



## September 2015

### Professional Learning Community (PLC) Activity

**Purpose:** To explore your Standards Plus materials to identify evidence of learning at DOK Levels 3 and 4 and to determine the importance of moving students to deeper levels of instruction.

For this activity, have at least one Common Core Standards Plus Teacher Edition for every two teachers in each grade level/subject group.

**Webb's Depth of Knowledge (DOK) Levels 3 and 4 are required for full mastery of the grade level standards and expectations.**

**DOK Level 3 – Strategic Thinking:** Students apply skills or concepts in an abstract or complex way. Typical activities include:

- Stating one's reasoning.
- Coordinating knowledge and skills across standards, strands, domains, or subjects to respond or solve problems.
- Creating problems, tools, surveys, or other materials or documents and using them to explore an idea or subject.

At DOK Level 3, tasks require critical thinking to determine answers. There is often more than one correct answer.

Select a Tab (Strand or Domain) in your Common Core Standards Plus Teacher Edition that contains subject matter that is a major focus or area of concern for your grade level/subject, and find a Performance Lesson within the tab (gray band on the Lesson Index.)

<b>P1</b>	Performance Lesson #1 – Galápagos Tortoises (L.4.4a, L.4.4b)	44-45	15-16	3
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Discuss the Performance Lesson with your grade level/subject team.



**DOK Level 4 – Extended Thinking:** Students apply and adapt skills and concepts to real-world situation, usually across an extended period of time. Typical activities include:

- Researching and synthesizing content.
- Designing, creating, and planning projects that demonstrates a deep grasp of content.
- Using higher-order thinking to create products that exhibit a thorough understanding of concepts.

At DOK Level 4, tasks require students to engage with content over time. Tasks may have unpredictable or a multitude of potential outcomes. Students often make mid-course adjustments or revise their plan during the process of completing a project.

Select one of the three Integrated Projects in your Teacher Edition, and discuss each of the project components, the final product, and any rubrics or guidelines included with your grade level/subject team.

**Project Components:**

- Choosing a tale to rewrite
- Determining the alternate point of view
- Analyzing the vocabulary and voice of the classic tale to decide how to change for the new point of view
- Rewriting the tale
- Editing for word choice
- Publication

*Teaching elements for each project component are found on the following pages.*

**Choosing a Tale to Rewrite:** *(Required Student Materials: St. Ed. Pgs. 88-91)*

**Tales:** *The Three Little Pigs, Jack and the Beanstalk, Goldilocks and the Three Bears, Little Red Riding Hood*

- Either read the tales together or assign them to the students to read.
- Have the students work individually, in pairs, or in small groups to discuss the point of view of the tales as written and the other possible points of view that could be used.

**The Role of DOK Levels 3-4 in Instruction:** Students must have a firm grasp of the skills and concepts taught at levels 1-2 in order to successfully perform at DOK Levels 3-4, but all students must be exposed to instruction at these higher levels.

To ensure that every student has exposure to DOK Levels 3-4 you may:

- Break the Performance Lessons or Integrated Projects into smaller components to lessen the chance of overwhelming students
- Complete the Performance Lessons or Integrated Projects:
  - As whole-class activities,
  - As small-group activities, or
  - In partners.

**Make a plan** to teach a Performance Lesson and an Integrated Project. Discuss how you will break down the Lesson and/or Project to support your students' needs. Plan how you will work together to gather and share resources with each other.