Guaranteed	**Guaranteed** *meaning:* *A common understanding of the essential content that all students need to know, and be able to do*		Step 1	1. Download the state academic standards.
			Step 2	1. Vertically align them. Examples: Reading Writing Listening, Speaking, and Exchanging Ideas Example: DIY Science 2019 Vertical Alignment

			Step 2 continued	1. Look at the previous grade to see what students have already learned.
				(In Step 7, we will ask: *If students don't know a previous benchmark, how can their grade level activities help them learn these skills also? What other enrichment activities exist to learn it?*)
				2. Identify what is in your grade's benchmark that is different from the previous grade.
				These are the new skills (the grade level skills) that students need to master.
				3. Look at the next grade to see what they are working towards next. This is something you might be introducing, or might give formative feedback on, but will not expect them to have mastered on a summative assessment.
				    2nd Grade Example Language Arts 2nd Grade Example Science
				    Example of a filled in template Example 1 of finding overlap between the MN standards and the curriculum, and filling in template
				                                 Example 2 of finding overlap
				Examples adapted from templates provided to our Building Leadership Team by Julie Novak, MDE

			Step 2 Continued *Loop with Step 3*	1. Identify a time your team will meet to score or compare scoring of common formative assessments and common summative assessments in order to clarify and create a common understanding of the standard and how students show development and mastery of the standard on the common formative assessment.
Viable	**Viable** *meaning:* *Adequate time to teach and learn the content and to master benchmark skills at this grade level*		Step 3 *Loop with Step 4*	I. Discuss to what extent your team will do horizontal alignment of lessons, activities and pacing. For each standard: 1. Identify an appropriate number of activities across the year or a unit where students will practice the skills in the benchmark. As a team, clarify your understanding of the activity goals and how the activity teaches the standard. 2. Identify an appropriate number of spots to use for formal formative assessments (for example, observation checklists, projects, writing, oral recordings, tests, etc.) 3. Create common formative assessments. These assessments will let you know where students are in terms of being able to do this skill independently, and they will provide data you can bring to your team for discussion if needed. 4. Identify a final spot to do a summative assessment. Here is an example of a template which was adapted from templates provided by Julie Novak, MDE Here are examples of a template completed for a second grade language arts benchmark: Vertical Alignment form (Step 2) Activities and Pacing form (Step 3/4) II. Determine: *What are your options if students need more practice than you planned for?* *What are your options if formative assessments suggest a revision in approach?* *What are your options if a student hasn't mastered a standard at the time of the summative assessment?*
Curriculum	***Curriculum*** *meaning: What will be taught and in what order*		Step 4	1. Create a pacing guide/calendar of what will be taught when, including specific lessons. This can be done by individual teachers or across the team. • *The closer teams align timing formative assessments, the more effective conversations around understanding of the essential content can be.* • *The closer teams align pacing of lessons, the more effective discussions around adequate time and effective approaches to teaching the standard can be.* • *If there is pull-out ELD to support language development for these activities, the closer teams align their pacing and activities, the more effective the language development support can be.*

For all	***For all***
	*meaning: How the material will be scaffolded or adapted to meet the needs of EL, low literacy, SPED, or other groups of students so that they can **access grade level learning goals**, and **show what they know** while also developing skills in which they have gaps in background knowledge or prerequisite knowledge*
		EL	Step 5a-EL
			
			EL:
			Access learning
				1. Look at the activities.
				  a. Review the learning target. This example scaffold of thinking maps includes explanation
				  b. Describe the activity. of what students "can-do" for each level
				2. Prepare to view the activity through the lens of each EL level.
				  a. Level 6: Is the grade level, mainstream activity
				  b. Level 5
				    i. Look at the WIDA Can Do statements: Level 5
				    ii. Look at the WIDA Performance Definitions Expressive Receptive: L5
				    iii. Look at the WIDA Proficiency Definitions (pp 58-59, 80-81, 102-103, 136-137, 172-173, 210-211, Edition 2020)
				    iv. Is there anything about the activity that the language level would interfere with accessing? If so, what scaffolds can be intentionally prepared in case they are needed?
				  c. Repeat i, ii, iii and iv for Level 4, then 3, then 2, then 1

			Step 6a-EL EL: Show what you know	1. Look at the assessments: Review the target benchmark and the activity 2. Look at the assessment using the WIDA Can Do Descriptors and WIDA Expressive and Receptive Performance Definitions and WIDA Proficiency Definitions (pp 58-59, 80-81, 102-103, 136-137, 172-173, 210-211, Edition 2020) for each EL level as in Step 5a, part 2 above Here is an example of *Show what you know formative assessment scaffolds*: CFA1, CFA2, CFA3
			Step 7a-EL Prior benchmarks	1. If students don't know prior benchmarks, how can their grade level activities help them learn these skills also? What questions or materials will support this? 2. What other activities or opportunities exist to help them learn it?
			Step 8a-EL: Language expectations and	1. Look at the activities in Steps 5 and 6. Select the WIDA Key Language Use (Edition 2020, p 26) that is being used in these activities. 2. Review the language expectations for the topic area and WIDA Key Language Use (These are laid out by grade level and content area between pages 42 and 202.)

For all		language development	3. Which language expectations best reflect the language focus of the unit? 4. What language functions and features are essential for meeting content and language goals and for the assessment? 5. Identify which forms and functions need to be taught. This example scaffold includes language forms 6. How can we teach these forms and functions? 7. How can we hold students accountable for using these forms and functions in the general education classroom? 8. What scaffolds/activities will help students learn, practice, and remember these forms and functions? 9. How will teachers assess if students have learned these forms and functions or if students are using and applying these forms and functions in the unit tasks?
		Step 9a EL-Background knowledge	1. How are we activating and leveraging background knowledge learned in the first language or learned outside school? 2. What are essential understandings or background knowledge that students need in order to access learning or to be successful in the activities? 3. Does the student have this background knowledge? If so, how are we activating it? If not, how are we building it?
	Literacy Level	Step 5b-Literacy levels: Access learning	1. Repeat Step 5 above, but instead of using language levels, look at reading and writing levels. 2. Are there literacy levels at which content isn't accessible? 3. If so, what scaffolds/other materials can be intentionally prepared in case they are needed?
		Step 6b-Literacy levels: Show what you know	Repeat Step 6 above, but instead of using language levels, look at reading and writing levels. Are there literacy levels at which a student could not show what they know using the planned assessment? If so, what scaffolds or other formats can be intentionally prepared in case they are needed?
		Step 7b-Literacy levels: Prior benchmarks	Repeat Step 7 above, but instead of using language levels, look at reading and writing levels. 1. If students don't know prior benchmarks, how can their grade level activities help them learn these prior benchmarks also? Is there anything about their literacy level that interferes with accessing this learning? 2. What other activities exist to help them learn prior benchmarks?

	SPED	Step 5c-SPED: Access learning	1. Look at the activities.
			  A. Review the learning target.
			  B. Describe the activity.
			2. Review the learning target through the lens of their disability. Look at the student's IEP.
			  A. What are the goals and objectives on their Individual Education Plan (IEP)?
			  B. What is their present level?
			  C. How does this learning target fit with their IEP goals and present level?
			3. Review the activity through the lens of their disability
			  A. Review the accommodations and modifications on their IEP.
			    a. Is there assistive technology that should be used for this activity?
			    a. Are there accommodations that should be utilized?
			    b. Are there modifications that should be in place?
			    c. Is there anything about the activity that the student's disability interferes with?
			    d. What can be intentionally prepared to support accessing learning during this activity (for example, visual supports, word banks, direct modeling, completed work example, multiple/alternative ways to show work)?

		Step 6c SPED: Show what you know	1. Look at the assessments: Review the benchmark and the activity
			2. Look at the assessment using the student's IEP
			  A. Look at the goals and present level.
			    a. How does the assessment fit with their goals?
			  B. Look at their accommodations and modifications.
			    a. Is there assistive technology that should be used for this activity?
			    b. Are there accommodations that should be utilized?
			    c. Are there modifications that should be in place?
			    d. Is there anything about the assessment that the student's disability interferes with?
			    e. What can be intentionally prepared to support accessing learning during this activity (for example, visual supports, word banks, direct modeling, completed work example, multiple/alternative ways to show work)?

		Step 7c Prior benchmarks	1. If students don't know prior benchmarks, what does their IEP say about these prior benchmarks?
			  A. Does their IEP mention a goal or learning target which is a prior benchmark which they should be working towards? How can their grade level activities help them learn this prior benchmark?
			  B. Does the IEP not mention goals or targets related to this standard, and thus the expectation is grade level competency of this benchmark, in which case:
			    a. How can the grade level activities support learning prior benchmarks? And
			    b. What other activities exist to help them learn it?

	Lit. SPED	Step 9bc Background knowledge	1. How are we activating background knowledge/leveraging background learned outside school? 2. What are essential understandings/ background students need in order to access learning or be successful in the activities? 3. Does the student have this background knowledge? If so, how are we activating it?