

## Directions for color-coding the CCSS Big Sheets\_9-16-18

1. Print each page using **11 X 17 inch paper**. Print each copy on a separate piece of paper so that the big sheets can be placed side-by-side enabling educators to track the linear progression of student outcomes across grade levels (or view changes in expectations for student performance occur from Kindergarten to Grade 5).
2. Select the big sheets for the grade level that align with your needs.
3. Follow the directions provided for color-coding the big sheets and identifying the most important information within the standards.
  - a. Use a **yellow highlighter** and highlight only the **verb(s)** in standards. The verb describes the **TYPE OF THINKING**, not the depth of understanding.
  - b. Use a **light blue highlighter** and highlight a few **KEY WORDS** in the standard that identify the **RIGOR**, or the **depth of understanding or engagement with the content** that helps teachers determine the complexity of the task. Highlight only enough words to support your memory recall.
  - c. Use an **orange highlighter** and highlight words that indicate **teacher support** (e.g., with adult guidance or with support). These standards should not be assessed for mastery in that grade level. The adult provides instruction, modeling, and feedback to help students acquire the skill.
4. Educators may color-code the big sheets by working independently or in small groups. Only work on a few standards each time. Then take a break, return and read the color-coded works aloud and restates in own words. **Working over time rather than completing all at once will enhance understandings a recall.**
5. **Compare and discuss outcomes in standards within and across grade levels.** Identify learning progressions that clarify how conceptual knowledge and skills develop over time to become procedural knowledge. Discuss what students need to know in order to understand concepts or apply a skill (e.g., What prerequisite or foundational skills are needed to build understanding or new concepts or skills?)
6. Recall the **standards reflect END-OF-YEAR OUTCOMES** that students perform **after** sufficient instruction and guided practice have been provided all year. **Instruction and practice should be scaffolded** from easy to more complex over the course of the year.
7. **The design of the standards is cumulative and developmental, building upon each other year to year.** Locate where new information or skills are introduced, practiced collaboratively, then independently, or assessed for mastery. Ensure teaching and practice follow developmental learning progressions and pedagogy that are consistent year-to-year.
8. **Identify best practices and instructional routines** that will help students achieve the outcomes in standards. Ensure instructional practices are coherent, integrated together in ways that make sense and are consistent from classroom to classroom and grade to grade.
9. **Identify what success looks like and determine how students' outcomes will be assessed.** Discuss how classroom practices (instruction, collaborative practice, independent practice, and assessment) will be integrated and differentiated to include rigorous teaching and collaborative learning experiences that include repeated exposures to enhance comprehension. Ensure students receive high quality, meaningful teaching and practice that enables them to achieve outcomes reflected in standards.
10. **Laminate the** color-coded Big Sheets and use a dry erase marker to highlight standards when planning instruction, practice, and assessing or reporting student performance.