**Title I, Part D, Subpart 2**

**Standards Implementation Tool**

**Directions**

* Complete the Standards Implementation Tool for a unit or lesson that has not yet occurred with students.
* Use the Standards Manuals (can be found online: [English](https://dpi.wi.gov/sites/default/files/imce/standards/pdf/ela-stds-app-a-revision.pdf) [language](https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf) [arts](https://dpi.wi.gov/sites/default/files/imce/standards/pdf/ela-stds-app-a-revision.pdf) and [Mathematics](https://dpi.wi.gov/sites/default/files/imce/standards/pdf/math-standards.pdf)) when completing the document to determine which grade level and standards to use.
* Educators can only complete the K-5 Reading Foundational Skills standard if they serve students in grades K-5.
* Educators will select **one** unit/lesson of focus for English Language Arts (reading literacy and informational text, writing, speaking and listening, or language) and **one** unit/lesson of focus for Math as representative of instruction for the year. Note that one English language arts lesson may address multiple literacy standards, so in those cases choose the standards of greater emphasis. It is not necessary to complete the Standards Implementation Tool for every unit/lesson.
* Complete the Plan/Do and Progress Monitoring sections in BLACK TEXT by ***December 18, 2020***.
* Complete the Study/Act section in BLUE TEXT ***by June 4, 2021***. **Do not complete this section for the first submission.**
* LEAs & institutions with Title I, Part D, Subpart 2 programs should complete andsubmit **one** form to DPI by sending this form to [daniel.bomberg@dpi.wi.gov](mailto:daniel.bomberg@dpi.wi.gov). The LEA receiving the funding should work in conjunction with the educators at the institution to complete this tool.
* **The LEA must submit one Standards Implementation Tool for each program that receives Title I-D funding in the LEA.**

**To complete each section:**

* The Standard Overarching Statement (shaded in a gray box) must remain for each section on the blank document.
* Choose one grade level and provide the standards of focus under that grade level.
  + Focus on the anchor standard to be met by students and not on the grade level of students when choosing which standards to focus on.
* Choose to reflect on **one lesson** or a **whole unit**. 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.
* Complete the Plan/Do and Progress Monitoring sections in BLACK TEXT by ***December 18, 2020***.
* Complete the Study/Act section in BLUE TEXT ***by June 4, 2021***.

*This document has been created through a collaborative effort between DPI, LEA and Title I, Part D, Subpart 2 Institution staff.*

**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*](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

**5 options (choose 1)**

1. [**Reading Literary and Informational Text**](#ReadingLiteraryInformationalText)
2. [**Writing**](#Writing)
3. [**Speaking and Listening**](#SpeakingListening)
4. [**Language**](#Language)
5. [**Reading Foundational Skills**](#K5Reading) **(Grades K-5 Only)**

***Reading Literary and Informational Text***

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| **Reading Literary and Informational Text Overarching Statement:**  Students proficient in the reading standards, read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one’s experiences and experiences of others. This includes independently and proficiently understanding grade-level text.  *(Complete list of reading standards found on page 21 of the* [*ELA standards*](https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf)*)* | |
| **Indicate the Grade Level and Selected Standard(s) of Focus:** | |
| **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:  Lesson Goals:  Cultural Responsiveness/Equity Lens: |
| **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)? * How will you give specific feedback to students on their progress towards proficiency? * How will students prove what they know and can do? * What are the varied ways that students can express and demonstrate what they know and can do in relation to the selected standard(s)? | |
| **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? | |

***Writing***

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| **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*](https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf)*)* | |
| **Indicate the Grade Level and Selected Standard(s) of Focus:** | |
| **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:  Lesson Goals:  Cultural Responsiveness/Equity Lens: |
| **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)? * How will you give specific feedback to students on their progress towards proficiency? * How will students prove what they know and can do? * What are the varied ways that students can express and demonstrate what they know and can do in relation to the selected standard(s)? | |
| **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? | |

***Speaking and Listening***

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| **Speaking & Listening Overarching Statement:**  Students proficient in the Speaking & Listening standards, listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.  *(Complete list of speaking and listening standards found on page 47 of the* [*ELA standards*](https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf)*)* | |
| **Indicate the Grade Level and Selected Standard(s) of Focus:** | |
| **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:  Lesson Goals:  Cultural Responsiveness/Equity Lens: |
| **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)? * How will you give specific feedback to students on their progress towards proficiency? * How will students prove what they know and can do? * What are the varied ways that students can express and demonstrate what they know and can do in relation to the selected standard(s)? | |
| **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? | |

***Language***

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| **Language Overarching Statement:**  Students proficient in the Language standards, demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context  *(Complete list of language standards found on page 55 of the* [*ELA Standards*](https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf)*)* | |
| **Indicate the Grade Level and Selected Standard(s) of Focus:** | |
| **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:  Lesson Goals:  Cultural Responsiveness/Equity Lens: |
| **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)? * How will you give specific feedback to students on their progress towards proficiency? * How will students prove what they know and can do? * What are the varied ways that students can express and demonstrate what they know and can do in relation to the selected standard(s)? | |
| **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? | |

***K-5 Reading Foundational Skills***

***(Only to be completed by facilities who serve K-5 students)***

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| **Reading Foundational Skills Standards:**  These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines  *(Complete list of reading foundational standards can be found on page 16 of the* [*ELA standards*](https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdfmselves;%20rather,%20they%20are%20necessary%20and%20important%20components%20of%20an%20effective,%20comprehensive%20reading%20program%20designed%20to%20develop%20proficient%20readers%20with%20the%20capacity%20to%20comprehend%20texts%20across%20a%20range%20of%20types%20and%20disciplines)*)* | |
| **Indicate the Grade Level and Selected Standard(s) of Focus:** | |
| **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:  Lesson Goals:  Cultural Responsiveness/Equity Lens: |
| **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? | |
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| **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? | |

***Mathematics***

*Find content specific Wisconsin Academic Standards for each grade at* [*https://dpi.wi.gov/sites/default/files/imce/standards/pdf/math-standards.pdf*](https://dpi.wi.gov/sites/default/files/imce/standards/pdf/math-standards.pdf) *or in your print copies of the standards*

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

1. Make sense of problems and persevere in solving them

2. Reason abstractly and quantitatively

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics

5. Use appropriate tools strategically

6. Attend to precision

7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning

***Mathematics***

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| **Mathematics 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)* |

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| **Indicate the Grade Level and Selected Standard(s) of Focus:** | |
| **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:  Lesson Goals:  Cultural Responsiveness/Equity Lens: |
| **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)? * How will you give specific feedback to students on their progress towards proficiency? * How will students prove what they know and can do? * What are the varied ways that students can express and demonstrate what they know and can do in relation to the selected standard(s)? | |
| **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? | |