

KYAE Common Core Standards PD FY 2012-2013  
Translating Standards into Curriculum  
**Course Map**

**Learning Communities Unit 2A**

**Course Goals**

Recap Unit One and its application to program development

Receive an overview of Unit Two and learn processes for identifying lead standards and developing coherent Units of instruction

Apply processes for developing coherent units of instruction

**Course Objectives**

1. Review Unit One
2. Discuss progress made with tools learned in Unit One

1. Recognize the purpose, content, and process for Unit 2 –Translating Standards into Curriculum
2. Identify lead standards
3. Develop part of a unit of instruction

1. Develop four units of instruction

**Activity**

Complete and debrief a graffiti board  
List progress made on with tools used in Unit One

Write a purpose for Unit 2  
Summarize criteria for lead standards in 7 words or less  
Complete a chart for identifying lead standards  
Begin to complete a unit of instruction

Complete four units of instruction and post on ANGEL

**Format/Timeframe**

Face-to-Face  
9:00 AM – 4:00 PM

Team Activity  
Program Site  
4 weeks following face-to-face

“Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

“The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards build upon the foundation laid by states in their decades-long work in crafting high-quality educational standards. The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.”

“The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.”

“The standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, and listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understanding required for college and career readiness in multiple disciplines.”

“As a natural outgrowth of meeting the change to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. The (Standards) have wide applicability outside the classroom or workplace.”

Excerpts taken from <http://www.corestandards.org/about-the-standards> and *The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*.

# College and Career Readiness Anchor Standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workplace training programs and be ready to succeed. They are the overarching / anchor standards for the grade-specific common core standards.

## Reading Standards: Text complexity and growth of comprehension

Includes Reading Standards for Literature (RL) and Reading Standards for Informational Text (RI)

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

## Language Standards (L): Conventions, effective use, and vocabulary

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## Writing Standards (W): Text types, responding to reading and research

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Speaking and Listening Standards (SL)

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- Guide does not include Literacy in History/Social Studies, Science and Technical Subjects

## Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

- ✓ Demonstrate independence
- ✓ Build strong content knowledge
- ✓ Respond to the varying demands of audience, task, purpose, and discipline
- ✓ Comprehend as well as critique
- ✓ Value evidence
- ✓ Use technology and digital media strategically and capably
- ✓ Come to understand other perspectives and cultures

## Key Design Considerations of the Common Core Standards

- To increase focus on students' results rather than teachers' means of instruction or strategy
- To provide an integrated model of literacy with emphasis on communication
- To embed the inclusion of research and media skills throughout the standards
- To promote an interdisciplinary shared responsibility for students' literacy
- To emphasize reading and writing informational text
- To provide a focus and coherence in instruction and assessment

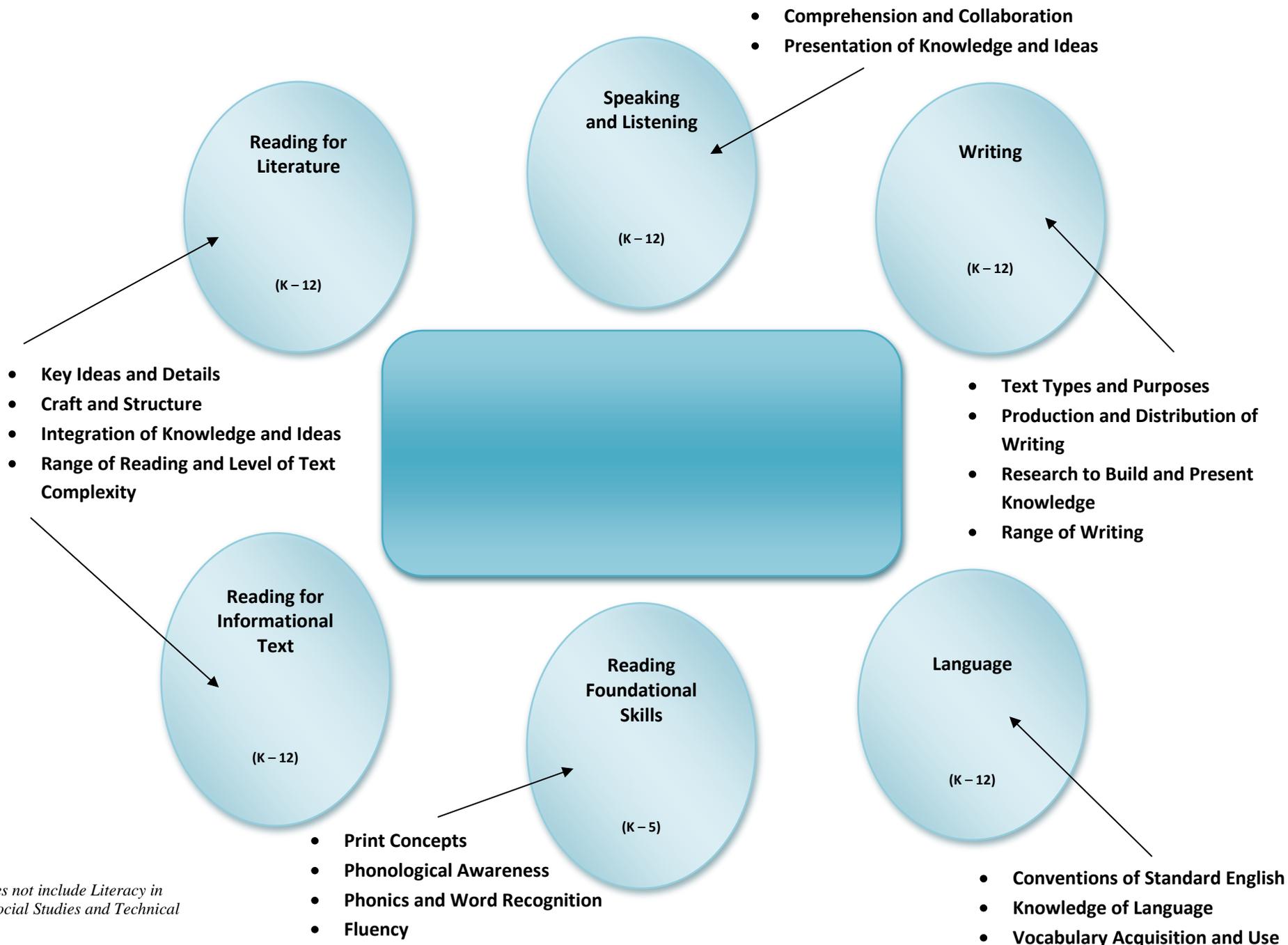
Source: *The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.*

## What is Not Covered by the Common Core Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. They do not provide instructional strategies or activities.
2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers.
3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. Advanced work should be made available.
4. The Standards set grade-specific standards, which are guideposts along the way to college and career readiness. They do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs.
5. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs.
6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. The literacy standards may be applied to all content areas.

*“The K – 12 grade-specific standards define end-of-year expectations and cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The 9 – 12 grade-specific standards work in tandem with the College and Career Readiness (CCR) standards – the former providing broad standards, the latter additional specificity.”*



*Guide does not include Literacy in History/Social Studies and Technical Subjects*

## College and Career Readiness (CCR) Anchor Standard vs. Grade-Specific Standards

This page provides an example of the relationship between the grade-specific standards and the CCR Anchor Standards.

The second CCR anchor standard for Reading is **“Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.”** Below are the grade specific standards for Reading for Literature and Reading for Information that lead to the CCR anchor standard above.

### Reading for Literature

RLK.2 With prompting and support, retell familiar stories, including key details.

RL1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL9/10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL11/12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

### Reading for Information

RIK.2 With prompting and support, identify the main topic and retell key details of a text.

RI1.2 Identify the main topic and retell key details of a text.

RI2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI9/10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI11/12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

## Key Acronyms:

CCS	Common Core Standards
CCR	College and Career Readiness
ELA	English Language Arts
L	Language Standards
RF	Reading Standards Foundational Skills
RI	Reading Standards for Informational Text
RL	Reading Standards for Literature
SL	Speaking and Listening Standards
W	Writing Standards

## Key Terms: Terms are in the order of broad to more specific

**Discipline** – Major subject heading (e.g. English Language Arts, Math, ESL, etc).

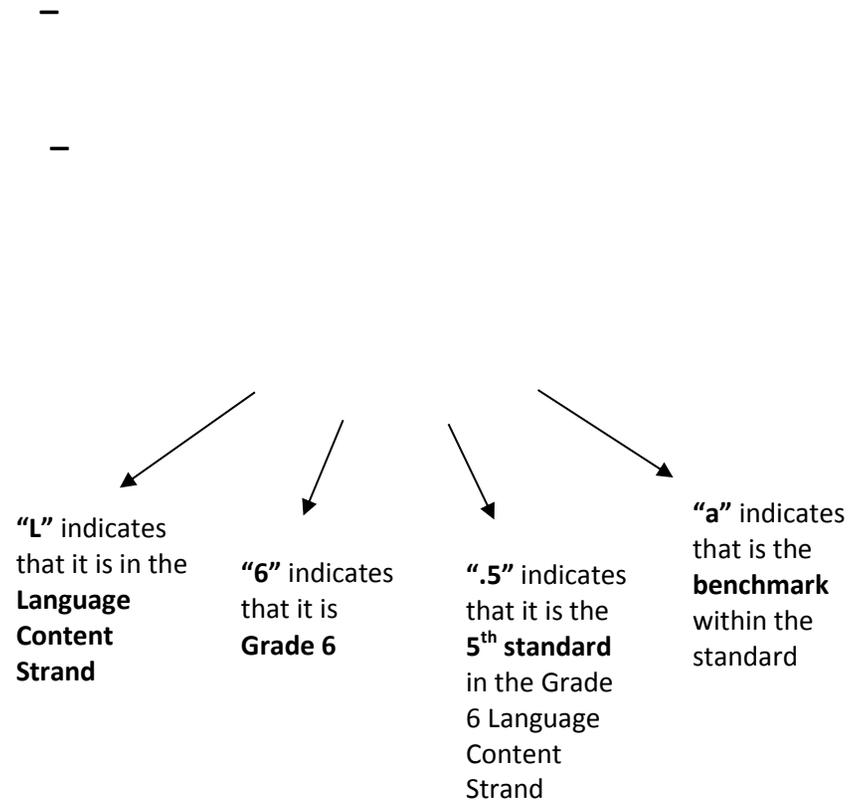
**Content Strand** – Any given content area within a discipline as it crosses multiple grade levels. Each content area is headed by a strand-specific set of CCR Anchor Standards (e.g. Reading for Information, Reading for Literature, Foundational Skills, Writing, Language, Speaking and Listening).

**Anchor Standard** – A College and Career Readiness (CCR) standard, which indicates general, cross-disciplinary literacy expectations that must be met to prepare to enter college and workforce training.

**Content Strand Heading** – Each content strand has several headings that cluster a set of standards together within that content strand within a grade-level.

**Grade-Specific Standards**- The K-12 grade-specific standards define year-end expectations for each grade level. They correspond to the College and Career Readiness Anchor Standards by providing grade-level specificity for that anchor standard.

**Benchmark** – The most specific and finite level of a given standard.



## Criteria for Identifying Lead Standards

**I. Prerequisite to Further Study:** A standard that prepares a student for the next level of study in the content area; a standard required for the next level of instruction.

Examples in ELA might include speaking about basic needs using simple learned phrases before learning how to converse on familiar topics related to self and community with strings of sentences.

Examples in ABE and ASE reading and writing might include learning to answer basic questions about text before attempting higher levels of analysis; understanding the distinguishing features of a sentence before being asked to write complete sentences; or being able to write sentences before moving on to writing coherent paragraphs.

Examples in mathematics might include teaching addition and subtraction as inverse operations of each other before moving on to teaching their relationship to multiplication and division.

**II. Cumulative Power:** A standard that includes or incorporates other standards. By assessing a given lead standard, one would also assess the student's command over several other standards.

Examples might include the ability to write persuasive essays, give a presentation, or construct an argument. For each of these, students must master a variety of content and skills to write or speak with a purpose in mind.

**III. Endurance:** A standard that qualifies as an important life skill; the knowledge and skills embedded in the standard have lasting value to a student beyond the course in which they are learned.

Examples might include understanding percentages (sales tax, tips, etc.) and graphic representations of data (found in the daily popular press); distinguishing fact from opinion and constructing an argument; or simply developing vocabulary or summarizing and paraphrasing a text.

**IV. Leverage:** A standard that is applicable to other disciplines or content areas.

Examples might include writing, using research skills, applying probability concepts, understanding a main idea and important details, or determining an author's purpose.

## Identifying Lead Standards - Example

**Purpose:**

- Streamlines and prioritizes content
- Allows for essential content to be covered in the allotted time
- Creates a solid foundation for other important knowledge and skills
- Guidepost for focusing instructors and students through learning process

**Detailed Process:**

1. As a group, review the Criteria for no more than five minutes
2. Individually, use the Criteria to *quickly* move through one level and **mark** the standards you rate as “most essential” with a “yes” under the “Lead Standard” column
3. Individually, **assign** a score in the appropriate column: 4=absolutely essential, 3=essential, 2=less essential, 1=nice to know
4. Individually, **record** notes about the criteria connection(s) to the four listed areas
5. As a group, **share** information and **determine** lead standards

Standards <small>Refer to the Standards Document</small>		Lead Standard? <small>Yes or No</small>	Score <small>Assign 1-4</small>	Criteria for Lead Standard <small>Prerequisite? Cumulative Power? Endurance? Leverage?</small>	
Reading for Literature Grade 2 (RL2)	Key Ideas and Details	1			
		2			
		3			
	Craft and Structure	4			
		5			
		6			
	Integration of Knowledge and Ideas	7			
		8			
		9			
	Range of Reading and Level of Text Complexity	10			

## Identifying Lead Standards – Guided Practice

Standards Refer to the Standards Document			Lead Standard? Yes or No	Score Assign 1-4	Criteria for Lead Standard Prerequisite? Cumulative Power? Endurance? Leverage?
Writing Grade 2 (W2)	Text Types and Purposes	1			
		2			
		3			
	Production and Distribution of Writing	4			
		5			
		6			
	Research to Build and Present Knowledge	7			
		8			
		9			
	Range of Writing	10			

**Template for Unit of Instruction**

Content Area: \_\_\_\_\_ Level: \_\_\_\_\_

Unit #: \_\_\_\_\_ Title: \_\_\_\_\_ Estimated Timeframe: \_\_\_\_\_

Lead Standard(s)	Supporting Standards	Rationale for Cluster	Supporting Resources Chapters and Page Numbers	Sample Task or Assignment

## KYAE Common Core Standards PD FY 2012-13

## Sample Unit of Instruction

Content Area: GED Reading and Writing Level: 3Unit #: 4 Title: Varied Viewpoints Estimated Timeframe: 6 to 8 hours

Lead Standard(s)	Supporting Standards	Rationale for Cluster	Supporting Resources Chapters and Page Numbers	Sample Task or Assignment
<b>IT-A.7 Compare and contrast readings on the same topic and explain how authors reach different conclusions, beginning with each author's stated position.</b>	<p>IT-A.7. Determine an author's position (i.e., what the author is arguing), providing supporting evidence from the text.</p> <p>IT-DP.4. Evaluate the adequacy of details and facts to achieve a specific purpose.</p> <p>IT-E.1. Compare (and contrast) the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.</p>	<p>In this unit, students learn how to investigate texts presenting various perspectives on a topic of interest. For each text, students first must learn to identify the author's purpose, central ideas, and supporting details, as well as determine how well the author has achieved his or her purpose.</p> <p>Students then are ready to compare/contrast these aspects across texts and arrive at their own position on the topic.</p>	<p>Resource X, Chapter xx, pages 43–51</p> <p>Resource X, Chapter xx, pages 76–94</p>	<p>Students compare and contrast argumentative essays on whether taxes should be raised to support schools. Analyze and evaluate one essay as a class, another essay in small groups, and then multiple essays within small groups or individually. Ask students to present their findings to the class. A matrix is developed to compare and contrast key features across the essays.</p>
<b>W-E.3 Create multi-paragraph essays that</b> <ul style="list-style-type: none"> <li>• include a thesis statement,</li> <li>• use logical organization, and</li> <li>• make effective use of detail and evidence.</li> </ul>	<p>EL.4. Identify and use correct punctuation.</p> <p>EL.5. Use correct capitalization.</p> <p>EL.2. Identify and use correct verb tenses.</p> <p>EL.3. Identify seven basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition).</p>	<p>Once students have learned how authors' lay out and support a particular position, they are ready to develop their own argument for or against a proposition in a multi-paragraph essay. The elements of such an essay are explored.</p> <p>During drafting and editing, students engage in activities to learn/review and apply standard forms of capitalization, punctuation, and grammar.</p>	<p>Resource Y, Chapter xx, pages 12–20, 52–57</p>	<p>Students write an argumentative essay presenting their own position on whether taxes should be raised to support schools. Students develop a logical argument, using facts and details they have gathered from their reading and from other experiences with the topic.</p>

## Unit of Instruction- ELA Example

Content Area: English Language Arts

Level: 3<sup>rd</sup> Grade (NRS level 2)

Unit # 5

Title: Challenges

Estimated Timeframe: 6-8 hours

Lead Standard(s)	Supporting Standards	Rationale for Cluster	Supporting Resources Chapters and Page Numbers	Sample Task or Assignment
<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events).</p>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text.</p> <p>R.L3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>R.L3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>In this unit, students will explore a variety of literature in order to analyze and describe various characters in each text. In order to do so, the students will first be able to ask and answer questions in order to identify clues in the text, which will enable them to determine a character's traits, motivation and feelings. Then they will explain how the character's actions contribute to the sequence of events.</p>	<p>Choose various literary texts that meet the needs and interests of your students in terms of the complexity (i.e., lexile band 2-3<sup>rd</sup> grade 450-790) and qualitative elements such as levels of meaning, structure and language conventions.</p> <p>Examples:</p> <p>Hamilton, Virginia. <i>M. C. Higgins, the Great</i>. New York: Simon &amp; Schuster, 1999.</p> <p>Sarah Plain and Tall by Patricia MacLachlan pages 38 &amp; 39.</p>	<p>Using a character traits graphic organizer, (e.g., <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45CpartOne.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45CpartOne.pdf</a>) students record examples from the text such as a character's thoughts, feelings, actions and goals. After these examples have been recorded, discuss with the students the various character traits that align with these examples using a list of character traits for a reference. Students then add possible character traits to the graphic organizer.</p>

<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>W.3.4 With guidance and support from instructor produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and instructors, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1h Use coordinating and subordinating conjunctions.</p> <p>L.1i Produce simple, compound, and complex sentences.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2a Capitalize appropriate words in titles.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.3.3a Choose words and phrases for effect.</p>	<p>Once students are able to describe character traits, they will then be able to choose a person that has faced many challenges in his/her life to research and then utilize this information to create an informative piece of writing.</p> <p>In order to do so, they must first be able to recall information from experience and conduct research in order to organize and develop a writing piece. The writing piece should demonstrate command of the conventions of standard English.</p>	<p>Assist students in using various informational texts and websites to gather information about their subjects.</p>	<p>Students organize various facts gathered about chosen topic by creating a timeline of information (e.g., timeline software-SmartDraw).</p>
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List three ways identifying lead standards and developing units of instruction will impact how we deliver lessons.

Learning Community # \_\_\_\_\_

Program: \_\_\_\_\_

Name: \_\_\_\_\_

1.

2.

3.

In what ways do you believe the Lead Standards Approach will benefit your students?

What questions, comments or concerns keep spinning in your head?