

Deconstructing Standards Practice: Developing Learning Targets



Module 1 - B: Deconstructing the Standards – the First Step in the Process

Viewing Time: 60 minutes

Mastering Curriculum Mapping Module 1 - Activity 6

Once you have determined if a standard is a specific learning target, the next step is to begin breaking down the standards that are not. To do this, you will analyze each standard one by one. In the Module One video, you can see this task carried out by a work group who is going through the process of deconstructing the Common Core State Standards at the state level. Standards that are not specific and measurable and comprised of just one topic or skill must be deconstructed into learning targets.

Activity Objective(s):

1. Write learning targets that are specific and measurable.



Overview: In the last activity you practiced determining if a standard is a learning target. In this activity, you will practice what to do after making that determination. You will be assigned one standard from the Common Core State Standards for English Language Arts. This standard has been selected because it is comprised of more than one learning target and therefore needs to be deconstructed. Practicing this process will enable you to deconstruct your own standards depending on your needs at the individual, school, district, or state agency level.

Estimated Time to Complete Activity: 20 minutes

Materials: *Developing Learning Targets* Recording Tool



Step1: Recall what you have learned about developing learning targets from Module 1.

Step 2: Review the information from the Summary and Overview section, Chart 1 and Chart 2 (on the *Developing Learning Targets* Recording Tool pages three through six).

Step 3: Practice deconstructing the provided standard into multiple learning targets. The selected standard is already filled in for you in box 1 (on the *Developing Learning Targets* Recording Tool pages three through six). Complete the remaining parts of Chart 3 (pages seven and eight).

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Adaptations or Extensions for this Activity:

For Professional Reflection: After viewing the course, return to the *Developing Learning Targets* Recording Tool. How do you feel about the way that you broke the assigned standard into learning targets? Do you feel there is any room for improvement? If so, where? How can practicing the skill of developing learning targets aid you in the curriculum mapping process?



For your Professional Portfolio: Does this activity help accomplish a school wide improvement goal or an individual goal for professional growth? Include a copy of this activity in your Professional Portfolio as evidence of reflective practice in the area of curriculum planning. This activity can serve as a portfolio artifact that demonstrates your effort to apply what you have learned. Thus improving your knowledge of curriculum as well as your understanding of planning standards-based instruction.



For Professional Learning Groups/Independent Study (peer or small group): Meet with your Professional Learning Group and divide into two groups. Complete Chart 3 (on the *Developing Learning Targets* Recording Tool pages seven and eight) together with your small group. Share your results with the whole group. Discuss similarities and differences between the learning targets of the two groups. Work together as whole group to reach an agreement regarding the differences. Combine the results of the two groups into one set of learning targets for this standard.



Course facilitator for this course (university or professional development setting):

Utilize this activity as a small group project after viewing Module 1. Divide course participants into groups and assign each group one of the Common Core State Standards. Have each group break their assigned standard into learning targets and create a poster listing the standard and the learning targets that are developed. Groups can utilize the chart on pages seven through eight of the *Developing Learning Targets* Recording Tool for guidance. Have each small group share their poster with the whole group.



For sharing this activity on a Learning Community Site (such as the EI Online Community Bulletin Boards): Post one of the learning targets that you created on the Learning Community Site for this course. Review the other posted learning targets for this activity discussion. Are the learning targets posted by your colleagues similar to the learning targets that you have developed? What are the differences? What might be the reason for the differences? Is there anything that you have read that makes you want to revise any of the learning targets that you created?

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Directions: For this activity, you will practice deconstructing the standard provided on Chart 3. Begin by reviewing the information from the Summary and Overview section, Chart 1 and Chart 2. Review Module 1, Segment B as necessary. When you are ready to practice deconstructing a standard, then complete Chart 3.

Summary & Overview

What are learning target statements?

Learning target statements must conform to three criteria:

- Be specific and measurable
- Contain a performance verb that describes what students will do to demonstrate achievement
- State the specific context in which the student will apply that performance

What do you do if you determine that a standard needs to be deconstructed into learning targets?

- Identify required level of learning
- Determine type of learning targets needed: Knowledge, Reasoning, Performance, and Product
- Establish the concepts to be taught and the skills needed to achieve mastery of the standard
- Write learning targets that are specific and measurable

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What is the process for determining if a standard is a learning target?

- Analyze the wording of the standard to determine key concepts, skills, and the ultimate type of learning target.
 - Read through the standards
 - Circle verbs to identify key skills
 - Underline nouns and noun phrases to identify key concepts
 - Determine whether the standard is already a learning target - is it specific and measurable?
- If it is NOT a learning target, then:
 - Write a progression of simpler to more complex learning targets that reflect what students would need to know and be able to do in order to master the standard by the end of the school year. Be sure that you are addressing all key concepts and key skills - *both explicit and implicit*
 - Check to be certain that your ultimate learning target is of the same type as the standard; are you requiring the same level of thinking?

Example:

Create grade-appropriate real-world problems involving any of the four operations using multiple strategies, explain the reasoning used, and justify the procedures selected when presenting solutions.

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Chart 1: The text on this chart explains what you will put in each area of the chart.

Step One Indicator:			
Step Two Type:			
☐ Knowledge	☐ Reasoning	☐ Performance	☐ Product
Step Three Learning Targets What are the knowledge, reasoning, performance, or product targets underpinning this objective?			
Knowledge Targets	Reasoning Targets	Performance Targets	Product Targets
What must students know to master this indicator?	How are students using knowledge to solve a problem, make a decision, form a plan, etc?	What must students be able to do? How are they using knowledge and reasoning to perform a task?	What are students asked to produce or create?

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Chart 2: Example of a completed chart.

Step One Indicator: Determine the author's purpose in literary and informational text and use supporting material to justify the author's intent to persuade, entertain, inform, and determine a specific viewpoint			
Step Two Type:			
☐ Knowledge	☐ Reasoning	☒ Performance	☐ Product
Step Three Learning Targets What are the knowledge, reasoning, performance, or product targets underpinning this objective?			
Knowledge Targets - Identify main idea - Identify supporting details - Explain the meaning of persuade, entertain, and inform - Identify the two types of writing (informational and narrative) - Explain why authors write - Define the concept of compare and contrast - Describe summarization techniques	Reasoning Targets - Compare and contrast two types of reading genres - Draw a conclusion about author's purpose by identifying words in text to justify the intent - Draw a conclusion about the author's point of view based on key words in the text	Performance Targets Use supporting materials to justify the author's purpose	Product Targets

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Chart 3: Complete this chart using the standard provided for Step One (first box).

Step One Standard: <i>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</i>			
Step Two Type: ☐ Knowledge ☐ Reasoning ☐ Performance ☐ Product			
Step Three Learning Targets What are the knowledge, reasoning, performance, or product targets underpinning this objective?			
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Knowledge Targets (continued)	Reasoning Targets (continued)	Performance Targets (continued)	Product Targets (continued)

Source of standard: Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; Writing Standards for K–5; Research to Build and Present Knowledge Standard 8/Grade 5

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