Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standards Implementation

Module #5: A Whole New Level

Goals & Objectives:

Educators will be able to demonstrate, through writing and discussion, their understanding of following:

1. The concepts, content, and skills within a standards document;
2. How those components are explicitly linked; and,
3. The importance of reading the standards closely.

Disciplinary Literacy Strategies:

* “Writing in discipline-specific ways.”
* Speaking for understanding in content-areas.
* Close reading

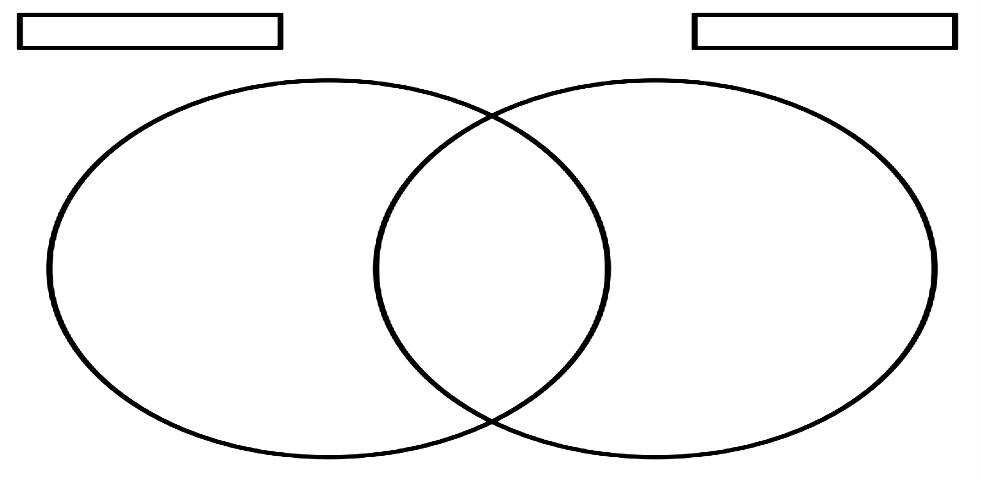
I. What is the difference between concepts, content and skills? Provide examples from the science standards document.

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| CONCEPTS: | CONTENT: | SKILLS: |
| Wonderings: | | |

II. Where do you see connections to Disciplinary Literacy?

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III. What are similarities and differences between you and your colleague’s response to question I?



IV. What are the main takeaways from the close read of the standards?

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| Additional Notes: |

V. How do you envision incorporating the whole standards document into your curricular planning?

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| Notes: |

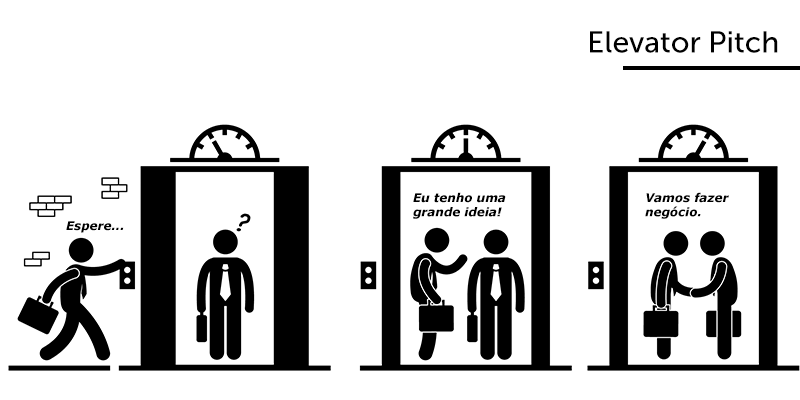
Assessment: Using your notes, craft a one paragraph elevator speech that answers the following questions:

1. What are the standards asking students to understand, know, and be able to do?
2. How do the standards connect these together?

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| Elevator Speech: | https://lh6.googleusercontent.com/wGoBcURck6L8JA4DHL6nwhlGWEFJYwjeGlo4LRM9EojSoz34oN3YveTeUEzVc1COk7btKZl0tnBHiw5LzEi552uREqPQcST6CPkk9tboYwPJvHGmnN-oYDLRHsr8feH9isgrWfcBQt4 |

**Practice, Practice, Practice!**

Find a colleague that teaches the same discipline and read your elevator speech to him/her. If the elevator speech answers all the questions, give him/her a handshake. If not, bid him/her adieu with a wave and motion of the elevator closing.



Reflection: