

# **TEKS Update-IFD Overview AIS-Instructional Services Zaragoza**

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Welcome to the TEKS Resource System Instructional Focus Document video. I'm going to go ahead and just get logged on. And when I log in, I'm going to go ahead and go to my Quick Search area over here in the blue box. And today I'm going to be talking about the Instructional Focus Document for grade 5 math unit 8.

So I'm going to choose my Grade 5. And when I click on Select a Subject Area, you want to make sure that you are clicking on Mathematics, unless you are needing Mathematicas, which would be right underneath your English Mathematics. And go ahead and hit Search. And we'll scroll past all of the other components that make up this grade 5 math curriculum, until I scroll down and locate my Instructional Focus Document, which would be the very last component in the dark blue line. And go down and choose Unit 8 Geometry and Measurement.

So the Instructional Focus Document is truly a document that logically groups specified standards into a coherent unit of instruction. And it is the bridge between the curriculum and what we're assessing and the instruction that's happening in our classroom. When you open up the Instructional Focus Document, it'll give you your Grade 5 Math and the unit number and the suggested duration of days. For this particular Grade 5 Unit 8, this Instructional Focus Document will need about 15 days of instruction.

Then you come into the unit overview. The very first few words on any Instructional Focus Document are, this unit bundled standard expectations that. This particular area of the unit overview tells the teacher this is why this is a unit. Here are the standards that are making up the unit. And you can see for this particular Unit 8, the focus is perimeter, area, volume, and converting units within a measurement system, customary or metric.

After the focus of the unit, you'll have some information that tells you as a teacher what has gone on before this unit, what you're responsible for during this unit, and where this content and skill is going afterwards. In the example that you're looking at, prior to this unit in grade two, and then in grade three, and then grade four, there's continence skill that all three of these grade levels are bringing to this unit.

During this unit is what you're going to be specifically responsible for within this 15 days. You're going to be introduced to the concept of volume as a three dimensional measure. You're going to be using objects and pictorial models. You are the first grade level where students are formally introduced to formulas for volume, as seen on the Star Grade 5 Mathematics reference materials. And you're going to start extending previous knowledge from that grade two, grade three, and grade four. So you're going to take and classify formally two dimensional figures in hierarchies of sets and subsets using graphic organizers.

After you've finished this 15 days of instruction, you can see right here in the bottom left hand side, after this unit in grade 6. So after this particular 15 days, you're not going to need this content or this skill any longer in grade 5. It will be your colleague in grade 6 can do some pre-assessment and can see that your kids are coming to their tier one instruction with what they need.

After the before, during, and after, you have any pertinent information that the creator of this Instructional Focus Document puts here for you. It might be readiness and supporting, your focal points, college and career readiness, anything that research based around this Instructional Focus Document. This section is very large in some Instructional Focus Documents overviews, and others have very little, if any at all.

The Overarching Understandings and Questions section of the Instructional Focus Document is where you will locate overarching understandings, which are generalized statement that move beyond the specifics of a unit and topics and encompass your big ideas and overarching concepts. These are truly the why of learning. Why are these standards bundled into this Instructional Focus Document to creative units?

Underneath the overarching understanding and questions are overarching questions that are open-ended and framed to those big ideas and concepts, so that you know that the students are making those connections between what's happening inside the schoolhouse to that real-world, everyday life.

The next section of the Instructional Focus Document is where you'll find your performance assessments. Your performance assessments are married to or coupled with that middle column, overarching concepts and unit concepts, which are also then coupled or married to your unit understandings and some questions. This section of the Instructional Focus Document, you want to read from left to right, because there's a relationship between the information in these columns.

Your PAs are assessments of bundles standards, blending content knowledge, process skills, and the student performance, that demonstrate learning in order to reflect the rigor of the state standards that are bundled to that performance assessment or that demonstration. That middle column takes overarching concepts that organize those standards into big ideas, and then you have the unit concepts that align to the student expectations and generalize the content within that unit. So this particular unit, you'll be working with geometric reasoning and the associated mathematical process standards of communication, representation, and relationships.

That last column is where we will find your unit understandings. These are those major points of the bundled standards and framework concepts students should know after completing these particular 15 days. They are directly correlated to both the performance assessment and the concepts, and serve to connect overarching understandings with daily instruction.

When applicable, any parenthetical information will be in italics, may be used to narrow the context of the unit and understandings and questions in order to target the intended specificity of this unit. And there are open-ended questions that are going to support that unit understanding.

They are thought-provoking. You can see that kids are tying what they're learning in their classroom to that big overarching understanding. Of course, you may use these questions and wrapped with appropriate process skills.

If you're scrolling down on your Instructional Focus Document, you'll locate the area that is titled Misconceptions and Underdeveloped Concepts. Misconceptions are bulleted items that you want to make sure and read through those to be a critical consumer of your Instructional Focus Document to ensure that your kids don't have these misconceptions, because these are things that are viewed as opinion that are incorrect, because it's based on faulty thinking or a lack of understanding.

So we certainly don't want to build tier one instruction on top of something where kids are struggling with faulty understanding. Underneath misconceptions, you'll find underdeveloped concepts. These are considered to be an inadequate or superficial or partial understanding of a conceptual idea or skill that's needed for this unit. So we want to strengthen those before we start trying to build instruction on top of that.

Scrolling down the Instructional Focus Document, you'll find your unit vocabulary. You'll have some vocabulary words that are defined for you. These are unit-specific terms, major content, terminology, and coupled with those student-friendly definitions. You want to make sure these are the words that you have on your word wall, if you use one. You want to use them in your instruction. You want your kids to be writing them in their notebooks. You want your students to be using them when they're talking during this course to each other around content.

And then you have related vocabulary words. These are general terminology words that may have high yield impacts when utilized in combination with your unit vocabulary and may have been previously taught. You might use them in your instruction. You might hear your kids use them when they're talking to one another or when they're writing in their notebook. But the ones with the definitions are those unit-specific terms that you definitely want them to go to mastery with.

Underneath your Misconceptions and Underdeveloped Ideas, you have some boxes. And these are different on each Instructional Focus Document. We're looking at a map, so you have your unit assessment items. Subsystem resources, which are the same resources you find in the resource component when you first log into the system with a grade level and content. And then you have other resources. So the math department is putting up some information from TEA to support you in your instruction.

Underneath this area is all your standards that are tied to this Instructional Focus Document. Here's your legend at the top. Anything that is in bold is your student expectations, your knowledge and skills statements, and your strands. If you're in a tested grade level, and that SE is tested, and it's a readiness standard, it'll be identified by readiness standard in red, a supporting standard in green.

And you'll notice on your Instructional Focus Document, this is where you'll find your strikethroughs. Because we don't teach standard by standard by standard, some standards are so

large that we actually break them up into that developmentally-appropriate units of instruction. And therefore, you'll see those strikethroughs. So the strikethrough part of the student expectation has either already been taught or will be taught in the future.

Here is your knowledge and standards, your student expectations. Your cognitive expectations will be off to the right in blue. That will also be followed by your constant expectation, which will always be in all caps. And that specificity brings the rigor to our standards. The very last section on any Instructional Focus Document are your ELPS. These can be collapsed or expanded, as needed for this unit of instruction and for your planning. And remember that all of ELPS are also aligned to each one of your performance assessment to support students who are struggling with academic vocabulary and content.

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