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# Making Our Standards Work

- Knowing
- **Teaching**
- Assessing

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Welcome back to “Making Our Standards Work” and the second part of this training – “Teaching the Standards.” We would like to start off with a review of “Knowing the Standards” since your future success depends on mastery of the concepts and skills provided in that training.



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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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Discuss each bullet

- Activate prior knowledge

\* Start with one person and one concept

\* Start with the “whip” method, give the prompt,

“One thing I know about...”, move to the next person (participants can choose to pass)

or

\* Think – Pair – Share

- Provide examples, if necessary



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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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DCCAS – DC Comprehensive Assessment System

NAEP – National Assessment of Educational Progress

SAT – Scholastic Aptitude Test

PSAT – Preliminary Scholastic Aptitude Test



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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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Standards may be taught together, but each standard is discreet and cannot be combined to create a new standard.

Explain that IF this were the case... THERE would REALLY be no need for standards and their implementation... Everyone would be able to decide WHAT they really WANTED to teach... GOOD or BAD...and DC's new standards have a lot of GOOD... We have to take the document at it's worth...



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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 English Language Arts Standard:

Grade 6

IT – Informational Text

E – Expository Text

1 – first standard in the strand



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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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Indicate the skills involved in the standard by circling the verbs and then identify the concepts by underlining the nouns

- Include modifiers necessary for clarity

\* Modifiers are adjectives or adverbs that modify nouns, verbs or other adjectives and adverbs



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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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Note that the modifiers are underlined along with the concepts/nouns. Otherwise, you would only have ‘purpose’; ‘ideas’; and ‘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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After the verbs and nouns are identified, listing the skills and concepts brings clarity to what the student actually has to know and be able to do.



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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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Using “verb targets” is a way to clarify the unwrapping process for complex standards

- List the verb/skill first
- In parentheses list the nouns/concepts that are associated with the skill

Context is setting



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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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For participants on the elementary level

- have participants choose one of the standards
- give them a few minutes to unwrap these standards
- share out answers

Unwrapped Versions

4.LD-V.9 and 4.NSO-C.25

Explain

Use



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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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It is NOT the teacher telling the student what and why a particular lesson or activity is important any longer. It is about the STUDENT telling the teacher!



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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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New slide for Big Ideas (delete slide 22)



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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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READ THE SLIDE or have others read

(these are not from the DCPS standards that are currently being rewritten. They are just samples)



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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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Teachers should use standard 6.IT-E.1 for practice. Again, remind them that this is just practice, and they should brainstorm Big Ideas, it should be clear to the teacher what it is the student should know and be able to do after learning the concepts and skills.



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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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Have the Standard written on the board... or overhead...or Chart Paper....



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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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Have EACH group share... Compile where ALL can see...

Have the GROUP challenge each others...and come to consensus...



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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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READ THE SLIDE or have others read



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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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Read slide... REVIEW...

Judgmental Question – Do you like \_\_\_\_\_ ?



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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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Serve as the FILTER later as we decide activities....Tasks for student...



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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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ASK SOMEONE TO READ THE SLIDE ALOUD

Implementing these guidelines to develop essential questions takes thought, time and practice. Developing facility with writing them for every teacher will serve as a major step toward achieving Goal #1 – quality teaching and learning in every classroom in every school. All schools should begin developing banks of essential questions that support standards. These questions should be reviewed and agreed upon as some of the major work of school learning communities.



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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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In your materials is a handout that lists various paired Big Ideas with their Essential Questions, please refer to this document for a variety of examples.

PAUSE, DISCUSS IF NEEDED



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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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Have EACH group share... Compile somewhere ALL can see...

Have the GROUP challenge each others...and come to consensus...



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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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THIS IS THE CONCLUDING ACTIVITY OF DAY 1

All teachers are teachers of reading and writing so all teachers should be familiar with the reading and writing strands of the English Language Arts standards. In order to become familiar with these standards we must KNOW them and this can best be achieved through the process that we've identified. In your groups we will...  
(READ THE SLIDE)



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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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OK... We have reviewed Knowing your Standards... We have our Power Standards... Unwrapped Standards... Big Ideas and Essential Questions... Now it is time for Tasks and Engaging Scenarios...