

Determine the Relative Importance of the Standards Being Taught During the SGO Period

Instructions*

- Using the criteria described, assign a score between 1 and 4 (1 is low priority, 4 is critical) for the four standards provided.
- Rank the standards in order of importance (1st, 2nd, 3rd, etc. - ties not allowed)
- Provide a justification for your decisions.

Criteria

1. How much time is spent teaching the standard?
2. Does the standard have value beyond the current course in:
 - i. the next level of the subject,
 - ii. other academic disciplines, or
 - iii. life/college/career?

Standard	Importance Rating (1-4)	Rank (1 st , 2 nd etc)
CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		
CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.		
CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		
CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		

<p>Rationale for Rating and Rank</p>

*There will be differences in opinion in this activity and variation will be based on the type of course you consider when teaching these standards, the starting points of students, priorities of the district etc. The point here is to have the conversation and work towards a shared understanding of teaching priorities that can then be reflected appropriately in the assessment.