

The background of the slide is a brick wall with grey and reddish-brown bricks and dark mortar lines. A white rectangular box is centered on the wall, containing the main text.

**Aligning Our Resources with  
Priority Standards,  
Unpacking the Standards  
and Writing SMART Goals**

# **Vision/Mission**

**Our Mission:** Emily Dickinson School exists to provide a safe, nurturing, and respectful community where all children are supported in achieving high levels of learning and are prepared for future success.

**Our Vision:** Our vision is to ensure the highest levels of instruction so all students learn.

# Norms for PLC PD

- Be on time; the meeting starts at 3:30 and ends at 4:30.
- Be engaged and participate in the learning.
  - No side conversation
  - No outside technology distraction
  - No side work
- Come prepared
  - PLC Binders and other materials as needed
- Be positive. Keep negative comments to yourself. If you have questions or concerns, bring those to Nellie or Sarah outside of the meeting.

# Objective for Today's Work

- All teams will determine the priority standards for future ELA units.
- All teams will unpack standards.
- All teams will determine the DOKs for standards.
- All teams will write "I can" statements.
- All teams will understand what a SMART goal is and how to write it based on the identification of the priority standards.

# Information and Handouts for PLC PD

The information for PLC training was taken from the following sources:

- Keynote and break out sessions and handouts from TEAMS training in Irving, TX - July 2022
- *The Big Book*
- *The Collaborative Team Plan Book for PLCs at Work*
- *Learning by Doing*

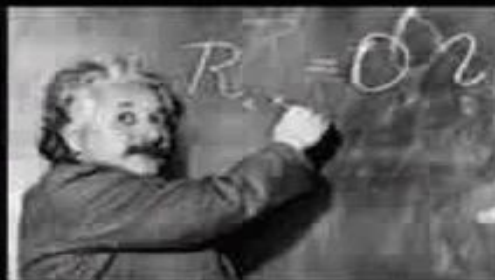
# **Keeping the Focus: The Big Ideas of a PLC**

- 1. Learning as our fundamental purpose**
- 2. Collaborative culture**
- 3. Focus on results**

# TEACHER



What my friends think I do



What my Mom thinks I do



What society thinks I do



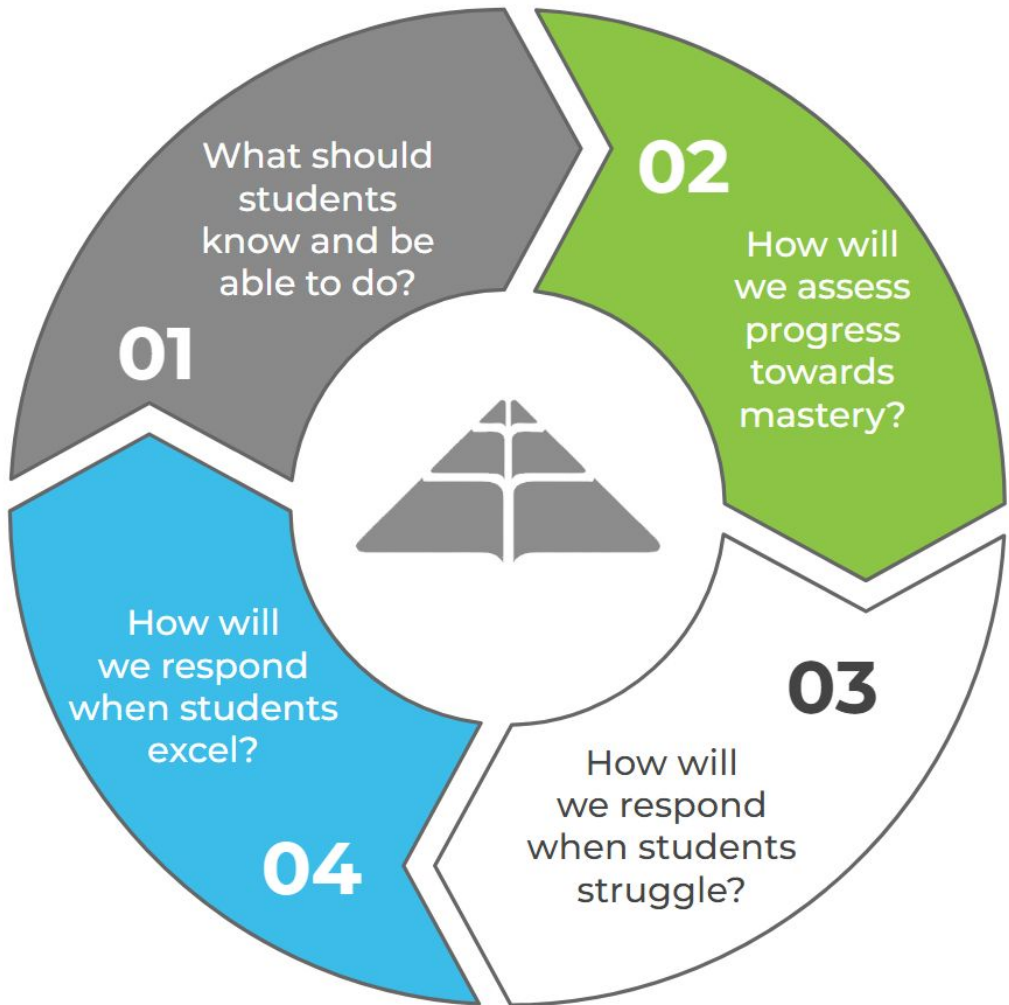
What kids think I do



What I think I do



What I really do



A professional learning community is **an ongoing process** in which educators work collaboratively in recurring cycles of collective inquiry to achieve better results for the students they serve.



# Where are we in the PLC process?

## What do we expect students to learn?

- Start with the CCSS Standards.
- Prioritize the standards.
- Align the standards with the curriculum.
- Unpack the standards.
- Clarify what the standards look like in student work.
- Identify the learning targets.
- Identify the rigor of the learning targets/DOK.

- Identify the academic vocab.
- Identify the “I can” statements.
- Write SMART goals
- Determine pacing guides
- Determining instructional strategies
- Design engaging lessons
- Evaluate the rigor

# The priority standards are established... now what?

- Align the priority standards and the standards for the unit of study...
- Determine the standards of focus for the unit.
- Unpack those standards to determine the focus of instruction.
  - What do the standards really require of learners? What is the level of rigor required of those standards? What does the quality of instruction look like?

# Why unpack a standard?

“When standards are examined in isolation, each person is likely to interpret the intent and rigor differently. This results in a different level of student expectations and quality of instruction from class to class.”

From Marie Nelson’s “The 15-Day Challenge Workshop”

# Step One: Determine the Standards of Focus

- ❑ Open the Teachers' Manual to the standards page and the end of unit assessment.

Genre Focus: EXPOSITORY TEXT

Essential Question: What helps an animal to survive?

## Plan • Organize Your Week

Weekly Planner

Weekly Standards

Calendar

Export

COMMON > LANGUAGE ARTS > 2010 > COMMON CORE STATE STANDARDS

**L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [\[10 lessons\]](#)

**L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [\[10 lessons\]](#)

**L.4.2d** Spell grade-appropriate words correctly, consulting references as needed. [\[5 lessons\]](#)

**L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [\[4 lessons\]](#)

**L.4.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). [\[7 lessons\]](#)

**L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [\[1 lesson\]](#)

**RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [\[4 lessons\]](#)

**RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. [\[24 lessons\]](#)

**RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text. [\[2 lessons\]](#)

**RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [\[2 lessons\]](#)

## Step One: Determine the Standards of Focus

- ☐ Choose three to five standards from your priority standards list that align with the standards/assessment outlined in the unit.

# Step One: Determine the Standards of Focus

## Clarify the standard to unwrap.

- Align the priority standards with the standards/assessments for the unit.

1.RI.7 Use the illustrations and details in a text to describe its key ideas

4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in (charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages)) and explain how the information contributes to an understanding of the text in which it

## Step Two: Unpack the Standard

- Identify the concepts and skills found in the standards.
- Circle the skills (verbs), underline the key concepts (nouns and phrases), and bracket the context or criteria.
- Discuss any context, conditions, or performance criteria.
- Identify learning targets.
- Determine learning target rigor (depth of knowledge) and discuss instruction and assessment implications.
- Identify academic and domain specific language (vocabulary).
- Identify the “I Can” statements.

Remember not to separate concepts that should stay together!

# Step Two: Unpack the Standard

- ❑ Annotate the standard to identify the key words and phrases:
  - ❑ Circle the verbs: These highlight the main skills students are expected to do or demonstrate.
  - ❑ Underline the significant nouns or noun phrases. These words help point to the major concepts, information, or definitions students need to know or understand.
  - ❑ Bracket any information that describes the context or stimulus that students will encounter. This helps point to the level of rigor or type of assessment items the team may design.

*4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it*

*1.RI.7 Use the illustrations and details in a (text) to describe its key ideas*



# Resource for Unpacking Standards

[Wiki-teacher.com](https://www.wiki-teacher.com)



**Session Two: Unpacking Standards  
and Writing SMART Goals**



# Celebrations

# Recap of where we are...

- Identified priority standards
- Unpacked the standards to determine instructional focus
- Identified learning targets/objectives
- Writing “I Can” Statements
- Identifying the DOKs
- Writing SMART Goals

# Step Three: Determine the Learning Targets

Use a graphic organizer or template to record the team's thinking and identifying the learning target.

- ❑ As a team, examine the key words in the standards and identify the specific concepts or information students will need to know or understand and the smaller skills they will need to learn and demonstrate.
- ❑ Some standards will easily reveal their learning targets; many will require that teams read between the lines by asking “What knowledge and skills will students really need to demonstrate in order to show full understanding of the standard? What are the smaller steps of learning that will lead to students learning this standards?”

4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in (charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages)) and explain how the information contributes to an understanding of the text in which it

## Learning Targets:

1. Interpret information presented visually, orally, or quantitatively (a number of).
2. Explain how the information contributes to an understand of the text.

1.RI.7 Use the illustrations and details in a text to describe its key ideas

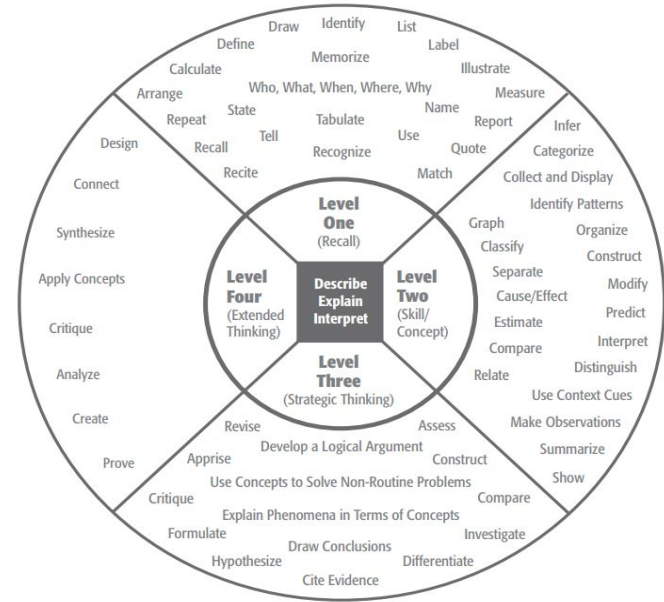
- Students must use illustrations and details to explain the key ideas from informational text.
- Students must know that captions are short explanations under a picture or visual that give the reader more information.
- Students must read and use the labels and captions that accompany the illustrations to explain the key ideas from informational text.

## Step Four: Determine the Rigor/DOK of the Standard

- ❑ **Discuss the level of rigor for each learning target:**
  - ❑ Use the shared knowledge of Webb's Depth of Knowledge. It describes the rigor and complexity teach can use to clarify their end in mind for specific targets.
  - ❑ DOK 1 - Recall and Reproduction
  - ❑ DOK 2 - Skills and Concepts
  - ❑ DOK 3 - Strategic Thinking and Reasoning
  - ❑ DOK 4 - Extended Thinking

# Step Four: Determine DOK

## Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<ul style="list-style-type: none"> <li>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</li> <li>Conduct basic mathematical calculations.</li> <li>Label locations on a map.</li> <li>Represent in words or diagrams a scientific concept or relationship.</li> <li>Perform routine procedures like measuring length or using punctuation marks correctly.</li> <li>Describe the features of a place or people.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and summarize the major events in a narrative.</li> <li>Use context cues to identify the meaning of unfamiliar words.</li> <li>Solve routine multiple-step problems.</li> <li>Describe the cause/effect of a particular event.</li> <li>Identify patterns in events or behavior.</li> <li>Formulate a routine problem given data and conditions.</li> <li>Organize, represent and interpret data.</li> </ul>	<ul style="list-style-type: none"> <li>Support ideas with details and examples.</li> <li>Use voice appropriate to the purpose and audience.</li> <li>Identify research questions and design investigations for a scientific problem.</li> <li>Develop a scientific model for a complex situation.</li> <li>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</li> <li>Apply a concept in other contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</li> <li>Apply mathematical model to illuminate a problem or situation.</li> <li>Analyze and synthesize information from multiple sources.</li> <li>Describe and illustrate how common themes are found across texts from different cultures.</li> <li>Design a mathematical model to inform and solve a practical or abstract situation.</li> </ul>

## Step Four: Determine the DOK for the Standard 1.RI.7

- **Know (define)**
  - Illustrations
  - Details
  - Key ideas

DOK 1

### **Understand (Explain and interpret)**

- Illustrations and details, support, the key ideas.

DOK 2

### **Do (Application)**

- Summarize key ideas of the text.
- Describe the key ideas using the illustrations and text.
- Use details and key ideas from text to label illustrations.

DOK 3



# Step Four: Determine the DOK for the Standard 4RI.7

## Know (Define)

- Visual information
- Oral information
- Quantitative information
- Charts
- Graphs
- Diagrams
- Timelines
- Animations
- Webpage interactive elements

DOK 1

## Understand (Explain and interpret)

Information can be presented visually, orally, or quantitatively (a number of).

Information presented visually, orally, or quantitatively contributes to the understanding of a text.

DOK 2

## Do (Application)

Interpret information presented visually, orally, or quantitatively (a number of).

Explain how the information contributes to an understand of the text.

DOK 3

## Step Five: Identify the Academic Language and Vocab

- ❑ Identify the academic language or vocabulary required by students:
  - ❑ For students to achieve this standard, determine what specific terms or academic language will be crucial for them to comprehend and use.

1.RI.7: Illustrations, details, key ideas

*4.RI.7: quantitatively – in such a manner that allows something to be measured by numbers and/or ranking; (contrast with qualitatively – in such a manner that allows something to be measured in terms of descriptive experience and reflection)*

# Step Six: Write “I Can” Statements

- Write the student friendly “I can” statement..

## 1.RI.7

- I can use illustrations to explain the key ideas from informational text.
- I can use details to describe the key ideas from informational text.
- I can read and understand the labels and captions that go with the illustrations to explain the key ideas from informational text.

## 4.RI.7

- I can interpret information from charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages.
- I can compare and contrast information from charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages.
- I can evaluate why information is included or not included in informational text.
- I can explain how information contributes or improves understanding of the text.

# Resource for Unpacking Standards

[Wiki-teacher.com](https://www.wiki-teacher.com)

# Writing SMART Goals

## SMART

- Strategic and Specific
- Measurable
- Attainable
- Results Oriented
- Time Bound

# Approach Matters

From “Analyze data...ugh!”

To “let’s get together to talk about our kids and their learning.

From “Write a SMART goal...ugh!”

To “What is absolutely essential in the next unit? What do students have to be able to do? How will we measure it? What is the proficiency level? What percentage of students will be proficient? By when? How do we help the students who are not proficient?”

What will we guarantee? That is the SMART Goal!!!

# SMART Goal Examples

- By the end of unit 2, 71% of students, or 46 kids, will be proficient on standard 3.RI.2 as measured by the unit 2 post assessment.
- The remaining 29% of students, or 19 kids, will provide key details when the main idea is given or provide the main idea when key details are given, as measured on the unit 2 post assessment.

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