

**FROM THE COLLEGE AND CAREER READY STANDARDS
TO TEACHING AND LEARNING IN THE CLASSROOM:
A SERIES OF RESOURCES FOR TEACHERS**

BUILDING BLOCKS, LEARNING GOALS, AND SUCCESS CRITERIA

**PLANNING INSTRUCTION
AND FORMATIVE ASSESSMENT FOR K-12
ENGLISH LANGUAGE ARTS AND LITERACY STANDARDS**

AUTHORS:

**MARITZA LOZANO, NICOLE MANCEVICE, BARBARA JONES,
MARGARET HERITAGE, SANDY CHANG, GLORY TOBIASON, AND JOAN HERMAN**

National Center for Research on Evaluation, Standards, and Student Testing
University of California, Los Angeles
Graduate School of Education & Information Studies



Updated August 2015

Copyright © 2014 The Regents of the University of California

The work reported herein was supported by grant number #S283B050022A between the U.S. Department of Education and WestEd with a subcontract to the National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

The findings and opinions expressed in this publication are those of the authors and do not necessarily reflect the positions or policies of CRESST, WestEd, or the U.S. Department of Education.

ORGANIZATION

INTRODUCTION	3
BUILDING BLOCKS	4
KEY ELEMENTS OF FORMATIVE ASSESSMENT: LEARNING GOALS AND SUCCESS CRITERIA.....	8
COOPERATION, COLLEAGUES, AND OUTSIDE RESOURCES	9
FROM STANDARDS TO BUILDING BLOCKS	9
FROM BUILDING BLOCKS TO LEARNING GOALS AND SUCCESS CRITERIA.....	18
BUILDING BLOCKS: A BALANCE BETWEEN CONCEPTUAL WORK, SKILLS, AND TEXT COMPLEXITY	23
TOOLS AND EXEMPLARS	26
RECOMMENDED RESOURCES	32
REFERENCES AND BACKGROUND MATERIALS.....	34
TEMPLATES	35

INTRODUCTION

This resource is part of a series produced by the Center for Standards and Assessment Implementation (CSAI) to assist teachers and those who support teachers to plan teaching and learning from College and Career Ready Standards (CCRS) for all students, including students with disabilities, English learners, academically at-risk students, students living in extreme poverty, and gifted/talented students. The series of resources addresses key shifts in learning and teaching represented in CCRS. This resource uses the Common Core State Standards (CCSS; National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010) as an example of CCRS. The processes described in this resource are applicable to all States' CCRS, including the CCSS. The authors of this resource drew on their understanding of leading theory and research about learning and formative assessment and from an examination of the CCSS to create these tools and processes. A section on background reading is included at the end.

This resource is the second in a suite of resources that helps teachers merge content and practice of CCRS for English language arts (ELA) and literacy in daily instruction. The first in this suite, *What's Learned First, What's Learned Together? Developing a Yearlong Plan from the K-12 College and Career Ready Standards for English Language Arts and Literacy*, helps teachers arrange and sequence standards into a Yearlong Plan.¹ This resource assists teachers in moving from a Yearlong Plan to establishing Learning Goals and Success Criteria for daily lesson plans and formative assessment.

The resource is divided into two sections:

- (1) Teachers determine the "Building Blocks" that will lead students from their prior grade's learning to the achievement of the current grade's standards. The Building Blocks identify the changes in student thinking and/or skill that should mark student progress toward success.
- (2) For each Building Block, teachers determine associated Learning Goals and Success Criteria, which are two key elements of formative assessment.

¹ For a copy of the resource, visit: csai-online.org

BUILDING BLOCKS

The next two sections introduce and describe key concepts in this resource: Building Blocks, Learning Goals, Success Criteria, and Formative Assessment. Tools and processes for teachers to identify and utilize these key concepts are described in later sections of this resource.

WHAT ARE BUILDING BLOCKS?

CCRS specify what students should know and be able to do at the end of each grade level. They do not characterize in any detail how student learning progresses from one standard to another. Because CCRS are substantive and intended to lead to deeper learning, they describe a quantity of learning that is too big for planning daily lessons with formative assessment. For the purpose of planning instruction and formative assessment, teachers need to characterize the intermediate steps that lead from achievement of one standard to the next. In this resource, these steps are referred to as Building Blocks. Building Blocks are the incremental changes that occur in students' thinking or skill level as their learning progresses from one standard to the next. These cognitive moves might represent shifts in understanding, a cumulative progression of knowledge and skill, or the application of knowledge and skills while reading increasingly complex texts.

Teachers identify Building Blocks by asking, "What are the learnable, lesson-sized 'chunks' that lead to this standard?" or "What are the incremental learning steps that students need to take on the pathway to achieving this standard?"

BUILDING BLOCKS: AN EXAMPLE FROM GRADE 7

CCRS standards, in particular the CCSS, represent an inherent progression of incremental learning between grade levels that is not identified in the standards. The identification of this inherent progression is a necessary step in planning and is required to move student learning from one grade level to the next. Take the seventh-grade ELA and Literacy CCSS Speaking and Listening Standard 1 (SL.7.1) as an example. The table shows the CCR Anchor standard and the corresponding standards for grades 6 through 8. It illustrates the inherent progression of learning for this standard as it becomes more sophisticated each year in middle school. The aspects of the standards that change the most from grade to grade are in **green bold text** in the table.

CCR Anchor Standards for Speaking and Listening	Grade 6	Grade 7	Grade 8
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. 	<p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that connect ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.

A close reading of the standards illustrates a progression from grade 6 to grade 7 expectations in the sophistication with which students are able to participate in and direct conversations and respond to others in pursuit of their goals. For example, in grade 6, students are expected to study the required material in preparation for discussion, set specific goals, pose and respond to questions with elaboration and detail, and paraphrase others' ideas. Seventh-graders are expected to continue to refine the skills that support them in participating effectively in discussions. Students in grade 7 are expected to research material in preparation for discussions, to elicit elaborations from others, and to keep discussions and conversations on topic. The texts, issues, and topics that students respond to, and discuss also change from year to year.

To identify the Building Blocks for the standard, teachers would start with the end-of-year expectations for the previous grade-level. By attending to sixth-grade expectations, seventh-grade teachers can determine the knowledge and skills that they are building on in current lessons. Teachers also might find it helpful to study the eighth-grade expectations for this standard when creating Building Blocks. With knowledge of what lies ahead, seventh-grade teachers can begin to support students in building their capacity to connect several speakers' contributions and respond using relevant evidence. Many of these skills can be foreshadowed during learning experiences in the

seventh-grade classroom. To identify the Building Blocks for this standard, teachers ask: What are the incremental changes that students must experience to move from Grade 6 learning to Grade 7 learning?

Below is a seventh-grade teacher’s conceptualization of the Building Blocks – or the key cognitive moves and skills – that connect the sixth- and seventh-grade ELA and Literacy CCSS standards SL.6.1 and SL.7.1. The table includes the teacher’s thinking when creating the Building Blocks, as well as ideas for addressing each one. The Building Blocks are sequenced as a learning progression.

BUILDING BLOCKS OF A STANDARD	NOTES
<p>Block 1 Actively listen to understand what is being communicated in a discussion.</p>	<p>(Anticipated Challenges) Students will need to practice listening before they start thinking about their own responses. Students can listen for anything said that was striking, missing, controversial, or vague.</p>
<p>Block 2 Recognize when a contribution to a discussion is not understood.</p>	<p>(Anticipated Challenge) Students may be unsure of how to discern when there has been a breakdown in understanding others’ contributions. They may require practice with listening for understanding in order to track discussions.</p>
<p>Block 3 Take appropriate steps (e.g., paraphrasing, recapping, ask probing questions) to understand others’ ideas and be understood.</p>	<p>(Anticipated Challenge) Students may need some review and/or direct teaching on what actions they should take (paraphrase, reflect) when they have trouble understanding a peer or teacher’s contribution to a discussion.</p>
<p>Block 4 Understand how to help others strengthen their contributions to a discussion by asking them questions to elaborate on their thinking and ideas.</p>	<p>(Anticipated Challenge) Students may be unsure of what steps they can take to elicit elaboration from their peers. Students must evaluate what others have said in order to formulate a comment or question to elicit a more elaborated comment from their peer.</p> <p>(Sample Instructional Strategy) The key is to work with students to show them that discussion and collaboration depend on the ability to understand and be understood. If students do not understand their peers, then conversations may not be as productive. It is students’ responsibility to ask peers and teachers questions about what is not understood. This may require direct teaching of questions that can be used to elicit elaboration and discussion.</p>
<p>Block 5 Understand that discussions have specific goals or deadlines. Keep discussions focused on a specific topic, text, or issue to meet goals/deadlines.</p>	<p>(Anticipated Challenge) In Grade Seven, students may have difficulty connecting on-topic discussions with specific learning goals or outcomes, and with recognizing when discussions have met their goals.</p>
<p>Block 6 Track the progress of discussion towards goals and deadlines by summarizing contributions, asking questions (probing), and annotating discussion.</p>	<p>(Anticipated Challenge) Students may need support tracking the progress of discussions and developing the habit of checking-in with discussion participants. Discussion check-ins may include pausing at specific points to take stock of the conversation and revisit the specific goals and deadlines.</p>

The process involved in creating Building Blocks is detailed in the section “From Standards to Building Blocks” on page 9. When teachers clarify the Building Blocks involved in achieving a standard, they are better prepared to establish lesson-sized Learning Goals and Success Criteria for instruction and formative assessment, and to anticipate challenges or misconceptions that may occur. This process of formative assessment is addressed in the next section.

KEY ELEMENTS OF FORMATIVE ASSESSMENT: LEARNING GOALS AND SUCCESS CRITERIA

WHAT IS FORMATIVE ASSESSMENT?

Formative assessment is an established, evidence-based practice shown to improve student learning. It is a carefully planned process that includes the following:

1. Identifying Building Blocks between and within standards, and organizing these Building Blocks into a learning progression;
2. Establishing clear Learning Goals for the lesson and associated Success Criteria (what students will say, do, make or write to indicate that they have met the goal);
3. Sharing Learning Goals and Success Criteria with students and making sure they understand what the goals and criteria entail;
4. Planning strategies to elicit evidence of learning during the lesson (what students will say, do, make or write); (Note: Any evidence gathering strategies need to be aligned to the Learning Goal and Success Criteria. Quality instructional tasks, designed to build students' thinking, can reveal substantive insights into how their thinking is developing – in effect, the instructional task and the assessment task are one and the same.)
5. Interpreting the evidence in real-time or as close to the actual time of the lesson as possible to make judgments about where students are in relation to the lesson Learning Goals;
6. Deciding on appropriate pedagogical action to move students' learning closer to the desired goal. Possible pedagogical actions include: continuing with the planned lesson; providing feedback that gives students hints or cues about steps they can take; or purposefully departing from the planned lesson in response to the current levels of students' understanding;
7. Involving students in the process through peer and self-assessment.

HOW DO LEARNING GOALS AND SUCCESS CRITERIA FIT INTO FORMATIVE ASSESSMENT?

The Building Blocks are the foundation for identifying specific Learning Goals and Success Criteria for individual lessons. These goals and criteria, in turn, provide the foundation for integrating formative assessment as an on-going part of learning and instruction.

Learning Goals describe what students will learn (not what they will do) during a lesson, which may constitute one or more class periods. These goals guide lesson design and the formative assessment process. Learning Goals are derived from the Building Blocks of the standards, and they should state clearly what students will understand by the end of the lesson. Teachers might write one or multiple Learning Goals from a Building Block, depending on the depth and scope of the learning it describes.

Success Criteria are the specific ways that students will demonstrate and provide evidence of their learning. They too are derived from Learning Goals. Success Criteria explicitly describe what students will say, do, make, or write to demonstrate they have achieved the understanding and/or skill described by the Learning Goals.

COOPERATION, COLLEAGUES, AND OUTSIDE RESOURCES

Standards provide a common set of stated reference points for teacher use, and acquire meaning through use over time. This is because standards, written as verbal descriptors, require interpretation and application within a community of practice (Klenowski & Wyatt-Smith, 2014, p. 77).

As they plan instruction and formative assessment, teachers are strongly encouraged to collaborate with colleagues, such as other teachers on their grade-level team, special education and English language development specialists, and other content experts. Insights from professionals who work with special student populations are critical to ensure that instruction and formative assessment include appropriate scaffolding, supports, and enrichment. The more expertise and perspectives brought to the table, the richer the planning process will be. It is helpful to work with colleagues to address any challenging conceptual questions that may arise during planning.

Effectively creating Building Blocks (and from them, Learning Goals and Success Criteria) will ultimately depend on teachers' deep knowledge of the standards and of their students. How teachers decide to best parse student learning of particular standards may not be identical to the work others have done in this regard. The process described in the CSAI resource, *What's Learned First, What's Learned Together? Developing a Yearlong Plan from the K-12 College and Career Ready Standards for English Language Arts and Literacy*,² can help teachers develop this depth of understanding. The yearlong plans that teachers create, combined with their professional knowledge, can provide the necessary foundation for developing Building Blocks, Learning Goals, and Success Criteria from the standards.

FROM STANDARDS TO BUILDING BLOCKS

The work of articulating a series of Building Blocks is done standard by standard. That is, teachers select a single standard and engage in the following three steps. We recommend that teachers allot approximately 2½ hours the first time they plan. Ideally, teachers will do this work over a longer session (e.g., a full day), so that they can articulate Building Blocks for several related standards in one sitting. The key concepts in related standards are similar, so if these ideas are fresh in teachers' minds, it will be easier to make connections, recognize prior knowledge, and more precisely differentiate between related but distinct standards and Building Blocks. Teachers will find that they will require less time to plan and articulate Building Blocks as they become more familiar with the standards. What is important is that teachers understand how to create teaching/learning progressions between and within standards to help them develop Learning Goals and Success Criteria. Teachers that work with colleagues may choose to tackle different domains and share the articulation of the Building Blocks. Teachers may choose to take the work that others have done and make adjustments, or tailor the Building Block articulation, to suit their individual classroom needs.

² For a copy of the resource, visit: csai-online.org

Step 1**Identifying prior and future learning expectations**

To determine what prior knowledge their students may have, teachers begin by consulting the previous grade's standards and then analyzing what progress is expected in their grade level. While domain and cluster headings in the previous and current grades may be identical, it is almost always the case that the standards reflect increasing levels of sophistication related to text complexity. Additionally, teachers may find it informative to look at the grade ahead to understand how their own grade's standards will be built on in the future. This forward thinking could impact the emphasis or frame for instruction of the standard. Teachers who have used *CCRS Making Connections and CCRS Gazette*³ templates to create a yearlong plan will be familiar with this grade-to-grade comparison of the standards.

Below is an example of how one third-grade teacher determined a learning progression for Writing Standard 1 from the ELA and Literacy CCSS. As a way to understand the incremental learning that would need to occur between the second- and third-grade end-of-year expectations, the teacher would study Writing Standard 1 across grades 2-4. These standards are shown in the figure below.

By the end of second-grade, students should be able to use linking words to connect their opinions with supporting reasons, and they should be able to provide multiple reasons for their opinion. In third grade, students should expand their repertoire of linking words, as well as begin to use a simple organizational structure in their writing. The fourth-grade standard expects that students will apply a more sophisticated organizational structure to their writing that clearly supports their purpose for writing.

Grade 2	W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Grade 3	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
Grade 4	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.

Be aware that there may be critical prior knowledge that is not explicitly stated in the current or prior grade's standards. For example, in the ELA and Literacy CCSS for Grade 3, students are expected to write an introduction to the topic and use an appropriate organizational structure that links opinion to supporting reasons. Teachers understand that students' capacity to meet this standard also will require that students can establish logical connections between their opinions and supporting reasons. This "hidden" prior knowledge is not mentioned in the Grade 2 or Grade 3 standards; awareness of it comes from teachers' experience and content expertise.

³ The CCRS Making Connections and CCRS Gazette are presented in the CSAI resource, *What's Learned First, What's Learned Together? Developing a Yearlong Plan from the K-12 College and Career Ready Standards for English Language Arts and Literacy*. It helps teachers analyze, organize, and sequence grade-level standards into a yearlong plan. Visit csai-online.org to download this resource.

Be alert as well to how the standards within a grade build on each other – i.e., there are within-grade pre-requisite standards. For example, students in Grade 3 need to “determine the main idea of a text” (ELA and Literacy CCSS RI.3.2) so that they can “compare and contrast the most important points [...] in two texts” (ELA and Literacy CCSS RI.3.9). In cases like these, relevant prior knowledge for one standard is another, closely related standard from the same grade.

Step 2 Extending the boundaries of prior learning

Before introducing new Building Blocks of learning, there may be useful and productive ways to push students to the edge of their prior learning. Building Blocks that extend prior knowledge might, for example, involve students applying a familiar skill or concept with an increasing level of text challenge.

Next is an example of how one seventh-grade teacher might extend the boundaries of prior learning for Reading Standard for Informational Text 6 (RI.7.6) from the ELA and Literacy CCSS. In sixth-grade, students learned how authors convey point of view. This seventh-grade standard builds on students’ prior learning by requiring students to apply the learning expectation from sixth-grade. In grade 7, students are expected to identify how the author of a particular text distinguishes his position from that of others. This requires that students can easily identify how an author conveys point of view in a text. Teachers will want to provide students with multiple opportunities to practice this skill using texts that present increasing levels of challenge. The figure below shows the standards this learning progression is based on.

Grade 6	RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
Grade 7	RI.7.6. Determine the author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Grade 8	RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

The CSAI resource, *Supporting Students in Close Reading*,⁴ provides information about determining the level of text challenge, selecting text, and planning text-dependent questions.

Step 3 Moving beyond the boundaries of prior learning to new learning expectations

Here, teachers determine the new incremental learning steps that students will need to experience as they move beyond their prior knowledge. Sometimes the distinction between extending and moving beyond prior knowledge is not clear-cut in ELA. It is okay to have these two categories be somewhat fluid as teachers create their Building Blocks.

⁴ For more information about text complexity and text selection, see the CSAI Resource, *Supporting Students in Close Reading*, at csai-online.org.

A Building Block that moves student understanding beyond the boundaries of prior learning to new learning expectations might involve:

- The introduction of a new concept or skill;
- A new application of an existing concept or procedure; or
- A new synthesis of previous learning.

In the previous example (Step 2), the seventh-grade teacher determined that the new learning for Reading Informational Text standard 6 was that students understood how the author distinguishes his position from that of other authors. Students are expected to build on their understanding of point of view and position by analyzing how one author achieves this distinction in comparison to other authors. Students will require opportunities to extend their prior learning and apply this skill to compare and distinguish how different authors convey their point of view in a text.

WHAT DO STEPS 1 – 3 ACTUALLY LOOK LIKE?

The process of determining the Building Blocks that connect prior knowledge to a new standard should be undertaken collaboratively, with other grade-level teachers or content experts. This conceptual work is iterative: teachers most likely will review and refine Building Blocks that they've initially developed several times. Teachers should not expect to simply list the Building Blocks of a standard, in a suitable order, on the first try. The process described below will likely contain comments like, "Oh wait, we forgot about X... students are going to need to know that before they get to Y," or "Hold on, what do they know about Z from last year?"

For this reason, teachers are encouraged to write and arrange Building Blocks on post-it notes or in a word processing program, instead of trying to list them on a single sheet of paper. This allows teachers to insert, delete, and reorder Building Blocks throughout the process. After the Building Blocks of a given standard have been determined, this work is recorded and preserved on the "Building Blocks of a Standard" template, located on page 35 in the "Templates" section of this resource.

Really getting inside a standard to locate its implicit incremental learning steps will likely generate valuable insights. In transforming a standard into Building Blocks, teachers may think about:

- Support for special populations, such as English Learners and Students with Disabilities
- Instructional Strategies / Lesson Design;
- Connections Across Content / Subjects;
- Connections to Real-World Contexts;
- Anticipated Challenges;
- Shifts in Language (from prior to new learning).

Teachers should note such insights as they write each Building Block. For example, "Step 2, Illustrated" shows how Special Education teachers can record IEP goals into the Building Block notes.

Different groups of teachers might make different stylistic choices in the writing of their Building Blocks. Some teachers might prefer to write complete sentences describing each Building Block. Other teachers might prefer to include example exercises, drawings, or keywords. Different grades and different content might be expressed more easily in

different formats. What’s important is that the series of Building Blocks hits on all the key cognitive steps and skills between prior knowledge and skill and grade level expectations.

This process is illustrated below with an example from the Grade 3 ELA and Literacy CCSS. The Building Blocks identified will vary from teacher to teacher. The example below should be considered as a set of Building Blocks, rather than *the* set of Building Blocks for this standard.

Step 1 Identifying Prior and Future Learning Expectations (Illustrated)

From a set of grade-specific CCRS, teachers identify a “target standard” and related anchor standard.

Target and Anchor Standards	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><i>CCR ANCHOR STANDARD 6: Assess how point of view or purpose shapes the content and style of a text.</i></p>
-----------------------------	--

Teachers read the grade-specific standard for the grade before and the grade after the one that they teach. The purpose of reading these standards is to get a sense of how the end-of-year learning expectations progress from one grade to the next. With this example from the ELA and Literacy CCSS, teachers will also need to pay attention to the College and Career Readiness (CCR) Anchor Standard. The CCR anchor standard provides teachers with an understanding of the ultimate learning goal of the standard. The guiding questions here are: “What do my students already know that they can build on as they move towards the target standard?” and “What am I preparing my students to be able to do next year?”

	STANDARDS	NOTES
Relevant Prior Knowledge	<p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>In addition to the previous grade’s standard (RL.2.6), there are other standards that set expectations related to understanding character, such as RL.2.3 and RL.3.3.</p>

Based on their content knowledge and teaching experience, teachers consider whether there is any “hidden” prior knowledge that students will need to begin working towards the “target standard.”

Relevant Prior Knowledge	<p>“Hidden” prior knowledge: The reader may have more information than any one of the characters or the narrator.</p>
--------------------------	--

After completing Step 1, teachers have the beginning and end of their pathway of Building Blocks, and they are now ready to determine the intermediate cognitive moves and skills. Note that as teachers articulate these intermediate steps, they may discover more “hidden” prior knowledge. When this happens, it should be added to the list of relevant prior knowledge.

Step 2 Extending the Boundaries of Prior Learning (Illustrated)

Teachers consider the prior learning recorded in Step 1, and determine if there are ways to stretch this learning strategically towards the target standard. The guiding question here is, “Before introducing new learning, how can students build strategically on this prior learning?” Note that most of the prior learning was related to character.

BUILDING BLOCKS OF A STANDARD	NOTES
<p>Block 1 Recognize that characters and narrator can express themselves through different language styles or tones as clues to their point of view.</p>	<p>(Anticipated Challenge) Students may need some direct teaching on how to distinguish tone and voice through specific use of language features.</p>
<p>Block 2 Understand that what characters say and do provide clues as to their points of view.</p>	<p>(Sample Instructional Strategy) Ask students to create a T-chart. In one column, students record something that character said or did, and then they make an inference about the character in the other column. Students share their notes with a partner, ask clarifying questions, and add to notes as necessary.</p>
<p>Block 3 Characterize the character and/or narrator point of view in relation to an aspect of the text (e.g., theme, event, moral dilemma).</p>	<p>(Sample Instructional Strategy) Determine key points in a text related to the theme or a character’s dilemma. Ask the students to pause their reading at these strategic points to make an inference. Students record their inferences on post-it notes, or on a graphic organizer. Revisit these notes during class discussions of the text.</p>

Step 3 Moving Beyond the Boundaries of Prior Learning to New Learning Expectations (Illustrated)

Here, teachers connect prior learning to the new learning end-of-grade expectations. Starting from the last Building Block from Step 2, they determine the incremental steps along the conceptual pathway to the target standard. The guiding question here is, “Given that I know X, what is the next thing I need to learn to move towards the target standard?” Much of the new work here for students is in considering their own point of view vs. characters or the narrator.

BUILDING BLOCKS OF A STANDARD	NOTES
<p>Block 4 The reader understands that her prior experiences and background knowledge inform her point of view.</p>	<p>(Anticipated Challenge) Students may not have a sense of why they have developed the opinions they have about aspects of the text (e.g., events, characters).</p> <p>(Sample Instructional Strategy) Group discussions can help students become more metacognitive in their thinking to develop a better sense of their reasoning, including awareness of the impact their personal experiences and background knowledge have.</p>
<p>Block 5 The reader understands that she has different information than narrator/character such as having an overview perspective and that this can inform her point of view.</p>	<p>(Sample Instructional Strategy) Ask students to make a T-chart. In one column students record what the narrator/character knows, and in the other column students record what they know. Students discuss the similarities and differences in information.</p>
<p>Block 6 The reader understands her point of view in relation to aspects of the text (e.g., theme, event, moral dilemma).</p>	<p>(Anticipated Challenge) Students may find it difficult to separate their prior knowledge from what actually takes place in the text.</p>
<p>Block 7 In sections of longer texts or short stories, be able to identify which points of view are being expressed in which sections and one's own point of view in relation to the specific section being read.</p>	<p>(Sample Instructional Strategy) Begin a process to organize and keep track of different points of view (starting with one's own). Students discuss notes in "book clubs" with peers.</p>
<p>Block 8 Consider what has been learned from reading the various sections of the text (Block 1) about different characters' point of view, and one's own, to generate more holistic conceptions and differentiations of characters' and own points of view.</p> <p>Students develop a consolidated perspective of the various points of view.</p>	<p>(Sample Instructional Strategy) Students use a graphic organizer to keep track of characters' evolving points of view unfolding over the course of the text. Teacher plans paired discussion opportunities and peer feedback.</p>

RECORDING THE WORK OF STEPS 1 - 3 IN THE "BUILDING BLOCKS OF A STANDARD" TEMPLATE

Teachers who have completed Steps 1 - 3 now have a series of Building Blocks that trace the learning pathway from the prior grade's standard(s) to the target standard. If this analysis was done on post-it notes or in a word processing program, it can now be transferred to the "Building Blocks of a Standard" template. This template will be used as a key reference in developing Learning Goals and Success Criteria, the topic of the following section. A completed template (based on the Grade 3 example developed throughout this section) is included below. A Grade 7 example of the "Building Blocks of a Standard" template is included in the "Tools and Exemplars" section.

Target and Anchor Standards	<p>RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCR ANCHOR STANDARD 6: Assess how point of view or purpose shapes the content and style of a text.</p>
Relevant Prior Knowledge	<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>"Hidden" prior knowledge: The reader may have more information than any one of the characters or the narrator.</p>

BUILDING BLOCKS OF A STANDARD	NOTES
<p>Block 1 (Extend prior learning) Recognize that characters and narrator can express themselves through different language styles or tones as clues to their point of view.</p>	<p>(Anticipated Challenge) Students may need some direct teaching on how to distinguish tone and voice through specific use of language features.</p>
<p>Block 2 (Extend prior learning) Understand that what characters say and do provide clues as to their points of view.</p>	<p>(Sample Instructional Strategy) Ask students to create a T-chart. In one column, students record something that character said or did, and then they make an inference about the character in the other column. Students share their notes with a partner, ask clarifying questions, and add to notes as necessary.</p>
<p>Block 3 (Extend prior learning) Characterize the character and/or narrator point of view in relation to an aspect of the text (e.g., theme, event, moral dilemma).</p>	<p>(Sample Instructional Strategy) Determine key points in a text related to the theme or a character's dilemma. Ask the students to pause their reading at these strategic points to make an inference. Students record their inferences on post-it notes, or on a graphic organizer. Revisit these notes during class discussions of the text.</p>
<p>Block 4 (Move beyond prior learning) The reader understands that her prior experiences and background knowledge inform her point of view.</p>	<p>(Anticipated Challenge) Students may not have a sense of why they have developed the opinions they have about aspects of the text (e.g., events, characters).</p> <p>(Sample Instructional Strategy) Group discussions can help students become more metacognitive in their thinking to develop a better sense of their reasoning, including awareness of the impact their personal experiences and background knowledge have.</p>

BUILDING BLOCKS OF A STANDARD	NOTES
<p>Block 5 (Move beyond prior learning) The reader understands that she has different information than narrator/character such as having an overview perspective and that this can inform her point of view.</p>	<p>(Sample Instructional Strategy) Ask students to make a T-chart. In one column students record what the narrator/character knows, and in the other column students record what they know. Students discuss the similarities and differences in information.</p>
<p>Block 6 (Move beyond prior learning) The reader understands her point of view in relation to aspects of the text (e.g., theme, event, moral dilemma).</p>	<p>(Anticipated Challenge) Students may find it difficult to separate their prior knowledge from what actually takes place in the text.</p>
<p>Block 7 (Move beyond prior learning) In sections of longer texts or short stories, be able to identify which points of view are being expressed in which sections and one's own point of view in relation to the specific section being read.</p>	<p>(Sample Instructional Strategy) Begin a process to organize and keep track of different points of view (starting with one's own). Students discuss notes in "book clubs" with peers.</p>
<p>Block 8 (Move beyond prior learning) Consider what has been learned from reading the various sections of the text (Block 1) about different characters' point of view, and one's own, to generate more holistic conceptions and differentiations of characters' and own points of view.</p> <p>Students develop a consolidated perspective of the various points of view.</p>	<p>(Sample Instructional Strategy) Students use a graphic organizer to keep track of characters' evolving points of view unfolding over the course of the text. Teacher plans paired discussion opportunities and peer feedback.</p>

FROM BUILDING BLOCKS TO LEARNING GOALS AND SUCCESS CRITERIA

Once teachers have determined the Building Blocks that connect one standard to another, they are ready to use these Building Blocks to develop Learning Goals and Success Criteria for individual lessons. The work of this section will be recorded in the “Lesson-Sized Learning Goals and Success Criteria” template (found at the end of this resource). To do this work, teachers will need a filled-in “Building Blocks of a Standard” template.

Step 1

Stacking Building Blocks - Determining How Many Building Blocks Belong in a Lesson

Remember that Building Blocks are usually lesson-sized, meaning that one Building Block is taught per lesson. Occasionally, Building Blocks may describe much smaller learning steps, in which case it will make sense from an instructional perspective to address multiple Building Blocks in a single lesson. The first step, then, in developing the Learning Goals and Success Criteria of a lesson, is to decide how many Building Blocks ought to be stacked together in a lesson. This decision is made based on teachers’ content knowledge, teaching experience, and familiarity with their students.

For example, based on the eight Grade 3 Building Blocks developed in the previous section, a group of teachers decided that the fourth and fifth Blocks combine well instructionally. In Block 4, readers understand that their point of view is informed by their previous experiences and background knowledge. The learning of the fourth Block is very closely related to the fifth block. Block 5 builds on the knowledge in Block 4 by pushing readers to think about how their point of view is also informed by having an overview perspective of the text, and how this is distinct from that of the characters and/or narrator in the text. The two Blocks combined may describe a lesson-sized amount of learning, and it will not be cognitively overwhelming for students to engage with both Blocks simultaneously. These are decisions that teachers make using their own knowledge and experience.

Note that some Building Blocks are associated with foundational skills, such as phonics and fluency. Building Blocks that address foundational skills should be taught in authentic and meaningful contexts, using connected text. The Learning Goals will reflect foundational skills Building Blocks, and will be included in several lessons in order to provide students with multiple opportunities to develop those skills.

Step 2**Developing Learning Goals and Success Criteria**

In the development of Learning Goals and Success Criteria, teachers should refer to the “Building Blocks of a Standard” template and review any notes they have written for the lesson’s Building Block(s). The following table provides guidance in writing Learning Goals and Success Criteria and helps teachers differentiate between the two. (This table is also reproduced in the “Tools and Exemplars” section.)

LEARNING GOALS	SUCCESS CRITERIA
Describe what learning students are to develop (an understanding, principled knowledge, skill, or a process) as a result of this lesson.	Describe what students need to say, do, make, or write to show that they have met the goal (i.e., what are the performances of a skill, understanding, that will demonstrate that the Learning Goal has been accomplished, etc.?).
Start with a verb (e.g., apply, characterize, recognize, understand).	Start with a verb (e.g., explain, describe, write, model).
Be sure that the Learning Goal is manageable within the context of one lesson.	Be sure that the Success Criteria are aligned with the Learning Goal, and are indications of achievement of the Goal.
Write in language that is understandable to students.	Write in language that is understandable to students so they can use the criteria to monitor their own learning. Teachers will need to explain the Success Criteria at the outset of a lesson, and provide exemplars if necessary, to make sure students understand what is expected of them.

Generally, a related set of Building Blocks that are the focus of a lesson (or an activity within the lesson) should have one or two (usually no more than three) Learning Goals. They should be appropriately complex and comprehensive enough to address the learning reflected in the lesson’s Building Blocks. Each Learning Goal may have several associated Success Criteria. A quick rule of thumb is, “fewer Learning Goals, more Success Criteria.”

RECORDING THE WORK OF STEPS 1 – 2 IN THE “LESSON-SIZED LEARNING GOALS AND SUCCESS CRITERIA” TEMPLATE

The Learning Goals and Success Criteria for each group of Building Blocks can be recorded on an individual template, or all of the groups for a given standard can be recorded on the same template. The following example illustrates the Learning Goals and Success Criteria that were developed for the Grade 3 Building Blocks created earlier in this section. A Grade 7 example of this template is included in the “Tools and Exemplars” section.

Lesson-Sized Learning Goals and Success Criteria

Created by CRESST, UCLA, 2014

Name: Ms. Olive Grade: 3 Year: 2014-15 Subject/Period: ELA

Standard: RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

BUILDING BLOCKS OF A LESSON	LEARNING GOALS	SUCCESS CRITERIA
Block 1 - Recognize that characters and narrator can express themselves through different language styles.	Understand that the characters and the narrator have unique language styles.	<p>I can identify and characterize the narrator's and different characters' language styles.</p> <p>I can explain how the narrator's and characters' language styles are different from one another.</p>
Block 2 - Understand that what characters say, their tone, and what they do provide clues as to their points of view.	Understand a character's point of view based on their tone.	<p>I can state a character's point of view based on their tone.</p> <p>I can use evidence from the text to support my explanation of a character's point of view.</p>
Block 3 - Characterize the character and/or narrator point of view in relation to an aspect of the text (e.g., theme, event, moral dilemma).	Understand a character's point of view in relation to a moral dilemma in the story.	<p>I can identify a character's point of view in relation to a moral dilemma in the story.</p> <p>I can explain what a character's point of view is.</p> <p>I can explain how this point of view connects to the moral dilemma in the story.</p>
Block 4 - The reader understands that her prior experiences and background knowledge inform her point of view.	Understand that my prior experiences and background knowledge inform my point of view.	I can state my point of view about the topic.

Continued: Lesson-Sized Learning Goals and Success Criteria

Created by CRESST, UCLA, 2014

BUILDING BLOCKS OF A LESSON	LEARNING GOALS	SUCCESS CRITERIA
<p>Block 5 - The reader understands that she has different information than narrator/character such as having an overview perspective and that this can inform her point of view.</p>	<p>Understand that I have different information than a narrator or characters in a story, and that this informs my point of view.</p>	<p>I can discuss how a past experience or something I know has influenced my point of view about the topic.</p>
<p>Block 6 - The reader understands her point of view in relation to aspects of the text (e.g., theme, event, moral dilemma).</p>	<p>Understand my point of view in relation to a theme in the story.</p>	<p>I can discuss my point of view in relation to a theme in the story.</p>
<p>Block 7 - The reader identifies which points of view are being expressed in various sections of the text and her point of view in relation to specific text sections.</p>	<p>Understand that different points of views are expressed in a text and that these may be the same or different from my own.</p> <p>Understand the points of view expressed in the selected text and how the author conveys point of view.</p> <p>Express how my point of view is similar or different than the point of view of the characters and/or narrator in the text.</p>	<p>I can write clear and descriptive notes about the different points of view expressed in the selection of text read.</p> <p>Including references to text that show points where the characters' actions/words reflect point of view</p> <p>I can state my point of view.</p> <p>I can explain how my point of view is different or similar from the points of view expressed in the text and why.</p>

Continued: Lesson-Sized Learning Goals and Success Criteria

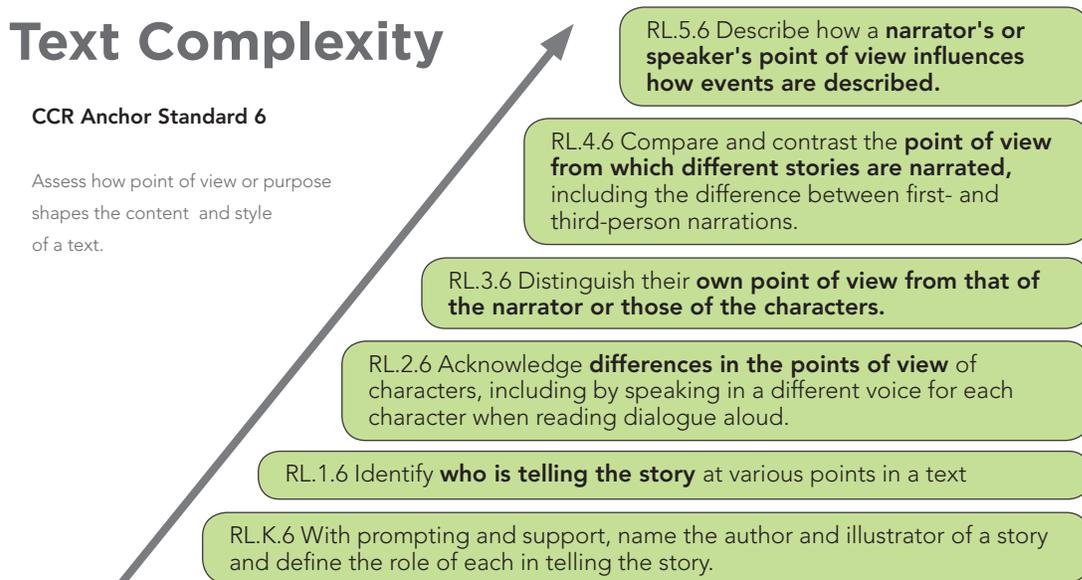
Created by CRESST, UCLA, 2014

BUILDING BLOCKS OF A LESSON	LEARNING GOALS	SUCCESS CRITERIA
<p>Block 8</p> <p>The reader considers what has been learned from reading the various sections of the text about different characters' point of view, and her own, to generate more holistic conceptions and differentiations of points of view.</p>	<p>Understand a character's and my own overarching point of view using evidence from different sections of the text.</p>	<p>I can identify a character's point of view in different sections of the text.</p> <p>I can compare and contrast the points of view of a character from different sections of the text.</p> <p>I can synthesize the points of view of a character from different sections of the text into an overarching point of view.</p> <p>I can use evidence from the text to support my explanation of a character's point of view.</p>

BUILDING BLOCKS: A BALANCE BETWEEN CONCEPTUAL WORK, SKILLS, AND TEXT COMPLEXITY

When teachers begin to plan lessons using Building Blocks, they may ask, “What levels of text complexity are appropriate to use in relation to the conceptual and skill-based work students are undertaking along their pathway of learning this standard?” To answer this, teachers initially consider their instructional purpose, which will affect the content, type, and structure of text that they select. Different texts will allow for instruction in different skills and knowledge. For example, in initially teaching students about how a character’s actions affect the plot of a story, a teacher may select a text that features a character whose actions had a clear effect on how the story unfolds. Similarly, to teach students how to use text features to find information in a text, a teacher might want to begin by selecting an informational text that had clear examples of specific types of text features that students could use to locate information. Of course teachers also select these texts based on their content or thematic focus (e.g., an informational text about magnets, a story with a theme of courage).

In addition to considering the instructional purpose, teachers determine the level of challenge that a text will present to their students. The figure below illustrates a progressive representation of the end-of-year expectations for Reading: Literature Standard 6. Once a Grade 3 teacher has identified the Building Blocks, and decided on the lesson-sized Learning Goals for a particular lesson, a natural next step would be the selection of text. Our Grade 3 teacher will use her teaching knowledge of content and students to decide the appropriate level of text challenge for each Building Block.



The CSAI resource, *Supporting Students in Close Reading*,⁵ outlines a tool that teachers can use to determine the text challenge in relation to: age appropriateness, complexity of ideas, structure and coherence of the text, syntactic structure of the text, vocabulary difficulty, and text length. As students become more adept at the targeted learning, the texts can become more complex as they continue to practice the same skills.

⁵ For more information about text complexity and text selection, see the CSAI Resource, *Supporting Students in Close Reading*, at csai-online.org.

BUILDING BLOCKS AND TEXT COMPLEXITY: AN EXAMPLE FROM GRADE 3

The illustration below shows one third-grade teacher’s approach to balance between the incremental learning of a Building Block (or related group of Building Blocks) in a lesson and the level of text complexity. The goal is to maintain cognitive demand at a high level for students. For example, if a teacher is preparing a lesson on the relationship between character actions and plot development (e.g., ELA and Literacy CCSS RL.3.3), as a starting point she may decide to select a text that shows this relationship very clearly (e.g., the text is less complex in this regard). As students advance in their understanding of this relationship, the texts can become more nuanced in their depiction of the relationship between character actions and plot development (e.g., the text is more complex).

As an example, consider the following third-grade Reading Informational Text Standard (RI.3.3) from the ELA and Literacy CCSS: “Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.” After determining the Building Blocks for this standard, another third-grade teacher selects text(s) that support students’ learning in relation to these Building Blocks.

The explanations below detail how a teacher might consider balancing between the work of the Building Block(s) (i.e., extending the boundaries vs. moving beyond the boundaries of prior learning) and the level of text complexity to create, and maintain, the cognitive demand of a text-based task at a high level.

1. Students are developing an emerging understanding a new concept or skill. The teacher may use a text that presents an accessible level of complexity in relation to the targeted concept or skill. The new conceptual or skill work will be challenging for students at this level of understanding. Selecting a text that is at a higher level of complexity may lead to student frustration and result in an unproductive learning experience.

Conceptual and skill work

Text complexity



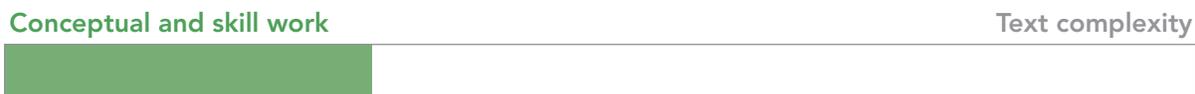
2. Students are developing their conceptual understanding or skill. As students become more familiar with the conceptual or skill work, they begin to apply this knowledge to texts with increasing levels of complexity. The balance of these dimensions (conceptual and skill work and text complexity) keeps the overall cognitive demand of the task high.

Conceptual and skill work

Text complexity



3. Students' conceptual understanding or skill has matured in this area. As students' conceptual understanding or skill increases, they apply the conceptual work to texts that are more challenging in terms of content, perspective, organization, and language.



BUILDING BLOCKS, LEARNING GOALS, AND SUCCESS CRITERIA: FINAL NOTES

Having a clear sense of the starting and ending points for learning and the steps along the way, helps teachers and students avoid “getting lost” as they understand where learning is going. As teachers work to create Building Blocks, Learning Goals, and Success Criteria from standards, they are creating a path for learning. As teachers do this work, they will want to keep the following points in mind.

- Creating Building Blocks, Learning Goals, and Success Criteria may take concerted effort and a dedicated amount of time, yet these are often the missing links in successful instructional planning.
- Developing Building Blocks from the standards helps teachers align instruction and classroom assessment practices with College and Career Readiness standards.
- Creating learning pathways which span from one grade level standard to the next ensures students meet end-of-year learning expectations.
- Spending the time to create Building Blocks saves valuable time in the long run.

TOOLS & EXEMPLARS

GUIDES

LEARNING GOALS AND SUCCESS CRITERIA

This quick guide can be used as a reference for developing Learning Goals and Success Criteria.

COMPLETED EXAMPLES

BUILDING BLOCKS OF A STANDARD

This example illustrates how a teacher might articulate the Building Blocks of standard SL.7.1 of the Grade 7 CCSS ELA.

LESSON-SIZED LEARNING GOALS AND SUCCESS CRITERIA

This example illustrates how a teacher might articulate the Learning Goals and Success Criteria for the Building Blocks articulated in the above example.

Learning Goals and Success Criteria

Created by CRESST, UCLA, 2014

LEARNING GOALS	SUCCESS CRITERIA
Describe what learning students are to develop (an understanding, principled knowledge, skill, or a process) as a result of this lesson.	Describe what students need to say, do, make, or write to show that they have met the goal (i.e., what are the performances of a skill, understanding, that will demonstrate that the learning goal has been accomplished, etc.?).
Start with a verb (e.g., apply, characterize, understand).	Start with a verb (e.g., explain, describe, write, model).
Be sure that the learning goal is manageable within the context of one lesson.	Be sure that the Success Criteria are aligned with the Learning Goal, and are indications of achievement of the Goal.
Write in language that is understandable to students.	Write in language that is understandable to students so they can use the criteria to monitor their own learning. Teachers will need to explain the Success Criteria at the outset of a lesson, and provide exemplars if necessary, to make sure students understand what is expected of them.

Building Blocks of a Standard

Created by CRESST, UCLA, 2014

Name: Ms. Branch Grade: 7 Year: 2014-15

Target and Anchor Standards	<p>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none">Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.Acknowledge new information expressed by others and, when warranted, modify their own views. <p>CCR ANCHOR STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
Relevant Prior Knowledge	<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none">Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <p>"Hidden" prior knowledge:</p> <p>Discussion participants:</p> <ul style="list-style-type: none">are familiar with paraphrasing for the purpose of understanding ideas, able to acknowledge multiple perspectivesknow when they have acquired sufficient information to understand others' perspectivesknow to provide enough information to make their points/transmit their ideas.

Continued: Building Blocks of a Standard

Created by CRESST, UCLA, 2014

BUILDING BLOCKS OF A STANDARD	NOTES
<p>Block 1 Actively listen to understand what is being communicated in a discussion.</p>	<p>(Anticipated Challenges) Students will need to practice listening before they start thinking about their own responses. Students can listen for anything said that was striking, missing, controversial, or vague.</p>
<p>Block 2 Recognize when a contribution to a discussion is not understood.</p>	<p>(Anticipated Challenge) Students may be unsure of how to discern when there has been a breakdown in understanding others' contributions. They may require practice with listening for understanding in order to track discussions.</p>
<p>Block 3 Take appropriate steps (e.g., paraphrasing, recapping, ask probing questions) to understand others' ideas and be understood.</p>	<p>(Anticipated Challenge) Students may need some review and/or direct teaching on what actions they should take (paraphrase, reflect) when they have trouble understanding a peer or teacher's contribution to a discussion.</p>
<p>Block 4 Understand how to help others strengthen their contributions to a discussion by asking them questions to elaborate on their thinking and ideas.</p>	<p>(Anticipated Challenge) Students may be unsure of what steps they can take to elicit elaboration from their peers. Students must evaluate what others have said in order to formulate a comment or question to elicit a more elaborated comment from their peer.</p> <p>(Sample Instructional Strategy) The key is to work with students to show them that discussion and collaboration depend on the ability to understand and be understood. If students do not understand their peers, then conversations may not be as productive. It is students' responsibility to ask peers and teachers questions about what is not understood. This may require direct teaching of questions that can be used to elicit elaboration and discussion.</p>
<p>Block 5 Understand that discussions have specific goals or deadlines. Keep discussions focused on a specific topic, text, or issue to meet goals/deadlines.</p>	<p>(Anticipated Challenge) In Grade Seven, students may have difficulty connecting on-topic discussions with specific learning goals or outcomes, and with recognizing when discussions have met their goals.</p>
<p>Block 6 Track the progress of discussion towards goals and deadlines by summarizing contributions, asking questions (probing), and annotating discussion.</p>	<p>(Anticipated Challenge) Students may need support tracking the progress of discussions and developing the habit of checking-in with discussion participants. Discussion check-ins may include pausing at specific points to take stock of the conversation and revisit the specific goals and deadlines.</p>

Lesson-Sized Learning Goals and Success Criteria

Created by CRESST, UCLA, 2014

Name: Ms. Branch Grade: 7 Year: 2014-15 Subject/Period: ELA

Standard: SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

BUILDING BLOCKS OF A LESSON	LEARNING GOALS	SUCCESS CRITERIA
<p>Block 1 Actively listen to understand what is being communicated in a discussion.</p>	<p>Understand how to pay close attention to others while they are speaking in a discussion.</p> <p>Understand how to build on other's ideas communicated in a discussion.</p>	<p>I can look at another person while he/she is speaking.</p> <p>I can pause my own speaking while another person is expressing his/her ideas.</p> <p>I can restate what another person has said in my own words.</p> <p>I can build on another person's ideas during a discussion.</p>
<p>Block 2 Recognize when a contribution to a discussion is not understood.</p>	<p>Know when I do not understand what someone else has communicated to me.</p> <p>Understand when my own contributions to a discussion are unclear or misunderstood.</p>	<p>I ask questions when I don't understand what someone else said.</p> <p>I ask the speaker to clarify what they meant.</p> <p>I can restate and rephrase when others don't understand what I have said to clarify what I intended to communicate.</p>
<p>Block 3 Take appropriate steps (e.g., paraphrasing, recapping, ask probing questions) to understand others' ideas and be understood.</p>	<p>Understand that there are strategies I can use to make sure I understand what others are saying.</p>	<p>I can use strategies such as paraphrasing, recapping, and probing to make sure I understand others during discussion.</p>

Continued: Lesson-Sized Learning Goals and Success Criteria

Created by CRESST, UCLA, 2014

BUILDING BLOCKS OF A LESSON	LEARNING GOALS	SUCCESS CRITERIA
<p>Block 4 Understand how to help others strengthen their contributions to a discussion by asking them questions to elaborate on their thinking and ideas.</p>	<p>Understand that there are strategies that I can use to help others clarify their contributions, elaborate on their statements, and develop their ideas.</p>	<p>I can ask questions to help others elaborate on their statements.</p> <p>I can use paraphrasing and ask questions to help others clarify their contributions.</p>
<p>Block 5 Understand that discussions have specific goals or deadlines. Keep discussions focused on a specific topic, text, or issue to meet goals/deadlines.</p>	<p>Understand that all discussions have specific goals and deadlines.</p> <p>Understand how to use summarizing, asking questions, and annotating to keep discussions focused.</p> <p>Understand how to refocus discussions in order to meet goals and deadlines.</p>	<p>I can restate the goals and/or deadlines of discussion(s).</p> <p>I can monitor discussions by summarizing contributions.</p> <p>I can ask questions and contribute to refocus a discussion and keep it moving.</p>
<p>Block 6 Track the progress of discussion towards goals and deadlines by summarizing contributions, asking questions (probing), and annotating discussion.</p>	<p>Understand that I can contribute to discussions by reminding others of the goals and deadlines of discussion.</p> <p>Apply summarization, probing, and note-taking to track the progress of discussions and refocus them, when necessary.</p>	<p>I can restate the goals and/or deadlines of discussion(s) at different points throughout the discussion.</p> <p>I can stop a discussion to summarize what has been discussed and refocus the conversation.</p> <p>I can ask questions to determine our progress towards discussion goals and deadlines.</p>

RECOMMENDED RESOURCES

The following resources contain a variety of information that supports ELA teachers in analyzing CCRS and planning for formative assessment.

EQuIP RUBRICS AND EXEMPLAR LESSONS FROM ACHIEVE

<http://www.achieve.org/equip>

Achieve is a nonprofit education reform organization that works with states around academic standards, graduation requirements, assessments, and accountability. The organization has played a central role in the development of the Common Core State Standards and the Next Generation Science Standards. By following the link above, teachers can access a variety of free educational materials, including:

- "EQuIP" (Educators Evaluating the Quality of Instructional Products) rubrics that are used to evaluate the quality of existing instructional resources, and
 - "EQuIP" exemplar lessons, which have been carefully vetted for quality and alignment to the cognitive demands of the CCSS.
-

DIGITAL CHALKBOARD: STATE OF CALIFORNIA DEPARTMENT OF EDUCATION – PROFESSIONAL LEARNING MODULES

<https://www.mydigitalchalkboard.org>

The Digital Chalkboard is an online resource tool designed to foster collaboration and community among California educators. The site hosts a series of professional learning modules designed to support educators to implement Common Core State Standards. There are several modules focused on ELA and Literacy CCSS, including modules that are designed to support teachers in the content areas.

UNDERSTANDING LANGUAGE: LANGUAGE, LITERACY, AND LEARNING IN THE CONTENT AREAS

http://ell.stanford.edu/teaching_resources/ela

Understanding Language, comprised of a core group of educators, focuses on the development of instructional resources to support teachers and educators across content areas. A primary aim of this work is to develop resources that support the development of language for all students, including English Language Learners. The site features a set of lessons that highlight instructional approaches that will support all students, and in particular showcases how to leverage ELLs' background knowledge and language, to meet the ELA and Literacy CCSS.

FOUR MYTHS ABOUT THE ELA COMMON-CORE STANDARDS

http://www.edweek.org/tm/articles/2012/07/10/tln_strasserdobbertin.html?tkn=SRWF0kZ%2FhojAvTz6K2vS5iUIQ5hoSPvblWB&cmp=ENL-TU-NEWS1

This brief article from Education Week features a discussion between National Writing Project teacher-leader Dina Strasser and educator Cheryl Dobbertin. In this discussion, the two educators discuss and demystify some of the common myths about the ELA and Literacy CCSS.

READWRITETHINK

<http://www.readwritethink.org>

Read Write Think, a collaborative project between the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) hosts several online resources that have been aligned to IRA/NCTE Standards for the English Language Arts, individual state standards, and ELA and Literacy CCSS.

READING ROCKETS: TEACHING READING

<http://www.readingrockets.org/teaching/commoncore>

Reading Rockets showcases a number of classroom and professional development resources for K-3 teachers. Resources for teachers include information about the CCSS, literacy implementation, lesson planning, classroom videos, special topics in reading and writing, and recommended blogs for teachers.

REFERENCES AND BACKGROUND MATERIALS

- Achieve. (2013). *EQuIP rubric for lessons & units: ELA*. Retrieved from <http://www.achieve.org/files/EQuIP-ELArubric-06-24-13-FINAL.pdf>
- Dochy, F., Segers, M., & Buehl, M. M. (1999). The relation between assessment practices and outcomes of studies: The case of research on prior knowledge. *Review of Educational Research*, 69(2), 145-186.
- Kingston, N. & Nash, B. (2011). Formative assessment: A meta-analysis and a call for research. *Educational Measurement: Issues and Practice*, 30(4), 28-37.
- Klenowski, V. & Wyatt-Smith, C. (2014). *Assessment for education: Standards, judgment, and moderation*. Thousand Oaks, CA: SAGE Publications.
- National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.
- National Research Council (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press.
- Pellegrino, J. W. (2006). *Rethinking and redesigning curriculum, instruction, and assessment: What contemporary research and theory suggests* (A paper commissioned by the National Center for the New Commission on the Skills of the American Workforce). Retrieved from http://www.skillscommission.org/pdf/commissioned_papers/Rethinking%20and%20Redesigning.pdf

TEMPLATES

BUILDING BLOCKS OF A STANDARD

This tool is used to organize a teachers' analysis of grade-level ELA and Literacy CCRS in an instructionally meaningful way.

LESSON-SIZED LEARNING GOALS AND SUCCESS CRITERIA

This tool is used to record the Learning Goals and Success Criteria of lesson-sized stacks of Building Blocks. Teachers may choose to use one template per stack or record multiple stacks on the same template.

Building Blocks of a Standard

Created by CRESST, UCLA, 2014

Name: _____ Grade: _____ Year: _____

<p>Target and Anchor Standards</p>	
<p>Relevant Prior Knowledge</p>	

Continued: Building Blocks of a Standard

Created by CRESST, UCLA, 2014

BUILDING BLOCKS OF A STANDARD	NOTES

Continued: Lesson-Sized Learning Goals and Success Criteria

Created by CRESST, UCLA, 2014

BUILDING BLOCKS OF A LESSON	LEARNING GOALS	SUCCESS CRITERIA