



## HANDOUT 5.2.1 – Your Turn

### Responsive Instructional Action

**Directions:** Use the following examples of student learning to interpret evidence and decide on responsive instructional actions based on students' learning needs. You will be provided with the learning goals and success criteria, the task, and student or class responses. Take notes individually as you read through the lessons, then fill out the table on page 4 as a group.

#### Example #1

##### **Related Common Core State Standard**

Mathematics, 3<sup>rd</sup> Grade, Numbers & Operations, Fractions, #1: Understand a fraction  $1/b$  as the quantity formed by 1 part when  $a$  whole is partitioned into  $b$  equal parts

##### **Learning Goal**

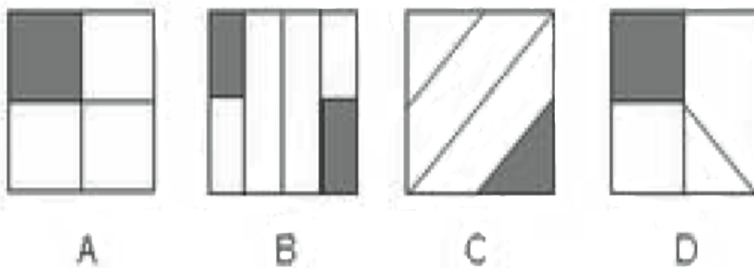
Understand that there are multiple, equivalent representations of a fraction of an area relative to a whole

##### **Success Criteria**

I can identify multiple, equivalent representations of one quarter of an area when a whole is partitioned into multiple parts

##### **Task:**

In which of the following diagrams is one quarter of the area shaded?



##### **Class Responses to the Task:**

50% of Students = Responses A & D

10% of Students = Response B

15% of Students = Response C

25% of Students = Responses A, B & D

### WHAT INSTRUCTIONAL ACTION SHOULD HAPPEN NEXT?



## HANDOUT 5.2.1 – Your Turn

### Example #2

#### Learning Goals

1. Students understand that cacti have structures and parts that serve different functions
2. Students understand how the structures and parts enable cacti to survive in their environment
3. Students can use accurate science language

#### Success Criteria

1. I can make an observational, detailed drawing that includes the specific structures and parts of a cactus
2. I can explain how those structures and parts help the cactus survive in its environment
3. I can use science language in my explanation

#### Task:

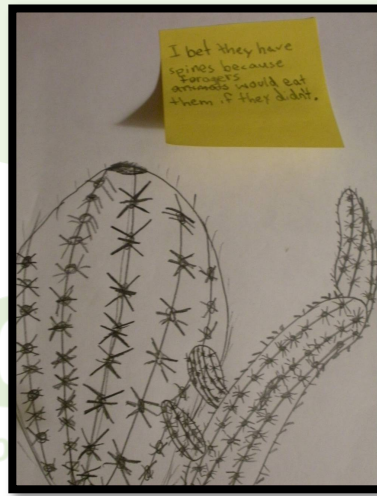
Using what you've learned about a desert cactus, make a detailed observational drawing of your desert cactus. When you have done this, explain the different structures and parts of the cactus, including their functions. Make sure that you use science vocabulary in your explanation.

#### Student Responses to the Task:

Student 1



Student 2



**WHAT INSTRUCTIONAL ACTION SHOULD HAPPEN NEXT? EXPLAIN YOUR DECISIONS FOR EACH STUDENT.**



## HANDOUT 5.2.1 – Your Turn

### Example #3

#### **Related Common Core State Standard**

English Language Arts, 9<sup>th</sup> – 10<sup>th</sup> Grade, Writing, #2

#### **Learning Goal**

Convey complex ideas through an informative/explanatory letter, using language appropriate to your audience and genre

#### **Success Criteria**

I can write an informative letter that:

1. Conveys complex ideas, concepts and information
2. Uses genre appropriate language in a manner appropriate to my audience

#### **Task:**

Write a letter to a person you know, and tell them what you have learned so far about language.

#### **Student Response to the Task:**

Julio's Letter

*First of all, I think that language is a way to inform others around you, your feelings or just a simple thing that you want to let know people what is the deal. And it can be expressed by saying it, watching a picture, or hearing it, you know what I'm saying? I don't know if you have heard about the kangaroo rat that stamps its feet to communicate with other rats. It's really funny cause we humans have more characteristics to communicate to each other, but we still have problems to understand other people. Characteristics like sound, grammar, pictures and body language are some of them, while the rat only uses the foot.*

#### **WHAT INSTRUCTIONAL ACTION SHOULD HAPPEN NEXT?**

# Module 5

Responsive Action



## HANDOUT 5.2.1 – Your Turn

### Consolidate Your Learning Summary Sheet

**Directions:** With your group, use the following steps to consolidate your learning about responsive instructional actions.

1. Record the responses from your group
2. Discuss how well each instructional strategy matches the learning needs of the students
3. Summarize what you learned about instructional actions

Instructional Action	How does the instructional action match the evidence of students' learning needs?
Example 1	
Example 2	
Example 3	

What did you learn about taking instructional action in response to students' learning needs?