

## Directions for Color-Decoding Big Sheets

1. Print Big Sheets on **11 X 17 inch paper** using a separate piece of paper per grade level so that the big sheets can be placed side-by-side and allow 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. 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 provides important information about teacher and student performance expectations. Teachers estimate the level of RIGOR required for students to achieve the outcomes in standards.
  - b. Use a **light blue highlighter** and highlight a few **KEY WORDS** (nouns) that identify the instructional purpose and intended student outcome in standards. Highlight enough words to support recall; no adjectives or adverbs need to be highlighted.
  - c. Use an **orange highlighter** and highlight words that indicate **teacher support** (e.g., with adult guidance or support). These standards should not be assessed for mastery in that grade level.
3. 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 restate in your own words.
4. **Compare and discuss outcomes in standards within and across grade levels.** Identify learning progressions (how skills develop over time). 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?)
5. Remind educators that **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.
6. **The design of standards or guidelines 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.
7. **Identify best practices and instructional routines** that teachers can use to maintain consistency in messaging when teaching or engaging students in practice. Ensure instructional practices are coherent, integrated together in ways that make sense and are consistent from classroom to classroom and grade to grade.
8. **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.