

Title I, Part D, Subpart 2 Standards Implementation Tool

EXAMPLE

(Example text in Italics)

English Language Arts

Find content specific Wisconsin Academic Standards for each grade at

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf>

(Note: this link is for updated standards which will replace your paper copy of the 2010 standards)

Wisconsin Students Who are College and Career Ready in English Language Arts can:

1. Demonstrate independence
2. Build strong content knowledge
3. Respond to the varying demands of audience, task, purpose, and discipline
4. Comprehend as well as critique
5. Value evidence
6. Use technology and digital media strategically and capably
7. Come to understand other perspectives and cultures

4 options (choose 1)

1. Reading Literary and Informational Text
2. Writing **(Example)**
3. Speaking and Listening
4. Reading Foundational Skills (Grades K-5 Only)

*Please note: Language Standards will be integrated into each of the content areas above; it is important that language standards are not isolated into stand-alone lessons/units. Please see page 54 of the [Wisconsin Standards For English Language Arts](#) for more context on this.

Writing

Please note: Examples are included below where it seems they may be most supportive. The majority of beginning and end of year questions were intentionally left without examples, allowing for open reflection on your students' strengths and needs. Please reach out should it be helpful to have examples for any of the questions that currently do not have them.

Writing Overarching Statement:

Students proficient in the writing standards, write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames. (Complete list of writing standards can be found on page 31 of the [ELA standards](#))

Indicate the Grade Level and Selected Standard(s) of Focus:

6-8 Writing, Inquiry to Build and Present Knowledge, Standards 7, 8, and 9, pg. 42

9-12 Writing, Inquiry to Build and Present Knowledge, Standards 7, 8, and 9, pg. 45

Plan/Do

(Describe the lesson or unit and how it links to the selected standard. It is not required to include both a unit and a lesson goal. Ensure the lesson/unit goals are culturally responsive/equitable for all students.)

Unit Goals:

- *Students can take a side, form an argument, and find credible evidence to support their argument. Students will also be working on increasing fluency to improve decoding skills and comprehension. Students will demonstrate this ability by creating a written argumentative text that includes supporting evidence in response to a text shared with them by teachers.*

Lesson Goals:

- *Students will form an argumentative question to answer with support in their written argumentative text.*
 - *Text given to students is, "Everything You Wanted to Know About Indians and Were Afraid to Ask".*

Language Goals: (please see [language standards starting on page 54](#) to determine which language standards will best be integrated within this unit/lesson)

- *Invite students to analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of their argument (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).*
- *Explicitly teach that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.*

Cultural Responsiveness/Equity Lens:

- *Explicitly teach interplay of writer, audience, purpose, and mode.*
- *Use mentor texts (texts as models: print and digital) to support the teaching of writing among genres, focusing on appropriate language, use of conventions, and tone for different writing contexts.*
- *Explicitly teach strategies for generating ideas, drafting, revising, and editing among different formats and genres. Explicitly teach appropriate strategies for reading within different formats and genres (e.g., novels, short stories, plays, poetry, blogs, articles, advertisements, infographics, photos) to prepare students to maneuver among various tasks, audiences, and purposes.*
- *Examine grammar, usage, style and form focusing on how they differ based on intended purpose and audience.*

See Examples of Complete Units Below from [EL Education](#), a K-8th grade highly rated, standards aligned ELA curriculum:

- 6th Grade Unit: [Literary Argument Writing: Gather Evidence and Reflect on Multiple Perspectives](#) (see overall Module (3 units) [here](#))
- 7th Grade Unit: [Take a Stand: Ways to Reduce Plastic Pollution](#) (see overall Module (3 units) [here](#))
- 8th Grade Unit: [Write an Argument: Healthy Food Choices](#) (see overall Module (3 units) [here](#))

Plan/Do Beginning of Year Questions:

- Are your instructional materials aligned to standards? How do you know?
- In what ways do the materials honor your students' literacy strengths and thinking?
- How are the materials you're planning to use culturally appropriate/equitable for all students?
- How will the materials build on students' strengths in a culturally responsive way?

Progress Monitoring of Measurable Outcomes Beginning of Year Questions:

- What opportunities will you give to students to show their progress in learning the selected standard(s)?

EXAMPLE:

- *Students will identify arguments and supporting evidence in various texts shared with them by the teacher with gradually decreasing support until they are able to do this, independently. Teacher will model process with students by collaboratively generating an appropriate question ("Does the U.S. government treat American Indians as unjustly now as it has in the past?") they want to answer; teacher and students will then brainstorm possible sources of information/answers with teacher prompting and*

guidance; teacher and students will use possible sources, reading to answer the question and highlighting or taking notes; teacher and students will generate additional appropriate, relevant questions based on information in sources.

- How will you give specific feedback to students on their progress towards proficiency?

EXAMPLE:

- *Teacher will share a question and students will indicate understanding of appropriate, relevant sources in relation to a research question by giving a thumbs up (yes this source would answer the question) or down (no this source wouldn't answer the question) when teacher states the title of a source; teacher will give feedback, prompt, and repeat as necessary.*

- How will students prove what they know and can do?

EXAMPLE:

- *Students can use information from multiple sources (print and/ or digital) to find answers to an appropriate, personally relevant question, creating additional relevant questions based on sources.*
- *Students can verbally share with teacher and peers the answers to an appropriate, personally relevant question and additional relevant questions, as well as where they found the information/answers.*

- What are the varied ways that students can express and demonstrate what they know and can do in relation to the selected standard(s)?

EXAMPLE:

- *Students can show teacher notes (either hard copy or digital) on an appropriate, personally relevant question and their process to find answers to that question, including the sources he used to answer it.*
- *Students can create a connected piece of writing that includes an argument and supporting evidence from credible sources for that argument*
- *Students can defend their argument orally or in writing by citing evidence from credible sources.*

Study/Act End of Year Reflection Questions:

- Where did students have success in demonstrating what they know and can do?
- Where did they have challenges?
- Where did students need more support?
- How many students demonstrated proficiency in the standards addressed in this lesson?

EXAMPLE: (Reminder – this section is completed at the end of the year)

- *At the end of the year, 60% showed increased writing from 2 sentence responses to 5 sentences responses with given writing prompt.*

- *At the end of the year, 80% of students demonstrated proficiency in the identified writing goal listed above as proven by unit lesson assignment sample attached.*
- *At the end of the year, 8 out of 10 students completed this lesson standard through the writing sample. 2 students completed the writing lesson through modifications in assignment.*
- How did teacher's feedback impact student learning/development?
- If you taught this lesson again, what would you do differently and why?

EXAMPLE TOOL

Mathematics

Find content specific Wisconsin Academic Standards for each grade at

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/MathematicsStandards2021.pdf>

(Note: this link is for updated standards which will replace your paper copy of the 2010 standards)

Wisconsin Students Who are College and Career Ready in Mathematics can:

- | | |
|-----------------------------------------------------------------------------------|------------------------------------------------------------|
| MP1: Make sense of problems and persevere in solving them | MP4: Model with mathematics |
| MP2: Reason abstractly and quantitatively | MP5: Use appropriate tools strategically |
| MP3: Construct viable arguments and appreciate & critique the reasoning of others | MP6: Attend to precision |
| | MP7: Look for and make use of structure |
| | MP8: Look for and express regularity in repeated reasoning |

Mathematics

Please note: Example is included from an open source set of standards-aligned materials. The majority of the beginning and end of year questions were intentionally left without examples, allowing for open reflection on your students' strengths and needs. Please reach out should it be helpful to have examples for any of the questions that currently do not have them.

Mathematics Practice Anchor Standard:

- Students will use appropriate tools strategically to reason abstractly and quantitatively, construct viable arguments about mathematical problems and solutions and critique the reasoning of others.
- Students will model mathematics, look for and make use of structure, express regularity in repeated reasoning in order to make sense of problems.
- Students will persevere in solving them while attending to precision.

(Complete list of 8 anchor standards can be found in the Mathematics Standards Manual page 6-8)

Indicate the Grade Level and Selected Standard(s) of Focus:

8.EE.C.7 Expressions and Equations: Solve linear equations in one variable.

Plan/Do

(Describe the lesson or unit and how it links to the selected standard. It is not required to include both a unit and a lesson goal. Ensure the lesson/unit goals are culturally responsive/equitable for all students.)

Unit Goals:

- *Students will model mathematics, look for and make use of structure, express regularity in repeated reasoning in order to make sense of problems.*
- *Students will use appropriate tools strategically to reason abstractly and quantitatively, construct viable arguments about mathematical problems and solutions and critique the reasoning of others.*

Lesson Goals:

- *Students should be able to find a solution to a linear equation in one variable and explain the steps used to solve.*
- *Students can create an expression to represent a number puzzle and justify it as equivalent to another.*
- *Justify that each step used in solving an equation maintains equality.*

Language Goals: (please see [language standards starting on page 54](#) to determine which language standards will best be integrated within this unit/lesson)

- *Provide opportunities for students to demonstrate an ability to collaboratively and independently build vocabulary knowledge when providing justification for their solution strategies.*

Cultural Responsiveness/Equity Lens:

- *Provide opportunities for students to use and share in a language they are most comfortable.*
- *Emphasize authentic discussion and tasks based in inquiry.*
- *Explicitly teach and model behaviors expected for productive, collaborative conversation (including both listening and speaking).*
- *Provide appropriate scaffolds for productive collaborative conversation and work (such as sentence starters, discussion stems, or pre-teaching of vocabulary).*

See Example of a Complete Unit Below from Illustrative Mathematics, a K-12th grade highly rated, standards aligned Math curriculum:

- [8th Grade, Unit 4](#): (see all [6-8 grade units here](#); all [9-12 units here](#))

Please note: A login is required for teachers materials (free of cost)

Plan/Do Beginning of Year Questions:

- Are your instructional materials aligned to standards? How do you know?
- In what ways do the materials honor your students' literacy strengths and thinking?
- How are the materials you're planning to use culturally appropriate/equitable for all students?
- How will the materials build on students' strengths in a culturally responsive way?

Progress Monitoring of Measurable Outcomes Beginning of Year Questions:

- What opportunities will you give to students to show their progress in learning the selected standard(s)?

EXAMPLE:

- *Use a warm up to assess current understanding of solving equations. Allowing for equations that can be solved mentally and justify the solutions verbally.*
- *Use additional equations that allow for students to justify how each step guarantees that the equation is still balanced as they are working.*

- How will you give specific feedback to students on their progress towards proficiency?

EXAMPLE:

- *During activities, teacher will make notes on students' progress towards understanding equivalency and use the routine "Clarify, Critique, Correct" to support students' justification of the solution strategies and their ability to communicate that their thinking is correct.*
- *Plan time to dialogue with students to solidify their understanding of equality and how this connects to prior and future work in mathematics.*

- How will students prove what they know and can do?

EXAMPLE:

- *Students can justify solution strategies for linear equations in one variable.*

- What are the varied ways that students can express and demonstrate what they know and can do in relation to the selected standard(s)?

EXAMPLE:

- *Students will share their solution strategy either verbally or in writing. Writing can include words and/or mathematical text.*
- *Students will verbally justify equivalent equations will have the same solution.*

Study/Act End of Year Reflection Questions:

- Where did students have success in demonstrating what they know and can do?
- Where did they have challenges?
- Where did students need more support?
- How many students demonstrated proficiency in the standards addressed in this lesson?
- How did teacher's feedback impact student learning/development?
- If you taught this lesson again, what would you do differently and why?