

Why have Standards?

- To define what students should know and be able to do.
- To identify clear expectations for students, parents and teachers.
- To ensure consistency throughout the state.
- To improve teaching and learning.
- To develop a students ability to compete in a global economy.

How Do Standards Impact Instruction?

- Mastering the standards is the goal for ALL students.
- Instruction should lead to student success in meeting the goal of mastering the standards.
- Standards are NOT curriculum!
- In order for students to be successful, the standards must be taught.
- Instructional tools should assist teachers in helping students meet the standards.

What is Meant by “Analyzing” the Standards and Why Would We Do It?

When we analyze the standards we are:

- examining the standard to determine exactly what students need to know,
- examining the standard to determine exactly what students need to be able to do, and
- creating student friendly learning goals based on our examination.

We analyze standards to help us clarify for students what they need to be able to know and do and what that looks like.

How do We Analyze Standards?

Steps to Analyzing the Standards:

1. Identify the standard to be addressed.
2. Circle the verbs in the standard.
3. Underline the nouns in the standard.
4. Connect related information in the standard to nouns and verbs.
5. Think about the cognitive depth of the verbs.
6. Develop the Big Ideas
7. Establish student goals based on the standards utilizing student-friendly language.
8. Establish mastery.

Getting Started: Examine the Standard

LAFS

LAFS.6.RI.3.7 – Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Nouns:

Information, media, format,
words, understanding, topic,
issue

Verbs:

Integrate (information presented in different
media or formats as well as in words)
To Develop (a coherent understanding of a
topic or issue)

Big Ideas

1. It is important to bring together information that is presented in a variety of ways to develop a complete understanding of a topic or issue.

Cognitive Complexity: Level 3: Strategic Thinking and Complex Reasoning

I can use information presented in a variety of formats including charts, graphs, photographs, as well as media and texts together, to develop a complete understanding of a topic or issue.

Learning
Goal(s)



Getting Started: Examine the Standard

LAFS

LAFS.6.RI.3.8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Nouns:

Verbs:

Big Ideas

- 1.
- 2.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Learning Goal(s)



Try This One at Your Tables:

- LAFS.6.RI.3.9 – Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).



Reviewing Cluster 3 of the Florida Standards

- Review the handout “Teachers look at Standards Through Three Different Lenses” with your table group.
- Read through the Cluster 3 standards for grades K-12. Quickly circle the verbs and underline the nouns in the standards.
- Discuss the change in the language as the grade levels progress.
- Read carefully the standards for grades 6-8 and discuss the questions on the “Looking at Standards Through Three Lenses” handout for each standard.



Reflection



How will you use the information you have learned today at your school or district?