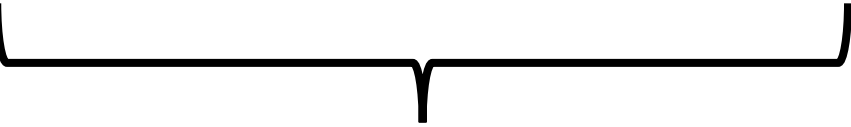


**Grade Level Standard:
(Essential Element/Core Content Connector)**

Student friendly:

Derived from Grade Level Proficiency			Grade Level Proficiency		Extending from Grade Level Proficiency		
Approaching (Access Point)			Essential	Confident	Expanding (Challenge Point)		
Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor	Successor		
Very foundational understanding	Building prerequisite concepts	Closely related prerequisite skills	Essential understanding of grade level	Full understanding of grade level	More complex understanding beyond grade level		
Early Emergent (EE)	Emergent (E)	Transitional (T)	Beginning Conventional	Later Conventional/ Grade Level	Grade Level & Beyond: Reflective (R)	Grade Level & Beyond: Connected (C)	Grade Level & Beyond: Innovative (I)
- Can attend to pictures, symbols, objects, shared experiences - Can match - Can identify - Can respond to choices	- Can read and use familiar words and text - Can identify simple patterns - Can connect symbols with meaning	- Can read familiar academic language - Can use multiple cues - Can apply strategies that are modelled	Can read text fluently enough to access grade level text using UDL supports and strategies (even if not yet reading at grade level)	Can read text fluently enough to access grade level text	Can deepen understanding through analysis and evaluation	Can transfer learning across contexts and disciplines	Can creates, designs, investigates, or improves



Choose based on students in your class



Choose based on students in your class

Example: Grade 6/7 ELA & Core Competencies

- **Backwards Design:** to determine context and learning targets
- **Learning Continuum:** that reflects the range of learners
- **Tasks & Activities:** that differentiate evidence of student learning AND build skills

Grade: 6/7	Subject Area/ Course: ELA	
	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	Exploring stories and other <u>texts</u> helps us understand ourselves and make connections to others and to the world.	We understand that exploring stories and other texts helps me learn more about myself, connect with other people, and better understand the world around me.
What do students need to know?	Strategies and processes (metacognitive strategies, writing processes, oral language strategies) Story/Text (form)	We know that strategies and processes help me think about my learning, communicate my ideas, and improve my speaking, reading, and writing.
What do students need to do?	Construct meaningful personal connections between self, text, and world	We can make meaningful connections between ourselves, the texts we read, and the world around us.
What do students need to do?	Exchange ideas and viewpoints to build shared understanding and extend thinking	We can share and discuss ideas with others to build understanding and help everyone learn more.
What do students need to do?	Transform ideas and information to create original texts	We can use ideas and information in new ways to create original texts and express my thinking.
What competencies do students need to develop? (Decided based on needs of class)	Personal Awareness and Responsibility - self determination - self regulation	- We can be personally aware and responsible by being self determined - We can be personally aware and responsible by being self regulated

Grade: 6/7	Subject Area/ Course: ELA		Name:	
Provoking & Guiding Unit Question(s)	How do stories and text help us to understand, care for, and be responsible to ourselves, and others?			
Grade Level Standards	Approaching (1) (Access Point)	Essential Grade Level Proficiency (2)	Confident Grade Level Proficiency (3)	Expanding (4) (Challenge Point)
<i>We know that strategies and processes help me think about my learning, communicate my ideas, and improve my speaking, reading, and writing.</i>	• I know the supports that I need to understand what I read, and how I communicate my thinking	• I know strategies and processes that help me think about my learning, communicate my ideas, and improve my speaking, reading, and writing	• I know I can choose and use strategies that best support my learning and communication in different situations.	• I know thinking about the strategies I use helps me understand what works best for my learning.
<i>We can make meaningful connections between ourselves, the texts we read, and the world around us.</i>	• I can notice when something in a text reminds me of my own life	• I can make connections between myself, other texts, and the world around me	• I can explain how my connections help me understand a text better.	• I can reflect on how my experiences and perspectives influence the way I understand a text
<i>We can share and discuss ideas with others to build understanding and help everyone learn more.</i>	• I can take turns listening, asking questions, and sharing my thinking	• I can exchange ideas and viewpoints with others to build understanding and extend my thinking	• I can ask thoughtful questions, build on others' ideas, and explain my thinking clearly.	• I can lead meaningful discussions by encouraging different perspectives, asking insightful questions, and helping our group develop new ideas together.
<i>We can use ideas and information in new ways to create original texts and express my thinking.</i>	• I can use what I learn to create something new.	• I can organize ideas and information to create an original piece of writing or another type of text	• I can use ideas from different sources to create original texts for different purposes and audiences	• I can creatively combine ideas, information, and different forms of communication to create original texts that inspire, inform, or persuade others

Grade: 6/7	Subject Area/ Course: ELA		Name:	
Provoking & Guiding Unit Question(s)	How do stories and text help us to understand, care for, and be responsible to ourselves, and others?			
Core Competency Self Assessment	Emerging	Developing	Growing	Thriving
Personal Awareness and Responsibility • self determination <i>We can be personally aware and responsible by being self determined</i>	• I can set a goal that is meaningful to me	• I can create and follow a plan that I have made to meet a goal	• I can accomplish a goal • I can celebrate my efforts and accomplishments	• I can adjust a plan that I have made to be able to meet a goal
Personal Awareness and Responsibility • self regulation <i>We can be personally aware and responsible by being self regulated</i>	• I know what support I need to meet a goal	• I can persevere when learning feels hard	• I can advocate for my myself and my needs	• I can take initiative and make change in myself

	My core competency goal for this unit	Date:
highlight	My core competency self assessment for this unit	Date:
	The next core competency goal I want to focus on	Date:

Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written/ Abstract	Speaking/ Showing	Kinesthetic / Concrete	Visual/ Pictorial
1. We know that strategies and processes help me think about my learning, communicate my ideas, and improve my speaking, reading, and writing.	Summative Task 1: Create a 3D model that represents your understanding of being personally aware & responsible (new form) Goals: 1, 2, 4		X	X	X
2. We can make meaningful connections between ourselves, the texts we read, and the world around us.	Summative Task 2: Describe how being personally aware & responsible connects to and can help you and others in our classroom community (choice of letter, comic, presentation) Goals: 1, 2, 3, 4	X			X
3. We can share and discuss ideas with others to build understanding and help everyone learn more.					
4. We can use ideas and information in new ways to create original texts and express my thinking.					

Learning Standard: We can use ideas and information in new ways to create original texts and express my thinking.

What is a 3D model?

- a three-dimensional object that helps us explore, explain, or share an idea
- a model is not the real thing—it *stands for* or *represents* something else
- a bridge between an idea and the real world.
- a way to make invisible thinking visible

Why is a 3D model useful as a form of text?

- To see, explore, and understand something in a way that a flat picture cannot
- To understand how parts fit together.
- To show how something works
- To share and explain ideas in a hands-on way.
- To try out ideas and make improvements
- To explain something that is hard to imagine

When would be a good time to use a 3D model to show my thinking?

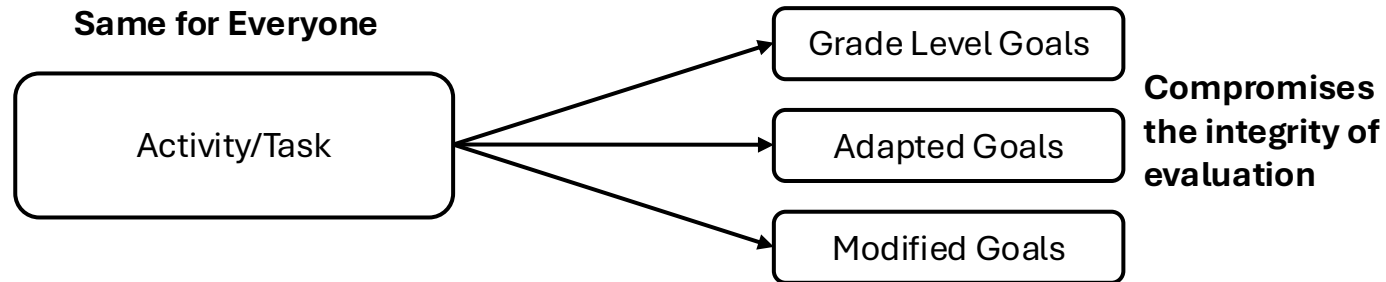
- A 3D model is a good text form to use when you need to explain something that might be hard to understand with just a picture or writing

How do I build a 3D model? (Co-Constructed)

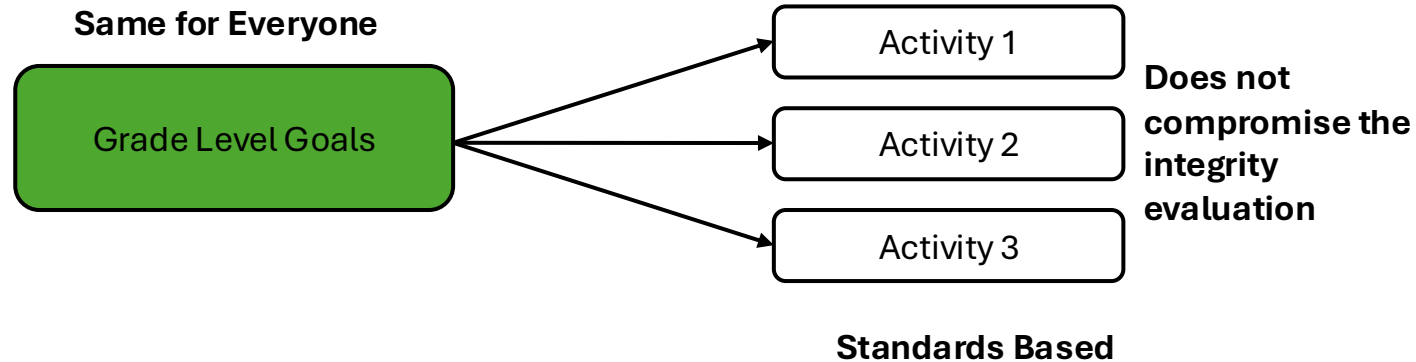
My 3D model MUST	My 3D model CAN	My 3D model COULD
☐ have a clear three-dimensional shape (not flat) ☐ include important parts so it is clear what the model is ☐ be able to be viewed from multiple angles ☐ make thinking visible	☐ represent something else/ be a metaphor ☐ include details that make the model more realistic. ☐ have different heights, depths, and layers to show how parts fit together.	☐ have moving or interactive parts. ☐ have parts that can be taken apart or explored from the inside. ☐ include working features that demonstrate how something functions.

Determining the Learning Standard

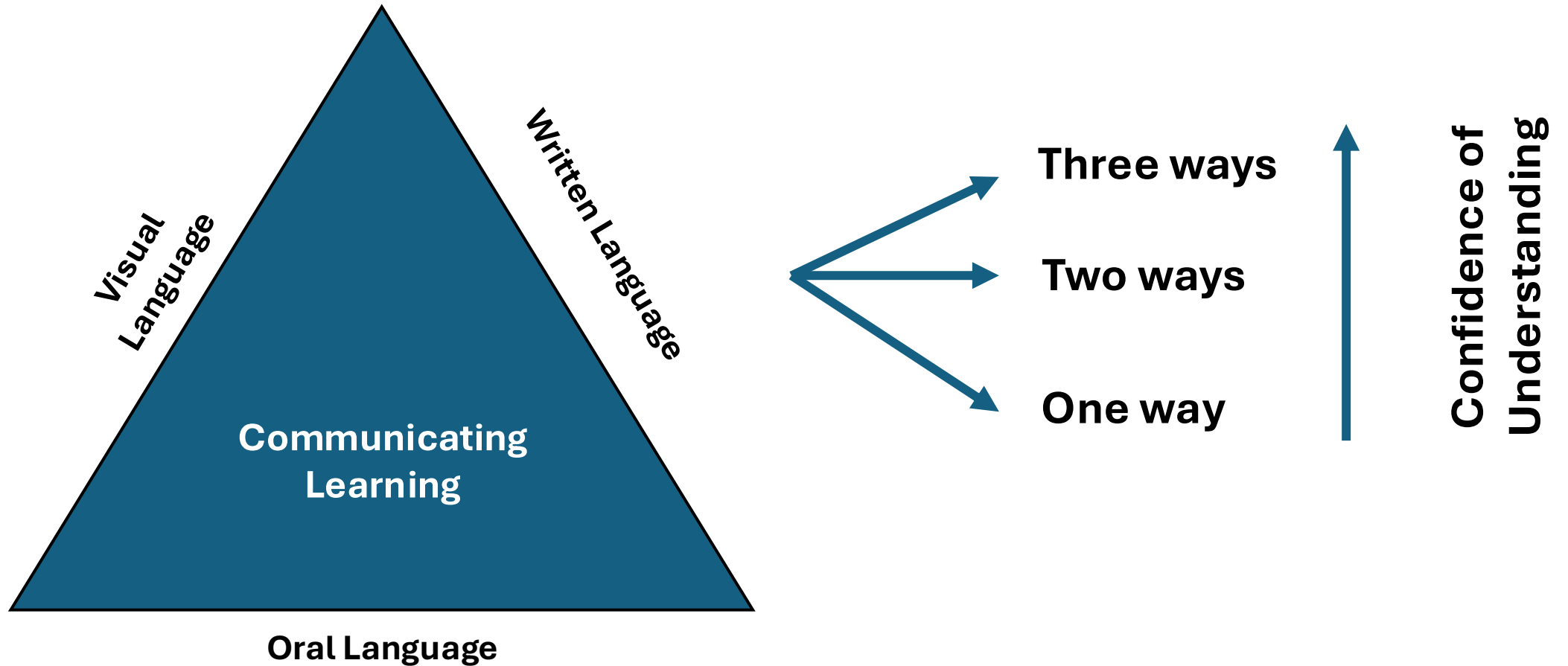
Forward Design



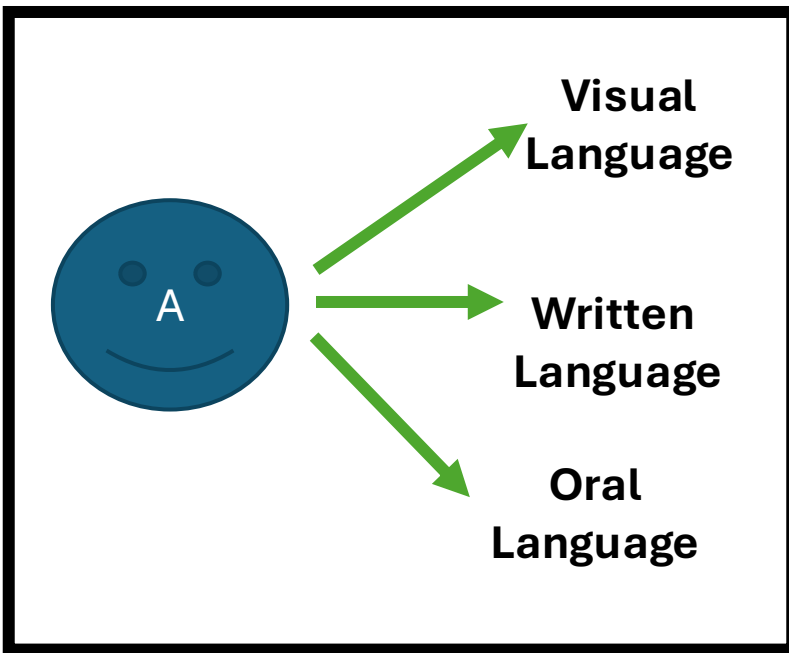
Backward Design



How do students show what they know?



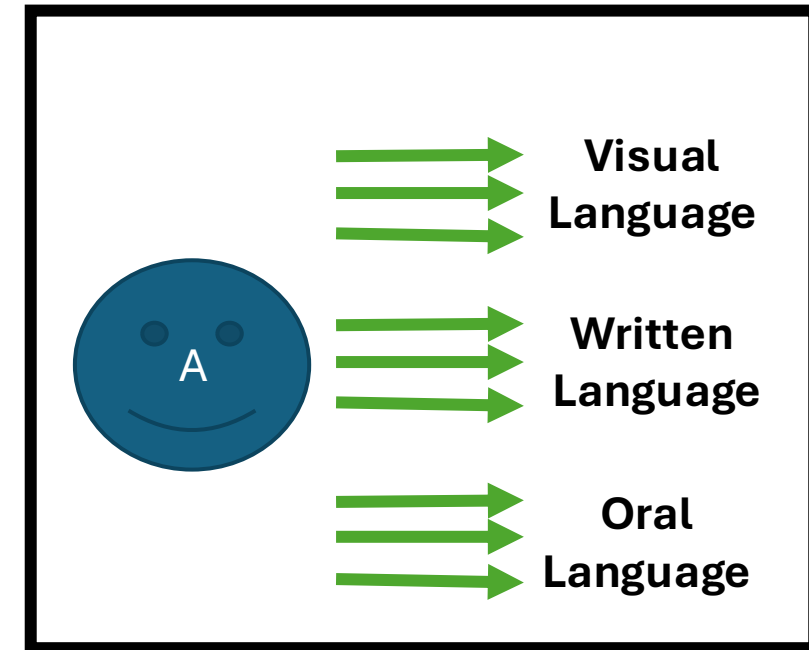
All Languages (in literacy) are Treated Equal!



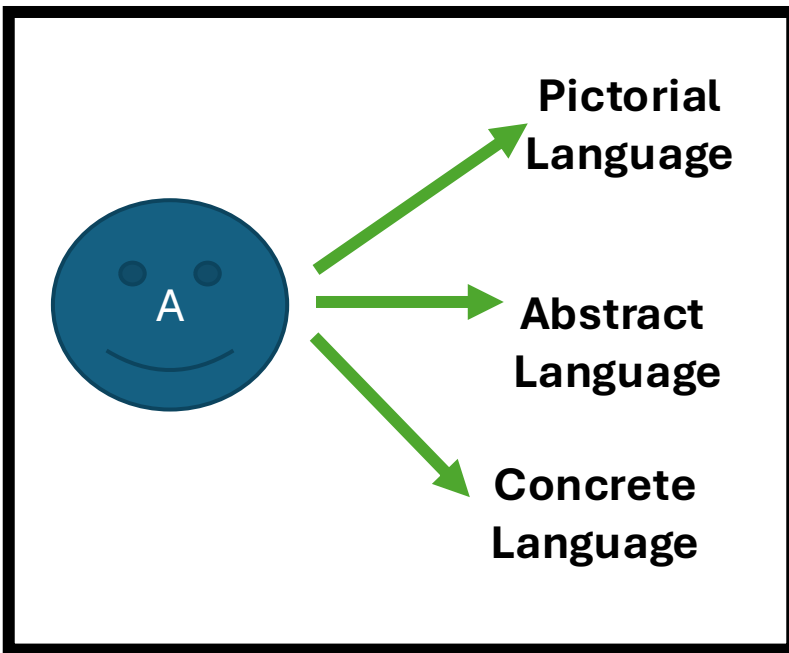
The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The **NUMBER OF TIMES**, a student can show their learning in one way, the more confident we are of meeting a goal



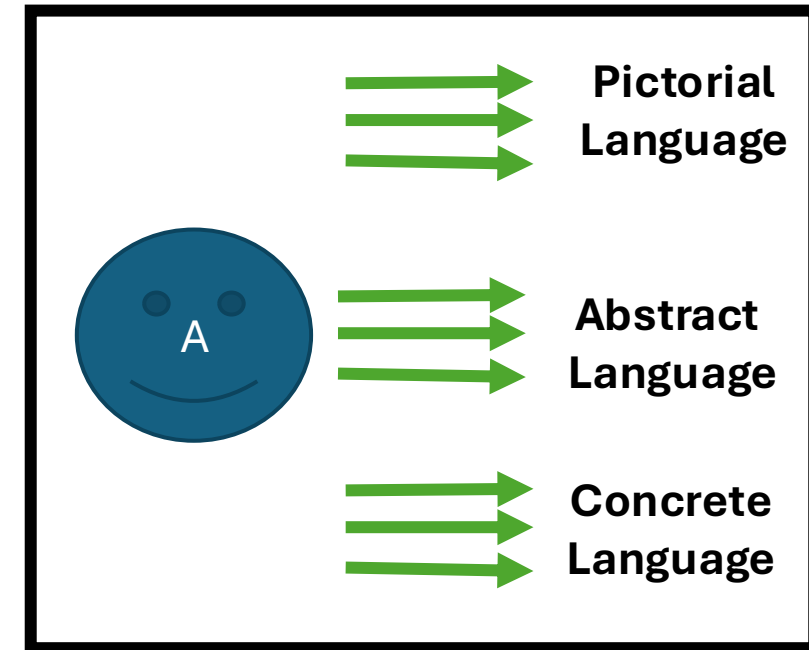
All Languages (in numeracy) are Treated Equal!



The **MORE WAYS** students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The **NUMBER OF TIMES**, a student can show their learning in one way, the more confident we are of meeting a goal



Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written/ Abstract	Speaking/ Showing	Kinesthetic / Concrete	Visual/ Pictorial
	Activity: - Goals: Activity: - Goals: Activity: - Goals: Activity: - Goals: Activity: - Goals:				