Developing a Vision: Standards-Based Classrooms
Why Standards?

Standards provide:

• high expectations for all students
• clear, consistent, expectations for all students
• a consistent guide for instruction and evaluation of student work for all teachers
Standards-Based Instruction

- Standards-based instruction involves:
  - Knowing what students need to know and be able to do
  - Selecting and scaffolding learning activities consistent with these goals
  - Using classroom standards and/or rubrics so students can see what is expected of them
  - Providing opportunities for guided practice and revision so students can work up to the standard
What does a Standards-Based Classroom Look Like?

- The classroom environment is structured to give students adequate time, space, and materials to learn.
- Learning activities are student-centered.
- Lessons are designed to address specific concepts or skills identified by standards.
- Lessons emphasize inquiry and build problem solving skills.
- Assessment is a varied, on-going process, designed to evaluate both student progress and teacher effectiveness.
## Classroom Environment: Time

<table>
<thead>
<tr>
<th>Time</th>
<th>Reading Workshop</th>
<th>Skills Block</th>
<th>Writing Workshop</th>
<th>English Language Development ELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:15</td>
<td>-Mini-lesson</td>
<td></td>
<td>-Mini-lesson</td>
<td></td>
</tr>
<tr>
<td>10:20 - 10:30</td>
<td>-Class Share Time</td>
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<td>-Class Share Time</td>
<td></td>
</tr>
<tr>
<td>10:30 - 11:00</td>
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<td></td>
</tr>
<tr>
<td>11:15 – 11:25</td>
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<tr>
<td>11:25 - 11:50</td>
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<tr>
<td>11:50 – 12:00</td>
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</tr>
<tr>
<td>12:45 – 1:30</td>
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</tr>
</tbody>
</table>
Routine for Writers Workshop

1. Sit for mini lesson
   Writing Time

2. Please use quiet voices.

3. Do not interrupt conferences.

4. Use your writing strategies:
   - write the sounds you hear
   - use your ABC charts
   - go to the word wall
   - ask a friend at your table

5. Write and illustrate until the bell rings.

6. Come to “Author’s Chair” to listen and share writing.
Classroom Environment: Space
Learning Environment: Materials
Classroom Library
Reading Folder and Book Bag
**Student Resources**

<table>
<thead>
<tr>
<th>Aa</th>
<th>Bb</th>
<th>Cc</th>
<th>Dd</th>
<th>Ee</th>
<th>Ff</th>
<th>Gg</th>
<th>Hh</th>
</tr>
</thead>
<tbody>
<tr>
<td>a am an all at as and ask away about</td>
<td>be big by but boy before because blue black brown</td>
<td>can eat car come could cut</td>
<td>dad day do did don’t down</td>
<td>eat each every</td>
<td>for from fun father</td>
<td>good girl going got giving</td>
<td>green had has he have here his home house how</td>
</tr>
<tr>
<td>Ii</td>
<td>Jj</td>
<td>Kk</td>
<td>Ll</td>
<td>Mm</td>
<td>Nn</td>
<td>Oo</td>
<td>Pp</td>
</tr>
<tr>
<td>in is if I’m</td>
<td>just jump</td>
<td>Keep</td>
<td>let like look letter</td>
<td>me mom make man</td>
<td>my mother</td>
<td>no not new now</td>
<td>need number on out or our old off open over orange</td>
</tr>
<tr>
<td>Qq</td>
<td>Rr</td>
<td>Ss</td>
<td>Tt</td>
<td>Uu</td>
<td>Vv</td>
<td>Ww</td>
<td>XYZ</td>
</tr>
<tr>
<td>ran, run read</td>
<td>see so say she stop said some school</td>
<td>Some School Saturday Sunday</td>
<td>the they two that this them there today three</td>
<td>up use</td>
<td>very</td>
<td>we, was, went what when where will with</td>
<td>win want write 2:32 PM Wednesday Yellow</td>
</tr>
</tbody>
</table>
Resource Room - Leveled Books
Student Work Displays

Students demonstrate their ability to connect to Esperanza in Esperanza's Rising!!

Please take the time to read our letters to Papa from the perspective of Esperanza.

Standard 6, Standard 2
Students write and speak for a variety of purposes and audiences.

Changing Things
If I was to change something in my life it would be if I had a better family because I have everything I need in my life. If I was to change something in my life because I have everything I need in my life. I would change something in my life because I have everything I need in my life. I would change something in my life because I have everything I need in my life.

6th Graders show off their Writing Skills!
Student-Centered Learning Activities

Expert List for Non-fiction All About Books

- dogs
- rabbits
- cats
- Mythology
- chickens
- football
- birds
- authors
- reptile’s
- holidays – traditions
- rocks
- Yoga
- fashion
- turtles
- dragons
- bugs
- whales
- giraffes
- planets
- bears
- electricity
- computers
- acting
- trees and plants
- snakes
- volcanoes
Where Dolphins live

Dolphins live in the pacific ocean and practically any ocean around the world. Dolphins prefer warm water so you won't see them in the Arctic Ocean.

But you can go to Sea World our exhibits where you can also see Dolphins perform and you may be able to feed and touch them.
the Gray
White shark
is one of
the most
aggressive sharks
in the world
Address Concepts and Skills

- Standard 3: Reading
  - Reading Habits
  - Informational Text
  - Critical Thinking

- Students write and speak for a variety of purposes and audiences.

- Students apply thinking skills to reading and writing, listening, and speaking.

- Students will learn how to gather information and utilize it to write reports.
Good readers . . .

**Before reading**
- do a picture walk
- read the information on the back cover
- look, read, and think about title/back cover
- make predictions
- activate your prior knowledge → Schema

**During reading**
- Think about the story while reading
- Stop/go back and think about the story
- confirm predictions and/or facts
- use strategies for decoding
  - skip
  - recognize parts
  - use your meaning
- be able to retell story
- be able to explain your thinking
- visualize: make pictures in your head
Inquiry and Problem-Solving

Noticings from Poetry

Thanksgiving
* Uses all 5 senses
  * Strong word choice
  * Slippery cranberry sauce
* Word pattern
  * I smell... I see... I see... I smell...
  * Describes

Football!
* Title sets tone
  * Adding on to the problem: listing
  * Dialogue: "I should have stayed in bed"
* We can relate to this:
  * Spacing
  * 4 sentences

Bad Days
* Someone talks (dialogue)
  * "Taylor can't catch"
* Teaches us something
  * Don't judge people!
  * Strong words
  * Inner thoughts
  * Shorter
  * Punctuation!...""
What do we notice about Poetry?

- Elizabeth
- Matty
- Natalie
- Debbie
- Olivia
- Rianna
- Alexesha Rose
- Joseph
- Paolo
- Gabrielle
- Jules

Poetry is:
- A million words
- Poetry is fun.
- Poetry is free.
- Poetry is unique.
- Poetry is tricky.
- Poetry is about feelings.
- Poetry is about the way words sound.
- Poetry is about the way words look.
- Poetry is about the way words feel.

- Elegant
- Simple
- Beautiful
- Powerful
- Happy
- Touching

Poetry is written in a special way.
Características de poesía

1) Poemas usan lenguaje poético (que son palabras y frases que crean el significado del poema).
2) Poetas escogen palabras y frases que nos hace visualizar.
3) Poetas escriben de muchas cosas como algo que les paso o cosas comunes que se encuentran en la vida normal.
4) Usan ritmo, sentido figurado, metáforas y similares para dar significado a su poesía.
5) Poetas tratan de crear un ambiente en sus poemas (tristeza, alegría, curiosidad, amistad o nostalgia)
**Objetivo:** Inferir lo que nos está diciendo el poeta cuando no nos dice directamente.

### Inferencias

<table>
<thead>
<tr>
<th>El poeta está hablando de nosotros</th>
<th>El título se llama “Somos árboles”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Todas somos conectadas de una manera</td>
<td>“Nuestras raíces se comunican”</td>
</tr>
</tbody>
</table>

**Cuando está diciendo que nuestras ramas crecen elevando a otras ramas, alcanzar, de verdad quiere que pensemos como seres humanos deseamos estar con otras personas —no estar aislados.**

| El título, y la línea de ramas. |  |
Poetry

* This poem made me feel...
* I can relate to this poem because...
* I was amazed by the way the poet described...
* I was surprised by the poem because...
* I notice that in this poem...
Frustrated
Have you ever been frustrated?
Well,
I have
It's like
Your sister
Talking too much
And asking a lot of questions.

Tony Ruiz

Number Eating Alligator
There once was a number eating Alligator
He didn't like pizza
Or mashed potatoes,
A hungry number eater
And nothing was sweeter
Then to chomp Those numbers down!

At eating time the alligator was always thinking "greater"
When two numbers came around

Jazlynn Zambrano
Assessment

• Assessment is a varied, on-going process, designed to evaluate both student progress and teacher effectiveness.
# Classroom Rubrics

## Rubric for All About Nonfiction Books

<table>
<thead>
<tr>
<th>All About Books Content</th>
<th>3 Yes</th>
<th>2 On the Way</th>
<th>1 Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title and Picture with Author</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table of Contents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapters or Sections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labeled Diagrams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures w/ Captions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive Details</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Criteria:
- **3 Yes**
  - Some evidence
  - Chapters not in order
  - Information doesn't match
- **2 On the Way**
  - Some evidence
  - Section is there, but no title
  - Information doesn't match title
- **1 Not Yet**
  - No evidence
  - The use of some color/puffy/italic words

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### Example:

- **What If We Lived On Another Planet?**
  - Some evidence
  - Caption doesn't match picture
  - No evidence

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**Note:** The example shows how to apply the rubric to a specific book, indicating whether the criteria are met or not.
<table>
<thead>
<tr>
<th>Attribute</th>
<th>A/P</th>
<th>PP</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Write every day</strong></td>
<td>⭐⭐⭐</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Write at school</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Write at home</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Write every day at home</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Write at school some days</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Write a lot</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Write at least 1 page</strong></td>
<td></td>
<td>½ a page</td>
<td></td>
</tr>
<tr>
<td><strong>Write a few lines</strong></td>
<td></td>
<td>some</td>
<td></td>
</tr>
<tr>
<td><strong>Plan before they write</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Always plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plan some times</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Never plan</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attributes</td>
<td>3 Narratives</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Interesting Leads</strong></td>
<td>• It clearly introduces character, setting or both&lt;br&gt;• Makes you want to keep reading</td>
<td>• Introduction is not clear enough—needs to be developed.</td>
<td>• No introduction of characters, setting or both&lt;br&gt;• Doesn’t make you want to keep reading</td>
</tr>
<tr>
<td><strong>Interesting Details</strong></td>
<td>• Writing is colorful, it contains juicy words and descriptive details&lt;br&gt;• You can make many clear pictures in your head</td>
<td>• Some details&lt;br&gt;• To some extent you can make a picture in your head</td>
<td>• Writing is dull/plain&lt;br&gt;• You can’t make pictures in your head</td>
</tr>
<tr>
<td><strong>Strong Endings</strong></td>
<td>• The ending feels complete/wrapped up&lt;br&gt;• If there is a problem, it gets solved.</td>
<td>• The ending doesn’t quite feel wrapped up—loose ends</td>
<td>• No clear ending&lt;br&gt;• Instead of writing an idea they write “The End”</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>• Punctuation marks are evident and used correctly&lt;br&gt;• Capital letters are present and used correctly</td>
<td>• Punctuation marks and capital letters are sometimes there and not always used correctly</td>
<td>• No punctuation marks ?!,, “”&lt;br&gt;• No capital letters</td>
</tr>
</tbody>
</table>
By focusing on detailed descriptions of expected understandings – learning targets – standards-based instruction engages teachers in raising expectations for all students, promotes the use if multiple assessment strategies which allow for students to reach proficient levels at different times and in a variety of ways, and requires teachers to differentiate instruction to meet the readiness levels, learning profiles and interests of students.

Joseph Laturnau
Discussion

• Jot down:
  – 3 examples of standards based instruction that you have seen in your school (or classroom)
  – 2 standards-based practices that you would like to emphasize in the new school year
  – 1 question you have about standards based-instruction

• Share with a partner
Standards-Based Instruction in Action

• As you watch the video of a 1\textsuperscript{st} grade class:
  – Look for examples of research-based practices
  – Look for evidence of standards-based instruction
Discuss the Video

- What struck you about the video?

- What questions or concerns do you have?

- What does it make you think in terms of your own school?