



Example: Analyzing a Competency (Learning Goal): What learning is implied?

Content Area: ELA (Source: NH Model Competencies)		Grade Level: 3	
Competency Statement # 6			
Students will <u>analyze a topic or text(s)</u> using a <u>variety of sources</u> and <u>apply organizational strategies</u> and <u>use evidence to support an opinion</u> for varied audiences.			
Step 2 – create “I can...” statements showing proficiency		Step 1 - underline key learnings in competency statement	
Learning Targets			
<ul style="list-style-type: none"> • I can state an opinion that answers a question about a topic or text. • I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of the topic/text and locate information to support my point of view. • I can organize my ideas by stating reasons that support my opinion and use facts and details to say more about each reason. • I can add visuals to help elaborate on my reasons. • I can connect reasons and facts with linking words and provide a conclusion that restates my opinion and considers why others might not agree with me. • With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, and relevant visuals). 			
Content/Concepts		Performance/ Products/Intended DOK	
Transitional words, language use, sentence types Text features and uses Facts (evidence) versus opinions Multi-paragraph writing in support of an opinion Developing a schema for opinion writing Summarizing versus using elaboration strategies Close reading strategies (implied)		DOK 1 - state an opinion; edit Grammar, Usage, Mechanics DOK 2 - locate information to support; organize my ideas; add visuals to help elaborate on ideas DOK 3 -connect reasons and facts with linking words and provide a conclusion; revise my text for clarity, focus, and coherence DOK 4 - using a variety of sources	
Step 3 - List content, concepts to be learned		Step 4 - Identify DOK of products, performances	
Alignment: List Content Standards		Alignment: Personal Success Skills	
Step 5 – Align standards, personal success skills assessed with competency		Critical thinking (using graphic organizer)	
List Possible Common (Formative, Interim, Summative) Assessment Tasks			
Formative - locate text evidence, complete pre-writing graphic organizer matching facts with reasons, peer conference for editing, small group work checking source credibility using checklist provided Summative - develop multi-paragraph opinion essay using multiple sources			
Step 6 – List possible assessment tasks that will generate “evidence” of learning			