Generation Genius Online science resource with educational videos paired with lesson plans, activities, quizzes, reading material and more. Access Generation Genius through Webdesk</p>	<p>3-5 Ready, Set, STAAR Mini lessons based on STAAR tested TEKS</p>
<p>3-5 SCAT Handbook District created resource designed to be used as an interactive student reference book for home and school. This resource is printed and delivered to campuses.</p>	<p>1-5 Engineering is Elementary Inquiry-based STEM curriculum that teaches students thinking and reasoning skills 1st-3rd 3 Units 4th & 5th 2 Units One teacher edition per title, per teacher along with district made slide decks/resources</p>
<p>3-5 Uncovering Student Ideas in Science, Formative Assessment Probes</p>	

3rd - 5th Grade Social Studies

TEKS Frequency Chart/Scope & Sequence

A screenshot of a spreadsheet titled 'TEKS Frequency Chart_SocialStudiesK-5_20-21'. The spreadsheet has columns for 'Standard', 'Grade 1', 'Grade 2', 'Grade 3', 'Grade 4', and 'Grade 5'. It lists various TEKS standards and indicates their frequency in each grade level with 'x' marks.

Vertical alignment tools/TEKS

A screenshot of a vertical alignment tool titled 'Social Studies TEKS Vertical Alignment'. It is a grid with 'Subcategory' on the y-axis and 'Grade 1' through 'Grade 5' on the x-axis. The grid contains various TEKS standards and indicates their vertical alignment across the grades.

Critical Vocabulary

A screenshot of a 'Social Studies Critical Vocabulary' chart. It is a grid with categories on the y-axis (History, Geography, Economics, Government, Citizenship, Science & Technology) and columns for 'Kindergarten', '1st', '2nd', '3rd', '4th', and '5th' grades. The chart lists various social studies terms and indicates the grade level at which they are introduced.

3 - 5 Social Studies Model Schedule

District Core Curriculum Resources

20-21 Streamlined TEKS Impact Docs

- [Kinder](#)
- [1st Grade](#)
- [2nd Grade](#)
- [3rd Grade](#)
- [4th Grade](#)
- [5th Grade](#)

Social Studies Curriculum Resources

Grades & Description	Grades & Description
<p>3 - 5 Savvas MyWorld Online social studies textbook with instructional resources based on TEKS Access the Savvas eTextbook through Webbook</p>	<p>3 - 5 Savvas Leveled Readers One title for each chapter of the Savvas social studies textbook One set per teacher English titles Spanish titles</p>
<p>3 - 5 TCM Leveled Readers High-interest leveled books related to social studies content Two sets per team How to Access TCM</p>	<p>3 - 5 Mind Missions Book Engaging social studies lessons that promote lasting learning and the development of 21st century skills Access <i>Mind Missions</i> resources through Webbook</p>

Literacy

TEKS Frequency Chart/Scope & Sequence

Vertical alignment tools/TEKS

English

Critical Vocabulary

English

Spanish K-2 TEKS Frequency Chart/Scope & Sequence

Spanish

District Core Curriculum Resources

Literacy Core Curriculum Resources

Grades & Description	Grades & Description
<p>K-5 HMH Into Reading/Arriba la Lectura Adopted literacy instructional resources utilized for foundational skills and reading & writing workshop instruction. Provides student workbooks and online student and teacher resources. Access online resources via HMH Ed through Shodorx</p>	<p>K-5 Words Their Way Developmentally driven, word study resource to support differentiated instruction of foundational literacy skills</p>
<p>K-5 Literacy Footprints Guided Reading and Guided reading and writing workshop instruction. Provides online teacher and student resources</p>	<p>K-4 Handwriting Without Tears Lessons to support explicit instruction of handwriting during differentiation</p>
<p>K-2 & 3-5 The Next Step Guided Reading Assessment Research based Reading Record assessment instrument for determining students' instructional reading level</p>	<p>K-2 Primary Comprehension Toolkit 2-5 Comprehension Toolkit Lessons to support explicit teaching of comprehension strategies</p>
	<p>K-5 The Next Step Forward in Guided Reading by Jan Richardson Guided reading planning and instructional resource to provide differentiated instruction at students' instructional reading levels in order to meet the needs of all readers</p>

English Model Schedules

Dual Language Model Schedules

TEA TEKS Guide

K-2nd Grade Inquiry and Innovation (I&I)

TEKS Frequency Chart/Scope & Sequence









	A	B	C	D	E	F	G
1. Coding 1.4. Explain the night D.4. Display function continuously together Teacher Discussion PEU (aligned Standard)							
2. High Order TEKS (use more frequently in prior school years)	Curious About Vocabulary	Thanks Only One Me	My Community Heroes	Happy Healthy Me	I Can Do It	Home of the Tree and the Bird	Unit 6
3. Open-TEKS Readiness Standard	4 weeks	4 weeks	4 week	4 weeks	4 weeks	4 weeks	
4. Below-TEKS Supporting Standard							
5. K-2 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices. The student expects to:							
6. (A) identify, discuss, and demonstrate safe and healthy practices as outlined in the Texas Education Agency approved safety standards during classroom and outdoor investigations, including using safety goggles or thermal lab coats, goggles, lab aprons/coveralls, washing hands, and using caution as appropriate.							
7. (B) demonstrate how to use, compare, and dispose of natural resources and materials such as composting, water and heating or recycling paper, plastic, and waste.							
8. K-2 Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.							
9. (A) ask questions about organisms, objects, and events observed in the natural world.							
10. (B) create and conduct simple descriptive investigations.							
11. (C) collect data and make observations using simple tools.							
12. (D) record and organize data and observations using pictures, numbers, and words.							
13. (E) communicate observations about simple descriptive investigations.							
14. K-2 Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving.							
15. (A) identify and explain a problem, such as the impact of farming and propose a solution.	X	X	X		X		
16. (B) make predictions based on observations, patterns, or models.							
17. (C) explain how scientists investigate different things in the natural world and use tools, models, or test investigations.	X	X	X		X		
18. K-2 Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world. The student is expected to:							

K-2 I&I Sample Planning Template

Open TEKS	Unit:	Week Of:	
		Daily Snapshot	Instructional Notes These are the items that need to be completed through each portion of the lesson plan.
Monday	Learning Target		Sentence Frames Guiding Questions Vocabulary Evidence of Understanding Self-Focus
<ul style="list-style-type: none"> Wonders/Engage/Tab Create Knowledge/Read Problem Solve/Tab Assess/Communicate/Write Reflect/Close 			
Tuesday	Learning Target		Sentence Frames Guiding Questions Vocabulary Evidence of Understanding Self-Focus
<ul style="list-style-type: none"> Wonders/Engage/Tab Create Knowledge/Read Problem Solve/Tab Assess/Communicate/Write Reflect/Close 			
Wednesday	Learning Target		Sentence Frames Guiding Questions Vocabulary Evidence of Understanding Self-Focus
<ul style="list-style-type: none"> Wonders/Engage/Tab Create Knowledge/Read Problem Solve/Tab Assess/Communicate/Write Reflect/Close 			
Thursday	Learning Target		Sentence Frames Guiding Questions Vocabulary Evidence of Understanding Self-Focus
<ul style="list-style-type: none"> Wonders/Engage/Tab Create Knowledge/Read Problem Solve/Tab Assess/Communicate/Write Reflect/Close 			
Friday	Learning Target		Sentence Frames Guiding Questions Vocabulary Evidence of Understanding Self-Focus
<ul style="list-style-type: none"> Wonders/Engage/Tab Create Knowledge/Read Problem Solve/Tab Assess/Communicate/Write Reflect/Close 			

District Core Curriculum Resources

Inquiry and Innovation (I&I Time)

Grades & Description	Grades & Description
 <p>K-2 Discovery Techbook Online science textbook with instructional resources Access Discovery Techbook through Webdesk</p>	 <p>K-2 Generation Genius Online science resource with educational videos paired with lesson plans, activities, quizzes, reading material and more. Access Generation Genius through Webdesk</p>
 <p>K-2 Savvas MyWorld Online social studies textbook with instructional resources based on TEKS. Access Savvas eTextbook through Webdesk</p>	 <p>K-2 ScienceAssess A resource with information to use whenever students have questions about science - 10 per classroom</p>
 <p>K-2 TCM Levelled Readers High-interest leveled books related to social studies content Two sets per team How to Access TCM</p>	 <p>K-2 Savvas Leveled Readers One title for each chapter of the Savvas social studies textbook. One set per teacher Social Files Savvas Files</p>
 <p>K-2 Mind Missions Engaging social studies lessons that promote lasting learning and the development of 21st century skills Access Mind Mission resources through Webdesk</p>	 <p>I-2 Engineering & Elementary Inquiry-based STEM curriculum that teaches students thinking and reasoning skills. 3 units each</p>