

## STANDARDS-BASED PLANNING

Visit <http://sbci.cps.k12.il.us/index.html> for more information.



The Chicago Public Schools Office of Standards-Based Instruction has designed the Standards-Based Curriculum Initiative (SBCI) to lead, aid, and support classroom instruction through the standards-based curriculum alignment process. SBCI involves a paradigm shift that begins the instructional process with identifying Standards and Benchmarks to be addressed during an academic year, and the development of authentic assessments that will measure what students know and are able to do as a result of instruction. The process continues through instruction and analysis of student progress toward meeting the Standards. This process is cyclical and encourages reflective practice and ongoing analysis of assessment data.

Included in this section are the following documents:

- Ten (10) Important Facts about the CPS Standards-Based Curriculum Initiative: Use this to understand how the CPS is implementing these protocols and what resources are available through the CPS.
- CPS English Language Arts Quarterly Planning Map, Step-by-Step Instructions, and Checklist: Use these documents to assist you in planning and reviewing instruction for the quarter(s) you will be at CPS if this has not been completed by your school.
- Standards-Based Daily Lesson Plan for Elementary English Language Arts and Workflow (step-by-step instructions): Once you have mapped out instruction for the quarter, use this document to specify weekly instruction.
- Other planning templates are available at <http://sbci.cps.k12.il.us/planning/html>.
- For matrices of assessments provided by the Illinois State Board of Education and other assessment resources useful with standards-based instruction, visit <http://sbci.cps.k12.il.us/assessment.html>.
- “Top Ten Questions to Ask Myself as I Design Lessons:” Use this resource to guide you during your planning stages.

## Ten Important Facts about the CPS Standards-Based Curriculum Initiative

1. The Office of Standards-Based Instruction (OSBI) is piloting full implementation of the SBCI process with 44 elementary schools and 12 high schools. It is in these schools where the SBCI process will be intensely supported and from where the OSBI will determine direction for district-wide implementation.
2. In order to support the Education Plan and its focus on reading, district implementation of the SBCI process will take place this year primarily for English Language Arts. Some high school teams have elected to implement the process in other content areas as well.
3. School-wide curriculum mapping has been shown to be an essential element in the improvement of student achievement. Completion of the *Quarterly Planning Map (QPM)* document is the most critical activity in beginning implementation of the SBCI process. It is essential that grade-level teams have collaborative planning time to map out which Illinois Learning Standards will be assessed; what learning tasks, products, and performances will provide evidence of mastery; and in what common instructional skills, strategies, and activities students will be engaged in order to demonstrate mastery of the selected Standards for each grade for each quarter.
4. Four planning templates have been developed and provided to pilot schools and Area Leadership Teams. A *workflow* document that provides directions for completion is available for each template.
  - a. *English Language Arts Quarterly Planning Map (1)*
  - b. *Course/Content Area Quarterly Planning Map (1)*
  - c. *Standards-Based Daily Lesson Plan for Elementary English Language Arts (1)*
  - d. *Course/Content Area Standards-Based Weekly Lesson Plan (1)*
5. It is from a completed *Quarterly Planning Maps* that lesson plans should be developed.
6. It is highly recommended that teachers use the *Quarterly Planning Map (QPM)* to complete the SBCI lesson plan template, as the content on the *QPM* precisely matches the content of the lesson plan templates. However, the SBCI lesson plan templates are *suggested* only. Regardless of which lesson plan format is used, the *QPM* provides the standards-based focus and alignment for lesson planning.
7. In regard to lesson planning, the important items to keep in mind are:
  - a. Reference the Illinois Learning Standards, Benchmarks, and Performance Descriptors (*not* the Chicago Academic Standards [CAS] and Curriculum Framework Statements [CFS]). See Board Report # 03-0924-P002, adopted 9-24-03.
  - b. Use the SBCI process:
    - i. Select the Standards.
    - ii. Determine evidence of mastery and select or develop assessments.
    - iii. Plan instruction, including how to communicate performance expectations to students.
    - iv. Analyze student work to inform teaching.
8. District support for implementation for this first year (for non-pilot schools) is provided primarily through the Area offices. Drop-in sessions for clarification, support, and planning will be available to all principals during the year at the Medill Technical and Professional Development Center.
9. A CPS SBCI Website launched in the fall of 2003. Resources for each phase of the SBCI process, planning templates, suggested readings, and professional development resources will be available via this site. The URL for the site is <http://sbci.cps.k12.il.us>.
10. For additional information, contact the Office of Standards-Based Instruction at 553-6280 or e-mail us at [sbci@cps.k12.il.us](mailto:sbci@cps.k12.il.us)



# English Language Arts Quarterly Planning Map

School:

Grade:

Quarter:

Literacy Component	Standards	Benchmarks	Performance Descriptors	Assessments/ Evidence Of Mastery/ Products	Student-Friendly / Can Statements	Common Focus Skills	Common Strategies	Common Learning Activities
Word Knowledge								
Fluency								
Comprehension								
Writing								
Other								



## Workflow for Completing *English Language Arts Quarterly Planning Map*

1. Determine a meeting time for each grade-level team. (Common planning time is necessary for completing the *English Language Arts Quarterly Planning Map*.)
2. Obtain a blank copy of the *English Language Arts Quarterly Planning Map* template.
3. Obtain a copy of the English Language Arts *Standards, Benchmarks, and Performance Descriptors* for the team's grade level. (This copy is the one with essential *Standards, Benchmarks, and Performance Descriptors* highlighted.)
4. Discuss and select several key *Standards* and *Benchmarks* for each of the four areas of the Chicago Reading Initiative (CRI) Reading Instruction Framework on which to focus instruction for the quarter. Indicate the selected *Standards* and *Benchmarks* on the map.
5. Look at the *Performance Descriptors* for the *Benchmarks* for each of the grade-level stages, but especially for the mastery stage for that grade level. Consider how to "group" *Performance Descriptors* into logical sets. Add the selected *Performance Descriptors* to the map.
6. Discuss and determine assessments for each of the selected *Performance Descriptors*. Focus discussion on what mastery of those *Performance Descriptors* looks like.
7. Brainstorm products, performances, and possible rubric criteria for gathering evidence of student mastery. Add selected assessments to the map.
8. Discuss how to communicate performance expectations in student-friendly language, and write *I Can* statements for the selected *Performance Descriptors*. Add *I Can* statements to the map.
9. Generate a list of skills that are embedded in the selected *Standards, Benchmarks, and Performance Descriptors* to be addressed for the quarter. These are the *Common Focus Skills* that will be part of instruction across the grade level for the quarter. Add the *Common Focus Skills* to the map.
10. Generate a list of learning strategies that would help students master the selected *Standards, Benchmarks, and Performance Descriptors* for the quarter. These are the *Common Strategies* that will be utilized across the grade level for the quarter. Add the *Common Strategies* to the map.
11. Generate a list of instructional opportunities and learning activities that could be implemented to enable students to develop knowledge, reasoning, skills, and products for the selected *Benchmarks* and *Performance Descriptors*, and to demonstrate mastery of the *Standards* via the selected assessments. These are the *Common Activities* that will be utilized across the grade level for the quarter. Add the *Common Activities* to the map.
12. Create and save an electronic version of the *English Language Arts Quarterly Planning Map*. Send a copy to all grade-level team members and the principal.
13. Encourage grade-level teachers to use their copy of the *English Language Arts Quarterly Planning Map* to complete their reading lesson plans. (Suggest that team members post quarterly planning maps in their classrooms.)

## English Language Arts Quarterly Planning Map Checklist

<b>Selection of Standards</b>	<ul style="list-style-type: none"> <li>Selected Standards are appropriate for each component of the Chicago Reading Initiative (CRI) Reading Instruction Framework, with the understanding that there will be some overlap.</li> </ul>
<b>Selection of Benchmarks</b>	<ul style="list-style-type: none"> <li>Selected Benchmarks are appropriate for the developmental level.</li> <li>Selected Benchmarks are appropriate for each corresponding component of the CRI Reading Instruction Framework.</li> </ul>
<b>Selection of Performance Descriptors</b>	<ul style="list-style-type: none"> <li>Selected Performance Descriptors are selected from the middle stage of the developmental stages for the grade level.</li> <li>Selected Performance Descriptors are appropriate for each corresponding component of the CRI Reading Instruction Framework, with an emphasis on the reading, thinking, and writing connections.</li> <li>An appropriate number of Performance Descriptors are selected for 10 weeks of English Language Arts instruction. (In some cases, this may require the selection of additional Benchmarks for the quarter.)</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Assessments are directly connected to the Performance Descriptors and their related <i>Common Focus Skills</i>, <i>Common Strategies</i>, and <i>Common Learning Activities</i>.</li> <li>Performance tasks will yield assessable products that provide evidence of mastery of the Performance Descriptors.</li> <li>Products are tangible artifacts from which student progress toward mastery can be evaluated.</li> <li>Multiple assessments are indicated to provide varied and ongoing opportunities to evaluate student progress toward mastery.</li> </ul>
<b>I Can Statements</b>	<ul style="list-style-type: none"> <li><i>I Can</i> statements are written in student-friendly language.</li> <li><i>I Can</i> statements are derived from the Performance Descriptors and indicate the learning behaviors that are taught and assessed.</li> </ul>
<b>Common Focus Skills</b>	<ul style="list-style-type: none"> <li><i>Common Focus Skills</i> are directly related to the Performance Descriptors, Benchmarks, and Standards.</li> <li>Enabling skills are included for all reading, thinking, and writing connections.</li> <li>Listed skills are clearly defined abilities (proficiencies) that students will gain as a result of instruction and practice.</li> <li>Listed skills, when applied, will enable students to provide evidence of learning via performance tasks/product development.</li> </ul>
<b>Common Strategies</b>	<ul style="list-style-type: none"> <li><i>Common Strategies</i> are directly related to and will support acquisition, practice, extension, and application of selected skills.</li> <li><i>Common Strategies</i> are tools used by the teacher during instruction and/or by students during activities to organize the thinking and/or procedures for acquiring, practicing, extending, or applying the selected skills.</li> <li><i>Common Strategies</i> are presented in sufficient detail to clarify the thinking or procedures (i.e., name the type of graphic organizer or briefly describe the tool) in which students will be engaged.</li> </ul>
<b>Common Learning Activities</b>	<ul style="list-style-type: none"> <li>An appropriate number of <i>Common Learning Activities</i> is provided to ensure multiple opportunities for students to acquire, practice, extend, and apply strategies and skills.</li> <li>A variety of student groupings (whole group, small group, triads, pairs, and independent) is indicated in the description of selected activities.</li> <li><i>Common Learning Activities</i> are not as detailed as lesson plans, but provide enough information to develop lesson plans.</li> </ul>

## Standards-Based Daily Lesson Plan for Elementary English Language Arts

Teacher:                      Grade:                      Date:                      Quarter:                      Week:

Standard(s)	Benchmark(s)	Performance Descriptor(s)

**Assessments/Evidence of Student Mastery/Products:** *(Indicate the components you are assessing today.)*

CRI Component(s)	Standard(s)	Benchmark(s)	Product(s)

**I Can Statements:**

<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul>
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**Student Learning Opportunities:**

Strategies	Student Learning Activities <i>(Before, During, After)</i>

**Resources (Materials/Texts/Visuals/Technology):**

**Homework:**

## **Workflow for Completing the *Elementary English Language Arts Standards-Based Daily Lesson Plan***

1. Obtain a blank copy of the *Elementary English Language Arts Standards-Based Daily Lesson Plan* template.
2. Refer to a completed copy of the *English Language Arts Quarterly Planning Map* for the appropriate grade level for the quarter.
3. Refer to a copy of the *English Language Arts Standards, Benchmarks, and Performance Descriptors* for the appropriate grade level. (This copy is the one with essential *Standards, Benchmarks, and Performance Descriptors* highlighted.)
4. Based on the completed portion of the *English Language Arts Quarterly Planning Map*, determine which *Standards, Benchmarks, and Performance Descriptors* will be the focus of the day's instruction. Use the *English Language Arts Quarterly Planning Map* as a guide, but refer to the *Standards* document to "flush out" the plan in more detail. Add the *Standards, Benchmarks, and Performance Descriptors* to the lesson plan.
5. Determine which assessments will be administered and/or collected for the day, and indicate the Chicago Reading Initiative (CRI) component, *Standards, and Benchmarks* these will assess. [It will be necessary to have access to assessment resources which could include, but are not limited to, printed assessments and rubrics, online rubric banks, or online rubric generators.]
6. Indicate with which products and/or performances students will demonstrate mastery or progress towards mastery.
7. Write the *I Can* statements for the day's lesson and assessments into the lesson plan. *I Can* statements should be posted and discussed with students to provide students with a focus and purpose for learning, as well as a tool for self-assessment and review.
8. Based on the completed *English Language Arts Quarterly Planning Map*, list the strategies and instructional opportunities with which to engage the learners and those that will enable students to develop the knowledge, reasoning, skills, and products to move toward and achieve mastery. Organize activities as *Before, During, and After* reading, as suggested by the CRI. [It will be necessary to have access to instructional resources, which could include, but are not limited to, texts, textbooks, online lesson planning, print or other supplemental resources.]
9. List the resources needed to implement the lesson, including materials, visuals, texts, and use of technology.
10. Indicate the homework that will be assigned to students.
11. Create and save an electronic version of the *Elementary English Language Arts Standards-Based Daily Lesson Plan*. Send a copy to the principal for review.

# TOP TEN QUESTIONS

## to ask myself as I design lessons



TOOL  
291-  
295

**1st** What should **students know and be able to do** with what they know as a result of this lesson? How are these objectives related to national, state, and/or district standards or proficiencies?

**2nd** How will **students demonstrate what they know and what they can do?** What multiple means of assessment from the assessment continuum can I use? What will be the **assessment criteria** and what form will it take?

**3rd Questions 3 - 10 address the third step.**

3. How will I **find out** what **students already know (preassessment)**, and how will I help them access what they know and have experienced both inside and outside the classroom? How will I **help them** to not only **build on prior experiences** but **deal with misconceptions** and reframe their thinking when appropriate?
4. How will new knowledge, concepts, and skills be introduced? Given the **diversity** of my students and my **task analysis**, what are **my best options for sources and presentation modes** of new material?
5. How will I **facilitate student processing (meaning making)** of new information or processes? What are the key questions, activities, and assignments (in class or homework)?
6. How will I **check for student understanding** during the lesson?
7. What do I need to do to **differentiate instruction** so the learning experiences are productive for all students?
8. How will I **"Frame the Learning"** so that **students know the objectives**, the **rationale** for the objectives and activities, the directions and procedures, as well as the **assessment criteria** at the beginning of the learning process?
9. How will I build in opportunities for students to make **real world connections** and to learn and use **varied and complex thinking skills**.
10. What adjustments need to be made in the **learning environment** and in **instruction** so that all students can work and learn efficiently? How is **data** being used to make these decisions?