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Dr. Shelley Moore

Thinking back to yesterday

- One thing that stands out from yesterday
- One thing you want to try
- One thing that validated your thinking
- One thing that is extending your thinking
- One question that is coming up for you

Today's Plan- Day 3!

We can build an inclusive unit plan for all students that anticipates variability and is both effective and efficient!

- Quick Review of Planning Frameworks so far:
  - Backwards Design
  - UDL
- Quick Review of Planning Strategies so far:
  - Translating learning goals into student friendly language
  - Creating guiding & provoking unit questions
- High Impact UDL Strategies – Curriculum Design
  - Building grade level learning continuums/progressions
  - Extending grade level for access and challenge
  - Pulling in transferable skills
- High Impact UDL Strategies for Assessment Design
  - Integrating literacy and numeracy modalities
  - Differentiating Evidence

What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Students

Who are the students?
What are their dimensions?
Where is their agency?

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do students require to navigate needs & barriers?

Adjustable Supports & Strategies

Student choice of tools and actions

INSTRUCTIONAL DESIGN

How will students show evidence and growth within the learning standard?
How do we know?

Shelley MOORE PH.D.
2023

Determining the Learning Standard

Forward Design

Standardized

Differentiated

Same for Everyone

Activity/Task

Grade Level Goals

Adapted Goals

Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Grade Level Goals

Activity 1

Activity 2

Activity 3

Does not compromise the integrity evaluation

Standards Based

McTigue, 2010

Grade:	Subject Area/ Course:	Strand/Topic:

	Curricular Language
What do students need to understand?	
What do students need to know?	
What do students need to do?	
What competencies /transferable skills do students need to develop?	

Design Multiple Means of Engagement

Access

Design Options for
Welcoming Interests & Identities (7)

- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Support

Design Options for
Sustaining Effort & Persistence (8)

- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Executive Function

Design Options for
Emotional Capacity (9)

- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

Design Multiple Means of Representation

Access

Design Options for
Perception (1)

- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Support

Design Options for
Language & Symbols (2)

- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Executive Function

Design Options for
Building Knowledge (3)

- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

Design Multiple Means of Action & Expression

Access

Design Options for
Interaction (4)

- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Support

Design Options for
Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Executive Function

Design Options for
Strategy Development (6)

- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

CAST | Until learning has no limits®

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Grade:	Subject Area/ Course:	Critical Proficiency:
Priority Performance Indicators:		
	Learning Targets - Curricular Language	**Learning Targets – Student Friendly Language**
What do students need to understand?		• I understand
What do students need to know?		• I know
What do students need to do?		• I can
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)		• I can be/ I am

Grade:	Subject Area/ Course:	Critical Proficiency:
Priority Performance Indicators:		
What do students need to understand?		
	Provoking & Guiding Unit Questions (Teacher Generated)	**Inquiry Questions (Student Generated)**

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NEEDS BASED DESIGN

What are the student needs?
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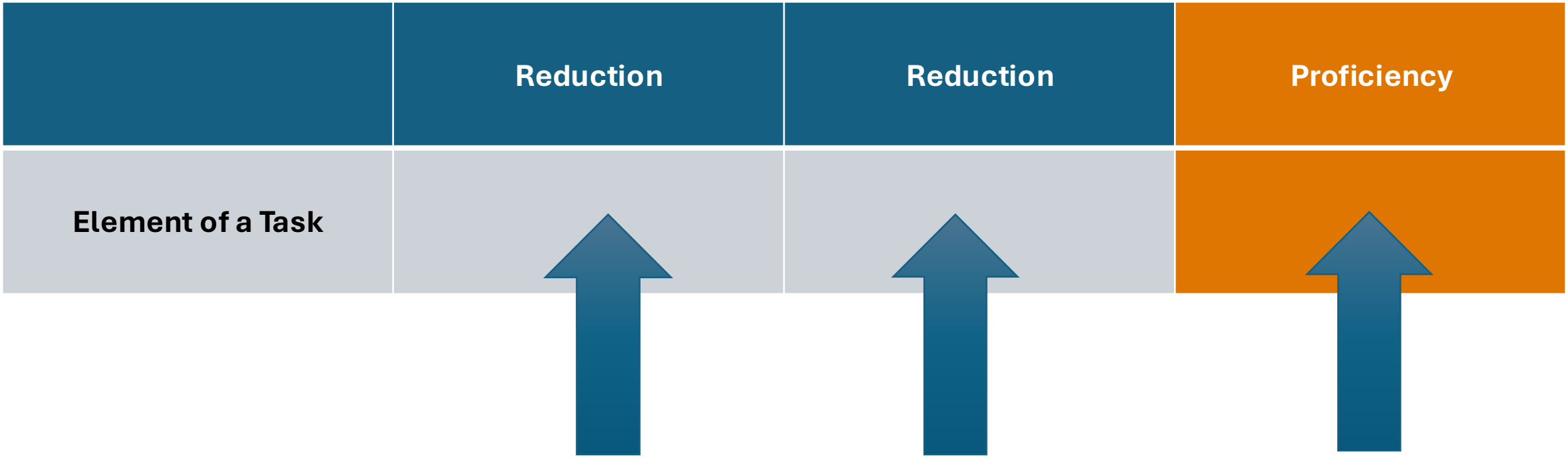
INSTRUCTIONAL DESIGN

How will students show evidence and growth within the learning standard?
How do we know?

Shelley MOORE PH.D.
2023

How is a continuum different from a rubric?



A rubric defines complexity vertically and is reductive

One point rubric

	Proficiency
Learning target/goal/ standard	

A one-ppoint rubric defines complexity

How is a continuum different from a rubric?

	Essential	More complex	More complex
Learning target/goal/ standard			

A continuum adds on complexity horizontally and is additive

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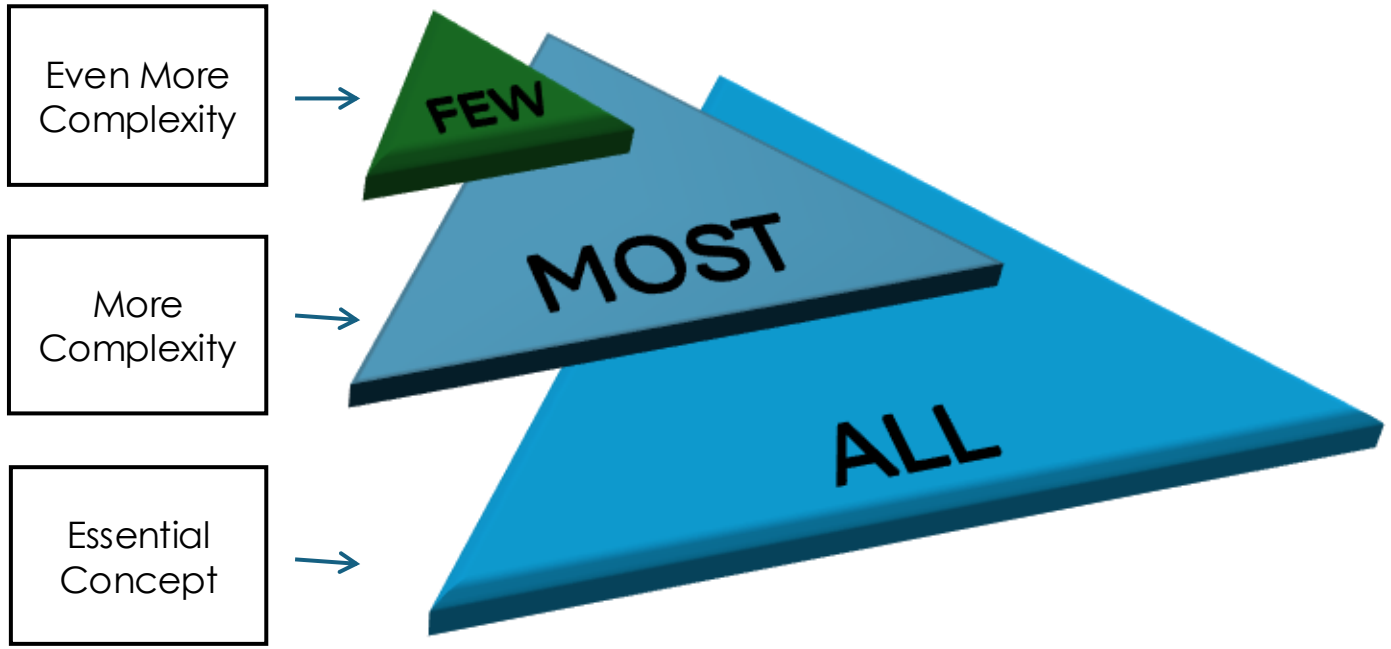
The Planning Pyramid: Differentiated Curriculum



A continuum defines a grade level proficiency window

Extending Learning Continuums to be Inclusive

Grade Level Standard				
Student friendly:				
Grade Level Proficiency				
Approaching	Essential	Developing	Confident	Extending/Expanding

Start with the most essential concept of the outcome and then we added on complexity

Extended the grade level scaffold to include an access point and challenge point

A continuum has a window of proficiency

Moore, 2025

Extending Learning Continuums to be Inclusive

Grade Level Standard			
Student friendly:			
Grade Level Proficiency			
Approaching	Essential	Confident	Extending/Expanding

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Extended the grade level scaffold to include an access point and challenge point

A continuum adds includes an access and challenge point

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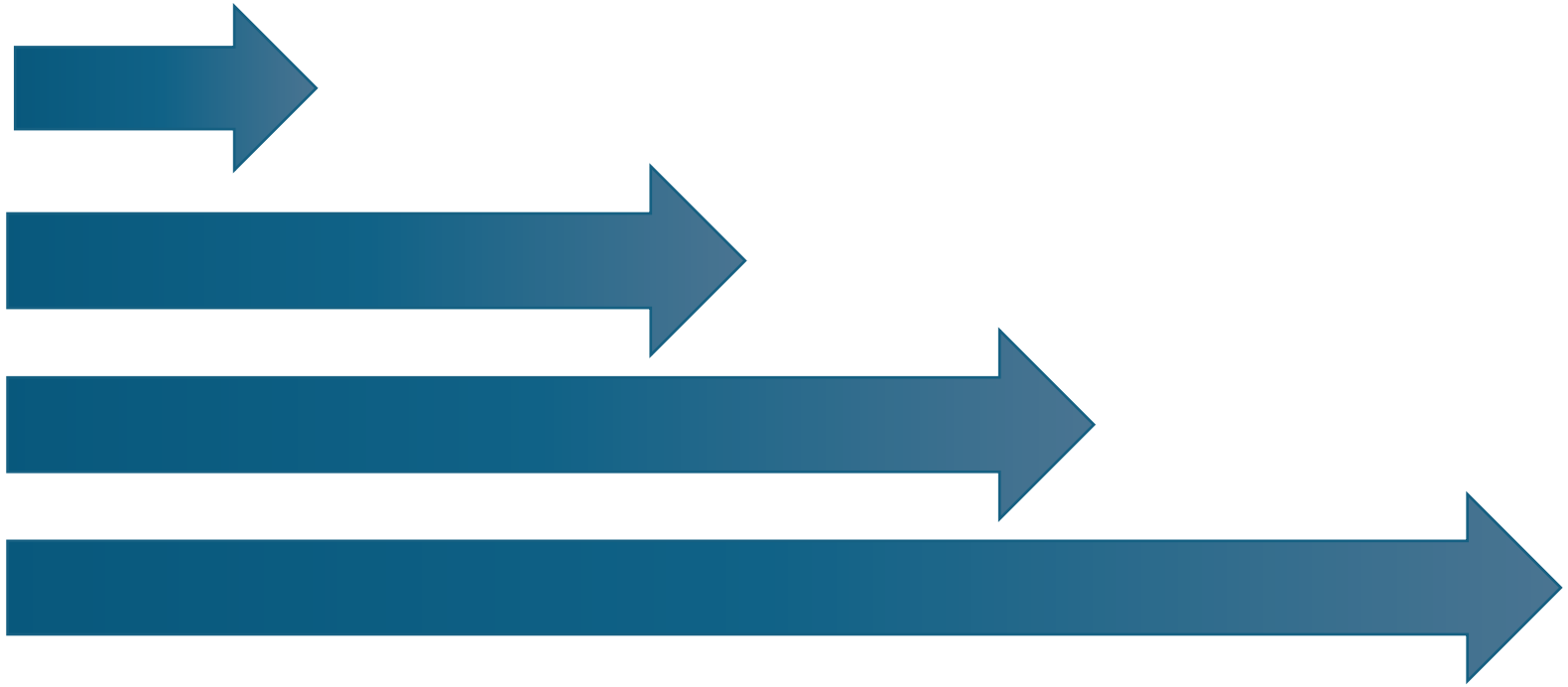
Scaffolded Curriculum: 4 Point Continuum

	Access	Grade level indicators		Challenge
Grade Level Learning Standard	Approaching	Essential	Confident	Extending



A continuum defines what is essential

Moore, 2025

Grade:	Subject Area/ Course:	Critical Proficiency:		
Priority Performance Indicators:				
Provoking & Guiding Unit Questions				
Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
What do students need to know?				
What do students need to do?				

How to build a learning continuum

1. Determine grade level Priority Performance Indicator (PPI)
2. Draw out the understandings, knowledge & skills from PPI
3. Define the proficiency window
   a) what is essential grade level - create foundation
   b) what is confident grade level - add on complexity

Moore, 2025

How to build a learning continuum

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Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.

Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)

	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Accurate word recognition supports comprehension of increasingly complex texts. • Word parts provide clues to both pronunciation and meaning. • Fluent reading allows readers to focus on understanding, interpreting, and analyzing text.	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.
What do students need to know?	• Phonics patterns and spelling conventions (letter-sound relationships, vowel patterns, syllable types). • Word analysis structures (prefixes, suffixes, roots, and base words). • Characteristics of fluent reading (accuracy, rate, and expression).	• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.
What do students need to do?	• Decode unfamiliar and multisyllabic words using phonics and word analysis strategies. • Read grade-level complex texts fluently with sufficient accuracy, rate, and expression. • Use word parts and context to determine the pronunciation and meaning of unknown words.	• I can use phonics and word-solving strategies to read unfamiliar and longer words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use word parts and context clues to figure out how to say and understand unfamiliar words.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Self-Direction • Apply knowledge in familiar and new contexts. • Demonstrate initiative and responsibility for learning. • Persevere in challenging situations. • Demonstrate flexibility, including the ability to learn, unlearn, and relearn	• I can be self-directed by using what I know in new and different situations. • I can be self-directed by taking responsibility for my learning and doing my best work. • I can be self-directed by sticking with challenging tasks even when they are hard. • I can be self-directed by trying new strategies and learning from my mistakes.

Grade: Sci 3	Subject Area/ Course: Science	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.

Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4

	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Cause-and-effect relationships help explain why some organisms survive better than others in a particular environment. The characteristics of a habitat influence which organisms can live there successfully. • When environmental conditions change, the populations of plants and animals in a habitat may change as well.	• I understand that different living things need different things to survive. • I understand that a habitat helps determine which plants and animals can live there. • I understand that changes in the environment can affect the living things in a habitat.
What do students need to know?	• Habitats provide the resources organisms need to survive. • Different organisms have different traits that affect their ability to survive in a habitat. • Environmental changes can affect which plants and animals can survive in a habitat.	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.
What do students need to do?	• Use evidence from observations, texts, data, or models to explain organism survival in a habitat. • Construct arguments supported by evidence about why some organisms survive better than others. • Make and support claims about how environmental changes may affect plants and animals in a habitat.	• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Analyze, evaluate, and synthesize information from multiple sources. • Use evidence and reasoning to justify claims	• I can be informed and integrate my thinking by using information from more than one source to build my understanding. • I can be informed and integrate my thinking by using evidence and good thinking to support my ideas

Grade: SS K-3	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.

Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)

	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Maps help people understand and communicate information about places. • Places can be described by their location and their natural and human-made features. • People use geographic information to make sense of the world around them.	• I understand that maps help me find and learn about places. • I understand that places can be described by where they are and what is there. • I understand that maps help people make sense of the world around them.
What do students need to know?	• Maps are tools that help people represent and locate places. • Places have physical and human characteristics. • Location words (e.g., near, far, next to, above, below, left, right) help describe where things are)	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.
What do students need to do?	• Use maps, globes, and other representations to identify locations. • Describe the characteristics of familiar and unfamiliar places using geographic language. • Create simple maps that show locations and relationships between places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Apply knowledge from various disciplines and contexts to real-life situations. • Develop and use models to explain phenomena.	• I can be an informed thinker by using what I learn in different places and situations. • I can be an informed thinker by using maps, pictures, and models to help explain my ideas.

Grade: Math 9-12	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.

Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)

	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Functions model relationships between quantities and help describe patterns and change. • Different representations of a function communicate the same relationship in different ways. • Function notation provides a precise way to describe, interpret, and analyze relationships between variables.	• I understand that functions model relationships between quantities and help explain patterns and change. • I understand that a function can be represented in different ways, such as graphs, tables, equations, and verbal descriptions, while showing the same relationship. • I understand that function notation is a precise way to represent, interpret, and analyze relationships between variables.
What do students need to know?	• A function is a relationship in which each input has exactly one output. • Function notation (e.g., $f(x)$ (is used to represent and evaluate functions. • Functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$,is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.
What do students need to do?	• Determine whether a relationship is a function. • Interpret and use function notation to evaluate and describe functions. • Represent and analyze functions using tables, graphs, equations, and contextual situations.	• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Creative and Practical Problem Solving • Identify patterns, trends, and relationships. • Analyze, evaluate, and synthesize evidence. • Use a range of tools to solve problems.	• I can be a creative and practical problem solver by identifying patterns, trends, and relationships in data and situations. • I can be a creative and practical problem solver by analyzing and evaluating evidence to draw conclusions. • I can be a creative and practical problem solver by choosing and using appropriate tools and strategies to solve problems.

How to build a learning continuum

1. Determine grade level Priority Performance Indicator (PPI)
2. Draw out the understandings, knowledge & skills from PPI
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   a) what is essential grade level - create foundation
   b) what is confident grade level - add on complexity

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Defining Grade Level Essential

The **essential** level of a standard is:

- Foundational, serves as the base to build more complexity on
- Non negotiables
- The most important concepts and skills
- Still grade level
- Familiar applications, single steps, benchmark ideas
- Important for all students to build on
- Enough for a “pass” – not remedial or below grade level
- For content goals: Knowledge & comprehension verbs
- For skill goals: Application & analysis verbs

Grade:	Subject Area/ Course:	Critical Proficiency:		
Priority Performance Indicators:				
Provoking & Guiding Unit Questions				
Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
What do students need to know?				
What do students need to do?				

Adding on Grade Level Complexity

The **confident** level of a standard is:

- The full intent of a grade level standard
- Not increasing quantity
- Unfamiliar situations
- Multiple steps
- Integration of skills
- For content goals: Knowledge & comprehension verbs
- For skills goals: analysis & synthesis verbs

Grade:	Subject Area/ Course:	Critical Proficiency:

Priority Performance Indicators:

Provoking & Guiding Unit Questions	

Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
What do students need to know?				
What do students need to do?				

Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.
Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)		
	Learning Targets - Curricular Language	**Learning Targets – Student Friendly Language**
What do students need to understand?	• Accurate word recognition supports comprehension of increasingly complex texts. • Word parts provide clues to both pronunciation and meaning. • Fluent reading allows readers to focus on understanding, interpreting, and analyzing text.	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.
What do students need to know?	• Phonics patterns and spelling conventions (letter-sound relationships, vowel patterns, syllable types). • Word analysis structures (prefixes, suffixes, roots, and base words). • Characteristics of fluent reading (accuracy, rate, and expression).	• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.
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Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)

Provoking & Guiding Unit Questions	• **Can we understand a text if we cannot read many of the words? Why or why not?** • **Is reading fast the same as reading fluently?** • **What should we do when we come to a word we do not know?**

Learning Continuum	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.		• I know that letter patterns help me read unfamiliar words. • I know that syllables can help me break apart longer words. • I know that word parts can help me figure out unfamiliar words. • I know that fluent readers read words correctly. • I know that reading words accurately helps me understand what I read.	• I know that phonics and spelling patterns help me decode unfamiliar and multisyllabic words. • I know that prefixes, suffixes, roots, and base words can help me determine a word's meaning and pronunciation. • I know that fluent readers read accurately, at an appropriate pace, and with expression. • I know that recognizing words automatically helps me focus on understanding a text. • I know that word analysis strategies help me comprehend increasingly complex texts.	
• I can use phonics and word-solving strategies to read unfamiliar and longer words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use word parts and context clues to figure out how to say and understand unfamiliar words.		• I can use letter-sound patterns to read unfamiliar words. • I can break longer words into syllables to help me read them. • I can read grade-level text • I can use common word parts to help me read unfamiliar words. • I can use simple context clues to help me understand unfamiliar words.	• I can use phonics and word-solving strategies to read unfamiliar and multisyllabic words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use prefixes, suffixes, roots, and base words to determine how to pronounce and understand unfamiliar words. • I can use context clues to determine the meaning of unfamiliar words while reading. • I can apply decoding and fluency skills to comprehend increasingly complex texts.	

Grade: Sci 3	Subject Area/ Course: Science	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.

Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4

	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Cause-and-effect relationships help explain why some organisms survive better than others in a particular environment. The characteristics of a habitat influence which organisms can live there successfully. • When environmental conditions change, the populations of plants and animals in a habitat may change as well.	• I understand that different living things need different things to survive. • I understand that a habitat helps determine which plants and animals can live there. • I understand that changes in the environment can affect the living things in a habitat.
What do students need to know?	• Habitats provide the resources organisms need to survive. • Different organisms have different traits that affect their ability to survive in a habitat. • Environmental changes can affect which plants and animals can survive in a habitat.	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.
What do students need to do?	• Use evidence from observations, texts, data, or models to explain organism survival in a habitat. • Construct arguments supported by evidence about why some organisms survive better than others. • Make and support claims about how environmental changes may affect plants and animals in a habitat.	• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Analyze, evaluate, and synthesize information from multiple sources. • Use evidence and reasoning to justify claims	• I can be informed and integrate my thinking by using information from more than one source to build my understanding. • I can be informed and integrate my thinking by using evidence and good thinking to support my ideas

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Provoking & Guiding Unit Questions	• What do living things need to survive? • Could a fish survive in a desert? Why or why not? • What would happen if all the water disappeared from a habitat? • Which is more important for survival: an organism's traits or its habitat?

Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.		• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in a habitat can affect the plants and animals living there.	• I know that organisms survive best in habitats that meet their survival needs. • I know that specific traits help plants and animals survive, grow, and reproduce in particular habitats. • I know that changes in environmental conditions can cause some organisms to survive well, some to survive less well, and some not to survive at all. • I know that when a habitat changes, the types and populations of plants and animals living there may change. • I know that evidence can be used to explain cause-and-effect relationships between habitats, traits, and survival.	
• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.		• I can use observations and information to explain how a habitat helps plants and animals survive. • I can identify evidence that shows how traits help organisms survive in a habitat. • I can describe how changes in a habitat can affect plants and animals.	• I can use evidence from observations, texts, data, or models to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a particular habitat. • I can construct a claim supported by evidence about how changes in a habitat affect plants and animals. • I can use evidence to explain cause-and-effect relationships between environmental changes and organism survival. • I can compare how different organisms respond to changes in the same habitat.	

Grade: SS K-2	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.

Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)

	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Maps help people understand and communicate information about places. • Places can be described by their location and their natural and human-made features. • People use geographic information to make sense of the world around them.	• I understand that maps help me find and learn about places. • I understand that places can be described by where they are and what is there. • I understand that maps help people make sense of the world around them.
What do students need to know?	• Maps are tools that help people represent and locate places. • Places have physical and human characteristics. • Location words (e.g., near, far, next to, above, below, left, right) help describe where things are)	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.
What do students need to do?	• Use maps, globes, and other representations to identify locations. • Describe the characteristics of familiar and unfamiliar places using geographic language. • Create simple maps that show locations and relationships between places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Informed and Integrative Thinking • Apply knowledge from various disciplines and contexts to real-life situations. • Develop and use models to explain phenomena.	• I can be an informed thinker by using what I learn in different places and situations. • I can be an informed thinker by using maps, pictures, and models to help explain my ideas.

Grade: SS K-2	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.

Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)

Provoking & Guiding Unit Questions	
	• How would we find a place we have never been before? • How do you know where you are? • What is a map? • What can maps tell us about a place?

Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.		• I know that maps help people find places. • I know that places have things from nature and things made by people. • I know that location words help tell where things are.	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are and how places are related to one another.	
• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.		• I can use maps, globes, and pictures to identify places. • I can use location words to describe where things are. • I can create a simple map that shows the location of familiar places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.	

Grade: Math 9-12	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.

Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)

	Learning Targets - Curricular Language	Learning Targets – Student Friendly Language
What do students need to understand?	• Functions model relationships between quantities and help describe patterns and change. • Different representations of a function communicate the same relationship in different ways. • Function notation provides a precise way to describe, interpret, and analyze relationships between variables.	• I understand that functions model relationships between quantities and help explain patterns and change. • I understand that a function can be represented in different ways, such as graphs, tables, equations, and verbal descriptions, while showing the same relationship. • I understand that function notation is a precise way to represent, interpret, and analyze relationships between variables.
What do students need to know?	• A function is a relationship in which each input has exactly one output. • Function notation (e.g., $f(x)$ (is used to represent and evaluate functions. • Functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$,is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.
What do students need to do?	• Determine whether a relationship is a function. • Interpret and use function notation to evaluate and describe functions. • Represent and analyze functions using tables, graphs, equations, and contextual situations.	• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Creative and Practical Problem Solving • Identify patterns, trends, and relationships. • Analyze, evaluate, and synthesize evidence. • Use a range of tools to solve problems.	• I can be a creative and practical problem solver by identifying patterns, trends, and relationships in data and situations. • I can be a creative and practical problem solver by analyzing and evaluating evidence to draw conclusions. • I can be a creative and practical problem solver by choosing and using appropriate tools and strategies to solve problems.

Grade: Math 9	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.

Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)

Provoking & Guiding Unit Questions	
	• How can functions help us make predictions about the future? • Can a function exist without an equation? • What is a function? How do functions describe relationships between quantities? • How can functions help us understand patterns and change?

Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$,is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.		• I know that a function is a relationship where each input has only one output. • I know that function notation can be used to represent a function and find outputs. • I know that functions can be shown using tables, graphs, equations, and other representations.	• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$, is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models, while showing the same relationship.	
• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.		• I can identify whether a relationship is a function. • I can use function notation to find output values. • I can represent functions using tables, graphs, and equations.	• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.	

DEPTH OF KNOWLEDGE (DOK)

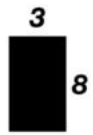
LEVEL 1

Recall

- Basic recall of a fact, term, definition, or procedure
- Requires students to follow an algorithm

Examples

Find the perimeter of this rectangle.



LEVEL 2

Skill & Concepts

- Complete multiple steps in order to find a solution
- Requires students to make informed decisions about problem-solving and procedures

Create 3 different rectangles with a perimeter of 20 units.

LEVEL 3

Strategic Thinking

- Reasoning, planning, using evidence, or a higher level of thinking
- Requires students to draw conclusions from observations

What is the greatest area you can make with a rectangle with a perimeter of 24 units?

LEVEL 4

Extended Thinking

- Complete reasoning, planning, or thinking over a period of time
- Requires students deal with multiple elements and make connections between them

Design a petting zoo given property limitations and animal space needs. Maximize space (area) while limiting the cost of fencing (perimeter)

MATH IS FUNDAMENTAL

LOW LEVEL THINKING SKILLS → HIGH LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Actions:

Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Actions:

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:

Can you explain what is happening . . . what is meant . . . ?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment, with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Actions:

Carrying out, Executing, Implementing, Using

Outcomes:

Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

Actions:

Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Actions:

Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes:

Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

Actions:

Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit

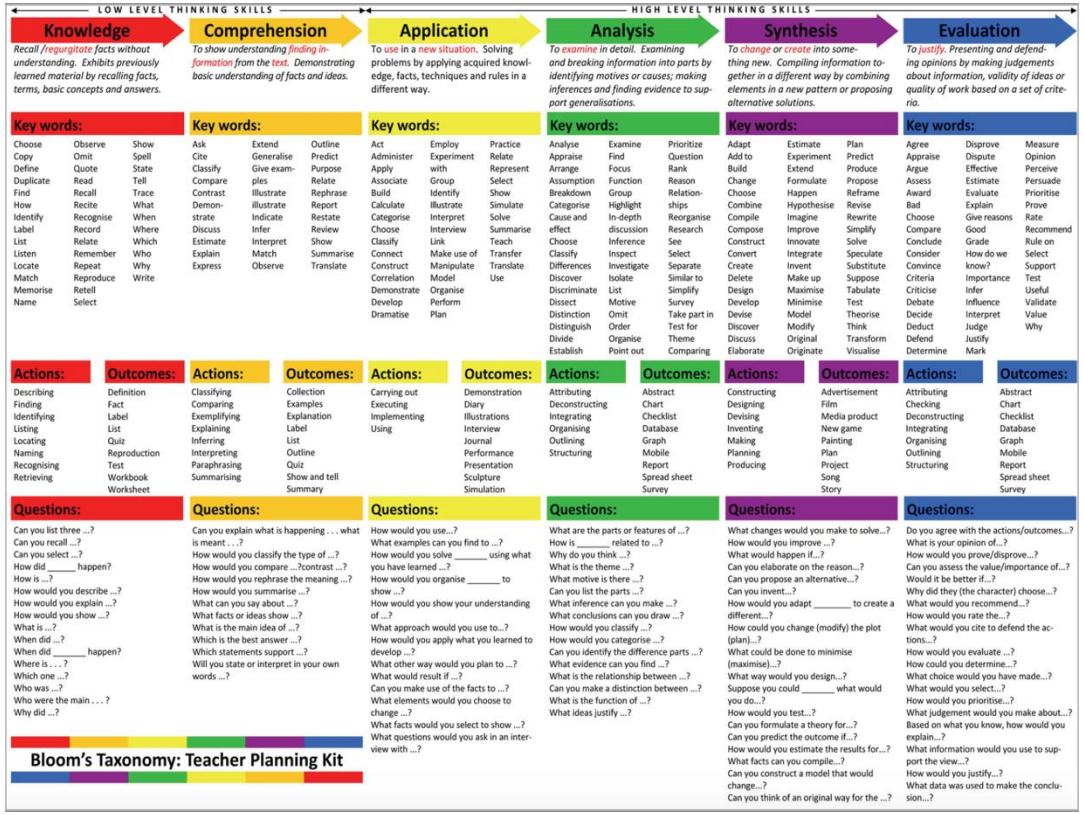
DEPTH OF KNOWLEDGE (DOK)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Recall	**Skill & Concepts**	**Strategic Thinking**	**Extended Thinking**
Basic recall of a fact, term, definition, or procedure Requires students to follow an algorithm	Complete multiple steps in order to find a solution Requires students to make informed decisions about problem-solving and procedures	Reasoning, planning, using evidence, or a higher level of thinking Requires students to draw conclusions from observations	Complete reasoning, planning, or thinking over a period of time Requires students deal with multiple elements and make connections between them
Examples			
Find the perimeter of this rectangle. (3, 8)	*Create 3 different rectangles with a perimeter of 20 units.*	*What is the greatest area you can make with a rectangle with a perimeter of 24 units?*	*Design a petting zoo given property limitations and animal space needs. Maximize space (area) while limiting the cost of fencing (perimeter)*

MATH IS FUNDAMENTAL

DOK 1 and 2
Is Essential

Content verbs → Skills Verbs →



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Actions: Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

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Actions: Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

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Can you explain what is happening . . . what is meant . . . ?
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Actions: Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes: Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:
What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
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Questions:
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Actions: Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes: Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

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Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit

How to build a learning continuum

1. Determine grade level Priority Performance Indicator (PPI)
2. Draw out the understandings, knowledge & skills from PPI
3. Define the proficiency window
   a) what is essential grade level - create foundation
   b) what is confident grade level - add on complexity
4. Extend essential grade level to create an access point (approaching)
5. Extend confident grade level to create a challenge point (expanding)

Moore, 2025

Strategy: Creating Access & Challenge Points

7.4: Address bias, threats & distractions

8.1: Clarify the meaning & purpose of goals

8.2: Optimize challenge & support

8.3: Foster collaboration, interdependence & collective learning

5.3: Build fluencies with graduated support for practice & performance

6.1: Set meaningful goals

6.2: Anticipate & plan for challenges

6.4: Enhance capacity for monitoring progress

6.5: Challenge exclusionary practices

The Universal Design for Learning Guideline 3.0 in Accessible Language: Engagement

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Engagement		
Access: Design options for Welcoming Interests and Identities		
Optimize choice and autonomy (7.1)	We can provide meaningful choices in how students learn, participate, and show what they know.	I need to be able to make choices about what I learn about
Optimize relevance, value, and authenticity (7.2)	We can connect learning to students' interests, goals, experiences, and real-life situations	I need to be able to see how my learning connects to my life, interests, and future goals.
Nurture joy and play (7.3)	We can create opportunities for curiosity, creativity, exploration, and enjoyment in learning.	I need to be able to have fun while I learn, explore ideas, and be creative.
Address biases, threats, and distractions (7.4)	We can create a safe, inclusive environment that reduces barriers, stress, and distractions.	I need to be able to learn in a space where I feel safe, respected, and focused.
Support: Design Options for Sustaining Effort & Persistence		
Clarify the meaning and purpose of goals (8.1)	We can make learning goals clear and help students understand why they matter.	I need to be able to understand what I am learning and why it is important.
Optimize challenge and support (8.2)	We can provide the right balance of challenge and support to help all students succeed.	I need to be able to work on challenging tasks with the support I need to be successful.
Foster collaboration, interdependence, and collective learning (8.3)	We can create opportunities for students to learn with and from one another.	I need to be able to work with others, share ideas, and learn together.
Foster belonging and community (8.4)	We can build a learning community where every student feels valued and included.	I need to be able to feel like I belong and that I am an important part of my learning community.
Offer action-oriented feedback (8.5)	We can provide feedback that helps students understand next steps and improve their learning	I need to be able to receive feedback that helps me know what to do next.
Executive Function: Design Options for Emotional Capacity		
Recognize expectations, beliefs, and motivations (9.1)	We can help students understand how their thoughts, beliefs, and motivations affect learning	I need to be able to understand what motivates me and how my thinking affects my learning.
Develop awareness of self and others (9.2)	We can support students in understanding their strengths, needs, emotions, and relationships with others.	I need to be able to understand myself, my feelings, and how I interact with others.
Promote individual and collective reflection (9.3)	We can provide opportunities for students to reflect on their learning and growth individually and with others.	I need to be able to think about my learning, celebrate growth, and learn from my experiences.
Cultivate empathy and restorative practices (9.4)	We can foster empathy, understanding, and positive ways to repair and strengthen relationships.	I need to be able to understand others' perspectives and help build positive relationships when challenges occur.

The Universal Design for Learning Guideline 3.0 in Accessible Language: Expression

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	We can provide different ways for learners to participate, move through learning, and show what they know.	I need to be able to choose different ways to participate, move, and respond during learning
Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	We can ensure learners can access and use the tools, technologies, and resources they need to learn	I need to be able to use tools and technology that help me access and engage with my learning
Support: Design Options for Expression & Communication		
Use multiple media for communication (5.1)	We can provide different ways for learners to communicate their ideas and understanding.	I need to be able to share my ideas using different formats, such as speaking, writing, drawing, recording, or creating
Use multiple tools for construction, composition, and creativity (5.2)	We can provide a range of tools and resources for learners to create, build, and express ideas.	I need to be able to use different tools and resources to create, design, and show my thinking
Build fluencies with graduated support for practice and performance (5.3)	We can provide support that helps learners build skills and confidence over time.	I need to be able to get the support I need to practise, improve, and become more confident in my learning
Address biases related to modes of expression and communication (5.4)	We can recognize and value different ways of communicating and expressing understanding.	I need to be able to see that my ways of communicating and showing learning are valued and respected
Executive Function: Design Options for Strategy Development		
Set meaningful goals (6.1)	We can help learners create goals that are relevant, purposeful, and important to them.	I need to be able to set goals that matter to me and help me grow
Anticipate and plan for challenges (6.2)	We can help learners think ahead and prepare strategies for overcoming difficulties.	I need to be able to think about challenges I might face and plan ways to deal with them
Organize information and resources (6.3)	We can support learners to manage information, materials, time, and resources effectively.	I need to be able to organize my information, resources, and learning tasks so I can be successful.
Enhance capacity for monitoring progress (6.4)	We can help learners track, reflect on, and evaluate their progress toward goals.	I need to be able to check my progress, reflect on my learning, and make improvements
Challenge exclusionary practices (6.5)	We can identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities	I need to be able to be a part of creating a learning environment where everyone feels included, valued, and able to participate

Creating an Access Point (approaching)

An **access point** is

- Derived from an essential grade level standard
- Concrete and familiar
- Adjusting complexity not the concept
- Simplify path, not destination
- Matches a student's literacy and communication levels
- Can utilize a student's literacy level to create access
  - Early emergent
  - Emergent
  - Transitional
  - Conventional

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Creating an Access Point (approaching)

Using Literacy Levels to Access Grade Level Learning

- Keep the students connected to grade level learning (even if they aren't reading at grade level)
- Keeps all students working toward the same conceptual understanding
- Focuses on access rather than deficits
- Creates a clear learning progression of complexity without compromising the learning target
- Cross curricular
- Supports inclusion planning & instruction
- Helps to replace language around the "modifications of tasks" and shifts to "accessibly of standard or PPI"

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Creating an Access Point (approaching)

Literacy levels help us preserve the grade-level concept while adjusting the language, text, symbols, supports, and complexity students need to access it and engage with shared big ideas in the learning community.

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Literacy Snapshot for Strategic Curricular Planning

Early Emergent (EE)	Emergent (E)	Transitional (T)	Beginning Conventional – (Grade Level Essential)
• 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 work with grade level text • Can apply multiple strategies

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What about Dynamic Learning Maps?

What is a Dynamic Learning Map?

A research-based learning progression that breaks complex grade-level standards into smaller connected understandings and skills.

Rather than viewing learning as one big jump from "not proficient" to "proficient," DLM shows the pathway students travel as they develop understanding.

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The tricky part about DLMs

- DLMs are not organized around standards or PPIs - making them difficult to use for classroom planning
- DLMS are not designed to be used inclusively – they were designed for students participating in alternate assessments (which supports access to grade level but not inclusion)
- For example - DLMs do not show how they could be used as entry points for all students
- DLMs stop at essential – not connected to adding complexity beyond grade level
- DLM language is research based not practice based – not accessible to grade level classroom teachers
- DLMs are hard to find/navigate for grade level classroom teachers

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Combining Frameworks – DLM + + Learning Continuums + Literacy

Dynamic Learning Maps provide the research about how learning develops.

Literacy levels translate that research into a planning framework that teachers can use to create a learning continuum that defines access points, grade-level proficiency indicators, and extension opportunities for all learners in an inclusive classroom

This positions DLM as the **research foundation,** learning continuums as the **practical tool**, and literacy levels as the **instructional strategy**

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Continuums

Grade Level Standard			
Student friendly:			
		Grade Level Proficiency	
Approaching	Essential	Confident	Extending/Expanding

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Continuums – Focusing in on Access

Grade Level Standard			
Student friendly:			
Grade Level Proficiency			
Approaching	Essential	Confident	Extending/Expanding

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Pulling it ALL together

Curricular Language	Grade Level Standard:
Learning Target Language	*Student friendly:*

Connecting to Dynamic Learning Maps

Curricular Language	Grade Level Standard	
Learning Target Language	*Student friendly:*	
Grade Level Proficiency	Derived from Grade Level Proficiency	Grade Level Proficiency
Learning Continuum Language	Approaching (Access Point)	Essential

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Connecting to Dynamic Learning Maps

Curricular Language	Grade Level Standard			
Learning Target Language	*Student friendly:*			
Grade Level Proficiency	Derived from Grade Level Proficiency			Grade Level Proficiency
Learning Continuum Language	Approaching (Access Point)			Essential
Dynamic Learning Maps (DLM) Language	Initial Precursor	Distal Precursor	Proximal Precursor	Target
Description of LDM concept (conceptual framework)	Very foundational understanding	Building prerequisite concepts	Closely related prerequisite skills	Essential understanding of grade level

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Connecting to Dynamic Learning Maps

Curricular Language	Grade Level Standard			
Learning Target Language	*Student friendly:*			
Grade Level Proficiency	Derived from Grade Level Proficiency			Grade Level Proficiency
Learning Continuum Language	Approaching (Access Point)			Essential
Dynamic Learning Maps (DLM) Language	Initial Precursor	Distal Precursor	Proximal Precursor	Target (Core Content Connectors)
Description of LDM concept (conceptual framework)	Very foundational understanding	Building prerequisite concepts	Closely related prerequisite skills	Essential understanding of grade level
Literacy Level Language	Early Emergent	Emergent	Transitional	Conventional
Descriptions of instructional planning (practical framework)	• 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)

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Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.

Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)

What do students need to understand?	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.			
Learning Continuum	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.	• EE: I know that letters and symbols have meaning. I know that words can look and sound different. • E: I know that letters and sounds help make words. I know that words can be broken into smaller parts. • T: I know that letter patterns help me read unfamiliar words. I know that word parts can help me figure out words.	• I know that letter patterns help me read unfamiliar words. • I know that syllables can help me break apart longer words. • I know that word parts can help me figure out unfamiliar words. • I know that fluent readers read words correctly. • I know that reading words accurately helps me understand what I read.	• I know that phonics and spelling patterns help me decode unfamiliar and multisyllabic words. • I know that prefixes, suffixes, roots, and base words can help me determine a word's meaning and pronunciation. • I know that fluent readers read accurately, at an appropriate pace, and with expression. • I know that recognizing words automatically helps me focus on understanding a text. • I know that word analysis strategies help me comprehend increasingly complex texts.	
• I can use phonics and word-solving strategies to read unfamiliar and longer words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use word parts and context clues to figure out how to say and understand unfamiliar words.	• EE: I can match letters, symbols, or words. I can attend to text during a shared experience • E: I can identify letter sounds in familiar words. I can read familiar words • T: I can use letter-sound patterns to read unfamiliar words. I can use word parts to help read unfamiliar words.	• I can use letter-sound patterns to read unfamiliar words. • I can break longer words into syllables to help me read them. • I can read grade-level text • I can use common word parts to help me read unfamiliar words. • I can use simple context clues to help me understand unfamiliar words.	• I can use phonics and word-solving strategies to read unfamiliar and multisyllabic words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use prefixes, suffixes, roots, and base words to determine how to pronounce and understand unfamiliar words. • I can use context clues to determine the meaning of unfamiliar words while reading. • I can apply decoding and fluency skills to comprehend increasingly complex texts.	

Grade: Sci 3	Subject Area/ Course: Science	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.

Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4

Provoking & Guiding Unit Questions	• What do living things need to survive? • Could a fish survive in a desert? Why or why not? • What would happen if all the water disappeared from a habitat? • Which is more important for survival: an organism's traits or its habitat?			
Learning Continuum	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.	• EE: I know that plants and animals are living things, I know that living things need to live • E: I know that living things need food, water and shelter; I know that living things live in different places • T: I know that habitats provide what living things need to survive; I know that habitats can change	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in a habitat can affect the plants and animals living there.	• I know that organisms survive best in habitats that meet their survival needs. • I know that specific traits help plants and animals survive, grow, and reproduce in particular habitats. • I know that changes in environmental conditions can cause some organisms to survive well, some to survive less well, and some not to survive at all. • I know that when a habitat changes, the types and populations of plants and animals living there may change. • I know that evidence can be used to explain cause-and-effect relationships between habitats, traits, and survival.	
• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.	• EE: I can identify plants and animals; I can identify what living things need • E: I can identify where living things live; I can identify what helps living things to survive • T: I can explain how a habitat helps a plant or animal survive; I can describe change in a habitat	• I can use observations and information to explain how a habitat helps plants and animals survive. • I can identify evidence that shows how traits help organisms survive in a habitat. • I can describe how changes in a habitat can affect plants and animals.	• I can use evidence from observations, texts, data, or models to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a particular habitat. • I can construct a claim supported by evidence about how changes in a habitat affect plants and animals. • I can use evidence to explain cause-and-effect relationships between environmental changes and organism survival. • I can compare how different organisms respond to changes in the same habitat.	

Grade: SS k-3	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.

Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)

Provoking & Guiding Unit Questions	• How would we find a place we have never been before? • How do you know where you are? • What is a map? • What can maps tell us about a place?

Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.	• EE: I know that places are different; I know that places have things in them • E: I know that places can be shown in pictures and maps. I know that things can be near or far • T: I know that maps help people find places. I know that places have natural and human-made features.	• I know that maps help people find places. • I know that places have things from nature and things made by people. • I know that location words help tell where things are.	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are and how places are related to one another.	
• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.	• EE: I can recognize places I know; I can identify places that I know • E: I can find places I know in pictures or simple maps; I can use location words such as near, far, in, and on. • T: I can use maps and pictures to identify locations; I can describe places using location words and observations.	• I can use maps, globes, and pictures to identify places. • I can use location words to describe where things are. • I can create a simple map that shows the location of familiar places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.	

Grade: Math 9	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.

Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)

Provoking & Guiding Unit Questions	• How can functions help us make predictions about the future? • Can a function exist without an equation? • What is a function? How do functions describe relationships between quantities? • How can functions help us understand patterns and change?

Learning Continuum	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$,is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	• EE: I know that things can be matched together, I know that one thing can lead to another thing. • E: I know that rules can connect inputs and outputs; I know that information can be shown in different ways. • T: I know that a function is a rule that connects inputs to outputs; I know that functions can be shown using tables, graphs, and equations.	• I know that a function is a relationship where each input has only one output. • I know that function notation can be used to represent a function and find outputs. • I know that functions can be shown using tables, graphs, equations, and other representations.	• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$, is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models, while showing the same relationship.	
• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.	• EE: I can identify objects, pictures, or symbols. I can follow a rule. • E: I can identify input-output relationships; I can use a rule to find an answer. • T: I can identify input and output values. I can represent simple functions using tables and graphs.	• I can identify whether a relationship is a function. • I can use function notation to find output values. • I can represent functions using tables, graphs, and equations.	• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.	

Creating a Challenge Point (expanding)

A **challenge point** is

- Beyond the grade level complexity
- Increases in complexity, maintains the concept
- Not based on quantity
- Deepens understanding
- Promotes transfer
- Encourages evaluation, creativity or innovation
- Not just the next grade level
- Innovative
- Can be organized around challenge levels

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Complexity Snapshot for Strategic Curricular Planning

Confident Grade Level Proficiency	Grade Level & Beyond: Reflective (R)	Grade Level & Beyond: Connected (C)	Grade Level & Beyond: Innovative (I
• 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

Grade:	Subject Area/ Course:	Critical Proficiency:

Priority Performance Indicators:

Provoking & Guiding Unit Questions	

Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
What do students need to know?				
What do students need to do?				

Continuums

Grade Level Standard			
Student friendly:			
Grade Level Proficiency			
Approaching	Essential	Confident	Extending/Expanding

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Connecting to Dynamic Learning Maps

Curricular Language	Grade Level Standard			
Learning Target Language	*Student friendly:*			
Grade Level Proficiency	Grade Level Proficiency	Extending Grade Level Proficiency		
Learning Continuum Language	Confident	Expanding (Challenge Point)		
Dynamic Learning Maps (DLM) Language	Successor	Successor	Successor	Successor
Description of LDM concept (conceptual framework)	Full understanding of grade level	More complex understanding beyond grade level	More complex understanding beyond grade level	More complex understanding beyond grade level
Literacy Level Language	Later Conventional/ Grade Level	Grade Level & Beyond: Reflective (R)	Grade Level & Beyond: Connected (C)	Grade Level & Beyond: Innovative (I
Descriptions of instructional planning (practical framework)	• 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

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Continuums

Grade Level Standard			
Student friendly:			
Grade Level Proficiency			
Approaching	Essential	Confident	Extending/Expanding

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A Full Learning Continuum

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 student need

Choose based on student need

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Grade: 4-5	Subject Area/ Course: ELA	Critical Proficiency: Comprehend, interpret, analyze, and evaluate complex literary and informational texts.

Priority Performance Indicators: Foundational Skills Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)

What do students need to understand?	• I understand that reading words correctly helps me understand what I am reading. • I understand that word parts can give clues about how a word sounds and what it means. • I understand that fluent readers can spend more time thinking about the meaning of a text.			
Learning Continuum	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
• I know that letter patterns and spelling patterns help me read new words. • I know that word parts can help me figure out what a word means and how to say it. • I know that fluent readers read correctly, smoothly, and with expression.	• EE: I know that letters and symbols have meaning. I know that words can look and sound different. • E: I know that letters and sounds help make words. I know that words can be broken into smaller parts. • T: I know that letter patterns help me read unfamiliar words. I know that word parts can help me figure out words.	• I know that letter patterns help me read unfamiliar words. • I know that syllables can help me break apart longer words. • I know that word parts can help me figure out unfamiliar words. • I know that fluent readers read words correctly. • I know that reading words accurately helps me understand what I read.	• I know that phonics and spelling patterns help me decode unfamiliar and multisyllabic words. • I know that prefixes, suffixes, roots, and base words can help me determine a word's meaning and pronunciation. • I know that fluent readers read accurately, at an appropriate pace, and with expression. • I know that recognizing words automatically helps me focus on understanding a text. • I know that word analysis strategies help me comprehend increasingly complex texts.	R: I know that different word-solving strategies can be useful for different kinds of unfamiliar words. I know that accurate and fluent reading helps readers focus on understanding a text. C: I know that word-analysis strategies can help me learn new vocabulary in many subjects. I know that recognizing patterns in words helps me become a more independent reader. I: I know that words follow patterns that can help readers predict pronunciation and meaning. I know that understanding word structures helps readers learn new words on their own.
• I can use phonics and word-solving strategies to read unfamiliar and longer words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use word parts and context clues to figure out how to say and understand unfamiliar words.	• EE: I can match letters, symbols, or words. I can attend to text during a shared experience • E: I can identify letter sounds in familiar words. I can read familiar words • T: I can use letter-sound patterns to read unfamiliar words. I can use word parts to help read unfamiliar words.	• I can use letter-sound patterns to read unfamiliar words. • I can break longer words into syllables to help me read them. • I can read grade-level text • I can use common word parts to help me read unfamiliar words. • I can use simple context clues to help me understand unfamiliar words.	• I can use phonics and word-solving strategies to read unfamiliar and multisyllabic words. • I can read grade-level texts accurately, smoothly, and with expression. • I can use prefixes, suffixes, roots, and base words to determine how to pronounce and understand unfamiliar words. • I can use context clues to determine the meaning of unfamiliar words while reading. • I can apply decoding and fluency skills to comprehend increasingly complex texts.	R: I can explain why a particular phonics or word-analysis strategy helped me read an unfamiliar word. I can analyze how fluent reading supports comprehension of a text. C: I can apply phonics and word-analysis strategies when reading science, social studies, and other academic texts. I can use decoding and vocabulary strategies independently in unfamiliar reading situations. I: I can investigate patterns in words to discover how language works. I can develop and explain my own strategies for figuring out unfamiliar words and understanding complex texts.

Grade: Sci 3	Subject Area/ Course: Science	Critical Proficiency: Use evidence to identify or predict cause and effect relationships for complex natural and human designed systems.

Priority Performance Indicators: Cause and Effect: Biological Evolution—Unity and Diversity: Response to Changes in Environment Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all and make a claim supported by evidence that when the environment changes the types of plants and animals that live there may change. 3-LS4-3; 3-LS4-4

Provoking & Guiding Unit Questions	• What do living things need to survive? • Could a fish survive in a desert? Why or why not? • What would happen if all the water disappeared from a habitat? • Which is more important for survival: an organism's traits or its habitat?			
Learning Continuum	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in the environment can affect which plants and animals are able to survive in a habitat.	• EE: I know that plants and animals are living things, I know that living things need to live • E: I know that living things need food, water and shelter; I know that living things live in different places • T: I know that habitats provide what living things need to survive; I know that habitats can change	• I know that habitats provide food, water, shelter, and space that living things need to survive. • I know that different plants and animals have traits that help them survive in their habitats. • I know that changes in a habitat can affect the plants and animals living there.	• I know that organisms survive best in habitats that meet their survival needs. • I know that specific traits help plants and animals survive, grow, and reproduce in particular habitats. • I know that changes in environmental conditions can cause some organisms to survive well, some to survive less well, and some not to survive at all. • I know that when a habitat changes, the types and populations of plants and animals living there may change. • I know that evidence can be used to explain cause-and-effect relationships between habitats, traits, and survival.	R: I know that different plants and animals may respond differently to the same environmental change. I know that survival depends on how an organism's traits match the conditions of its habitat. C: I know that what I learn about one habitat can help me understand what may happen in another habitat. I know that cause-and-effect relationships can help me predict how environmental changes affect living things. I: I know that understanding habitats and survival can help people make decisions that protect plants and animals. I know that evidence can be used to develop ideas for responding to environmental changes.
• I can use observations, information, and evidence to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a habitat. • I can make a claim and support it with evidence about how changes in a habitat affect plants and animals.	• EE: I can identify plants and animals; I can identify what living things need • E: I can identify where living things live; I can identify what helps living things to survive • T: I can explain how a habitat helps a plant or animal survive; I can describe change in a habitat	• I can use observations and information to explain how a habitat helps plants and animals survive. • I can identify evidence that shows how traits help organisms survive in a habitat. • I can describe how changes in a habitat can affect plants and animals.	• I can use evidence from observations, texts, data, or models to explain why plants and animals survive in a habitat. • I can use evidence to explain why some organisms survive better than others in a particular habitat. • I can construct a claim supported by evidence about how changes in a habitat affect plants and animals. • I can use evidence to explain cause-and-effect relationships between environmental changes and organism survival. • I can compare how different organisms respond to changes in the same habitat.	R: I can explain why some organisms survive better than others using evidence about their traits and habitat. I can compare how different organisms respond to changes in the same habitat. C: I can use evidence from one habitat to make predictions about another habitat. I can apply what I know about traits, habitats, and survival to new environmental situations. I: I can propose and support ideas that could help plants and animals survive when habitats change. I can use evidence to make and defend predictions about how future environmental changes may affect living things.

Grade: SS k-3	Subject Area/ Course: SS	Critical Proficiency: Geography – Students use geographic inquiry and reasoning to propose solutions to local, national, and global issues.

Priority Performance Indicators: Geographic Representations: Spatial Views of the World Create and/or use maps of familiar and unfamiliar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)

Provoking & Guiding Unit Questions	
	• How would we find a place we have never been before? • How do you know where you are? • What is a map? • What can maps tell us about a place?

Learning Continuum	Approaching (Access Point)	Essential Grade Level Proficiency	Confident Grade Level Proficiency	Expanding (Challenge Point)
• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are.	• EE: I know that places are different; I know that places have things in them • E: I know that places can be shown in pictures and maps. I know that things can be near or far • T: I know that maps help people find places. I know that places have natural and human-made features.	• I know that maps help people find places. • I know that places have things from nature and things made by people. • I know that location words help tell where things are.	• I know that maps help people show and find places. • I know that places have natural features and things people build. • I know that location words help describe where things are and how places are related to one another.	R: I know that maps can show how places are connected and related to one another. I know that the natural and human-made features of a place can influence how people live there. C: I know that geographic skills can help me understand places near me and places far away. I know that maps can help people learn about communities, cultures, and environments around the world. I: I know that maps can be created to answer questions, solve problems, and share information. I know that different maps are designed for different purposes and audiences.
• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.	• EE: I can recognize places I know; I can identify places that I know • E: I can find places I know in pictures or simple maps; I can use location words such as near, far, in, and on. • T: I can use maps and pictures to identify locations; I can describe places using location words and observations.	• I can use maps, globes, and pictures to identify places. • I can use location words to describe where things are. • I can create a simple map that shows the location of familiar places.	• I can use maps, globes, and pictures to find places. • I can describe places using location words and details about what I see. • I can create a map that shows where places are and how they are connected.	I can compare places using their locations, features, and characteristics. I can explain how maps help people understand relationships between places. C: I can apply what I know about familiar places to understand unfamiliar places. I can use maps and geographic information to make connections between people, places, and environments. I: I can create a map that helps others understand a place, answer a question, or solve a problem. I can design and explain a map that communicates important information about a community or environment.

Grade: Math 9	Subject Area/ Course: Math	Critical Proficiency: Algebraic Reasoning - Create, interpret, use, and analyze expressions, equations, and inequalities.

Priority Performance Indicators: Function Notation - Understand the concept of a function and use function notation. (HSF.IF.A)

Provoking & Guiding Unit Questions	• How can functions help us make predictions about the future? • Can a function exist without an equation? • What is a function? How do functions describe relationships between quantities? • How can functions help us understand patterns and change?

Learning Continuum	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$,is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models.	• EE: I know that things can be matched together, I know that one thing can lead to another thing. • E: I know that rules can connect inputs and outputs; I know that information can be shown in different ways. • T: I know that a function is a rule that connects inputs to outputs; I know that functions can be shown using tables, graphs, and equations.	• I know that a function is a relationship where each input has only one output. • I know that function notation can be used to represent a function and find outputs. • I know that functions can be shown using tables, graphs, equations, and other representations.	• I know that a function is a relationship where each input has only one output. • I know that function notation, such as $f(x)$,is used to represent functions and find output values. • I know that functions can be represented using tables, graphs, equations, verbal descriptions, and other models, while showing the same relationship.	R: I know that different representations of a function can show different information about the same relationship; I know that function notation helps mathematicians describe and analyze relationships precisely. C: I know that functions can be used to describe patterns and relationships in many subjects and real-world situations; I know that understanding functions helps me make predictions and solve problems in new contexts. I: I know that function models can be used to investigate questions and support decision-making; I know that different mathematical models can represent the same situation with varying degrees of usefulness.
• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.	• EE: I can identify objects, pictures, or symbols. I can follow a rule. • E: I can identify input-output relationships; I can use a rule to find an answer. • T: I can identify input and output values. I can represent simple functions using tables and graphs.	• I can identify whether a relationship is a function. • I can use function notation to find output values. • I can represent functions using tables, graphs, and equations.	• I can determine whether a relationship is a function. • I can use and interpret function notation to evaluate and describe functions. • I can represent and analyze functions using tables, graphs, equations, and real-world situations.	R: I can explain why a relationship is or is not a function using mathematical evidence. I can compare different representations of a function and explain what each representation reveals. C: I can apply functions to model situations in science, business, and everyday life; I can select the most useful function representation for a given situation. I: I can develop and test function models to answer questions and make predictions. I can evaluate and justify which function model best represents a real-world situation.

Today's Plan- Day 3!

We can build an inclusive unit plan for all students that anticipates variability and is both effective and efficient!

- Quick Review of Planning Frameworks so far:
  - Backwards Design
  - UDL
- Quick Review of Planning Strategies so far:
  - Translating learning goals into student friendly language
  - Creating guiding & provoking unit questions
- High Impact UDL Strategies – Curriculum Design
  - Building grade level learning continuums/progressions
  - Extending grade level for access and challenge
  - Pulling in transferable skills
- High Impact UDL Strategies for Assessment Design
  - Integrating literacy and numeracy modalities
  - Differentiating Evidence

What grade level curriculum are we using?
What are the learning standards?

CURRICULUM & ASSESSMENT DESIGN

Student choice of challenge

Adjustable Curriculum

Student choice of evidence

Adjustable Assessment

Students

Who are the students?
What are their dimensions?
Where is their agency?

NEEDS BASED DESIGN

What are the student needs?
What barriers are getting in the way?
What do students require to navigate needs & barriers?

Adjustable Supports & Strategies

Student choice of tools and actions

INSTRUCTIONAL DESIGN

How will students show evidence and growth within the learning standard?
How do we know?

Shelley MOORE PH.D.
2023

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Strategy: Differentiating Evidence

4.1: Varying and honour the methods for response, navigation and movement

5.2: Use multiple tools for construction, composition and creativity

6.2: Anticipate & plan for challenges

6.5: Challenge exclusionary practices

The Universal Design for Learning Guideline 3.0 in Accessible Language: Expression

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	We can provide different ways for learners to participate, move through learning, and show what they know.	I need to be able to choose different ways to participate, move, and respond during learning
Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	We can ensure learners can access and use the tools, technologies, and resources they need to learn	I need to be able to use tools and technology that help me access and engage with my learning
Support: Design Options for Expression & Communication		
Use multiple media for communication (5.1)	We can provide different ways for learners to communicate their ideas and understanding.	I need to be able to share my ideas using different formats, such as speaking, writing, drawing, recording, or creating
Use multiple tools for construction, composition, and creativity (5.2)	We can provide a range of tools and resources for learners to create, build, and express ideas.	I need to be able to use different tools and resources to create, design, and show my thinking
Build fluencies with graduated support for practice and performance (5.3)	We can provide support that helps learners build skills and confidence over time.	I need to be able to get the support I need to practise, improve, and become more confident in my learning
Address biases related to modes of expression and communication (5.4)	We can recognize and value different ways of communicating and expressing understanding.	I need to be able to see that my ways of communicating and showing learning are valued and respected
Executive Function: Design Options for Strategy Development		
Set meaningful goals (6.1)	We can help learners create goals that are relevant, purposeful, and important to them.	I need to be able to set goals that matter to me and help me grow
Anticipate and plan for challenges (6.2)	We can help learners think ahead and prepare strategies for overcoming difficulties.	I need to be able to think about challenges I might face and plan ways to deal with them
Organize information and resources (6.3)	We can support learners to manage information, materials, time, and resources effectively.	I need to be able to organize my information, resources, and learning tasks so I can be successful.
Enhance capacity for monitoring progress (6.4)	We can help learners track, reflect on, and evaluate their progress toward goals.	I need to be able to check my progress, reflect on my learning, and make improvements
Challenge exclusionary practices (6.5)	We can identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities	I need to be able to be a part of creating a learning environment where everyone feels included, valued, and able to participate

Backwards Design

Forward Design

Standardized

Differentiated

Same for Everyone

Activity/Task

Grade Level Goals

Adapted Goals

Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Grade Level Goals

Activity 1

Activity 2

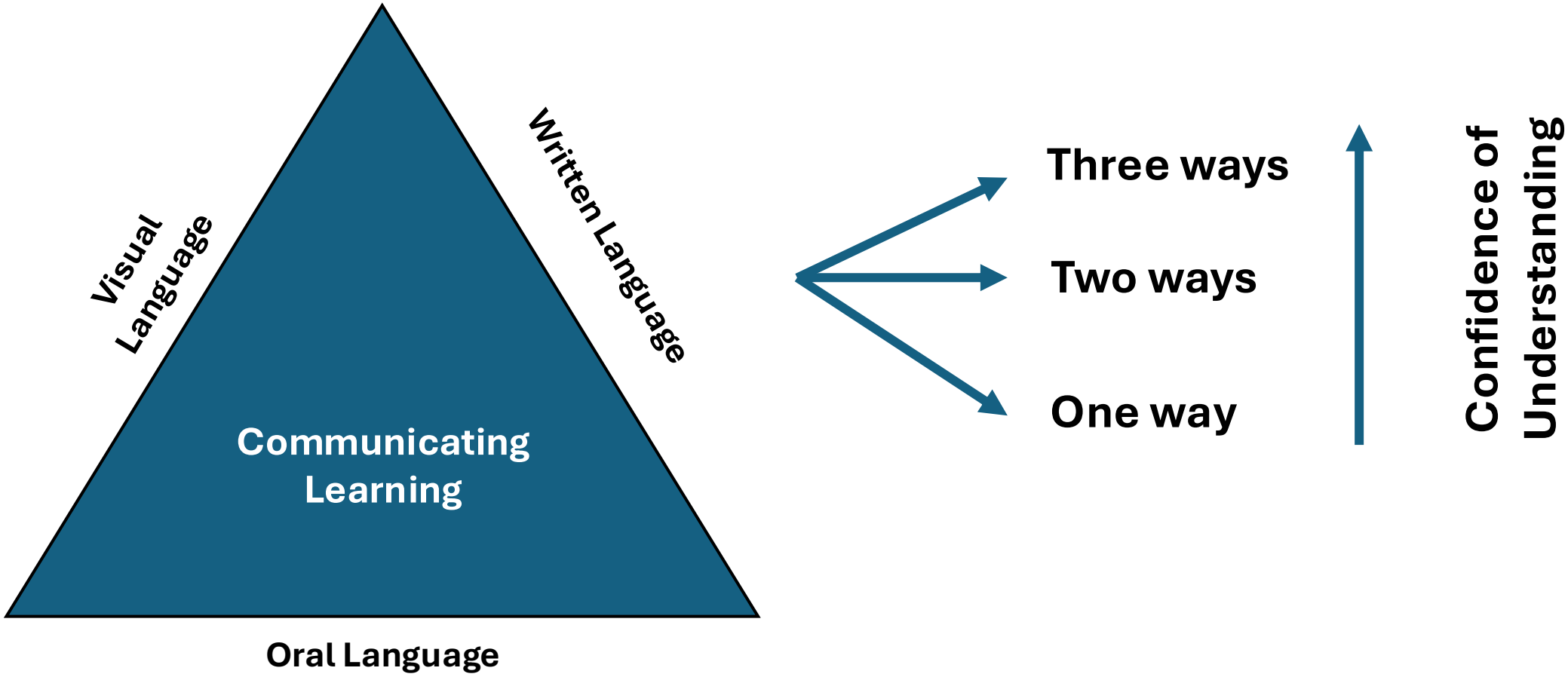
Activity 3

Does not compromise the integrity evaluation

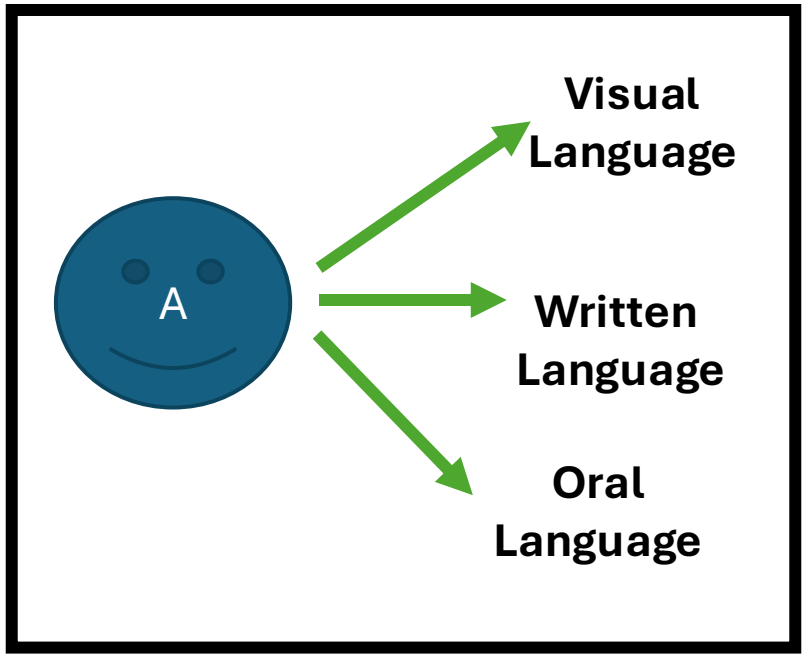
Standards Based

McTigue, 2010

How do students show what they know?



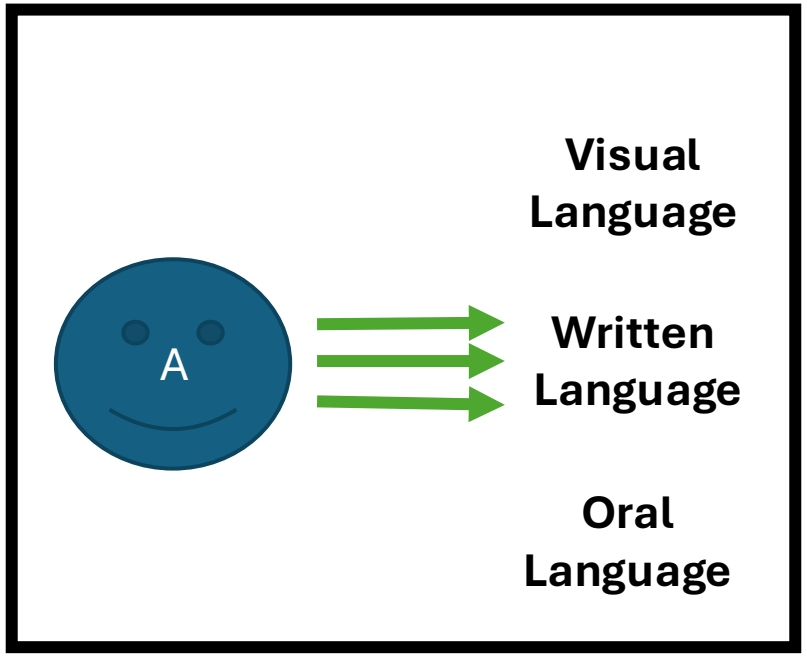
All Languages (in literacy) are Treated Equal!



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



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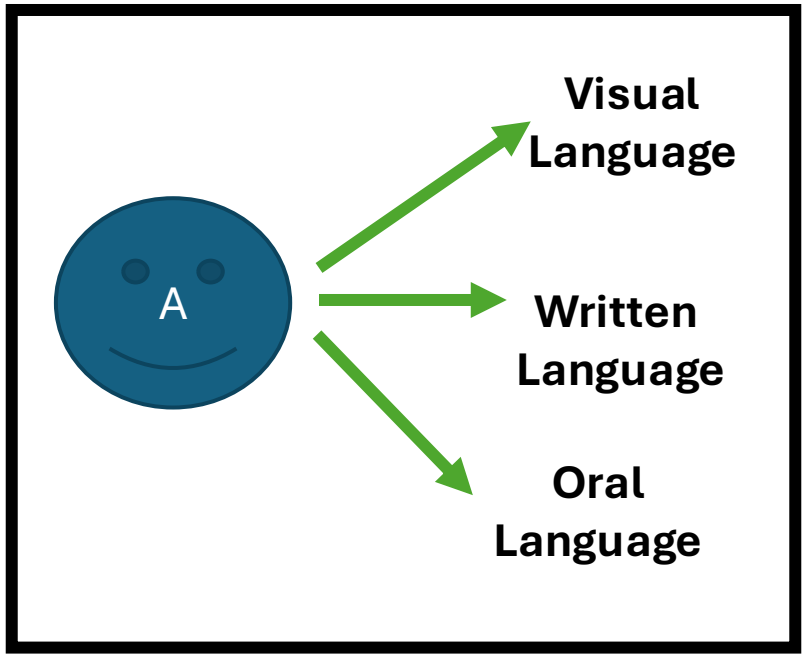

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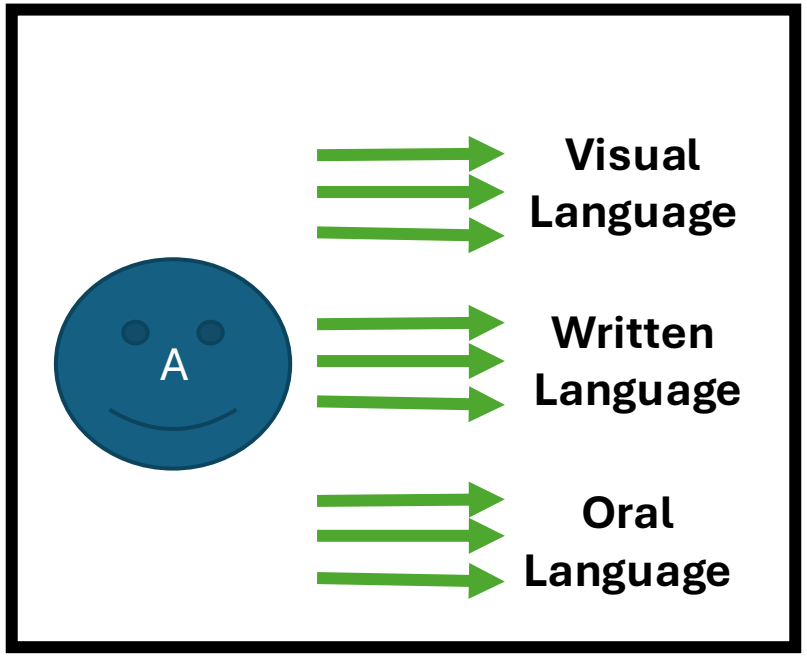
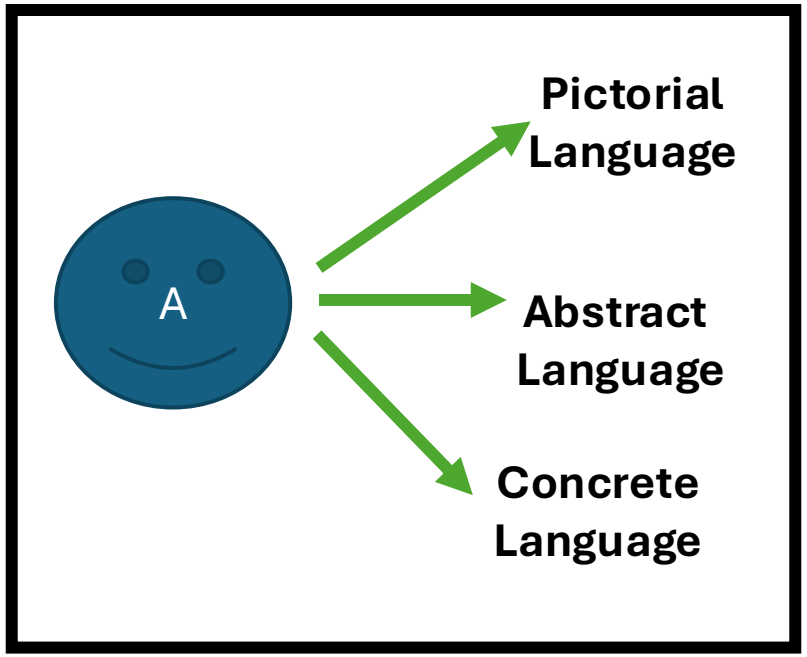


All Languages (in numeracy) are Treated Equal!



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

Instead of

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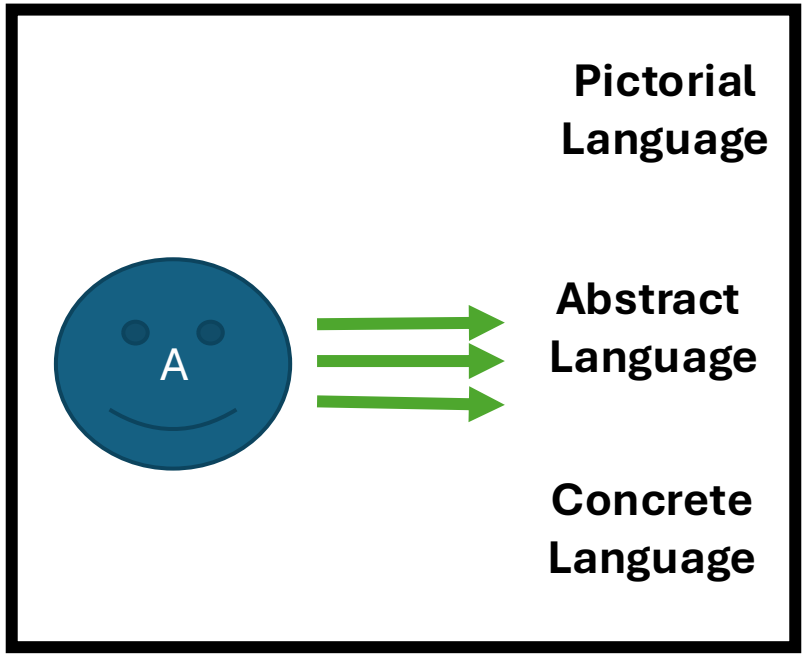

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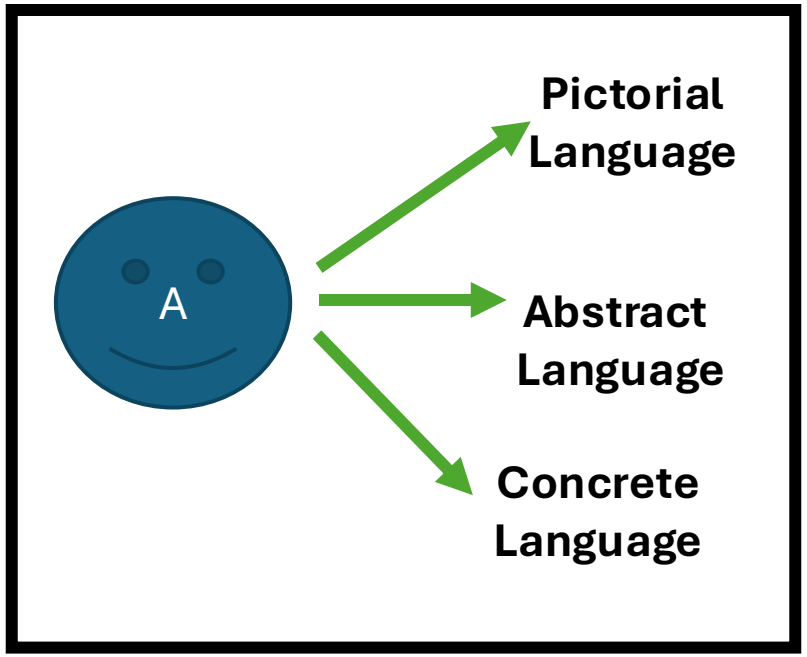

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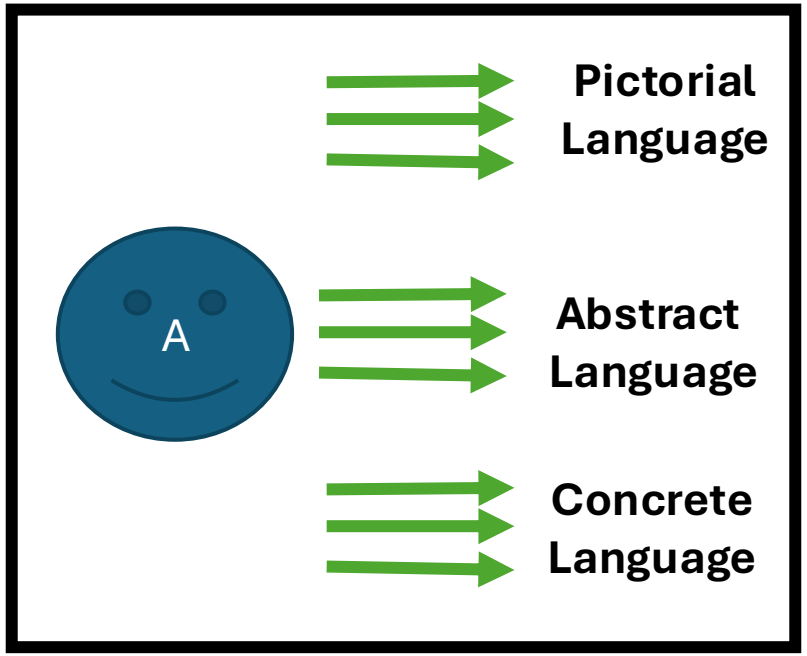


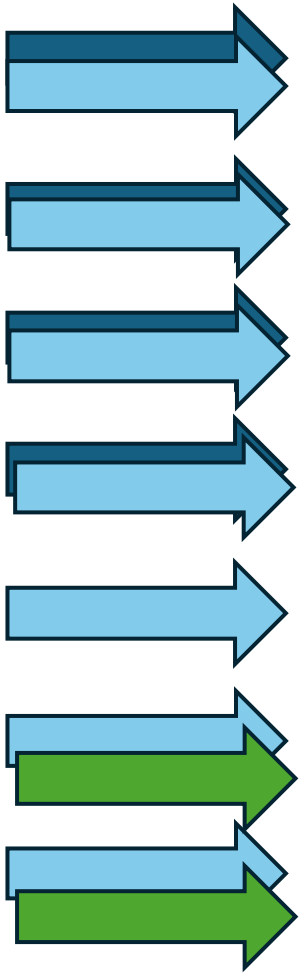
Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written/ Abstract	Speaking/ Showing	Kinesthetic / Concrete	Visual/ Pictorial

S, Moore, 2025

How do we know if we are on the right track?

Backwards Design Planning

Learning Continuums/ Progressions



Differentiating Evidence

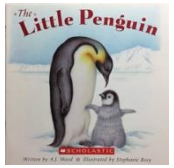
Priority Performance Indicator:	Not Evident	Somewhat Evident	Clearly Evident	Notes:
Relationship to the Critical Proficiency The performance indicator builds toward the related Critical Proficiency.				
Alignment to Standards The performance indicator is aligned with the standards approved by the State Board of Education.				
Knowledge and Skills The performance indicator describes what students should know, understand, and do.				
Transferable Skills The performance indicator incorporates transferable skills.				
Complexity The performance indicator is complex and sets high expectations for all students.				
Free of Bias The performance indicator is free of bias and does not advantage some students over others.				
Flexibility Evidence of learning can be demonstrated in multiple ways across a variety of contexts, including Flexible Pathways.				

Example: Kindergarten ELA/Math

- **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**

Backwards Design

Anchor Text:



Big Idea(s)

Guiding Question(s)

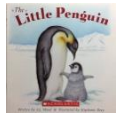
Content

Skills

Moore, 2025

Backwards Design

Anchor Texts:



Big Idea

Objects have attributes that can be described, measured, and compared.

Guiding Question

How can we use objects to compare and measure?

Content

Math (K)

- Students know **direct comparison measurement**

ELA (K)

- Students know **language features, structures, and conventions including:**
  - *concepts of print; letter knowledge and letter formation*

Skills

Math (K)

- Students can understand and solve by *visualizing to explore mathematical concepts*
- Students can **communicate and represent by** *representing mathematical ideas in concrete pictorial and symbolic forms*

ELA (K)

- Students **can comprehend and connect by** *exploring foundational concepts of print, oral and visual texts*

Moore and McIntosh, 2025

Example: Kindergarten ELA/Math

- **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 Level Standard (K): Students know direct comparison measurement						
Student friendly: I know that I can compare objects to describe and measure them						
Derived from Grade Level Proficiency		**Grade Level Proficiency**		**Extending from Grade Level Proficiency**		
Approaching (Access Point)		**Essential**	**Confident**	**Expanding (Challenge Point)**		
Early Emergent (EE)	**Emergent (E)**	**Emergent/ Grade Level**	**Transitional/ Grade Level**	**Grade Level & Beyond: Reflective (R)**	**Grade Level & Beyond: Connected (C)**	**Grade Level & Beyond: Innovative (I**
• I know that objects can be different. • I know that objects have attributes.	• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me describe and order objects. • I know that the same objects can be compared using different attributes.	• I know that different attributes can be used to compare the same objects. I know that comparing objects helps me describe them more precisely.	• I know that comparing objects helps me make decisions in everyday life. I know that measurement helps me understand the world around me.	• I know that measurement can help answer questions and solve problems. I know that there are many ways to compare and organize objects.

Moore, 2026

Grade Level Standard (K): Students know direct comparison measurement						
Student friendly: I know that I can compare objects to describe and measure them						
Derived from Grade Level Proficiency		**Grade Level Proficiency**		**Extending from Grade Level Proficiency**		
Approaching (Access Point)		**Essential**	**Confident**	**Expanding (Challenge Point)**		
Early Emergent (EE)	**Emergent (E)**	**Emergent/ Grade Level**	**Transitional/ Grade Level**	**Grade Level & Beyond: Reflective (R)**	**Grade Level & Beyond: Connected (C)**	**Grade Level & Beyond: Innovative (I**
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Moore, 2026

Grade: K	Subject Area/ Course: Math	Topic: Measurement		
Provoking & Guiding Unit Questions	**How can we use objects to compare and measure?**			
Grade Level Standards	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
Students know direct comparison measurement	• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me describe and order objects. • I know that the same objects can be compared using different attributes.	• I know that different attributes can be used to compare the same objects. • I know that comparing objects helps me describe them more precisely.
Students can understand and solve by visualizing to explore mathematical concepts	• I can use objects to show my thinking. • I can use pictures and objects to show a math idea.	• I can use pictures, objects, and drawings to solve math problems. • I can show my math thinking with pictures and models.	• I can solve math problems by making pictures in my mind and using models. • I can choose pictures, objects, or drawings that help me explain my thinking. • I can explain how my picture or model helped me solve a problem.	• I can explain why a picture or model helped me solve a problem.
Students can communicate and represent by representing mathematical ideas in concrete pictorial and symbolic forms	• I can use objects to show what I know. • I can use objects and pictures to show my math thinking.	• I can use objects, pictures, and symbols to show a math idea. • I can use objects, pictures, or symbols to show and explain explain my thinking.	• I can communicate my mathematical thinking using models. • I can I can show and explain the same math idea in more than one way.	• I can compare different ways of showing the same math idea.

Example: Kindergarten ELA/Math

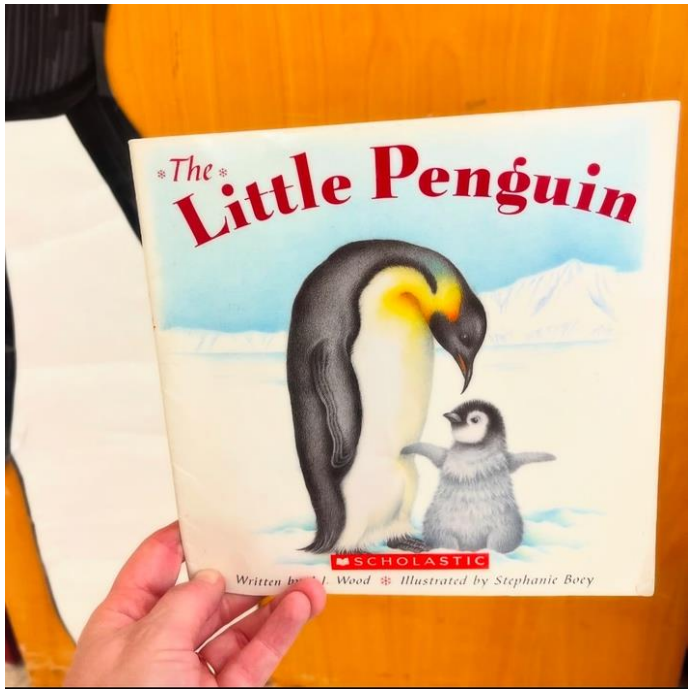
- **Backwards Design: to determine context and learning targets**
- **Learning Continuum: that reflects the range of learners**
- **Tasks & Activities: that differentiate evidence of student learning AND build skills**

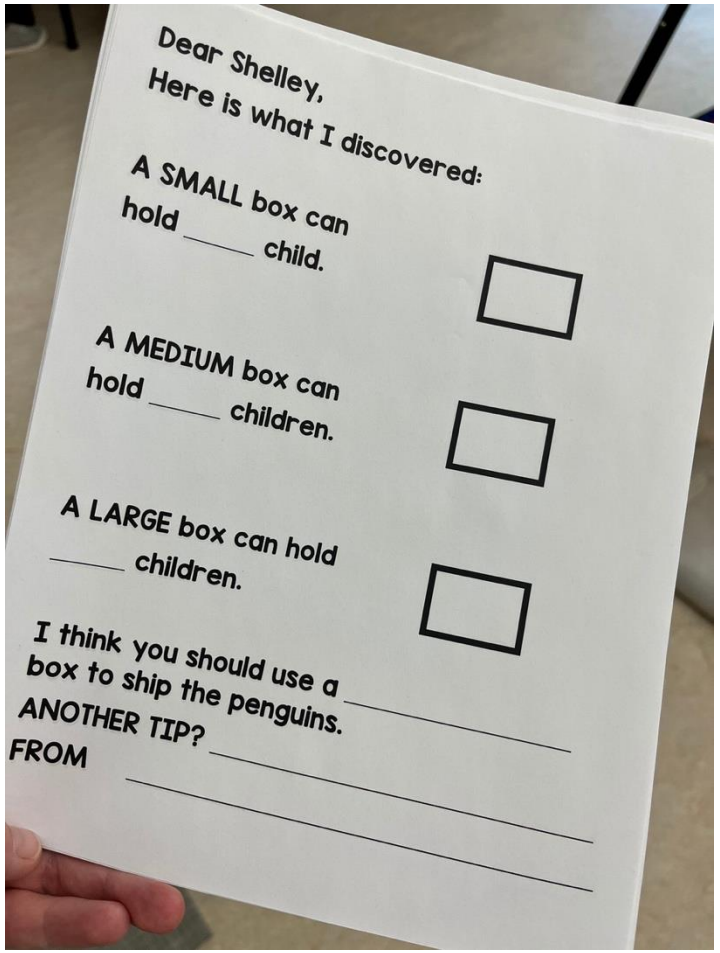
Learning Standards/ Outcomes	Assessment Tasks to Capture Learning	Differentiation of Evidence			
		Written/ Abstract	Speaking/ Showing	Kinesthetic / Concrete	Visual/ Pictorial
Math (K) Content 1. Students know direct comparison measurement ELA Content 2. Students know language features, structures, and conventions including: ○ concepts of print ○ letter knowledge ○ letter formation Math (K) Skills 3. Students can understand and solve by *visualizing to explore mathematical concepts* *4.* Students can communicate and represent by *representing mathematical ideas in concrete pictorial and symbolic forms* ELA (K) Skills 5. Students can comprehend and connect by *exploring foundational concepts of print, oral and visual texts*	**Activity**: Can you see me? • Goals: 1, 2, 3, 4, 5	x	x	x	x
	Activity: Measurement O Rama • Goals: 1, 2, 3, 4, 5	x	x	x	x
	Activity: What kind of box? • Goals: 1, 2, 3, 4, 5	x	x	x	x

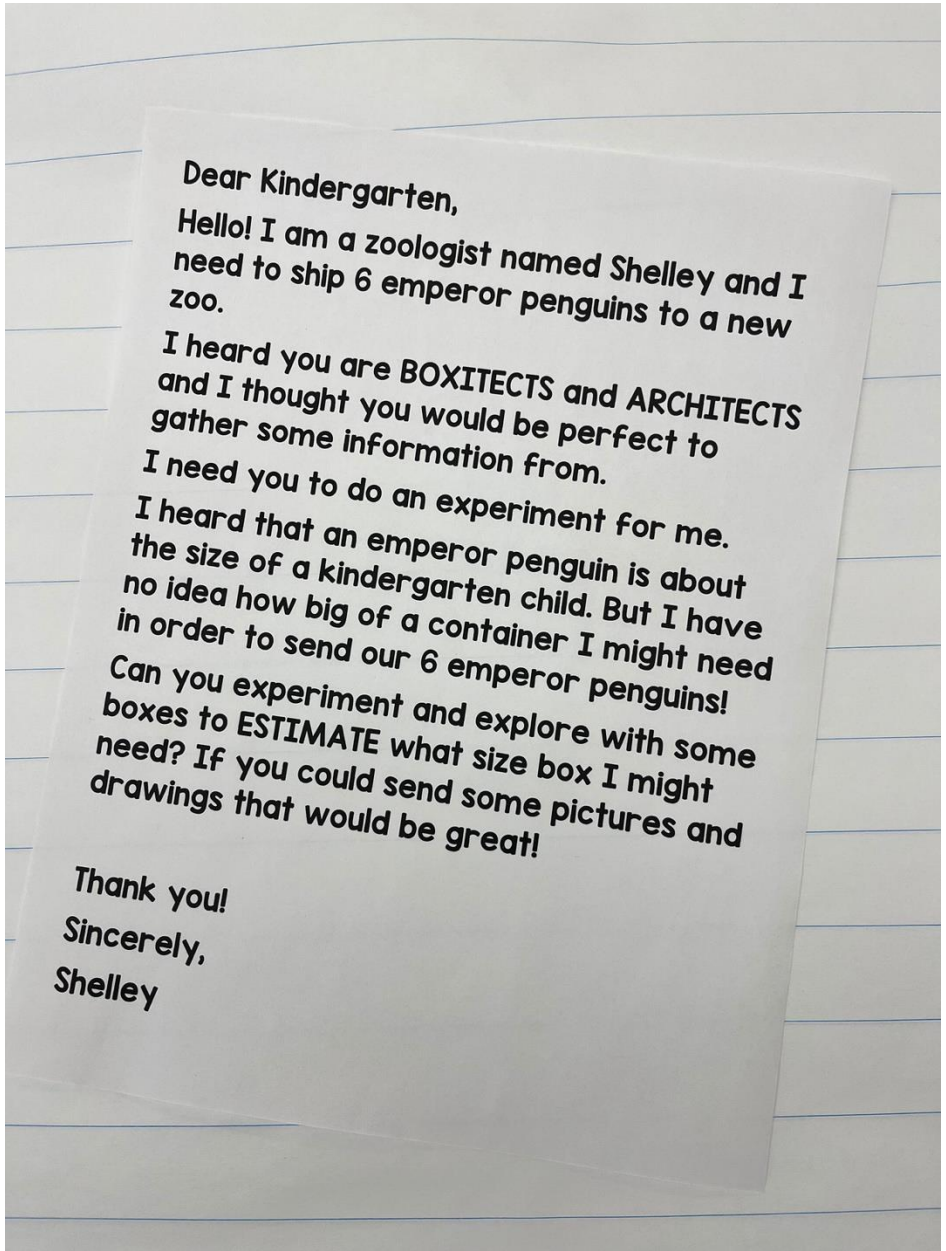
S, Moore, 2025

Grade: K	Subject Area/ Course: Math	Topic: Measurement		
Provoking & Guiding Unit Questions	**How can we use objects to compare and measure?**			
Grade Level Standards	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
Students know direct comparison measurement	• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me describe and order objects. • I know that the same objects can be compared using different attributes.	• I know that different attributes can be used to compare the same objects. • I know that comparing objects helps me describe them more precisely.
Students can understand and solve by visualizing to explore mathematical concepts	• I can use objects to show my thinking. • I can use pictures and objects to show a math idea.	• I can use pictures, objects, and drawings to solve math problems. • I can show my math thinking with pictures and models.	• I can solve math problems by making pictures in my mind and using models. • I can choose pictures, objects, or drawings that help me explain my thinking. • I can explain how my picture or model helped me solve a problem.	• I can explain why a picture or model helped me solve a problem.
Students can communicate and represent by representing mathematical ideas in concrete pictorial and symbolic forms	• I can use objects to show what I know. • I can use objects and pictures to show my math thinking.	• I can use objects, pictures, and symbols to show a math idea. • I can use objects, pictures, or symbols to show and explain explain my thinking.	• I can communicate my mathematical thinking using models. • I can I can show and explain the same math idea in more than one way.	• I can compare different ways of showing the same math idea.

Grade: K	Subject Area/ Course: Math	Topic: Measurement		
Provoking & Guiding Unit Questions	**How can we use objects to compare and measure?**			
Grade Level Standards	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
Students know direct comparison measurement	• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me describe and order objects. • I know that the same objects can be compared using different attributes.	• I know that different attributes can be used to compare the same objects. • I know that comparing objects helps me describe them more precisely.
Students can understand and solve by visualizing to explore mathematical concepts	• I can use objects to show my thinking. • I can use pictures and objects to show a math idea.	• I can use pictures, objects, and drawings to solve math problems. • I can show my math thinking with pictures and models.	• I can solve math problems by making pictures in my mind and using models. • I can choose pictures, objects, or drawings that help me explain my thinking. • I can explain how my picture or model helped me solve a problem.	• I can explain why a picture or model helped me solve a problem.
Students can communicate and represent by representing mathematical ideas in concrete pictorial and symbolic forms	• I can use objects to show what I know. • I can use objects and pictures to show my math thinking.	• I can use objects, pictures, and symbols to show a math idea. • I can use objects, pictures, or symbols to show and explain explain my thinking.	• I can communicate my mathematical thinking using models. • I can I can show and explain the same math idea in more than one way.	• I can compare different ways of showing the same math idea.







Activity: What kind of box?

Differentiation of Evidence			
Written/ Abstract	Speaking/ Showing	Kinesthetic / Concrete	Visual/ Pictorial
x	x	x	x

Moore and McIntosh, 2025

Grade: K	Subject Area/ Course: Math	Topic: Measurement		
Provoking & Guiding Unit Questions	**How can we use objects to compare and measure?**			
Grade Level Standards	**Approaching (Access Point)**	**Essential Grade Level Proficiency**	**Confident Grade Level Proficiency**	**Expanding (Challenge Point)**
Students know direct comparison measurement	• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me describe and order objects. • I know that the same objects can be compared using different attributes.	• I know that different attributes can be used to compare the same objects. • I know that comparing objects helps me describe them more precisely.
Students can understand and solve by visualizing to explore mathematical concepts	• I can use objects to show my thinking. • I can use pictures and objects to show a math idea.	• I can use pictures, objects, and drawings to solve math problems. • I can show my math thinking with pictures and models.	• I can solve math problems by making pictures in my mind and using models. • I can choose pictures, objects, or drawings that help me explain my thinking. • I can explain how my picture or model helped me solve a problem.	• I can explain why a picture or model helped me solve a problem.
Students can communicate and represent by representing mathematical ideas in concrete pictorial and symbolic forms	• I can use objects to show what I know. • I can use objects and pictures to show my math thinking.	• I can use objects, pictures, and symbols to show a math idea. • I can use objects, pictures, or symbols to show and explain explain my thinking.	• I can communicate my mathematical thinking using models. • I can I can show and explain the same math idea in more than one way.	• I can compare different ways of showing the same math idea.

Grade Level Standard (K): Students know direct comparison measurement						
Student friendly: I know that I can compare objects to describe and measure them						
Derived from Grade Level Proficiency		**Grade Level Proficiency**		**Extending from Grade Level Proficiency**		
Approaching (Access Point)		**Essential**	**Confident**	**Expanding (Challenge Point)**		
Early Emergent (EE)	**Emergent (E)**	**Emergent/ Grade Level**	**Transitional/ Grade Level**	**Grade Level & Beyond: Reflective (R)**	**Grade Level & Beyond: Connected (C)**	**Grade Level & Beyond: Innovative (I**
• I know that objects can be different. • I know that objects have attributes.	• I know that objects can be compared. • I know that some objects are bigger, smaller, longer, or shorter than others.	• I know that I can measure two objects by comparing them. • I know that comparing measurements helps me describe objects. • I know that different attributes, such as length, height, and weight, can be compared.	• I know that comparing measurements helps me describe and order objects. • I know that the same objects can be compared using different attributes.	• I know that different attributes can be used to compare the same objects. I know that comparing objects helps me describe them more precisely.	• I know that comparing objects helps me make decisions in everyday life. I know that measurement helps me understand the world around me.	• I know that measurement can help answer questions and solve problems. I know that there are many ways to compare and organize objects.

Moore, 2026

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 texts helps us understand ourselves and make connections to others and to the world.	• I 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)	• I 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?	• Synthesize ideas from a variety of sources to build understanding • Construct meaningful personal connections between self, text, and world • Exchange ideas and viewpoints to build shared understanding and extend thinking • Transform ideas and information to create original texts	• I can use ideas from different sources to help me build a deeper understanding of a topic. • I can make meaningful connections between myself, the texts I read, and the world around me. • I can share and discuss ideas with others to build understanding and help everyone learn more. • I can use ideas and information in new ways to create original texts and express my thinking.
What competencies/ transferable skills do students need to develop? (Decided based on needs of class)	Personal Awareness and Responsibility • self determination • self regulation	• I can be personally aware and responsible by being self determined • I can be personally aware and responsible by being self regulated