Rebooting PLC

March 14
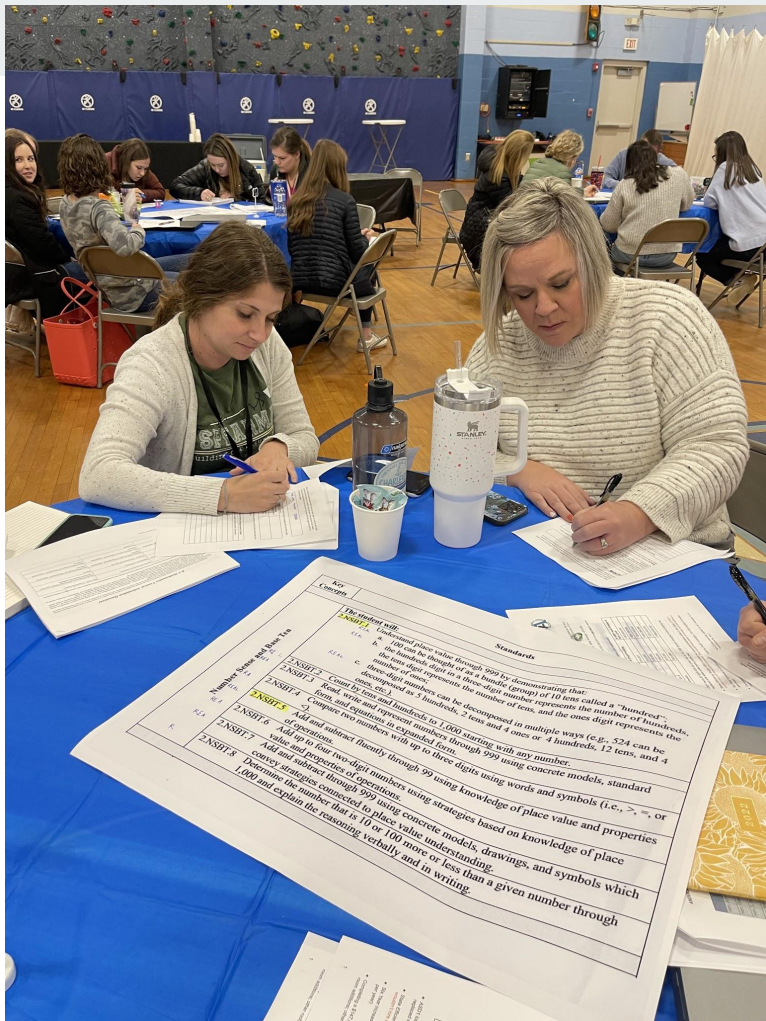
PLC: Unit Breakdown

Goals:

- Identify REAL standards within our **next unit** of study
- Annotate the Essential Standard (s)
- Break Standards down into specific content knowledge and skills
- Create Learning Targets, CFA's, and CSA

3 Step Process

Step 1: Determine what is a R.E.A.L. standard

Step 2: Break the standard down

Step 3: Break the unit down

Guaranteed and Viable Curriculum

Standards

Grade 3- 76 ELA standards, 27 math standards, 15 science standards, 16 social studies standards--Over 130 standards to cover in one year, how feasible/possible is mastery of all 130 standards? If all standards are equally important, then realistically none are important.

The Process

One of our "tights" in ASD1 is our desire to have a guaranteed and viable curriculum; unit by unit.

The process and tools you use to arrive at this curriculum is "loose", but here how our team approached this task.
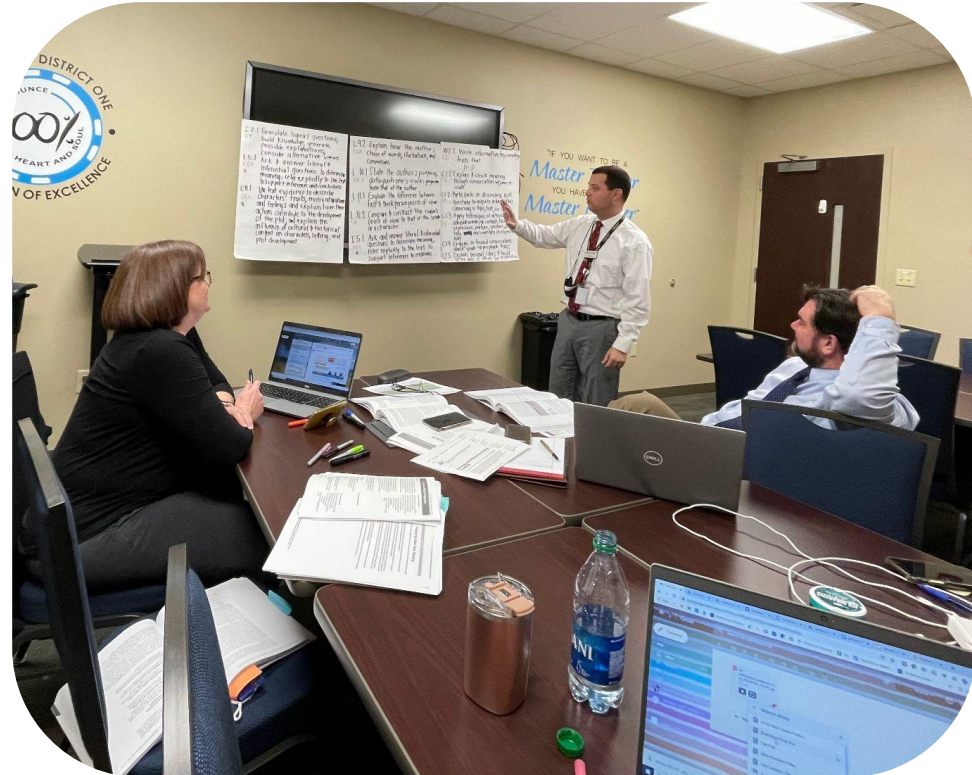
Is it R.E.A.L? What is really essential?

Now, rate the standard we are considering against the following criteria.			
Criteria:		Description	Your Rating
R.	Readiness	How important is this standard for student success in the same subject in the next grade level?	
E.	Endurance	How important is this standard for student success long after they have left school?	
A.	Assessed	How important is this standard for student success on end of grade exams	
L	Leverage	How important is this standard for student success in multiple subject areas?	

Fist to Five

Five fingers: I love this proposal. I will champion it.

Four fingers: I strongly agree with the proposal.

Three fingers: The proposal is okay with me. I am willing to go along.

Two fingers: I have reservations and am not yet ready to support this proposal.

One finger: I am opposed to this proposal.

Fist: If I had the authority, I would veto this proposal, regardless of the will of the group.

Break Out

-Count off by 6

-Move to a different table with people not from your grade level

Key Concepts	Standards
	The student will:
Number Sense and Base Ten	2.NSBT.1 Understand place value through 999 by demonstrating that: a. 100 can be thought of as a bundle (group) of 10 tens called a "hundred"; b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones; c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).
	2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.
	2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.
	2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., >, =, or <).
	2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations.
	2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations.
	2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding.
	2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.

Step 2: Unit Breakdown

Step 1:

2.NSBT.[Read] [write] and [represent] numbers through 999 using {concrete models}, {standard form}, and {equations in expanded form}

Step 2:

Using your annotations, list the content knowledge that students will need in order to master this standard.	Place value through 999 Write and name numbers in standard form Write an equation in expanded form through 999
Using your annotations, list the skills that students will need in order to master this standard.	Read numbers through 999 using concrete models. Read numbers through 999 using standard form. Write numbers through 999 using concrete models. Write numbers through 999 using standard form. Write numbers through 999 using equations in expanded form. Represent numbers through 999 using concrete numbers. Represent numbers through 999 using standard form. Represent numbers through 999 using equations in expanded form.

Step 3:

Step 3: Create a set of learning targets (lesson objectives) describing exactly what students will need to do in order to master this standard.

Expected learning in a student-friendly language (Learning Targets)
I can explain how writers use figurative language to influence readers' interpretation
I can read numbers through 999 in standard form.
I can read numbers through 999 in concrete models.
I can read numbers through 999 in expanded form.
I can write numbers through 999 in standard form.
I can write numbers through 999 in concrete models.
I can write numbers through 999 in expanded form.
I can represent numbers through 999 in standard form.
I can represent numbers through 999 in concrete models.
I can represent numbers through 999 in expanded form.

Backwards Planning unit Breakdown

1. Standard	2. Learning Target	3. Common Formative Assessment	4. Common Summative Assessment

Supporting Standards:

Unit Breakdown

1. Essential Standard	2. Learning Target (Lesson Objectives)	3. Common Formative Assessment	4. Common Summative Assessment
2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form.	Read numbers in standard form	**Read numbers:** -standard form -expanded form -concrete models	Unit Test
	Read numbers in expanded form		
	Read numbers in concrete models	**Write Numbers:** -standard form -expander form -concrete models	
	Write numbers in standard form		
	Write numbers in expanded form		
	Write numbers in concrete models		
	Represent numbers in standard form	-represent numbers in standard form -Represent numbers in expanded form -Represent numbers in concrete models	
	Represent numbers in expanded form		
	Represent numbers in concrete models		
Supporting Standards:			

Break

We will meet back up in 10-15 minutes

Read through your standards for the next unit.

Determine if the standard meets the criteria to be a R.E.A.L. standard.

It all starts with a Guaranteed and Viable Curriculum

Step 1: Determine what is a R.E.A.L. standard

Step 2: Break the standard down

Step 3: Break the unit down

Call over Jane, Judy, or Chad once you have identified your R.E.A.L. Standards.

Breakdown the standard

Utilizing the graphic organizer provided, annotate your essential standards.

Identify specific content knowledge and skills

Select your Learning Targets for each lesson

For those in the R2S Assessment course, you can look at week 3 assignment to find another example .

Share What you created

Tool-Using R.E.A.L. to identify Essential Standards

One of the first steps collaborative teams take is to identify a small handful of essential outcomes to study together. Use this handout to determine if a standard that you are considering is truly "essential".

Step 1:

Standard we are considering for this unit:			
Now, rate the standard we are considering against the following criteria.			
Criteria:		Description	Your Rating
R.	Readiness	How important is this standard for student success in the same subject in the next grade level?	
E.	Endurance	How important is this standard for student success long after they have left school?	
A.	Assessed	How important is this standard for student success on end of grade exams	
L	Leverage	How important is this standard for student success in multiple subject areas?	
IS THIS STANDARD REAL?			

Next, annotate the essential standard(s) in the boxes below. Begin by circling the verbs (skills students should master), then underline nouns (concepts or facts students should master). Finally, put brackets around words that show the context of the task students will perform to demonstrate mastery.

Step 2: Break the standards down into specific content knowledge (nouns) and skills (verbs) that students need to master this standard.

Using your annotations, list the content knowledge that students will need in order to master this standard.	
Using your annotations, list the skills that students will need in order to master this standard.	

Step 3: Create a set of learning targets (lesson objectives) describing exactly what students will need to do in order to master this standard.

Expected learning in a student-friendly language (Learning Targets)
I can explain how writers use figurative language to influence readers' interpretation

Common Summative Assessments

Summative assessments are, designed to show that students can put all of the smaller learning targets together to be proficient on the standard.

Formative vs. Summative Assessment

- A summative assessment gives a students a chance to prove what he/she has learned
- A formative assessment gives a student a chance to improve upon his/her learning

~ Rick DuFour

Share What you Created

1. Standard	2. Learning Target	3. Common Formative Assessment	4. Common Summative Assessment
Supporting Standards:			

Next steps:
-Create Summative Assessments
-Create Formative Assessments
-Continue the process for another unit

Closure

Planning with a purpose, using R.E.A.L. standards to create attainable learning targets to assess with a Common Summative Assessment. Set students up for success with CFA's that are foundational skills needed to be successful in CSA's.

Standards

R.E.A.L. Standards

Learning Targets

Common Summative Assessments

Common Formative Assessments