Where Are We Going??
Workshop Model includes...

1. Learning Target
2. Co-created Criteria
3. Strong and Weak Examples
Today’s Learning Targets:

1. We will practice deconstructing learning targets.
2. We will develop co-created criteria.
3. We will create strong and weak work examples.
Learning Target

❖ Create the Learning Target

➢ Occurs during collaborative planning
➢ Based on grade level TEKS
➢ Convert target to student friendly language
Learning Target

❖ Communicate the Learning Target

➢ Provide a clear understandable vision of the learning target
  ■ Occurs at the beginning of a lesson
  ■ Physically deconstruct with students
I can notice similarities and differences in books.
Co-Created Criteria for Quality Work

❖ There are a variety of opportunities for co-creating criteria

❖ Co-created criteria resembles a rubric
  ➢ Diagnoses strengths and areas for improvement
  ➢ Provide feedback that guides students in revision of their work
  ➢ Helps students develop their understanding of quality, self assess, and set goals for improvement.
Strong and Weak Work

- Use examples and models of strong and weak work
- Serves as feedback
- Determines next steps
- Identifies appropriate academic language
I can infer the author's message by using my Schema and text evidence.

Criteria: "Reading Between the Lines"

- ask questions, read closely
- picture clues
- text evidence - what is written in book
- schema - background knowledge

Inference = Schema + text evidence

Text stems:
- I infer that...
- It makes me feel...
- It makes me think...
- It makes me wonder...

Examples:

**Strong examples:**
- I think my character is happy because I know...

**Weak examples:**
- I think it's better to stay home.

Criteria for Editing my Writing

- Capitalization:
  - capital letter at beginning of new sentence
  - the word I is always capitalized
  - capital letter for the Name of a person, place, or thing

- Weak example: never put a capital letter in the middle of a word - a bout

- Ending Punctuation:
  - !, ? at end of sentence (complete thought)
  - commas to add pause, or within a list

- Complete Sentences:
  - every sentence has a beginning (who or what and an end (action and details)

- = complete thought

* *!

Dear Teacher,

I hope you had a good day.

- Dear Name,

A.R.P.

Strong

Weak
KEEP CALM AND LET'S RECAP
Where Are We Going??

- Providing a clear understandable vision of the learning target
- Construct co-created criteria for Quality
- Use models of strong and weak examples
What’s Next...

◆ Self-assess

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Details</th>
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| 4     | Exceeds    | I can do it without mistakes.  
        |             | I can help others.           |
| 3     | Proficient | I can do it by myself!       
        |             | I make little mistakes.      |
| 2     | Developing | Sometimes I need help.       
        |             | I am starting to understand. |
| 1     | novice     | I can’t do it by myself.     
        |             | I don’t understand yet.      |
What’s Next...

◆ Setting Goals
Thank you

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