

**Clovis Unified Community Advisory Committee
Thursday, November 21**

Student-Centered Learning



Think about Universal Design...

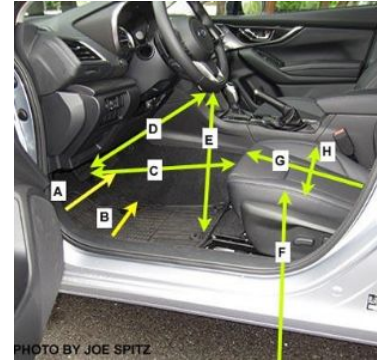
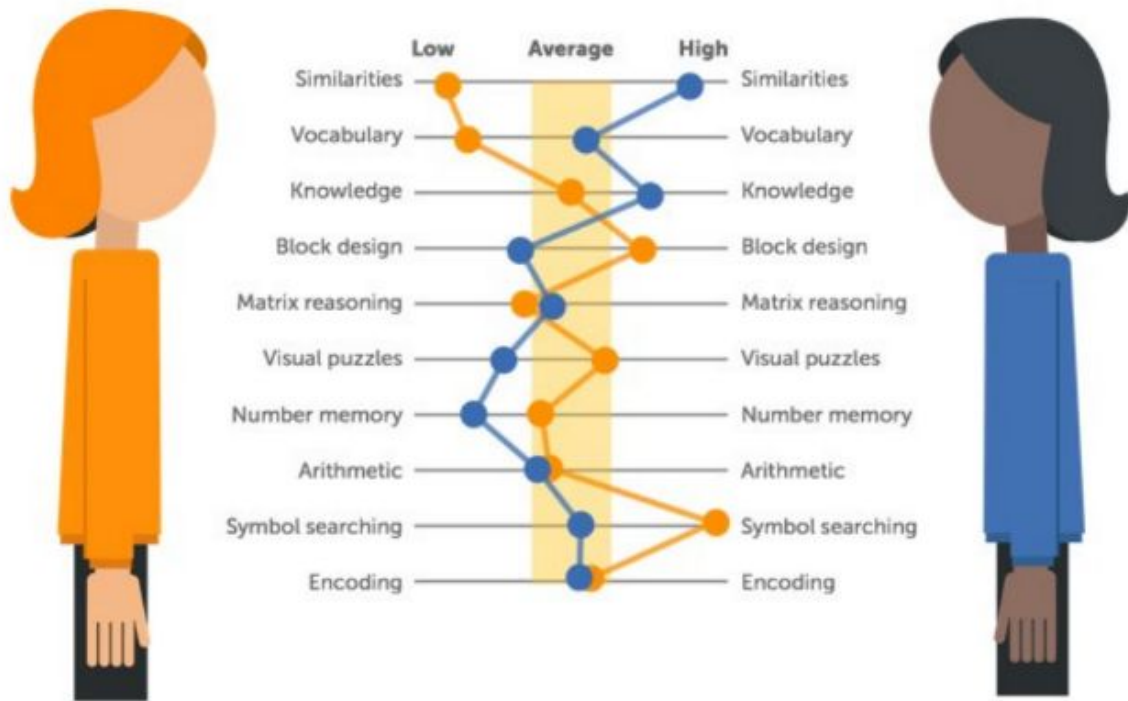
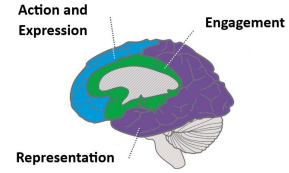


PHOTO BY JOE SPITZ

Learner Variability

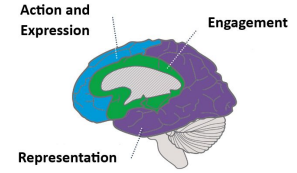


CUSD's Work in Student Centered Learning



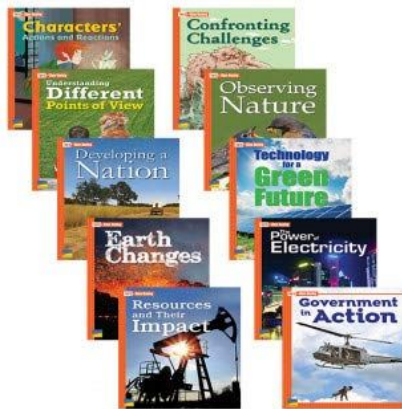
- 2010: Standards - Written with building progression instead of isolation (WHAT)
- 2011: CUSD begins work on creating resources and assessments for the adopted standards
- 2012: CUSD begins work on creating in-house curriculum to meet the needs of ALL students. **General Education and Special Education teachers join together.**
- 2013: California Math Framework was adopted (HOW)
- 2014: California ELA Framework was adopted (HOW)

CUSD's Work in Student Centered Learning



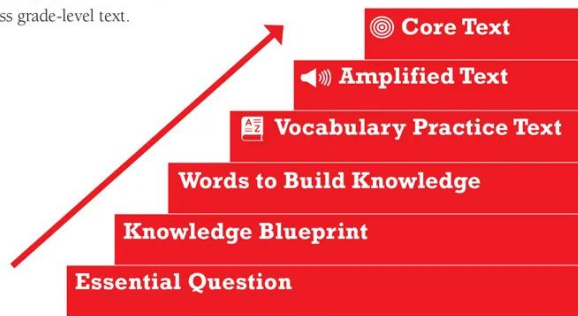
- 2014: Professional Development around the CUSD Curriculum Guides
- 2018: Push to add AVID (Achievement Via Individual Determination) to more Elementary sites (currently 22 of our 35 sites)
- 2017-2020: Demonstration Summer School (Gen Ed/SPED Collaborative) - UDL PD
- 2019-Present: Universal Screeners for all students
- 2020-Present: Professional Learning Communities Training
- 2023-Present: Essential Standards Work

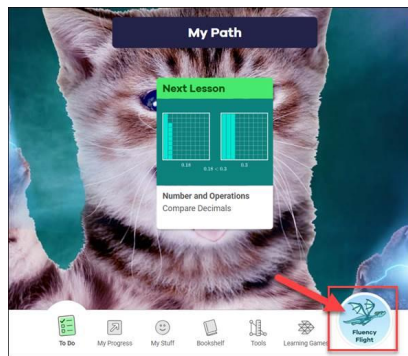
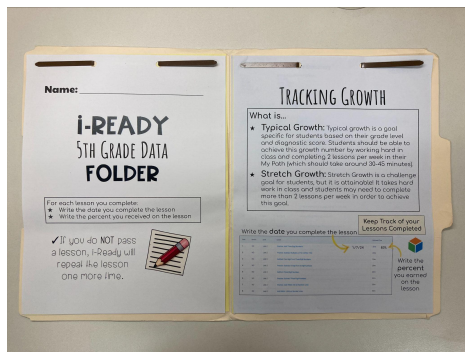




Carefully Scaffolded Instructional Path

Gradual steps provide a scaffold to access grade-level text.

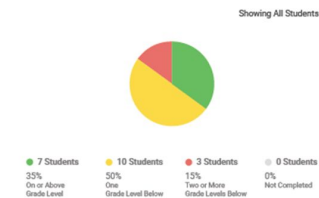




Diagnostic Results

Subject: **Math** | Class/Report Group: **Grade 5, Section 1** | Date Range: **Diagnostic 1 (09/15/18)** | Placement Definition: **Standard View**

Overall Placement



Placement by Domain *



Showing 20 of 20

Student Name	Scale Score	Overall Placement	Placement by Domain				National Norms		Date
			NO	ALG	MS	GEO	Percentile		
Tan, Melanie	517	Mid 5	Late 5	Grade 3	Late 5	Mid 5	96	09/15/18	
Sanchez, Abby	516	Mid 5	Late 5	Mid 5	Grade 3	Early 5	96	09/15/18	
Stanton, Geena	512	Mid 5	Mid 5	Early 5	Mid 5	Mid 5	94	09/15/18	
Warren, Santino	491	Early 5	Mid 5	Grade 4	Early 5	Mid 5	80	09/15/18	
McDonald, Kal	489	Early 5	Early 5	Early 5	Early 5	Grade 4	77	09/15/18	
Vo, Isaiah	484	Early 5	Early 5	Early 5	Mid 5	Early 5	71	09/15/18	
Wade, Kiara	483	Early 5	Early 5	Early 5	Early 5	Early 5	69	09/15/18	
Patel, Mia	473	Grade 4	Early 5	Early 5	Grade 4	Grade 4	56	09/15/18	
Ramirez, Gabriella	472	Grade 4	Grade 4	Grade 4	Mid 5	Grade 4	54	09/15/18	

Tools for Instruction



Reading | Math

Tools for Instruction for Spanish Reading



Spanish Reading

Tools for Scaffolding Comprehension



Reading

Teacher Toolbox



Reading | Writing | Math

Diagnostic & Standards Mastery



Reading | Math

Comprehension Checks



Math

Literacy Tasks



Reading

Learning Games



Preview

Reading Fluency Practice



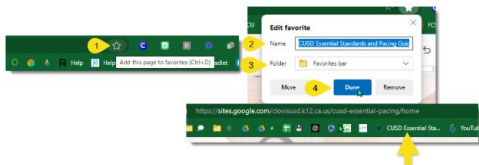
Resources



Thank you for visiting our Essential Standards Webpage. Be sure to add this site to your favorites bar!

Check back often for additional content and changes.

bit.ly/cusdessentials



[CUSD Math Data Tracker Presentation: Data Cycles with the Essential Standards](#)

Grades 1 and 2 ELA Data Tracker for DRA, Grades K & 3-6 under construction

[CUSD 2024 Assessment Calendar](#)

2024 - 2025 Essential Standards Documents

*Please note that these are **living** documents and are continuously being updated.

The Essential Standards Quick Checks will be revised throughout the 2024-2025 school year and will be linked to the Pacing Guides as they are finalized. These living documents will be regularly updated with new links and resources as they become available. Please check back frequently for exciting updates!

Do you have feedback for CI&A in regard to the essential standards, the assessments, or curriculum design? [Share your thoughts here.](#)

CUSD Essential Standards 2024-2025

Home Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6

CUSD ELA Essential Standards 3rd Grade

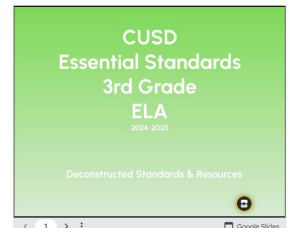
Essential Standard	Standard Description
RI.1/RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.1.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.1.3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RI.1.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the progression of events.
RI.1.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.1.4.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
W.1.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and audience.

2024-2025 Grade 3 **Foundational** ELA Pacing Guide

Review & Analysis

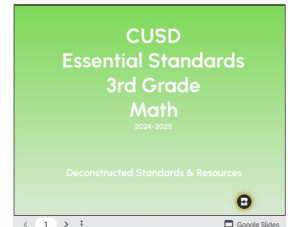
- Review Foundational ELA
- Identify your students for this category of affected ELA standards
- Make a community of learners
- Identify resources for this category of affected ELA standards
- Identify resources for this category of affected ELA standards

1 Foundational Standards	Essential and Supporting Standards
<p>Key Term:</p> <p>Foundational</p>	<p>RI.1.1-1.4</p> <p>RI.2.1-2.4</p> <p>RI.3.1-3.4</p> <p>RI.4.1-4.4</p> <p>RI.5.1-5.4</p> <p>RI.6.1-6.4</p> <p>RI.7.1-7.4</p> <p>RI.8.1-8.4</p> <p>RI.9.1-9.4</p> <p>RI.10.1-10.4</p> <p>RI.11.1-11.4</p> <p>RI.12.1-12.4</p> <p>RI.13.1-13.4</p> <p>RI.14.1-14.4</p> <p>RI.15.1-15.4</p> <p>RI.16.1-16.4</p> <p>RI.17.1-17.4</p> <p>RI.18.1-18.4</p> <p>RI.19.1-19.4</p> <p>RI.20.1-20.4</p> <p>RI.21.1-21.4</p> <p>RI.22.1-22.4</p> <p>RI.23.1-23.4</p> <p>RI.24.1-24.4</p> <p>RI.25.1-25.4</p> <p>RI.26.1-26.4</p> <p>RI.27.1-27.4</p> <p>RI.28.1-28.4</p> <p>RI.29.1-29.4</p> <p>RI.30.1-30.4</p> <p>RI.31.1-31.4</p> <p>RI.32.1-32.4</p> <p>RI.33.1-33.4</p> <p>RI.34.1-34.4</p> <p>RI.35.1-35.4</p> <p>RI.36.1-36.4</p> <p>RI.37.1-37.4</p> <p>RI.38.1-38.4</p> <p>RI.39.1-39.4</p> <p>RI.40.1-40.4</p> <p>RI.41.1-41.4</p> <p>RI.42.1-42.4</p> <p>RI.43.1-43.4</p> <p>RI.44.1-44.4</p> <p>RI.45.1-45.4</p> <p>RI.46.1-46.4</p> <p>RI.47.1-47.4</p> <p>RI.48.1-48.4</p> <p>RI.49.1-49.4</p> <p>RI.50.1-50.4</p> <p>RI.51.1-51.4</p> <p>RI.52.1-52.4</p> <p>RI.53.1-53.4</p> <p>RI.54.1-54.4</p> <p>RI.55.1-55.4</p> <p>RI.56.1-56.4</p> <p>RI.57.1-57.4</p> <p>RI.58.1-58.4</p> <p>RI.59.1-59.4</p> <p>RI.60.1-60.4</p> <p>RI.61.1-61.4</p> <p>RI.62.1-62.4</p> <p>RI.63.1-63.4</p> <p>RI.64.1-64.4</p> <p>RI.65.1-65.4</p> <p>RI.66.1-66.4</p> <p>RI.67.1-67.4</p> <p>RI.68.1-68.4</p> <p>RI.69.1-69.4</p> <p>RI.70.1-70.4</p> <p>RI.71.1-71.4</p> <p>RI.72.1-72.4</p> <p>RI.73.1-73.4</p> <p>RI.74.1-74.4</p> <p>RI.75.1-75.4</p> <p>RI.76.1-76.4</p> <p>RI.77.1-77.4</p> <p>RI.78.1-78.4</p> <p>RI.79.1-79.4</p> <p>RI.80.1-80.4</p> <p>RI.81.1-81.4</p> <p>RI.82.1-82.4</p> <p>RI.83.1-83.4</p> <p>RI.84.1-84.4</p> <p>RI.85.1-85.4</p> <p>RI.86.1-86.4</p> <p>RI.87.1-87.4</p> <p>RI.88.1-88.4</p> <p>RI.89.1-89.4</p> <p>RI.90.1-90.4</p> <p>RI.91.1-91.4</p> <p>RI.92.1-92.4</p> <p>RI.93.1-93.4</p> <p>RI.94.1-94.4</p> <p>RI.95.1-95.4</p> <p>RI.96.1-96.4</p> <p>RI.97.1-97.4</p> <p>RI.98.1-98.4</p> <p>RI.99.1-99.4</p> <p>RI.100.1-100.4</p>



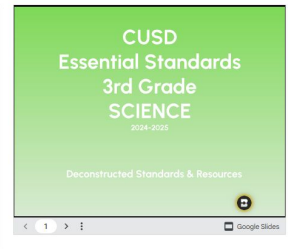
2024-2025 Grade 3 **Ready** Math Pacing Guide

1 Ready Standards	Essential and Supporting Standards
<p>Key Term:</p> <p>Ready</p>	<p>1.M1.1-1.4</p> <p>1.M2.1-2.4</p> <p>1.M3.1-3.4</p> <p>1.M4.1-4.4</p> <p>1.M5.1-5.4</p> <p>1.M6.1-6.4</p> <p>1.M7.1-7.4</p> <p>1.M8.1-8.4</p> <p>1.M9.1-9.4</p> <p>1.M10.1-10.4</p> <p>1.M11.1-11.4</p> <p>1.M12.1-12.4</p> <p>1.M13.1-13.4</p> <p>1.M14.1-14.4</p> <p>1.M15.1-15.4</p> <p>1.M16.1-16.4</p> <p>1.M17.1-17.4</p> <p>1.M18.1-18.4</p> <p>1.M19.1-19.4</p> <p>1.M20.1-20.4</p> <p>1.M21.1-21.4</p> <p>1.M22.1-22.4</p> <p>1.M23.1-23.4</p> <p>1.M24.1-24.4</p> <p>1.M25.1-25.4</p> <p>1.M26.1-26.4</p> <p>1.M27.1-27.4</p> <p>1.M28.1-28.4</p> <p>1.M29.1-29.4</p> <p>1.M30.1-30.4</p> <p>1.M31.1-31.4</p> <p>1.M32.1-32.4</p> <p>1.M33.1-33.4</p> <p>1.M34.1-34.4</p> <p>1.M35.1-35.4</p> <p>1.M36.1-36.4</p> <p>1.M37.1-37.4</p> <p>1.M38.1-38.4</p> <p>1.M39.1-39.4</p> <p>1.M40.1-40.4</p> <p>1.M41.1-41.4</p> <p>1.M42.1-42.4</p> <p>1.M43.1-43.4</p> <p>1.M44.1-44.4</p> <p>1.M45.1-45.4</p> <p>1.M46.1-46.4</p> <p>1.M47.1-47.4</p> <p>1.M48.1-48.4</p> <p>1.M49.1-49.4</p> <p>1.M50.1-50.4</p> <p>1.M51.1-51.4</p> <p>1.M52.1-52.4</p> <p>1.M53.1-53.4</p> <p>1.M54.1-54.4</p> <p>1.M55.1-55.4</p> <p>1.M56.1-56.4</p> <p>1.M57.1-57.4</p> <p>1.M58.1-58.4</p> <p>1.M59.1-59.4</p> <p>1.M60.1-60.4</p> <p>1.M61.1-61.4</p> <p>1.M62.1-62.4</p> <p>1.M63.1-63.4</p> <p>1.M64.1-64.4</p> <p>1.M65.1-65.4</p> <p>1.M66.1-66.4</p> <p>1.M67.1-67.4</p> <p>1.M68.1-68.4</p> <p>1.M69.1-69.4</p> <p>1.M70.1-70.4</p> <p>1.M71.1-71.4</p> <p>1.M72.1-72.4</p> <p>1.M73.1-73.4</p> <p>1.M74.1-74.4</p> <p>1.M75.1-75.4</p> <p>1.M76.1-76.4</p> <p>1.M77.1-77.4</p> <p>1.M78.1-78.4</p> <p>1.M79.1-79.4</p> <p>1.M80.1-80.4</p> <p>1.M81.1-81.4</p> <p>1.M82.1-82.4</p> <p>1.M83.1-83.4</p> <p>1.M84.1-84.4</p> <p>1.M85.1-85.4</p> <p>1.M86.1-86.4</p> <p>1.M87.1-87.4</p> <p>1.M88.1-88.4</p> <p>1.M89.1-89.4</p> <p>1.M90.1-90.4</p> <p>1.M91.1-91.4</p> <p>1.M92.1-92.4</p> <p>1.M93.1-93.4</p> <p>1.M94.1-94.4</p> <p>1.M95.1-95.4</p> <p>1.M96.1-96.4</p> <p>1.M97.1-97.4</p> <p>1.M98.1-98.4</p> <p>1.M99.1-99.4</p> <p>1.M100.1-100.4</p>



2024-2025 Grade 3 **Ready** Science Pacing Guide

2 Ready Standards	Essential and Supporting Standards
<p>Key Term:</p> <p>Ready</p>	<p>3.S.1.1-3.S.1.4</p> <p>3.S.2.1-3.S.2.4</p> <p>3.S.3.1-3.S.3.4</p> <p>3.S.4.1-3.S.4.4</p> <p>3.S.5.1-3.S.5.4</p> <p>3.S.6.1-3.S.6.4</p> <p>3.S.7.1-3.S.7.4</p> <p>3.S.8.1-3.S.8.4</p> <p>3.S.9.1-3.S.9.4</p> <p>3.S.10.1-3.S.10.4</p> <p>3.S.11.1-3.S.11.4</p> <p>3.S.12.1-3.S.12.4</p> <p>3.S.13.1-3.S.13.4</p> <p>3.S.14.1-3.S.14.4</p> <p>3.S.15.1-3.S.15.4</p> <p>3.S.16.1-3.S.16.4</p> <p>3.S.17.1-3.S.17.4</p> <p>3.S.18.1-3.S.18.4</p> <p>3.S.19.1-3.S.19.4</p> <p>3.S.20.1-3.S.20.4</p> <p>3.S.21.1-3.S.21.4</p> <p>3.S.22.1-3.S.22.4</p> <p>3.S.23.1-3.S.23.4</p> <p>3.S.24.1-3.S.24.4</p> <p>3.S.25.1-3.S.25.4</p> <p>3.S.26.1-3.S.26.4</p> <p>3.S.27.1-3.S.27.4</p> <p>3.S.28.1-3.S.28.4</p> <p>3.S.29.1-3.S.29.4</p> <p>3.S.30.1-3.S.30.4</p> <p>3.S.31.1-3.S.31.4</p> <p>3.S.32.1-3.S.32.4</p> <p>3.S.33.1-3.S.33.4</p> <p>3.S.34.1-3.S.34.4</p> <p>3.S.35.1-3.S.35.4</p> <p>3.S.36.1-3.S.36.4</p> <p>3.S.37.1-3.S.37.4</p> <p>3.S.38.1-3.S.38.4</p> <p>3.S.39.1-3.S.39.4</p> <p>3.S.40.1-3.S.40.4</p> <p>3.S.41.1-3.S.41.4</p> <p>3.S.42.1-3.S.42.4</p> <p>3.S.43.1-3.S.43.4</p> <p>3.S.44.1-3.S.44.4</p> <p>3.S.45.1-3.S.45.4</p> <p>3.S.46.1-3.S.46.4</p> <p>3.S.47.1-3.S.47.4</p> <p>3.S.48.1-3.S.48.4</p> <p>3.S.49.1-3.S.49.4</p> <p>3.S.50.1-3.S.50.4</p> <p>3.S.51.1-3.S.51.4</p> <p>3.S.52.1-3.S.52.4</p> <p>3.S.53.1-3.S.53.4</p> <p>3.S.54.1-3.S.54.4</p> <p>3.S.55.1-3.S.55.4</p> <p>3.S.56.1-3.S.56.4</p> <p>3.S.57.1-3.S.57.4</p> <p>3.S.58.1-3.S.58.4</p> <p>3.S.59.1-3.S.59.4</p> <p>3.S.60.1-3.S.60.4</p> <p>3.S.61.1-3.S.61.4</p> <p>3.S.62.1-3.S.62.4</p> <p>3.S.63.1-3.S.63.4</p> <p>3.S.64.1-3.S.64.4</p> <p>3.S.65.1-3.S.65.4</p> <p>3.S.66.1-3.S.66.4</p> <p>3.S.67.1-3.S.67.4</p> <p>3.S.68.1-3.S.68.4</p> <p>3.S.69.1-3.S.69.4</p> <p>3.S.70.1-3.S.70.4</p> <p>3.S.71.1-3.S.71.4</p> <p>3.S.72.1-3.S.72.4</p> <p>3.S.73.1-3.S.73.4</p> <p>3.S.74.1-3.S.74.4</p> <p>3.S.75.1-3.S.75.4</p> <p>3.S.76.1-3.S.76.4</p> <p>3.S.77.1-3.S.77.4</p> <p>3.S.78.1-3.S.78.4</p> <p>3.S.79.1-3.S.79.4</p> <p>3.S.80.1-3.S.80.4</p> <p>3.S.81.1-3.S.81.4</p> <p>3.S.82.1-3.S.82.4</p> <p>3.S.83.1-3.S.83.4</p> <p>3.S.84.1-3.S.84.4</p> <p>3.S.85.1-3.S.85.4</p> <p>3.S.86.1-3.S.86.4</p> <p>3.S.87.1-3.S.87.4</p> <p>3.S.88.1-3.S.88.4</p> <p>3.S.89.1-3.S.89.4</p> <p>3.S.90.1-3.S.90.4</p> <p>3.S.91.1-3.S.91.4</p> <p>3.S.92.1-3.S.92.4</p> <p>3.S.93.1-3.S.93.4</p> <p>3.S.94.1-3.S.94.4</p> <p>3.S.95.1-3.S.95.4</p> <p>3.S.96.1-3.S.96.4</p> <p>3.S.97.1-3.S.97.4</p> <p>3.S.98.1-3.S.98.4</p> <p>3.S.99.1-3.S.99.4</p> <p>3.S.100.1-3.S.100.4</p>



CUSD CURRICULUM CORNER

NOVEMBER 13, 2024

Upcoming events and tips

MATH

Use the **Diagnostic Data chat & Goal Setting Form** with your students. Have them fill in their information from Diagnostic 1 and discuss the importance of doing their best on Diagnostic 2.

TIP: It is recommended that students complete 2 lessons per week in their My Path which should take 30-45 minutes. Requiring a blend between lessons and minutes is important. A student's My Path helps fill in the gaps of frontloads a student to help get them ready for Grade Level learning. Are you interested in Creating Data Folders to help support students in completing lessons in their My Path? Check out [How to Create i-Ready Data Tracking Folders](#)

ELA

TIP: Navigating the Narrative Performance Task
The Narrative Performance Task is one of the most difficult genres for our students to tackle. Students are expected to read several informational articles and then write a Narrative Story using information they learned in the details of the story...like a published author would do!

Remind students they ARE authors and research is what all good authors do so their stories are more realistic and draw the reader in.

Resources For Teachers:

- Smarter Assessment Response Tool (SMART) with CAASPP Exemplars
- CUSD Google Drive with CAASPP Exemplars and writing Lessons from Smarter
- Reference Tools for Teachers

Featured Lesson

SCIENCE

Science Training: Mastering the Essentials Grades 3-6

3rd-6th grade teachers will:

- Experience a hands-on Twig lesson
- Explore CUSD Science Pacing Guides
- Break-down NGSS standards
- Discover ways to use Illuminate CAST aligned quick checks and CAST IA's

Tip: Grade 4 M4L1 "Build a Structure" activity calls for newspaper. Since that is hard to come by, ask your office manager to order the following box of paper from the warehouse using the site science supply budget:

Item # 1540258 RM PAPER, DRAWING WHITE 12" x18" 60# 500/REAM \$15.30

November 19 8:00-10:15

TRANSITIONAL KINDERGARTEN & KINDERGARTEN

Transitional Kindergarten/Kinder News
Cooler weather has arrived - this is a good time to remind parents to swap out 'change of clothes.' Most clothes sent at the start of the school year are for warmer weather - this is also a great time to see if clothes still fit.

Tip: You can find multiple resources on the [CUSD TK Padlet](#), there is also a link in Clever to access the CUSD TK Padlet

TIP: Click & Drag for your \$10 when attending events in the Newsletter.

Resources and Reminders

ASSESSMENT REMINDERS:
[Link to the Assessment Calendar](#)

- Grades 1-6: i-Ready Winter Diagnostic for ELA/Math**
- Window open November 18-January 17
 - Resources for preparing to take the Diagnostic
- Grade 1: Mid-Year DRA and Opinion Performance Task**
- DRA:** window open December-January (Scores Entered by 1/24/25)
 - Opinion PT:** window open January-February (Scores Entered by 2/14/25)
- Grade 2: Narrative Performance Task**
- Window open January-February (Scores Entered by 2/14/25)
- Grades 3-6: Narrative Performance Task and Math Performance Task**
- Window open January-March (Scores Entered by 3/28/25)

Build in Supports for Students using Read & Write

Help students to understand, engage, and express themselves using the Read & Write Google Extension Tools. It's easy to install and student LOVE the support.

- Learn about Read & Write Tools
- Read & Write Getting Started Guide
- Read & Write Quick Reference Guide

For more information about SBAC supports SBAC Usability and Accessibility Tools

Need help with designated supports in Illuminate? Log in to your Illuminate account and click on this link: Testing Tools Library

ELD

Benchmark Hello
Build oral language skills with your NEWCOMERS in grades 3-6 using your resources in Benchmark Hello.

Author **Armidia Espinoza** shared her story with our Elementary ELD teams. Each elementary site received a book. Armida can read and share her story of how she grew up as an EL student in the central valley, through an assembly at your site too. Ask your GIS how.

TIP: Click here to access more ELD resources on the Multilingual Resources Padlet.

PLC

Deep Dive into Essential Standards and PLCs (Cohort #2)
[Link to Flyer and Registration](#)

PLCs will participate in 2 full day workshops. This practical workshop will give a step-by-step approach to implementing a complete data-cycle during the second semester with intervention integrated into the process. Reserve your spot for January and March sessions. See the flyer for specific dates for your grade level!

