Too Much to Teach, Too Much to Learn

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Targets for This Session

•Understand why identifying essential standards leads to a guaranteed and viable curriculum.
•Investigate ways for teams to do this important work.
•Discuss how high performing teams use essential standards to assure all students learn at high levels.

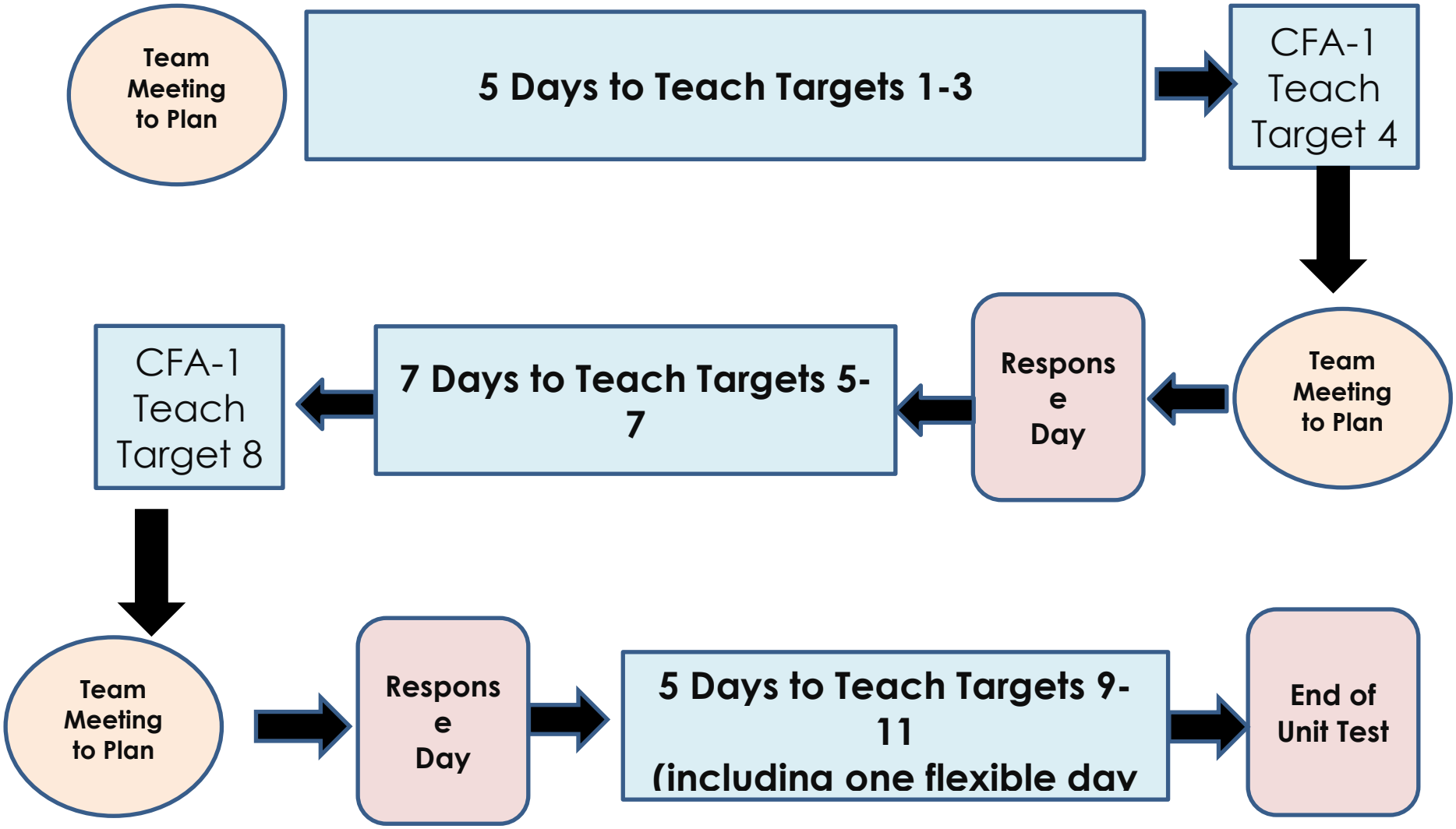
Critical Questions Teams Ask

•What do we want students to know and be able to do?
•How will we know if they can?
•What will we do if they can't?
•What will we do if they already can?

Essential Standards

Essential standards are ones that all students must know and be able to do by the end of the year. Common formative assessments are based on these standards. (They often are called power or priority standards.) You guarantee that students who do not **(yet)** master these standards receive **time and support**.

Developing a Unit Plan to Include Common Formative Assessments



Why Essential Standards?

ELA: Grade 3

•6 Strands: Literature, informational text, foundational skills, writing, speaking and listening, language.

•90 grade specific skills: Determine the main idea of a text; recount the key details and explain how they support the main idea.

"Our students need us to know their experiences over the course of time. They need us to know what's really going on in their daily classes as they move among teachers and subjects. They need us to know and give credence to their work from year to year."

-Jacobs, 1997

Criteria for Essential Standards

Endurance: knowledge and skills that are valued beyond a single test date. Examples are 1) point of view, and 2) place value.

Leverage: knowledge and skills that are valued in multiple disciplines. Examples are 1) reading informational text in other subject areas, and 2) unit rate problems in math that are used for science.

Readiness: knowledge and skills that are necessary for success in the next grade level or next unit of instruction. Examples are: 1) letter-sound recognition, and 2) logarithms.

The Team Process

•Team members should include all teachers who are teaching this course or grade level.

•Start by having each team member ***silently*** identify the standards (s)he believes should be on the "essential" list.

•Once all team members have chosen their essential standards, the team must come to consensus on the final *draft* list.

•Team members must be "students of the standards" by considering any blueprints or testing guides available.

Common Core State Standards

(**Source:** Excerpted from the Common Core State Standards Initiative, accessed at www.corestandards.org on April 17, 2013)

Grade-3 Reading: Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade-3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause–effect, first, second, and third order in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history–social studies, science, and technical texts, at the high end of the grades 2 to 3 text complexity band independently and proficiently.

Grade-8 Informational Text

Key Ideas and Details

1. Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine the central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories.)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

Range and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction at the high end of grade 6 to 8 text complexity band independently and proficiently.

Grades 11–12 Informational Text

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts including the application of constitutional principles and use the legal reasoning (e.g., the U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works or public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range and Level of Text Complexity

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, reading and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Ways to Come to Consensus

- If everyone believes it is **essential** or **not essential**, the decision is easy!
- If one or more teachers have a different opinion, listen to the reasons (e.g., is it introduced rather than mastered?).
- Read standards for grade levels before and after yours.
- **Clarify *why* by using the criteria: endurance, leverage, and readiness.**
- Consider if there are other standards that are similar.

The School/District Process

•Post each subject area together—for all grade levels. In ELA post the reading standards together, the writing standards together, the S/L standards together and the language standards together.
•Have a representative from each team give an elevator (short) speech about what were the most important things their team discussed about these standards.
•Group teams together to discuss the transition between grade levels or courses (e.g., K and 1 teams; Biology and Chemistry teams).
*Have the participants do a gallery walk asking the question: If a student goes through our school and ONLY learns these standards, will (s)he be prepared to move on?

Vertical Alignment

When each team has competed the process of choosing a draft set of essential standards, it is important that they take time to talk with those teachers before and after their grade level or course to make sure that there isn't too much redundancy or gaps in what's being assessed and guaranteed.

Suggestions for Vertical Alignment
ELA

1. After each grade level team has identified their draft list of power standards, they should copy these standards onto chart paper—with a page for Reading/Foundational Skills, one for Writing, one for S/L, and one for language.

2. Hang the charts on the wall with all grades reading together, all writing together, etc.

3. Each grade level should have a representative give a short elevator speech (2 minutes) explaining the big ideas they considered in choosing their standards. For example, the kindergarten rep might talk about how important phonemic awareness is at this grade and that they chose more of these standards than the reading literature/informational text standards.

4. Pair two grades together (K-1, 2-3, etc.) and ask the two teams to look at their chosen standards to consider too much repetition or any gaps that they see. Next, group the other way (1-2, 3-4, etc.) to do the same.

5. Have all participants walk the wall to look for the following:

- Do we have a balance between literature and informational text?
- Will students have the phonics skills they need by the end of 5th grade?
- Will students be able to support their answers from the text? (Standard 1)
- Have we chosen at least one vocabulary standard for each grade level?
- Are all 4 types of writing represented at each grade? (explanatory, opinion/argument, narrative, and research).
- If a student came to our school and ONLY learned these standards, would (s)he be prepared to move on to the next school?

Suggestions for Vertical Alignment
Math

1. After each grade level team has identified their draft list of power standards, they should copy these standards onto chart paper making sure the STRAND name is at the top.

2. Hang the charts on the wall with the earlier grades/courses first and followed by subsequent grades/courses.

3. Each grade level should have a representative give a short elevator speech (2 minutes) explaining the big ideas they considered in choosing their standards. This is a good time to share anything the team learned from the content emphases document.

4. Pair two grades together (K-1, 2-3, etc.) and ask the two teams to look at their chosen standards to consider too much repetition or any gaps that they see. Next, group the other way (1-2, 3-4, etc.) to do the same.

5. Have all participants walk the wall to look for the following:

• Have we considered the information provided in the initial paragraphs before each grade level's standards? The major and supporting cluster info provided by SBAC?

•Will we be able to embed all of the Standards of Mathematical Practice easily into these standards?

•Will students have sufficient number sense by the end of 5th grade?

•Will students be proficient in fractions by the end of 5th grade?

•If a student came to our school and ONLY learned these standards, would (s)he be prepared to move on to the next school?

Decisions

District	School
When students move within the district, they won't lose instruction.	Every teacher is involved and has ownership in the results.
The district can align all their work to the essential standards.	The rich conversations about what the standards help everyone interpret them the same way.
Keeps common expectations for all students.	Everyone is invested in the final product.

All At Once	Unit By Unit
It's the beginning of the year and this would be a great way to get the work started.	Teams are in the middle of working on the work and would hesitate to stop the progress they are making.
Teams are struggling with their CFAs because they are trying to assess everything they teach.	Teams are ready to begin writing CFAs

Misconception Alert

1. Teachers will still teach **all** the standards for their courses or grade levels. Power standards represent standards that are **frequently and formatively assessed**. When students have not demonstrated mastery in power standards, they will receive **additional time and support**.

2. Identifying **power standards** does not lower the rigor of the curriculum. Teachers should not choose the **easiest** standards. Rather, they should choose the **most important** and then establish **high expectations** for ***all*** students to achieve!

3. Identifying **power** or **priority standards** *does not mean* that teachers will become clones of each other. Teachers still choose to teach how they wish to teach. However, **what** they teach is agreed upon by the team.

Using the Essential Standards in Our Work

- The Essential Standards are the guaranteed and viable curriculum.
- Write and use common formative assessments to assure students have learned the essential standards.
- Use corrective instruction to provide time and support for students who haven't yet learned the essentials.
- Focus intensive interventions on the pre-requisite essential standards.

Essential Standards Pacing Guide—ELA

Essential Standards	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Reading Foundations						
evidence of mastery						
Reading comprehension						
evidence of mastery						
Writing						
evidence of mastery						
Language						
evidence of mastery						

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