



Continuing our Journey

PRIORITY STANDARDS

SELECTION PROCESS & COMMITMENT

We would ideally LOVE to have 2 individuals at each grade level participate in this summer work.

We would like to complete this work in Late May/Early June if possible. We are estimating 3 or 4 - six hour days.

An official calendar will be developed after seeking team member input. Participants will be paid at curriculum rate.

UNPACK THE STANDARDS
What do the standards really mean for a particular grade?

LESSON ANALYSIS
Now that we have identified student behaviors and look-fors, what Schoolwide Lessons best target these standards and skills?

REVISED PERF. TARGETS
How can we narrow our lens to focus our instruction and assessment?

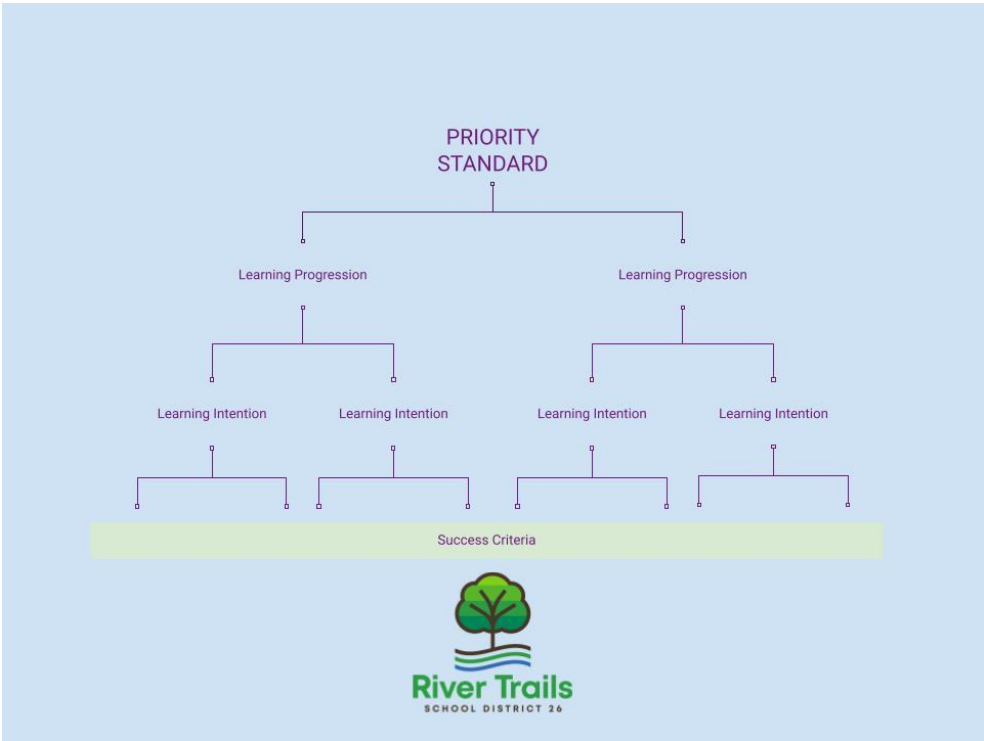
STUDENT PERFORMANCE
Now that we know what the standards mean, how do our standards correlate to the Schoolwide Student Performance Targets?

LESSON MODIFICATION
What are the recommended lesson modifications to make our teaching more targeted, effective and aligned?

ASSESSMENT
How do we modify our current assessments and identify authentic artifacts to align to our priorities? FALL 2023



For more details, talk with your building coach or Kristy Seifert. If you are ready to commit - complete this [FORM](#).



UNPACKING PRIORITY STANDARDS steps and terms

(GUIDING QUESTIONS- when we are unclear)

1. **What am I learning?** (Learning Intention- focus/goal of the lesson- I am learning...)
2. **WHY** am I learning this? (Learning Progression- I must be able to x, to do this)
3. **HOW** will I know I've learned this? **SUCCESS CRITERIA** (I can)

Unwrapping the Priority Standards for Greater Clarity

You have identified and vertically aligned your ELA Priority Standards. Where to next? 'Unwrap' the Priority Standards!

Here's how to do it:

1. **Analyze the wording of your Priority Standards** - determine exactly what students need to know and be able to do. UNDERLINE the teachable concepts (important nouns and noun phrases). CIRCLE the skills (verbs) - *not all verbs, just those representing what students must be able to do.*
2. **Identify the Learning Progressions** that bring into sharp focus those concepts and essential skills to meet the standard.
3. What lessons scaffold student understanding to the learning progressions (rigorous 'unwrapped' Priority Standards).

Learning Intentions and Success Criteria

1. **Learning Intentions-** are the lesson focus- I am learning.....
2. **Success Criteria:** With your learning progressions identified, what would students need to show or provide as credible evidence that they had 'hit' the learning target? (In thinking of authentic tasks: artifacts/observations/interactions)
3. Write these success criteria in student-friendly "I Can" specific verb-noun phrases.

Karen Klawans	IG	1
Christine Cheung	Euclid	1
Claire Robinson	IG	2
Carly Benson	Euclid	2
Margaret Muscarello	Euclid	2
Jen Ceisel	Euclid	3
MacKenzie Till	IG	3
Colleen Engle	IG	4
Taylor West	IG	5
Marina Porter	Euclid	5
Beth Pauls	Euclid	5
Tricia Parker	Prairie Trails	K
Colleen Seiwert	Prairie Trails	K
Chris Collins	Euclid	
Mary Flessas	IG	COACH
Ida Fries	Euclid	COACH
Jeannine Wagner	PT	COACH