

What are Field Guides?

Field Guides for Teachers succinctly organize the information teachers and PLCs need to effectively plan meaningful instruction for students by:

- Connecting TEA standards to the curriculum
- Providing relevant context that shows how each Student Expectation fits into the big picture, as well as the specifics that inform instruction
- Building content knowledge with explanations, stimulus identification, and essential vocabulary
- Making connections to instructional implications
- Looking at “interesting items” from previous released tests to provide insight into the types of mistakes students make

When to Use the Field Guides

- The team needs a guided conversation (desired state)
- Longitudinal data about a concept shows opportunities for growth (the data isn’t good)
- The PLC is stuck (a good team has exhausted what it knows)
- The team or teacher is new to the grade level or new to the profession
- A team or teacher needs support in understanding the roles standards play in instruction

Kick-Start the Discussion and Prepare for Instruction

Scaffold

- Is this the first time the concept is being introduced?
- How does the concept change in rigor from last year to this year?
- How might we assess students to determine where to begin instruction?
- How are we going to make connections to what was learned in an earlier grade or earlier in the year?

Content Builder

- How many parts does this standard have?
- Which of the parts are new to your team or to the students?
- How many different question types could be generated from this student expectation?
- How will we support those scenarios in instruction?

Instructional Implications

- In designing instruction, what should the PLC consider?
- Which of these implications might students struggle with?
- Is there content where we, as teachers, might need a refresher?

Learning from Mistakes

- How do these common mistakes inform instruction?
- In addition to these common errors that students make in learning, what else have you observed?
- What misconceptions do students have?
- How can we use this information to pre-teach or proactively address what is likely to emerge?

Stimulus

- Which visuals are typically used to develop understanding of this concept?
- Which visuals help students access content and transfer learning?
- How can we vary the visuals to teach this concept in more than one way?

Item Types

- How do we ensure students can show what they know in more than one way?
- How do we help students effectively respond in writing (short-constructed response)?

Academic Vocabulary

- What academic vocabulary is important for concept development?
- Do students (or any particular group of students) struggle with these terms? Why?
- How will you use these terms during instruction to reinforce the context in which these words occur?

Interesting Items

- How do these particular released test assessment items inform instruction?

Subcluster title

TEKS Cluster

To what "big picture" concept does this subcluster belong?

Physical and Human Geography of the Colonial Regions

TEKS Cluster: Exploration and Colonization

Student Expectations

(applicable portions of student expectations and spiral standards)
Which standards should be taught together in this subcluster? Which spiral standards should we emphasize in this subcluster?

Student Expectations

- ❖ 8.11(A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, ... in the United States (R)
Spiral Standard
- 8.23(A) identify racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration (R)
- 8.2(B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies (S)

Connected Spiral Standards

- Locate places and regions directly related to major eras and turning points 8.10(A)
- Compare places and regions' geography 8.10(B)
- Effects of physical and human geography on events 8.10(C)
- Positive and negative consequences of human modification of the environment 8.11(B)
- Causes and effects of economic differences among different regions 8.12(C)
- Contributions of various groups to our national identity 8.23(D)

Academic Vocabulary

What academic vocabulary is important for concept development? Which terms need to be taught?

Academic Vocabulary

Vocabulary	Terms	
climate*	13 English/British colonies*	Massachusetts*
immigration*	1607 - Jamestown*	New England*
natural harbor*	1620 - Plymouth*	Pilgrims*
push/pull factor*	Anne Hutchinson*	Puritans*
refuge*	Catholics*	Roger Williams*
religious freedom*	General James Oglethorpe*	Thomas Hooker*
religious persecution*	Maryland Colony*	Virginia*

Stimulus

What visuals have been assessed, but more importantly, which visuals help students access content and transfer learning?

Stimulus

Speech/Journal/Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
Photograph/ Painting	Political Cartoon/ Advert./Other	Map*	Chart/Table
Graph	Graphic Organizer*	Bulleted List of Facts	Timeline

Item Types

How do we ensure students can show what they know in more than one way?

Item Types

Short Constructed Response (2 pts)	Multiselect (2 pts)	Multipart (2 pts)	Match Table Grid (2 pts)
Drag and Drop (1-2 pts)	Hot Spot (1-2 pts)	Inline Choice (1-2 pts)	Hot Text (1-2 pts)
			Multiple Choice* (1 pt)

❖ Anchoring standard

* Used on STAAR

10

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Content Builder

- The three colonial regions are: the New England, Middle, and Southern colonies.

New England Colonies	Middle Colonies	Southern Colonies
<ul style="list-style-type: none"> • located in the northeast, along the Atlantic coast • settled by Pilgrims and Puritans • established primarily for religious freedom • cold climate with harsh winters, dense forests, and harbors 	<ul style="list-style-type: none"> • located in the mid-Atlantic region, along the Atlantic coast • inhabited by diverse groups of settlers (Catholics, Jews, Baptists, Quakers, etc.) • established for religious freedom and economic opportunity • moderate climate with cold winters and warm summers, rolling hills, and arable land 	<ul style="list-style-type: none"> • located in the upper and lower South, along the Atlantic coast • neighbored Spanish Florida • settled by debtors and Christians • comprised of large numbers of African slaves brought to this region beginning in the 1600s • established primarily for economic opportunity • warm climate with long summers, short winters, and plenty of rainfall; wide, slow-moving rivers; and flat, fertile land

- The Appalachian Mountains were a barrier to westward settlement.
- Movement between colonies was difficult due to a lack of infrastructure.
- Groups within colonies were often in conflict with one another and with outside groups, such as American Indians.

Instructional Implications

When you teach Physical and Human Geography of the Colonial Regions, remember to:

- Have students analyze images of physical geographic features in each colonial region and predict how they will impact settlement patterns, population distribution, and economic activities.
- Have students analyze present-day population maps of the East Coast and explain how physical characteristics of the environment helped to create urban areas.
- Study weather reports and climate maps of the East Coast and generalize how these conditions impact settlement patterns, population, and economic activities.

Learning from Mistakes

Students may make the following mistakes:

- Not understanding the connection between the physical characteristics of the environment and settlement patterns
- Confusing the different religious groups and where they settled

Interesting Items

- 8.10(C) 2019 #18
- 8.11(A) 2023 #10
- 8.23(A) 2018 #19

Content Builder

What's the content of the standard?

Instructional Implications

What should we pay attention to in instruction? Students struggle with...so this year make sure to...

Learning from Mistakes

How do we learn from patterns of mistakes to inform tier I intervention?

Interesting Items

What released assessment items help inform instruction?