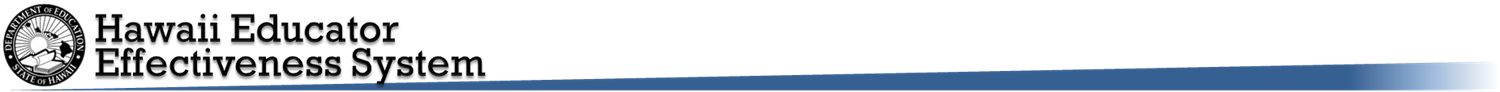
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**STUDENT LEARNING OBJECTIVE TEACHER TEMPLATE**

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| **Teacher Name:** | | **School: ELEMENTARY** | | **Complex:** | |
| **Grade: 1** | **Content Area:** | | ***Course Name:*** | | ***Period:*** |

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| **Student Population:** |
| Total Number of Students \_\_30\_ Males \_14\_\_ Females\_16\_ SPED Inclusion \_3\_\_ SPED Pullout \_\_\_\_\_ ELL \_5\_\_ GT \_\_\_\_\_ Other Groups \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_  Additional Information: |

Interval of instruction necessary to address goal: \_X\_ yearlong \_\_ semester \_\_\_ other (for quarter, track or trimester courses only)

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| **SLO Components** | **For a complete description of SLO components and guiding questions, use the “Student Learning Objective Technical Guidance and Planning Document” supplement.** |
| **Learning Goal**  *What are the most important knowledge/skills I want my students to know and be able to do?* | **Learning Goal Statement:**  The students will write opinion pieces and an informative/explanatory texts by making opinion or topic statements and giving reasons and facts to support their opinions or topic with a sense of closure.  **Aligned Standards/Benchmarks:**  W.1.5 With guidance and support from adults, focus on a topic, respond to questions from peers and add details to strengthen writing as needed. ***(DOK 2, 3)***  W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. ***(DOK 1, 2)***  W.1.1 Write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. ***(DOK 2)***  W.1.2 Write informative/explanatory text in which they name a topic, supply some facts and the topic and provide some sense of closure. ***(DOK 2)***  **Rationale:**  For students to be college and career ready they need to be able to read and write to demonstrate opinions and to write informative/explanatory texts. By reading text such as history, social studies, and science our students build a foundation of knowledge that give them literacy and cultural knowledge to gather opinions and facts. We are building the foundation for our students at our school to be able to voice their opinions and share facts throughout their life and give reasoning to support their opinion and facts. They will use it to stand up for what they believe in and hopefully make positive changes in the world. This SLO will support students with developing a logical argument, cite evidence and analyze information to form and support their writings.  **Depth of Knowledge level (circle one):** 1 2 3 4 |
| **Assessments**  *How will I know if my students have met the learning goal?* | **Assessment Plan:**  A ***student friendly checklist*** for self-assessment will accompany teacher created writing prompts ***weekly*** for each skill along the way preparing for the summative assessment.  Formative assessments:  Daily classroom discussions  Daily student participation  State an opinion daily with reasons verbally  Recall facts from a non-fiction story verbally  Listen to peers and *summarize details daily* Write an opinion with reasons  Write an informative/explanatory text with facts 2-3 times per week  *Weekly* writing prompts  Based on use of rubric, grade level common assessments will be used formatively until final written task  \*Formative assessments will be collected and reviewed throughout the instructional period. Some will be daily while others will be weekly. There will also be several common prompts that will be reviewed through the data team process.  Summative assessment:  Quarterly grade level common assessments  Final Written Task  To determine proficiency:  Students will select their best opinion piece and informative/explanatory piece of writing for evaluation. They will be selecting from a body of evidence looking toward their most recent pieces to reflect on growth and accomplishment of goals.   |  |  |  |  | | --- | --- | --- | --- | | 4 Exceeds | 3 Meets | 2 Developing | 1 Well Below | | Maintains a clear controlling idea (opinion) or a clear focus (informative/ explanatory text), Provides relevant reason(s)/example(s) of support for their writing, and Provides a clear closure and reflection. | Includes a controlling idea (opinion) or a focus (informative/ explanatory text), Provides some reason(s)/example(s) to support their writing, and provides a sense of closure and reflection. | Controlling idea (opinion) or focus (informative/ explanatory text) is attempted but focus may shift or not be relevant to the topic,  Writing may be supported with reason(s)/example(s) may not be fully developed or may be insufficient, or Closure may be limited to a general statement with no reflection | Controlling idea (opinion) or focus (informative/ explanatory text) is unclear or confusing, Details are random, generic and/or irrelevant. | |
| **Expected Targets**  *What are my learning expectations for each student?* | **This section will be recorded in the record sheet.** |
| **Instructional Strategies**  *What strategies will I use to help all students meet the target?* | **Instructional strategies for various readiness level and content:**  **All students** will take ownership of each lesson objective and give their very best effort   * Create an anchor paper examples/writing checklist with student input * Provide opportunities to practice verbally before writing * Provide/model using thinking maps/flow charts * Provide feedback for both verbal and written work * Have students Self reflect and set goals for writing * Provide opportunity to write freely * Check in 2-3 times during writing times * Mini lessons with direct instruction * I do, we do, you do guided practice * Direct modeling * Check in daily during writing time   Think aloud  **Above Proficiency**   * + Provided further opportunities to peer support/assess and give feedback to peers   + Small group for extended learning opportunities regarding vocabulary or skills necessary for grade 2   **Below Proficiency**   * Mini lessons with direct instruction  for identified groups * Guided practice in one-to-one or smaller group * Reteach with direct modeling * Continued use of think aloud * Provide sentence frames to support ELL and Special Education populations |