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STANDARDS

Use your content Standards or curriculum as a starting point for mapping out your lesson

→ This ensures you stay focused on your “regular” content!

LEARNING GOALS

What do I want students to **KNOW**?

What do I want students to **UNDERSTAND**?

What do I want students to **BE ABLE TO DO**?

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STUDENT-FRIENDLY LEARNING TARGETS

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Need a Hand?

Learning Window

What is it?
A framework for transforming complex standards into classroom-level learning goals—specific knowledge goals, understanding goals, skill-acquisition goals, and dispositional goals/traits of mind.

What are the benefits of using this tool?
Standards are often too broad and complex to provide a clear focus for instruction and assessment. A Learning Window facilitates this unpacking process by helping us determine what our students need to know, understand, be able to do, and be like in order to achieve the standards in question. This tool helps us map out the specific questions, each of which is framed within a particular window-shaped response like this one:

What will students need to KNOW?	What ASPECTS OF MIND will I try to foster?
What will students need to UNDERSTAND?	What SKILLS will students need to develop?
What WILL all students need to know?	What WILL all students need to be like?

What are the basic steps?

- Identify the standards that you intend to address during an upcoming lesson or unit.
- Begin to unpack them by scanning for useful information. Consider words or phrases that indicate knowledge, understanding, skills, and traits of mind that students will need to acquire.
- Use the questions on the reproducible Learning Window (p. 32) to help you complete the process. For help with the Habits of Mind, download the Habits of Mind poster: www.ThoughtfulClassroom.com/HoM.
- Refer to your completed Learning Window as you map out your lesson or unit, plan the development of assessments, assignments, and activities. (If you want, you can plan your assessment of assessments, assignments, and activities.)
- Optional: Use your completed Learning Window to generate a list of student-friendly, student-friendly Learning Targets (see Step 2) for guidance.

Look for Thoughtful Assessment

Student-Friendly Learning Targets

What is it?
A tool that helps students see where they're going by ensuring that classroom learning targets are both specific and student-friendly.

What are the benefits of using this tool?
Letting students in on where they're going and what they're expected to learn can boost motivation and achievement. Sharing a list of learning targets can help, but that list is only useful if the targets are both understandable and actionable by students. This tool explains how to create just such a list. It also reminds us that targets can't be created and then forgotten about; rather, they need to be revisited, reinforced, and assessed throughout the course of instruction.

What are the basic steps?

- Choose a list of learning targets for an upcoming lesson or unit. To do this, ask yourself what you want students to know, understand, and be able to do by the end of the lesson or unit.
 - Be clear: Use simple, age-appropriate language that students will understand.
 - Be specific: A well-written target should tell students what they're trying to achieve and let them assess their ability to achieve it.
- Make your list of targets student-friendly. To do this,
 - Write the targets in "I will" or "I can" format. ("I will know/understand/be able to...")
 - Focus the targets on simple, age-appropriate language that students will understand.
 - Be specific: A well-written target should tell students what they're trying to achieve and let them assess their ability to achieve it.

Note: Because understanding can be hard to define and assess, you may want to include the word "understand" with something more specific when listing your target instead of "I will understand..."

- Put the list in a prominent location and have it there through the lesson. Share it with students so that they're clear about what they're aiming for. It's for learning how to use a book's index. This is important too! *Note: Alternative methods of sharing learning targets are discussed.*
- Refer to the list regularly to show students how the things they're attempting to do relate to the things they're expected to be learning. For example: "Today, you'll be working on and so examples of this activity is for you to understand and be able to define what..."
- Remind students to revisit the list of targets throughout the lesson.



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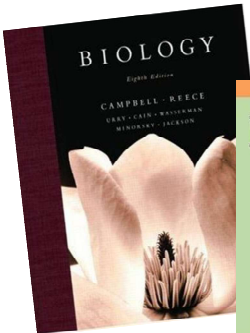
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Select a Text or texts that align with your learning targets

→ Textbooks are not the only option.
Get creative and consider multiple types of texts.

ELA standards call for students to read different kinds of texts, both literacy and informational




BIOLOGY
CAMPBELL REECE
EIGHTH EDITION



My Friend Is Sad
By Mo Willems



Magie People



SCHOLASTIC NEWS
DO THEY BELONG IN A ZOO?

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→ Develop a focus question or prompt that will give students a purpose for reading and get students thinking deeply about the content.



Frog and Toad
ARNOLD LOBEL
THE COMPLETE COLLECTION

What does it mean to be a good friend?



Water, Water Everywhere, but Guilt by the Bottleful

Should plastic water bottles be banned?



LORD of the FLIES
WILLIAM GOLDING
Afterward by Lois Lowry

What does the text teach us about human nature?

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Think about how you will Assess student learning

- Assess content understanding + literacy skills
- Consider informal as well as formal assessments

ASSESSMENTS

- Use spoken or written formats to build literacy skills besides reading
- Challenge students to demonstrate a DEEP understanding of what they've read and learned

EVALUATE
EXPLAIN
APPLY
CREATE
EXPRESS AN OPINION

COMPARE
EXTRAPOLATE

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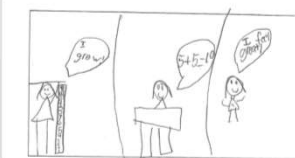
DOES THIS MEET OUR CRITERIA FOR A GOOD A SSESSMENT?

ASSESSMENT TASK:

Is sleep important?

EXPLAIN what you think.

SUPPORT your answer with specific details from what we read and learned.



helps us stay

awake at school.

Last sleep is

heathy. That

is why sleep

is good for you.

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DOES THIS MEET OUR CRITERIA FOR A GOOD **A**SSessment?

You've spent the last few days researching and reading about the behavioral and intellectual development of toddlers. Now it's time to apply what you learned ...

ASSESSMENT TASK:
You and your team have been selected to design a safe educational toy that will appeal to toddlers.

- At least one key element of intellectual development
- One of the four methods of learning associated with toddlers
- Appealing. (Review the provided toy catalog for inspiration.)

Submit a detailed sketch of your toy and an explanation of how it achieves its purpose.

- Does the task assess content understanding + literacy skills?
- Does it require writing or speaking, so that students build literacy skills besides reading?
- Does it challenge students to demonstrate a DEEP understanding of what they read and learned?

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Identify specific Reading, writing, speaking, or listening skills that you want to teach or have students practice

READING/LITERACY SKILLS

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Focus on skills that will help students . . .

- Read and understand the text in the first place!

For example:

- Previewing a text to see how it's organized
- Making organized notes
- Distinguishing big ideas from less-important ones



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Focus on skills that will help students . . .

- Deepen or demonstrate their learning—either orally or in writing.

For example:

- Summarizing key ideas after reading
- Writing a well-organized paragraph or essay
- Supporting a position with textual evidence

In Robert Frost's poem, "The Road Not Taken," the poet is unhappy overall with his choice. At times, he tries to make himself feel better about his difficult choice, but in the end, he did not feel good about the choice he made. First of all, the poet states, "And sorry I could not travel both." When people say they are sorry about not being able to do something, that is a feeling of regret. If the poet felt good about his choice, he wouldn't say he was sorry, he probably would have said he was confident or pleased.

On the other hand, when he says, "Then took the other, as just as fair, and having perhaps the better claim" I think he is trying to make himself feel better about making his choice. Having a better claim sounds good, but he still isn't sure which road is a better choice. I know when I feel good about my choices I am strong about them. But the poet doesn't seem strong or confident about his choice. Even though the poet might not be completely unhappy, there seems to be an overall sad tone to the poem.

Finally, Frost wrote, "Oh I kept the first for another day! . . . I doubted if I should ever come back." You can tell he isn't happy about not being able to come back to try the other road another time. If the author was happy, he wouldn't have so many doubts or be sorry for his choice.

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A Great Resource for the “R” Part of the Acronym

Good Reader Behaviors

PREVIEW & PLAN	FOCUS ON WHAT'S IMPORTANT	ACTIVELY READ & RESPOND	MONITOR SUCCESS	REVIEW & REFLECT
I know what kind of text this is & why I'm reading it (my "goal")	I use my goal to guide my reading and note making	I picture what is happening or being described as I read	I pause often to see if what I read makes sense, and I try new strategies when it doesn't	I try to retell the main ideas or events
I scan the text to learn what it's about and what text features can help me	I read one section at a time and think about what's important to remember	I read between the lines & construct my own ideas	When words I don't know get in my way, I try to figure them out	I review parts of the text that I want to understand or remember more clearly
I decide if the text is good for me and my reading goal	I make notes that highlight and organize important information	I connect things I read to each other & to things I already know	I keep track of helpful strategies & make plans to use them again	I ask myself what questions I have & how what I read is important or useful
I ask myself what I already know about the topic or text	I notice how ideas are organized & look for patterns I know (cause-effect, comparison, etc.)	I ask myself questions to help me understand the text better	I stop after each chunk to see if I can retell the important ideas	I reflect on how what I read fits with or changes my earlier ideas
I create questions & predictions to think about as I read	I use text patterns, including story structure, to help me focus on important ideas	I note what I think, feel, and wonder about as I read	I check my predictions & make new ones as I read	I decide if I met my reading goal and what I can do if I didn't
I think about strategies that can help me before I start reading	I summarize what I read to help me focus on key points	I look for facts and reasons to support my ideas & the author's	I monitor my attention level & refocus myself if I need to	I reflect on how my effort and strategy use affected my success

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WILLIAMSVILLE
CENTRAL SCHOOL DISTRICT







Where else can you look for reading & literacy skills to target?

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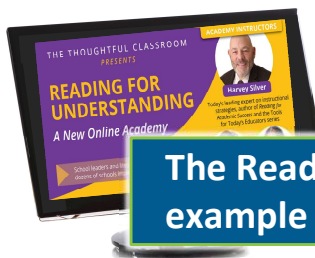
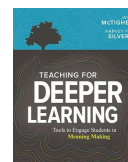
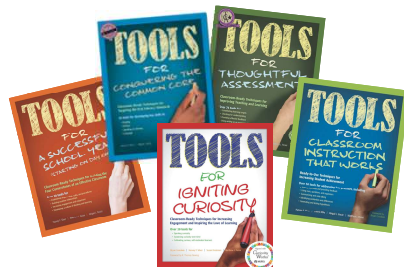
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TOOLS

Look for instructional tools that will both develop the literacy skills you identified AND deepen understanding of the content

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Where can you find tools that develop literacy skills and deepen learning?



The Reading for Meaning tool we looked at earlier is a great example of a tool that promotes deep learning AND literacy!

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