



*Keeping Our Promise to the District's Children*

## **Making Our Standards Work**

- Knowing
- **Teaching**
- Assessing

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## **QUICK REVIEW of Knowing the Standards**

- Identify Power Standards
- “Unwrap” Standards
- Determine Big Ideas
- Develop Essential Questions

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## **What are the Criteria for Identifying a Power Standard?**

- Success in other subjects/future grades
- Applicability on HIGH STAKES tests
  - DCCAS
  - NAEP
  - SAT
  - PSAT
- Endurance

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## **Common MISCONCEPTIONS about POWER STANDARDS**

- Standards CAN be combined.
- Every standard is a Power Standard.
- Standards can be altered, changed, modified or simplified.

**NEVER!!**

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## **An identified Power Standard**

**6.IT-E.1: Identify and analyze the author's stated purpose, main ideas, supporting ideas, and supporting evidence.**

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## **This is a good example because...**

- Concepts and skills are applicable in other content areas.
- Concepts and skills identified in the standard have relevance across all grades.
- Concepts and skills are assessed on High Stakes tests.
- Concepts and skills have significance for a lifetime.

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## Let's Review the Process of "Unwrapping"

- Identify, within the standard, all of the concepts (nouns) the student needs to know... and all of the skills (verbs) the student needs to demonstrate.

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## "Unwrapping" the Power Standard

**6.IT-E.1: Identify and analyze the author's stated purpose, main ideas, supporting ideas, and supporting evidence.**

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## "Unwrapping" the Power Standard

6.IT-E.1: Identify and analyze the author's stated purpose, main ideas, supporting ideas, and supporting evidence.

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## “Unwrapping” Example

- **VERBS/SKILLS**
- Identify
- Analyze
- **NOUNS/CONCEPTS**
- Author’s stated purpose
- Ideas (main, supporting)
- Evidence (supporting)

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## A More Complex Example

- 5.IT-E.1: Identify the author’s purpose and summarize the critical details of expository text, maintaining chronological or logical order.

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## A More Complex Example

- 5.IT-E.1 Identify the author’s purpose and summarize the critical details of expository text, maintaining chronological or logical order.

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## Verb Targets & Context

- Identify (author's purpose)
- Summarize (critical details)
- Maintain (chronological order, logical order)
- **Context:** Expository Text

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## Practice – Elementary Level

- **4.LD-V.9:** Determine the effect of affixes on roots (e.g., the effect of “un” on roots such as “happy” or “common” to make the words “unhappy” or “uncommon”).
- **4.NSO-C.25:** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

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## Practice – Middle Level

- **8.W-R.6:** Revise writing for word choice using a variety of references, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.

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## Practice – Middle Level

- **AI.D.1:** Select, create, and interpret an appropriate graphical representation (e.g., scatter plot, table, stem-and-leaf plots, circle graph, line graph, and line plot) for a set of data, and use appropriate statistics (e.g., mean, median, range, and mode) to communicate information about the data. Use these notions to compare different sets of data.

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## Practice – High School

- **10.IT-A.9:** Analyze the logic and use of evidence in an author's argument.
- **PCT.D.1:** Design surveys and apply random sampling techniques to avoid bias in the data collection.

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## Once ALL of the Skills and Concepts are listed...

- Determine the Big Ideas
- Develop the Essential Questions...

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## What is the BIG IDEA??

- The “aha” realization, discovery, or conclusion students reach on their own after instruction and activities
- The key generalizations or enduring understandings students will take with them
- *Students’* answers to *your* Essential Questions

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## Why “Big Ideas?”

- Big Ideas “give meaning and importance to facts; transfer value to other topics, fields, and adult life.” (Grant Wiggins and Jay McTighe)
- Big Ideas identify larger concepts you want students to wrestle with and understand at a deep level “across time and cultures.” (Lynn Erickson)

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## Examples of BIG IDEAS

- Analyzing the author’s purpose adds meaning to the ideas.
- Details help the reader identify what the author is trying to say.
- Authors provide ideas and details for a reason.
  - 6.IT-E.1

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## Big Ideas from Other Disciplines

- All living matter and energy flow through ecosystems.
- A shift in the global balance of power creates different dynamics between nations.

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## Identifying Big Ideas Practice Activity

- Look at concepts and skills selected.
- What are the big ideas the *student should realize on his/her own?*
- Remember to ACCEPT **student language**.

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## Let's PRACTICE...

- In your groups spend some time creating some Big Ideas from your selected standard.
- Remember the process!
- Take 15-20 minutes to create the BIG IDEAS with your group.

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## Let's Share...

- Let's hear from ALL of the groups...
- And come to consensus on 1-2 BIG IDEAS...

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## Essential Questions

- How do we guide students to "get" (understand) the Big Ideas?
- We need to formulate questions that guide student inquiry.

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## Characteristics of Essential Questions

- Open-ended, cannot be answered with a yes or no
- Non-judgmental, answering them requires high-level cognitive work
- Succinct – a few words that demand a lot

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## Benefits of Essential Questions

- They are **instructional filters** for selecting lessons and activities that advance student understanding toward Big Ideas.
- They help focus instruction.
- They help identify details that clarify the larger picture.

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## Guidelines for Writing Essential Questions

- Develop proactive questions that lead the student to discover the Big Ideas.
- Write questions that take the student beyond *who*, *what*, *where* and *when* to **how and why**.

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## Examples of Essential Questions

- 6.IT-E.1
  - EQ = Why does an author write? How does he support his ideas with evidence?
  - BI = Analyzing the author's purpose adds meaning to the expressed ideas.

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## **Creating Essential Questions**

- Use the Big Ideas your team wrote from the unwrapped standard.
- Write some matching Essential Questions to guide students to the Big Idea(s).
  
- Take 15-20 Minutes

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## **Let's Share...**

- Let's hear from ALL of the groups,
- and come to consensus on 1-2  
ESSENTIAL QUESTIONS.

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## **Summary of the process**

- Choose a strand in ELA or Mathematics
- Identify the Power Standard(s)
- Unwrap the standard
- Identify the Big Ideas
- Formulate Essential Questions

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## **What are next steps...**

- Creating "Performance Tasks" AND "Scoring Guides" for the student to demonstrate proficiency in the skills identified in Power Standards
- Developing "Engaging Scenarios" that motivate the student and make learning authentic

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