Have a Life Teaching: Learning Objectives

Course A: July 2022

What We'll Learn Today

01
Why Learning Objectives are Important

02
How Do We Determine What We Want Students to Know and Do

03
Determining Power Standards

04
Unwrapping Standards and Writing Objectives

05
Ensuring Academic Rigor in Our Objectives

06
Your Turn!

Importance of Learning Objectives

TYPICAL LESSON PLANNING TEMPLATE		
Unit:		
Standard/s:		
Lesson Objective:		
Introduction/Anticipatory Set (5 minutes)	Student Engagement Strategy?	Check on Understanding Strategy?
Mini-Lesson/I and We Do (10/15 minutes)	Student Engagement Strategy?	Check on Understanding Strategy?
Student Individual AND Group Practice /You Do (20/25 Minutes)	Student Engagement Strategy?	Check on Understanding Strategy?
Summary (10 Minutes)	Student Engagement Strategy?	Check on Understanding Strategy?

- Highlights What is Important for Students to Know and Do

- Allows Students an Opportunity to Measure Their Progress Against the Learning Goal

- Helps to Ensure that Assessment of Learning and Activities are Aligned

How Do We Determine What We Want Students to Know and Do?

- Curriculum Documents

- State/National Standards

- Grade Level Benchmarks

- Student Population (Data)

Common Core State Standards

Determining Power Standards

- Which Standards are Strengths, and Which are Areas for Growth for Your Students? (NWEA, iReady, Mock Regents, etc.)

- Prioritize Growth Standards by:

    Presence on State/City Assessments

    Importance as Basis for Next Standards

    Importance in Developing Life Skills

- Once Priority Standards are Determined, Unwrap Standards into Distinct Lesson Expectations/Objectives.

Unwrapping Standards

	A. Underline Nouns (Concepts)
	B. Bold Verbs (Skills)
	C. Consider DOK Level

Standards often are composed of multiple learning expectations/objectives that may take several lessons (unit) to fully teach.

Example:

Retell stories, including key details, and **demonstrate** understanding of their central message or lesson [RL 1.2]
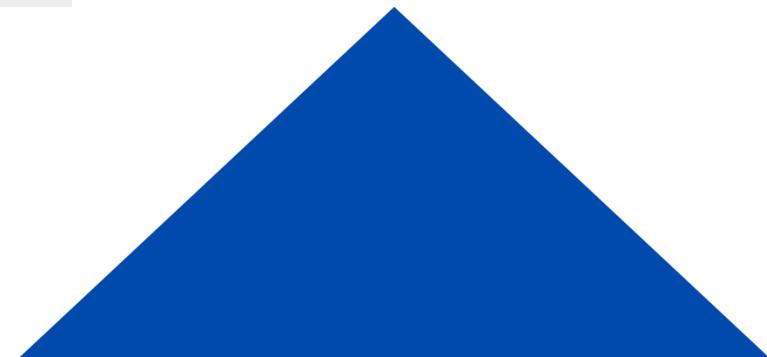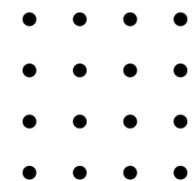
RL 1.2* "Unwrapping" Standards

Course Name: First Grade ELA
Supporting Standards: RL1.3, RL1.4

Priority Standard and Benchmark(s)
1. **Bold** the SKILLS that students need to be able to do.
2. Underline the CONCEPTS that students need to know.
3. Highlight what PART of the standard you ASSESS if applicable.
Retell stories, including key details, and **demonstrate** understanding of their central message or lesson.

"Unwrapped" Skills (students need to be able to do)	"Unwrapped" Concepts (students need to be able to know)	In What Context?	DOK
Retell	key details central message lesson (author's purpose)	Stories	1 or 2
Demonstrate understanding	central message Lesson (author's purpose)	Stories	2 or 3

Learning Targets	
Knowledge Targets	**Doing Targets** (How?)
• I can retell key details of the story. • I can listen to a story and retell it. • I can identify the central message. • I can recognize the author's purpose.	• I can retell key details of the story independently on a graphic organizer. • I can retell the central message of a story to a partner. • I can retell the story by drawing pictures of the beginning, middle, and end of the story. • I can retell the story by writing what happened in the beginning, middle, and end.

- Note the DOK (Depth of Knowledge) Level for "retell" and "demonstrate understanding"

- See how the Teacher has added "how" student will reach skill and concept learning objective

Academic Rigor of Learning Objectives

Academic rigor is the creation of lessons that challenge students.

Models of Academic Complexity

Are Your Learning Objectives Challenging for Students?

- [Blooms Taxonomy](#)

- [Webb's Depth of Knowledge (DOK)](#)

# Models of Academic Complexity – Putting It Together

How Academically Challenging Is:

I can retell the central message of a story to a partner?

How might you increase the rigor?

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *ELA*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts o Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning/definition is clearly evident o Describe/explain who, what, where, when, or how o Define/describe facts, details, terms, principles o Write simple sentences	o Specify, explain, show relationships; explain why, cause-effect o Give non-examples/examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas	o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify/ make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	o Explain how concepts or ideas specifically relate to *other* content domains or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources	o Use context to identify the meaning of words/phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing	o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	o Illustrate how multiple themes (historical, geographic, social) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) o Decide which text structure is appropriate to audience and purpose	o Categorize/compare literary elements, terms, facts/details, events o Identify use of literary devices o Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant-irrelevant information; fact/opinion o Identify characteristic text features; distinguish between texts, genres	o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text o Use reasoning, planning, and evidence to support inferences	o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn	o Evaluate relevancy, accuracy, & completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	o Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one source or text o Develop a complex model for a given situation o Develop an alternative solution	o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge or perspective
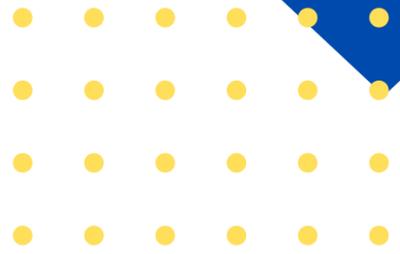
Your Turn

- Select a Standard You Wish to Teach.

- Unwrap the Standard into Concept and Skill Learning Objectives.

- Develop the Academic Rigor of Those Learning Objectives.

- If you would like to review your work with me, contact me at havealifeteaching@gmail.com for information on discounted rates.
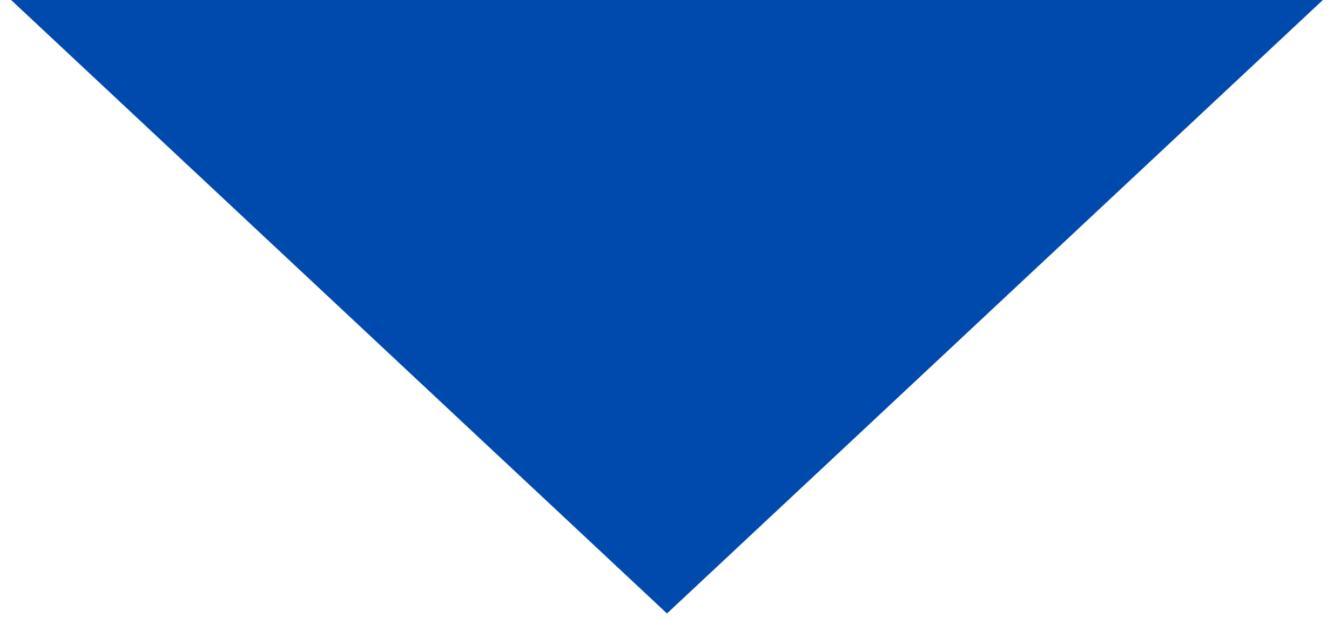
Thank You!

I'll See You in Another Course!

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