K-2 Description of Template Components

A

Essential Questions: Dimension I

The essential question is the driving force behind the unit that supports instructional delivery. For example, an essential question for a particular unit might be *How Living Things Grow*. The teacher would consistently and periodically state to the class, "In our new unit, we will learn how different living things grow." The restatement of the essential question of the unit then drives instruction and assessment for a particular unit of study.

B

Alignment to the Depth of the Common Core: Dimension I

The multi-day lesson plan/unit targets a set of grade-level Common Core Standards (CCSS), matching the explicit purpose for instruction. The targeted standards are marked with an * and are the standards that are covered in the unit that are directly assessed. The additional standards are addressed throughout the unit, but not assessed. Complete lessons/units should cover several of the following areas: reading, writing, speaking/listening, and language.

C

Student Learning Outcomes: Dimension I

Students must have a clear sense of learning outcomes stated in student-friendly language. Statements students can personalize in goal setting are often effective. Personal statements of learning are usually written in "I can" or "I am learning" statements. Student tasks should be at varying levels of cognitive complexity. Webb's Depth of Knowledge is one point of reference for assessing cognitive complexity.

Webb's Depth of Knowledge
What will be the complexity of the task as it is measured against the framework of rigor & relevance? Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference about student engagement with the content, *rigor* or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. (Webb, 1997)

- **DOK-1**: *Recall & Reproduction* — Recall a fact, term, principle, or concept; perform a routine procedure.
- **DOK-2:** *Basic Application of Skills/Concepts* — Use information, conceptual knowledge; select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.
- **DOK-3:** *Strategic Thinking* — Reason or develop a plan to approach a problem; employ some decision-making and justification; solve abstract, complex, or non-routine problems, complex. (DOK-3 problems often allow more than one possible answer.)
- **DOK-4:** *Extended Thinking* — Perform investigations or apply concepts and skills to the real world that require time to research, problem solve, and process multiple conditions of the problem or task; perform non-routine manipulations across disciplines, content areas, or multiple sources.

D

Key Shifts: Dimension II

Close Reading/Close Listening: Reading and/or listening to text(s) closely makes examining textual evidence, and discerning deep meaning a central focus of instruction. This requires multiple readings/hearings of text. Please see Appendix A of the CCSS at www.corestandards.org for more information about text complexity.

Text Dependent Questions: As the name suggests, a text dependent question specifically asks a question that can only be answered by referring back to the text being read. Bloom's Taxonomy is one point of reference for assessing the level of questioning.

See order of Bloom's Taxonomy below:

Bloom's Revised Taxonomy

Remembering: Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce, state
Understanding: Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: Can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: Can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: Can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write

Writing from Sources: Writing from Sources requires students to draw evidence from texts. Students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas and they should address increasingly demanding content and sources. Writing should be routinely incorporated in many areas of multi-day lessons/units.

Academic Vocabulary: Academic vocabulary consists of building students' knowledge of *Tier 2* words. *Tier 2* consists of high frequency words that occur across content areas. (e.g., details, evidence, question) These words occur often in conversations and text, and therefore strongly influence speaking and reading. *Tier 3* consists of words specific to a content area. (e.g., water cycle=science, island=geography, verb=english). It is recommended that research-based strategies are implemented when teaching vocabulary.

E

Instructional Supports: Dimension III

Instructional supports are practices that provide all students with multiple opportunities to engage with text. This includes appropriate supports so that students directly experience the complexity of texts. Instruction focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions, differentiated tasks and other supports that build toward independence. Appropriate supports should be in place for students who are English Language Learners, have disabilities, or read below grade level. Supports are gradually removed, requiring students to demonstrate their independent capacities. Extensions and/or more advanced texts should be incorporated for students who read above grade level.

F

Assessments: Dimension IV

Assessments are tools that elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted grade level CCS standards. Formative and summative assessments should be designed to assess the set of grade-level Common Core Standards listed in Section B: *Alignment to the Common Core*: Dimension I

- *Formative Assessments* are part of the instructional process. When incorporated into classroom practice, formative assessments inform both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve targeted standards.

- *Summative Assessments* are given periodically to determine, at a particular point in time, what targeted standards have been independently mastered.