ELA Unpacked Toolkit Guidance Document

During the summer of 2018, educators and stakeholders from across the state met to unpack the newly adopted ELA content standards. Below are professional development options that can assist in structuring a presentation of the new ELA Unpacked Standards to your K-12 ELA district staff, ELA departments, or ELA grade levels.

- **Districts can use the tools in this kit adapt to their specific staff needs depending on the work already covered with ELA standards discussions.**
- The tools and options were created with the goal of allowing districts **adaptability for professional development settings and content.**
- **Options have been created to allow flexibility for the varied time frames** available in district meetings, inservice or professional development settings.
- **Step-by-step instructions and guiding questions can be found in the Appendix documents** included within the toolkit.
- The **Power Point** used in the summer training provides an easy tool to use in sessions with questions and guidance. **NOTES Pages** provide some directions and connections to this toolkit document.
- The toolkit provides options for a variety of time frames for department/staff or inservice meetings. **Time Frames included in this toolkit provide a variety of options:**
    - Full Day Option (Agenda is provided, but can be adapted for district needs.)
    - 15 minute options
    - 30 minute options
    - 60 minute options
    - 2-3 hours options
    - Extension opportunity to include lesson planning discussions
    - Accreditation guidance

The ELA Unpacked Toolkit focuses on the components of the unpacked documents and identifies K-12 adopted standards that will be implemented in 2019-2020 and assessed spring 2020.

The toolkit provides background on both the standards/unpacked documents, but also provides districts with supports to enhance lesson planning discussions to ensure that standards are being taught to the depth and rigor required. Power Point slides address this topic.

The toolkit also supports the content standard evidence districts provide to SD DOE for accreditation purposes. Power Point slides address this topic.

Contact Information:

Teresa Berndt
Reading Specialist/DOE
Teresa.Berndt@state.sd.us

Full day of Professional Development

A full day agenda has been provided as an example of what topics and resources could be used in a full day session. Professional development leaders should utilize the activities from and of the options ranging from 15 minutes up to 2-3 hours or a full day session.

Select the pieces of the Unpacked Documents which best support the reading initiatives of your district, grade, or department overall.

In a full day, districts can allow time for grade level, grade band, vertical alignment conversations. These conversations can be supported with the questions provided within the toolkit.

The summer training time frame allowed for discussions surrounding how content standards are being implemented in K-12 grade/district wide.

The summer training connected the importance of lesson planning using the unpacked documents and other provided resources to help in the preparation of lessons which provide depth and rigor for student learning.

Accreditation connections were also discussed to provide background on how lesson planning is a key component to the evidence which districts in the Accreditation Review Process will need to provide to the DOE.

SD DOE Links:

- **SD DOE Content Standards**
  - https://doe.sd.gov/contentstandards/
- **English Language Arts-Unpacked Standards & K-12 Strike Through Documents**
  - https://doe.sd.gov/contentstandards/ELA.aspx

ELA---TOOLKIT RESOURCES

- **ELA Unpacked Standards Toolkit**
  https://doe.sd.gov/contentstandards/ELA-resources.aspx

Unpacked Standards Guidance Document

- **Step by Step directions** to support the Unpacked Documents, Power Point, and **Appendix Resources which provide questions and support links**

Unpacked Standards Toolkit---Power Point

- **NOTE: Use the NOTE PAGES on the power point**. Directions and appendixes in the Guidance Document are provided in the note section.

Unpacked Standards Full Day Training ---Agenda

- This is only an example guideline to assist in planning.
- Districts are encouraged to review this document and the Power Point which helps to guide the ELA unpacked discussions and needs of each district.
- Shorter time frames and activities are provided allowing districts flexibility for staff meetings, department meetings, and inservice sessions.

· 9:00-10:00	· **Introductions/Icebreaker** · **Norms for the Day** · **ELA Standards Background** · **Article: Grecian Urn** **Connect, Extend, Challenge, Chart** · **Standards Poster Activity**	Go to: ELA Resource Page *In the Unpacked Toolkit, **Power Point slides** are provided for each of these topics. **(PPT slides 1-13)** ***Links** to the Article and Chart are also provided. on this document and the ELA Resource Page. ***Poster:** See Appendix G in this Unpacked Guidance Document (**PPT slide13)**
10-11 *10:30 10 minute Break if needed	**Scavenger Hunt** **Strike through documents** **Unpacked Documents Overview** **Reflection Question** **Talk Amongst Yourselves**	Go to: ELA Resource Page *In the Unpacked Power Point the Scavenger Hunt is located in the 15 minute section. **(PPT slides 14/15)** *The **Scavenger Hunt Document** and **ANSWER KEY** are also located in this **Unpacked Guidance Document: Appendix A~Scavenger Hunt: Answer Key/Option 1** ***Appendix A--Extension Activity can be found in PPTs 16-19** ***Strike through documents** **Appendix B~Strike-Through Documents/Option 2 (PPT 20-25)** **Unpacked Document Overview of Sections** **Appendix C/15 minute Option 3 (PPT 26-28)**

11-12	**Unpacked Document Sections/Discussion Options** ***Unpacked Section Slides for this section:** **PPT slide 41-63** K-12 ELA Standards **PPT slide 64-73** 6-12 Literacy in History/Soc. Studies, Science and Technical Sub.	Go to: ELA Resource Page In the Unpacked District Toolkit POWER POINT, there are multiple options in how the sections of the unpacked documents can be used. **30 Minute Options Questions: PPT slides 31-33** **60 Minute Options questions: PPT slides 34-37** **2-3 Hour Options Questions: PPT 38-40** **READING the NOTE SECTIONS on the above PPT slides is IMPORTANT.** **Notes provide the Appendixes** located in this document that can assist in deeper dives into each section.
12-1:00	Lunch on your own	
1-2	Accreditation Background Article: ****How to Plan Effective Lessons***	**Slides: 74-88 Accompany the Accreditation** DIscussions IF your district chooses to include this in a PD or staff meeting. READING the NOTE SECTIONS on the above PPT slides is IMPORTANT. Directions and questions are located for each slide. On the **ELA REsource page** is a download for the **Chalk Talk Activity** and ***How to Plan Effective Lessons***
2-4	**Chalk Talk Activity** **Lesson Plan vs Prep Slides** **One Pager Lesson Cheat Sheet** **Lesson revision time** **Partner pair/share on lessons revision ideas/questions** **Large table share out---One person to share out key items discussed, questions asked, etc.** **Exit Slip**	**Go To: PPT Slides: 89-97** On the **ELA REsource page** is a download for the **Chalk Talk Activity** **One Page Lesson Plan Cheat Sheet** **Exit Slip/Wonder-Wish-What's Next-WooHoo!**

Overview of 15 minute Options

15 Minute Options

- **Option 1: Scavenger Hunt** (DOE Website/ELA Standards Exploration) *Appendix A*
  Extension Activity: Guide participants to the DOE Standards Website for ELA by using the following link below. Spend a few minutes walking through the tables of information and resources available. A summary of each table is located in *Appendix A.*
    - **ELA: *https://doe.sd.gov/contentstandards/ELA.aspx***
- **Option 2**: **Strike Through Documents** (Comparison Old Standards to New) *Appendix B*
- **Option 3: Unpacked Document Overview of Sections** *Appendix C*

Appendix A~Scavenger Hunt/Option 1

- Can be used in conjunction with PowerPoint Slides: 14-19

Scavenger Hunt SD ELA Standards

1. **South Dakota DOE Homepage**
   https://doe.sd.gov
   --What are the four online publications you would find in the e-Newsletters section?

2. **South Dakota Content Standards**
   https://doe.sd.gov/contentstandards/

   --Go to this page and find the four links for English Language Arts Standards. What are they?

   --Where is the Webb Leveling Link?

3. **English Language Arts—Unpacked and K-12 Strike Through Documents**
   https://doe.sd.gov/octe/ccsELA.aspx

   --What are the ELA Resources?

   --What is the difference between Unpacked Standards and K-5 or 6-12 ELA Standards per grade level?

   --Click on one of the strike-through documents. What does a strike-through document include and how can a teacher use the information provided?

Appendix A~Scavenger Hunt: Answer Key/Option 1

Scavenger Hunt SD ELA Standards

Answer Key

1. **South Dakota Home Page**

https://doe.sd.gov

--What are the four online publications you would find in the e-Newsletters section?

--CTE Newsletter, Education Online, Online Zebra, SD-Stars

2. **South Dakota Content Standards**

https://doe.sd.gov/contentstandards/

--Go to this page and find the four links for English Language Arts Standards. What are they?

--English Language Arts—Unpacked and K-12 Strike Through Documents

--Standards for English Language Arts (2018)

--Standards for English Language Arts (2010)

--Standards for Literacy in History/Social Studies, Science, and Technical Subjects

--Where is the Webb Leveling Link?

--Under Related Links

3. **English Language Arts—Unpacked and K-12 Strike Through Documents**

https://doe.sd.gov/octe/ccsELA.aspx

- What is located in the ELA Resources?

  --The Unpacked Standards Toolkit Resources

- What is the difference between Unpacked Standards and K-5 or 6-12 ELA Standards?

  --Standards are just the approved standards.
  --Unpacked Standards are chunked. Unpacked have essential questions and big idea statements, learning progression, Rigor and Cognitive Complexity (Know, Understand, Do), and Student Friendly Language, Vocabulary, Relevance, Achievement Level Descriptors

- Click on one of the strikes-through document. What does a strike-through document include and how can a teacher use the information provided?

--The strike-through documents show how the 2018 standards have changed from the 2010 version. A teacher can look at how their teaching toward the standards may change if they have already been teaching toward the standards.

Appendix A~ 15 Minute Extension/Option 1

Extension Activity: Guide participants to the DOE Standards Website for ELA by using the following link below. Spend a few minutes walking through the tables of information and resources available. A summary of each table is provided.

- **GO TO : https://doe.sd.gov/contentstandards/ELA.aspx**
- **Power point slides: 16, 17, 18**

Overview of the Table Information

It is important to note that newly adopted standards will be fully implemented in the 2019-2020 school year, and assessed in the spring of 2020.

ELA

South Dakota English and Literacy Standards
https://doe.sd.gov/contentstandards/ELA.aspx
Transition year 2018-2019; teach to standards 2019-2020; assessed spring 2020
• K-12 English Language and Literacy Standards
  ○ The K-12 complete ELA Standards document.
• Summary of Changes
  ○ An overall summary of changes that were made from the 2010 standards to the 2018 standards
• ELA Resources
  ○ ELA Resources page will provide a variety of ELA resources and will be updated as new resources are available.
• Unpacked Standards Toolkit
  ○ The Unpacked Standards Ttoolkit is intended to be used by districts when supporting teachers in professional learning on both the content standards and unpacked documents.

Standards per grade level This table includes: • K-12 ELA and Literacy standards as one document • The introduction to the K-12 ELA standards • K-5 ELA standards • 6-12 ELA standards • 6-12 Literacy in History/Social Studies, Science, and Technical Subjects

K-12 Strike-Through Documents This table includes k-12 strike-through documents display the detailed comparison of the changes made from the 2010 standards to the 2018 standards.
Unpacked- ELA Standards (Adopted 2018) This table provides links to the unpacked documents for each of the ELA strands: Reading-Literature Reading for Informational Text Reading Standards: Foundational Skills K-5 Writing Speaking and Listening Language
Supporting Documents
Assessment Resources

Appendix B~Strike-Through Documents/Option 2

- To be used in conjunction with PowerPoint Slides: 20, 21, 22, 24, 25

~~• Strike-Through Documents~~

1. **Direct participants to this link:** https://doe.sd.gov/contentstandards/ELA.aspx

2. Direct participants to the following language on that page heading:

K-12 Strike-Through Documents For ELA State Standards (Adopted 2018)

The strike-through documents provide a comparison between the SD State Standards (adopted 2010) and the newly adopted 2018 SD State standards. The strike-through documents allow a visual overview of the changes made and a justification for each change.

- Text shown with a strike-through indicates removal of language from the 2010 standards.
- Text in **bold/red** indicates new language in the 2018 standards.
- Quality Standard Rule # is explained in the Quality Standards Checklist.

3. **Review the Strike-Through Documents** by either:

- **Selecting the same** Unpacked document by grade/anchor standard
- Allow participants to **select their grade level document** but same anchor standard

4. Have **participants take a highlighter and note any major changes** they view in the comparisons that impact their grade, a grade level progression of a skill, or that would require a grade band discussion due to the standard change.

Will the changes require a new approach to a standard? See RL.10, RI.10, W.10---it focuses on independent voice/choice in both reading and writing. How does this change the way this skill is approached? How does this impact our classroom or library book lists and availability?

5. **Share Time:** Allow time for partner sharing, small group, grade level, and then larger group or grade-band discussions on the highlights/standards changes

Appendix C~ Unpacked Document Overview of Sections/Option 3

Objective: Identify the **main** sections of the Unpacked Standard document.

Directions:

•Go to one of the unpacked standards.
•Depending on the audience, you may want to direct teachers to all go to the same unpacked document OR you may direct each teacher to their grade level.
•Use this 15 minute overview to provide a brief background of each of the sections within the unpacked document. (If time allows, there are also questions to help guide discussions.

•Do a turn/talk or small group discussion based on some of the following:
•What did they see that was new compared to the last unpacked documents?
•What section did they find the most useful to assist them as a teacher in their lesson planning?
•What section would they use that they might not have in the past?

Think and Discuss: What have you discovered that you can use to add to/revise lessons you teach to more explicitly build instruction based on the skills found in the standards/unpacked documents?

_____

UNPACKED STANDARDS SECTIONS:

Standards Relating to Integration of Knowledge and Ideas

- Standards are clustered three at a time. What purpose does this serve? What are the benefits of presenting them this way?

Integration of Knowledge and Ideas

Relevance and Essential Questions: What's the point? Essential Questions (Drive Intellectual Curiosity-The Hook)

- These questions drive curiosity, hook students, stimulate discussion, provoke inquiry, and increase engagement. Answering these questions will require a prolonged response

Big Idea Statements (What students need to discover)

- Many of these statements are main concepts essential to mastering the standards

Learning Progression: Integration of Knowledge and Ideas

The unpacked standard contains the corresponding standard for the grade below and the grade above. Learning progressions are essential to identify skill sets from year to year and for locating any gaps K-12. Differentiation can be aided by the learning progressions in students who are either ahead or behind in their skill mastery.

Rigor and Cognitive Complexity Know (Factual)
Understand (Conceptual)
The students will understand that: Do (Procedural/ Application)
This section includes factual information students need to know for this standard, concepts students need to understand as a result of the standard, and procedures/applications/actions students can perform to master the standard.

Student Friendly Language
This language is intended to provide teachers with examples they can adjust to meet the needs of their own lessons when teaching this cluster of standards. Students can benefit from this language in knowing the skills they should possess/master by the end of the lesson or grade. Parents can identify the skills their students should be working on within each set of standards. Special education teachers can use this language to build understanding of skills presented in an IEP.

Key Vocabulary
This shows the key vocabulary that is explicit and implicit in teaching this standard. Some of this vocabulary will need student mastery and other vocabulary words need only introduction.

Relevance and Applications: This section shows how the skills in the standards might be applied at home, on the job, or in a real-world, relevant context. How might the grade level expectation be applied at home, on the job or in a real-world, relevant context?

Resources This section is being vetted by the DOE currently, but there will be ample resources provided. Check back to the DOE website for updates.

Achievement Level Descriptors
Their purpose is to properly assess students at the cluster level, give students opportunities to learn at this level, and give a good indication of how students will perform on standardized assessments within this cluster.

Overview of 30 minute Options

30 Minute Options:

Below are only suggested options to help guide a 30 minute time frame. The pairings of the options are based on connections within the unpacked document, or to activities that would allow exploration of the unpacked document/standards at a deeper level.

Note that questions may repeat from previous time frames **OR** questions might have been added to extend the conversation on the various sections of the unpacked document.

PowerPoint slides are provided to assist with a visual for the questions/sections.

See Appendix D for the guiding questions and reflections

- **Option 1:** Overview of Unpacked Standards (Appendix C) & Strike-through documents (See Appendix B in 15 minute options)
- **Option 2:** Essential Questions/Big Ideas
- **Option 3:** Student Friendly Language/Relevance
- **Option 4:** Learning Progression
- **Option 5:** Rigor and Cognitive Complexity (Know, Understand, Do)

Appendix D~Puzzle Piecing The Unpacked Sections Together

Looking at the Unpacked Standards in 30 mins

1. Go to one of the unpacked standards.
   Depending on the audience, you may want to direct teachers to all go to the same unpacked document OR you may direct each teacher to their grade level.

2. Focus on the following sections for discussion with your team: (use Powerpoint Slides)
   Depending on your time constraints, audience, and needs, choose some or all of the questions below.

Option 1

Discuss Overview of Unpacked Documents & Strike-Through Documents

- **Standards are clustered three at a time**.
  - What purpose does this serve?
  - What are the benefits of presenting them this way?
- Use Appendix B & C to assist with this option
- PPT Slides

Option 2

Essential Questions & Big Idea Statements

- **Essential Questions:** These questions drive curiosity, hook students, stimulate discussion, provoke inquiry, and increase engagement. Answering these questions will require a prolonged response.
  - Where would you use these in your class? Lesson planning? Student discussion?
  - How can they be used to drive planning, instruction, or student inquiry/engagement?
- **Big Idea Statements:** These statements demonstrate what students need to discover**.** Many of these statements are main concepts essential to mastering the standards
  - Where could you use these in your class? Lesson planning?
  - How can you use these with students? (Consider writing learning objectives or targets, SLOs, etc.)
  - How do the big idea statements relate to the essential questions?

Option 3

- **Student Friendly Language:** This language is intended to provide teachers with examples they can adjust to meet the needs of their own lessons when teaching this cluster of standards.
    - Where would you use this language in your classroom?
    - Where could you use this in communication with parents/community members/stakeholders?
    - How could this language be used in your professional requirements? (I.e. SLOs, evaluations, lesson planning, other communication)
- **Relevance:** This section shows how the skills in the standards might be applied at home, on the job, or in a real-world, relevant context.
    - Where could you use this language in your classroom? How can you use this during lessons with students?
    - How could this piece help create student engagement? How could this increase student learning?
    - Notice that this piece uses "We" language, which is a difference from the student friendly language which uses "I can." Why is this significant? Why shift to include teachers in the relevance section?

Option 4

- **Learning Progression:**The unpacked standard contains the corresponding standard for the grade below and the grade above.
    - Go look 1 grade level below and 1 grade level above
    - How can you connect the learning in your classroom/grade level to previous or future learning?
        - If time allows, consider looking TWO grade levels below and TWO grade levels above.
    - How does understanding the standards progressions create a deeper understanding of our own grade-level standards?

Option 5

- **Rigor and Cognitive Complexity (Know, Understand, Do):** This section includes factual information students need to know for this standard, concepts students need to understand as a result of the standard, and procedures/applications/actions students can perform to master the standard.
    - Discuss the difference between "know", "understand", and "do."
    - What is the balance between the "know", "understand", and "do" sections?
    - Where would you use these in your class? In lesson planning?
    - What does **rigor** mean?
    - How does each section of "know, understand, and do" support rigor?

Think and Discuss: What have you discovered that you can use to add to/revise lessons you teach to more explicitly build instruction based on the skills found in the standards/unpacked documents?

Reflection: The above questions could be used as:

- a reflective journal entry
- an exit slip at the end of the day
- a sticky note with one of their ideas placed on a designated "parking lot"/bulletin board/chart paper for visual sharing at the end of the day/15 minutes

Talk Amongst Yourselves

Reflective Questions could be used as:

•A share out with partner, or team before they end this section (or 15 minute meeting)

•Participants could share at their table and then designate 2 people to move to the next table to share out their ideas. A way to allow more people to share with others vs. just their team.

Overview of 60 minute Options

60 Minute Options:

Below are only suggested options to help guide a 60 minute time frame. The pairings of the options are based on connections within the unpacked document, or to activities that would allow exploration of the unpacked document/standards at a deeper level.

Note that questions may repeat from previous time frames **OR** questions might have been added to extend the conversation on the various sections of the unpacked document.

PowerPoint slides are provided to assist with a visual for the questions/sections.

See Appendix E for the guidelines, questions, activities/reflections

- **Option 1:** Overview of Unpacked Standards (Appendix C) & Strike-through documents (See Appendix B in 15 minute options)
    - *Use this option only if K-12 has not reviewed these documents.
- **Option 2:** Essential Questions/Big Ideas
- **Option 3:** Student Friendly Language/Relevance
- **Option 4:** Key Vocabulary and Resources
- **Option 5:** Learning Progression (extension activity)
- **Option 6:** Rigor and Cognitive Complexity (Know, Understand, Do)& Webb Levels

Appendix E~Puzzle Piecing The Unpacked Sections (60 minutes)

Looking at the Unpacked Standards in 60 mins

1. Go to one of the unpacked standards.

   Depending on the audience, you may want to direct teachers to all go to the same unpacked document OR you may direct each teacher to their grade level.

2. Focus on the following sections for discussion with your team: (use Powerpoint Slides) Depending on your time constraints, audience, and needs, **choose some OR all of the options/guiding questions below**.

Option 1

Discuss Overview of Unpacked Documents & Strike-Through Documents

- **Standards are clustered three at a time**.
  - What purpose does this serve?
  - What are the benefits of presenting them this way?
  - Does this structure change your perception of the standards, if so, how?
- Use Appendix B & C to assist with this option
- PPT Slides #

*Note: If your district has already completed these pieces earlier, skip to the other options listed below.

Option 2

Essential Questions & Big Idea Statements

- **Essential Questions:** These questions drive curiosity, hook students, stimulate discussion, provoke inquiry, and increase engagement. Answering these questions will require a prolonged response.
  - Where would you use these in your class? Lesson planning? Student discussion?
  - How can they be used to drive planning, instruction, or student inquiry/engagement?
- **Big Idea Statements:** These statements demonstrate what students need to discover**.** Many of these statements are main concepts essential to mastering the standards
  - Where could you use these in your class? Lesson planning?
  - How can you use these with students? (Consider writing learning objectives or targets, SLOs, etc.)
  - How do the big idea statements relate to the essential questions?

Option 3

- **Student Friendly Language:** This language is intended to provide teachers with examples they can adjust to meet the needs of their own lessons when teaching this cluster of standards.
    - Where would you use this language in your classroom?
    - How would you use this language specifically with students?
    - Where could you use this in communication with parents/community members/stakeholders?
    - How could this language be used in your professional requirements? (I.e. SLOs, evaluations, lesson planning, other communication)
- **Relevance:** This section shows how the skills in the standards might be applied at home, on the job, or in a real-world, relevant context.
    - Where could you use this language in your classroom? How can you use this during lessons with students?
    - How could this piece help create student engagement? How could this increase student learning?
    - Notice that this piece uses "We" language, which is a difference from the student friendly language which uses "I can." Why is this significant? Why shift to include teachers in the relevance section?

Option 4

- **Key Vocabulary:** This shows the key vocabulary that is explicit and implicit in teaching this standard. Some of this vocabulary will need student mastery and other vocabulary words need only introduction.
    - How do you teach vocabulary?
    - Where do you embed academic vocabulary into lessons?
    - How do you keep consistent academic vocabulary and language between standards, curriculum, grade levels, and student-friendly language?
- **Resources:** This section is being vetted by the DOE currently, but there will be ample resources provided. Check back to the DOE website for updates. Suggestions for valid resources to support ELA standards work are welcomed. (Resources cannot be paid subscription, specific curriculums, Teacher Pay Teachers/Pinterest)

Appendix E~Puzzle Piecing The Unpacked Sections (60 minutes)

Option 5: Diving Deeper into Learning Progressions

Take time to review a shared learning progression as a whole group, making note participants will have time to develop a better understanding of their own grade level at a later point.

Please highlight within this progression the following information:

- **Previous:** (grade before, or previous learning)3rd grade Reading informational text Key Ideas and Details standards that connect to the corresponding 4th grade standards.
- **Current:** The 4th grade Key Ideas and Details Standards.
- **Future:** (within the grade or in subsequent years) 5th grade Reading informational text Key Ideas and Details standards that connect to the corresponding 4th grade standards.
- Teachers should make the connection of how their current grade level standards connect to those grade levels below and above, and how the standards build.

4.RI Cluster: Key Ideas and Details

Learning Progression: Key Ideas and Details (4.RI.1 4.RI.2 4.RI.3)		
Correlating Standard in Previous Year	**Number Sequence and Strand**	**Correlating Standard in Following Year**
3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**4.RI.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text.**	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3.RI.2 Determine the main idea of a text; identify the key details and explain how they support the main idea.	**4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3.RI.3 Explain the relationship between events, ideas, or concepts in a historical, scientific, or technical procedures text, using language that pertains to time, sequence, and cause/effect.	**4.RI.3 Explain events, steps in procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text**	5.RI.3 Explain the relationships and/or interactions between two or more individuals, events, ideas, concepts, or steps in procedures in historical, scientific, or technical text.

Guiding Questions:

- How can you connect the learning in your classroom/grade level to previous or future learning?
    - If time allows, consider looking TWO grade levels below and TWO grade levels above.
- How does understanding the standards progressions create a deeper understanding of our own grade-level standards or K-12 progressions?
- How do the learning progressions assist general education/special education teachers with differentiation for student learning and growth of skills?

Multi-Grade Level Discussions: Using the questions from above continue the conversations across grade levels using any of the options below.

- Grade level discussions (One-Two grades above/One-Two Grades below)
- K-5, 6-8, 9-12 discussions
- K-6, 7-8, 9-12 discussions
- K-8, 9-12 (including Standards for Literacy in Science/History-Social Studies/Technical Subjects) .

Deeper Dive into Learning Progressions with Grade Level Inquiry

In grade level or teams or in pairs, have teachers review an unpacked cluster of interest. Ask that they:

- Read and discuss the **Learning Progression** for their chosen cluster.

After suitable time has been provided, have teacher teams join another team to share any new learning around the unpacked document OR the cluster of standards

Questions to discuss with your grade level team

- ✓ What standards are not being covered in the current district curriculum?
- ✓ Do the district's current curriculum and resources support effective instruction using the proposed standards? If not, where are the gaps?
- ✓ What are we learning during these discussions that will help us refine and improve our own instruction?
- ✓ What are we learning during these discussions that will help us connect the learning in our classrooms to previous or future learning?
- ✓ How does understanding the standards progressions create a deeper understanding of our own grade-level standards?

Appendix E~Puzzle Piecing The Unpacked Sections (60 minutes)

Option 6: Diving Deeper into Learning Progressions

Rigor and Cognitive Complexity (Know, Understand, Do): This section includes factual information students need to know for this standard, concepts students need to understand as a result of the standard, and procedures/applications/actions students can perform to master the standard.

- Discuss the difference between "know", "understand", and "do."
- What is the balance between the "know", "understand", and "do" sections?
- Where would you use these in your class? In lesson planning?
- What does **rigor** mean?
- How does each section of "know, understand, and do" support rigor?
- Look at the Webb Level document on the DOE Website (https://doe.sd.gov/contentstandards/documents/WebbLevel.pdf)
    - How does the Webb Leveling relate to the "Know, Understand, Do"
    - What level is your instruction?
    - What level are your students?
    - Where do you do most of your instruction?
    - How can we move the balance of our instruction to more levels 3 and 4?

Think and Discuss: What have you discovered that you can use to add to/revise lessons you teach to more explicitly build instruction based on the skills found in the standards/unpacked documents?

Reflection: The above questions could be used as:

- a reflective journal entry
- an exit slip at the end of the day
- a sticky note with one of their ideas placed on a designated "parking lot"/bulletin board/chart paper for visual sharing at the end of the day/15 minutes

Talk Amongst Yourselves

Reflective Questions could be used as:

•A share out with partner, or team before they end this section (or 15 minute meeting)

•Participants could share at their table and then designate 2 people to move to the next table to share out their ideas. A way to allow more people to share with others vs. just their team.

Overview of 2-3 Hour Options

2-3 Hour Options:

Below are only suggested options to help guide a 2-3 hour time frame. All of the sections found within the unpacked documents are included in this option.

Note that questions may repeat from previous time frames **OR** questions might have been added to extend the conversation on the various sections of the unpacked document.

Extension activities will be found in both the 1 hour and 2-3 hour documents. Review and select the pieces that best support your district's timeframe and purpose for the inservice/PD.

PowerPoint slides are provided to assist with a visual for the questions/sections.

See Appendix F for the guidelines, questions, activities/reflections

- **All of the Sections listed in the Unpacked Documents appear in the 2 to 3 hour timeframe.**
  - **Standards**
  - **Essential Questions/Big Ideas**
  - **Learning Progressions (extension activities)**
  - **Rigor and Cognitive Complexity (Know, Understand, Do) (article activity)**
  - **Student Friendly Language**
  - **Key Vocabulary**
  - **Relevance**
  - **Resources**
  - **Achievement Level Descriptors (ALD) (questions)**

Appendix F~Puzzle Piecing The Unpacked Sections (2-3 hours)

Looking at the Unpacked Standards in 2-3 hours:

1. Go to one of the unpacked standards.
   Depending on the audience, you may want to direct teachers to all go to the same unpacked document OR you may direct each teacher to their grade level.
2. Notice the structure of the document and what each of the main sections contains.
   Depending on your time constraints, audience, and needs, choose some or all of the questions below.
3. Identify the **main** sections of the document.
   - Standards, Essential Questions, Big Idea Statements, Learning Progression (1 grade below, 1 grade above), Know/Understand/Do, Student Friendly Language, Key Vocabulary, Relevance, Resources, Achievement Level Descriptors
4. **Standards:** The standards are clustered three at a time.
   - What purpose does this serve?
   - What are the benefits of presenting them this way?
   - Does this structure change your perception of the standards? If so, how?
5. **Essential Questions:** These questions drive curiosity, hook students, stimulate discussion, provoke inquiry, and increase engagement. Answering these questions will require a prolonged response.
   - Where would you use these in your class? Lesson planning? Student discussion?
   - How can they be used to drive planning, instruction, or student inquiry/engagement?
6. **Big Idea Statements:** These statements demonstrate what students need to discover**.** Many of these statements are main concepts essential to mastering the standards
   - Where could you use these in your class? Lesson planning?
   - How can you use these with students? (Consider writing learning objectives or targets, SLOs, etc.)
   - How do the big idea statements relate to the essential questions?
7. **Learning Progression:**The unpacked standard contains the corresponding standard for the grade below and the grade above.
   - Go look 1 grade level below and 1 grade level above
   - How can you connect the learning in your classroom/grade level to previous or future learning?
     - If time allows, consider looking TWO grade levels below and TWO grade levels above.
   - How does understanding the standards progressions create a deeper understanding of our own grade-level standards?
   - Are there gaps in student achievement/learning? Do students have the prior year's standards mastered?
   - How can you address any gaps your students may have?

- Revist Option 5 of Appendix E--Diving Deeper into Learning Progressions (60 minutes) This activity could be included and expanded with a Vertical Alignment discussion built into the 2-3 hour time frame.
- **Vertical Alignment Review—K-12 Progression (see below)**

During the standards review process, the work groups concluded that a K-12 scope and sequence for the continuation of rigor is vital to vertically coherent standards. The purpose of this step is to provide a K-12 conversation that explores the scaffolding of concepts and skills, the continuation of rigor from grade to grade, and the overarching domains and learning progressions that tie the k-12 standards coherently together.

Please consider the following questions when having vertical alignment discussions.

Questions for K-12 vertical alignment

- ✓ Are there any proposed standards changes that will impact k-12 rigor and progression? If so, which ones and how will the district approach the fidelity of that standard in all grade levels?
- ✓ What professional development will be needed to support staff understanding and curriculum implementation of the standards?
- ✓ Will the proposed standards impact your curriculum with additional requirements?
- ✓ Do the proposed changes require a shift of skills to a lower/higher grade level? If so, how will you support that change in your own curriculum?

8. **Rigor and Cognitive Complexity (Know, Understand, Do):** This section includes factual information students need to know for this standard, concepts students need to understand as a result of the standard, and procedures/applications/actions students can perform to master the standard.
    - Discuss the difference between "know", "understand", and "do."
    - What is the balance between the "know", "understand", and "do" sections?
    - Where would you use these in your class? In lesson planning?
    - What does **rigor** mean?
    - How does each section of "know, understand, and do" support rigor?
    - Look at the Webb Level document on the DOE Website (https://doe.sd.gov/contentstandards/documents/WebbLevel.pdf)
        - How does the Webb Leveling relate to the "Know, Understand, Do"
        - What level is your instruction?
        - What level are your students?
        - Where do you do most of your instruction?
        - How can we move the balance of our instruction to more levels 3 and 4?

- **Article review:** Depending on time constraints and audience, distribute one of the following articles.
    - If your audience is primarily K-5, recommend handout "Is Your Lesson a Grecian Urn?" by Jennifer Gonzalez (https://www.cultofpedagogy.com/grecian-urn-lesson/).
    - If your audience is primarily 6-12, recommend handout "Is That Higher Order Task Really Higher Order" by Jennifer Gonzalez (https://www.cultofpedagogy.com/higher-order/).
        A. Have teachers read and annotate the article for ideas that CONNECT TO, EXTEND, or CHALLENGE their current thinking. As a group discuss each (connections, extensions, and challenges).
        OR
        B. "Chalk talk" about the article(s). See Unpacked Standards Toolkit on DOE/ELA content page

9. **Student Friendly language:** This language is intended to provide teachers with examples they can adjust to meet the needs of their own lessons when teaching this cluster of standards.
    - Where would you use this language in your classroom?
    - Where could you use this in communication with parents/community members/stakeholders?
    - How could these be used in your professional requirements? (I.e. SLOs, evaluations, lesson planning, other communication)

Think time: Ask teachers to identify the key student learning for each **Rigor and Cognitive Complexity column**, in their grade band cluster, and determine why it fits in this column. Also have teachers read the **Student Friendly Language** for this cluster, and relate this language to a lesson they teach that addresses this cluster. After a suitable amount of time, have teachers work as grade level teams to discuss their thinking.

- **Key Vocabulary:** Key vocabulary is academic language both teachers and students should be using during the instruction and learning of the cluster of standards. Key vocabulary is explicit and implicit in teaching this standard. Some of this vocabulary will need student mastery and other vocabulary words need only introduction.
    - How do you teach vocabulary?
    - Where do you embed academic vocabulary into lessons?
    - How do you keep consistent academic vocabulary and language between standards, curriculum, grade levels, and student-friendly language?
- **Relevance:** This section shows how the skills in the standards might be applied at home, on the job, or in a real-world, relevant context.
    - Where could you use this language in your classroom? How can you use this during lessons with students?

- How could this piece help create student engagement? How could this increase student learning
- Notice that this piece uses "We" language, which is a difference from the student friendly language which uses "I can." Why is this significant? Why shift to include teachers in the relevance section?
- Review the examples and discuss how this cluster can be applied to the real-world application.
- Are other examples they could provide to students to assist in real-world connections?

12. **Resources:** This section is being vetted by the DOE currently, but there will be ample resources provided. Check back to the DOE website for updates.

13. **Achievement Level Descriptors:** Their purpose is to properly assess students at the cluster level, give students opportunities to learn at this level, and give a good indication of how students will perform on standardized assessments within this cluster.
    - Where could you use this language in your class? In assessment? In a rubric?
    - How do you use the ALDs to identify the levels of your students?
    - How could you use this language with students? Parents? Administrators? Instructional coaches/curriculum directors?
    - How can you differentiate for students at their individual levels?
    - At what level is your instruction? How do you know?
    - How can we support students to move them to the higher achievement levels?
14. After looking at the unpacked standards documents, think and discuss:
    - What are the gaps between what you ***are*** teaching and what you ***should be*** teaching?
        - How can we enhance student learning by more closely aligning lessons with the standards?
        - What have you learned/found that you can use to add to/revise what you already do to more explicitly build instruction based on the standards?
        -

Think and Discuss: What have you discovered that you can use to add to/revise lessons you teach to more explicitly build instruction based on the skills found in the standards/unpacked documents?

Reflection: The above questions could be used as:

- a reflective journal entry
- an exit slip at the end of the day
- a sticky note with one of their ideas placed on a designated "parking lot"/bulletin board/chart paper for visual sharing at the end of the day/15 minutes

Talk Amongst Yourselves

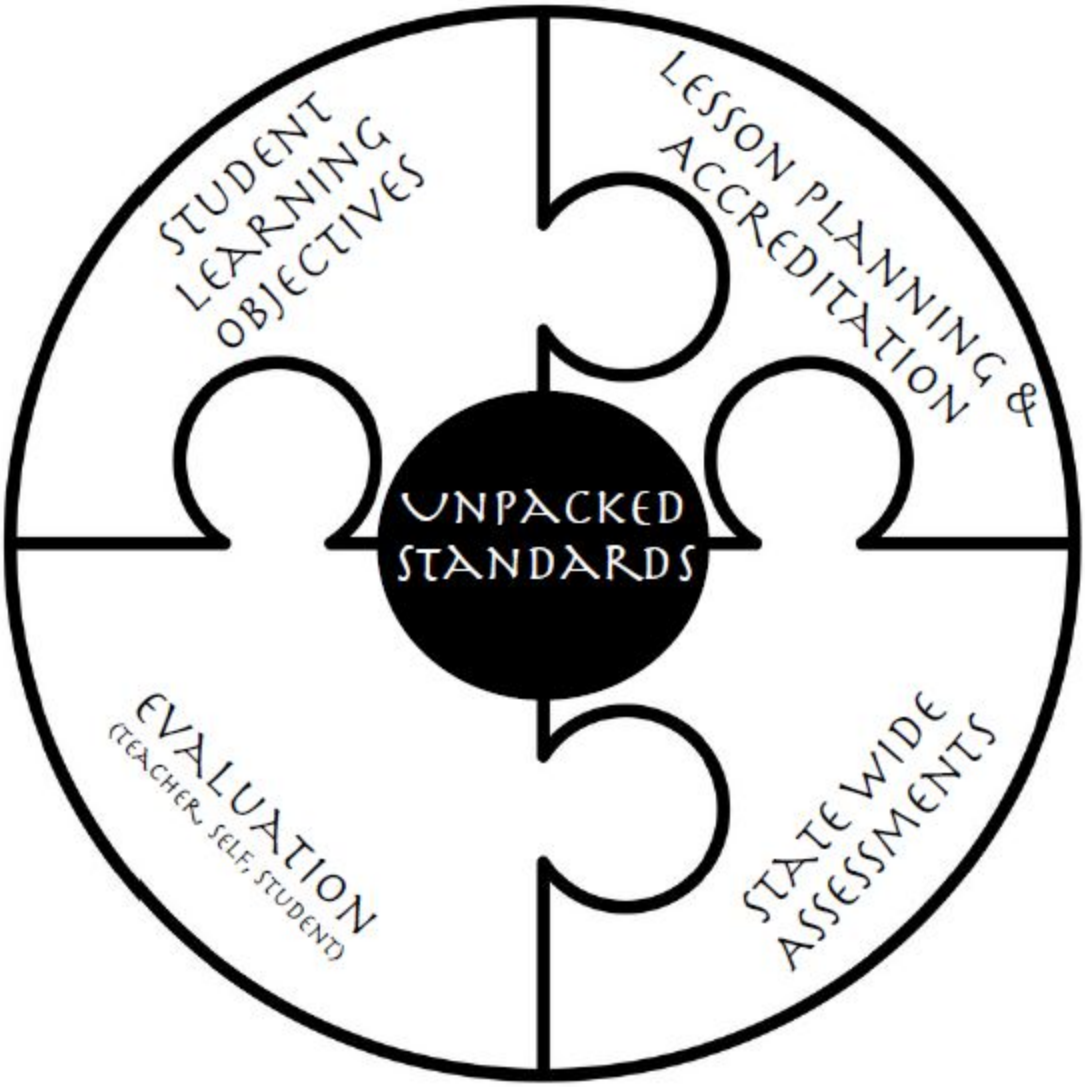
Appendix G~Poster Activity

Power Point Slide #13

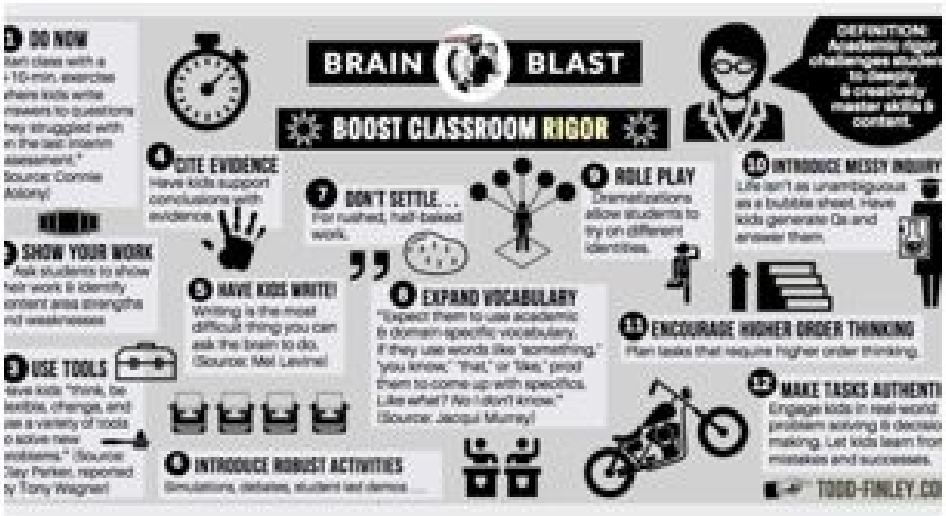
The following poster templates can be found in the next pages of this document. If there would be issues in printing these documents, please contact Teresa.Berndt@state.sd.us to have original documents emailed.

- Student Learning Visual
- How do standards support rigor?
- What does student learning and engagement look like?
- What skills can we unpack today?
- Where are the gaps?
- Why unpack standards?

STUDENT LEARNING



How do standards support rigor?



What does student learning and engagement look like??

What Skills Can We Unpack Today?

Where are the

gaps?

Why Unpack Standards?