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| **Standards Recovery Planning Example With Curriculum Considerations** | | | | | | | | | |
| **TEACHER:** |  |  | **CONTENT:** |  |  | **CURRENT GRADE:** |  |  |  |
| **Missed Standard** | **Current Standard** | **Mastery Expectations & Skill Breakdown \*Standards taught & not mastered** | **Mastery Expectations & Skill Breakdown \*Standards not taught** | **Stand Alone or Layered In** | **Timeline for Teaching** | **Action Plan** | **Rubric Focus** | **Existing Curricular Materials** | **Plan For** **Curricular Materials** |
| *What previous standard was missed or partially covered?* | *What is the aligned standard at the current grade level?* | *What is the mastery expectation? Skills required to master the partially covered standard?* | *What is the mastery expectation? Skills required to master the standard?* | *Will the standard stand alone in instruction, or can it be layered in with current grade-level standard?* | *What month, unit/module, and/or lessons will this standard be covered?* | *What remediation resources and tools will be used? (e.g. mini-lesson, interventions, RTI, core, flex-day, after school)* | *What rubric indicators closely align? What will be the focus indicators during this cycle?* | *How is the missed standard addressed in existing curricular materials?* | *How will existing curricular materials be transferred, updated, or supplemented to integrate the missed standard?* |
| 4. NBT.A.3 Round multi-digit whole numbers to any place (up to and including the hundred-thousand place) using under-standing on place value. | 5. NBT.A.4 Round decimals to the nearest hundredth, tenth, or whole number using understand-ing of place value. |  | Round from ones to hundred thousand place with multi digit Understand-ing of place value  Introduce rounding using decimals  Tenth  Hundredth | Layered | Place Value Unit (October) | CORE, RTI | Standards & Objectives  Instructional Plans  Assessments | Content is part of the review an spiraling in first unit of 5th grade curriculum | Add content from last 4th grade unit to supplement directed practice in first unit of 5th grade curriculum |
| **Standards Recovery Planning Template With Curriculum Considerations** | | | | | | | | | |
| **TEACHER:** |  |  | **CONTENT:** |  |  | **CURRENT GRADE:** |  |  |  |
| **Missed Standard** | **Current Standard** | **Mastery Expectations & Skill Breakdown \*Standards taught & not mastered** | **Mastery Expectations & Skill Breakdown \*Standards not taught** | **Stand Alone or Layered In** | **Timeline for Teaching** | **Action Plan** | **Rubric Focus** | **Existing Curricular Materials** | **Plan For** **Curricular Materials** |
| *What previous standard was missed or partially covered?* | *What is the aligned standard at the current grade level?* | *What is the mastery expectation? Skills required to master the partially covered standard?* | *What is the mastery expectation? Skills required to master the standard?* | *Will the standard stand alone in instruction, or can it be layered in with current grade-level standard?* | *What month, unit/module, and/or lessons will this standard be covered?* | *What remediation resources and tools will be used? (e.g. mini-lesson, interventions, RTI, core, flex-day, after school)* | *What rubric indicators closely align? What will be the focus indicators during this cycle?* | *How is the missed standard addressed in existing curricular materials?* | *How will existing curricular materials be transferred, updated, or supplemented to integrate the missed standard?* |
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| **Curricular Resources Planning Template** | | | |
| **SUBJECT:** |  | **GRADE:** |  |
| **Integrating Standards from Prior Grade Level (**from Standards Recovery Summary Template with Curriculum Considerations) | | | |
| **Standard** | **Plan for Curricular Materials** | | |
| *(Missed standard to be integrated in the grade level)* | *(Plan for transferring, updating, or supplementing curricular materials to integrate the missed standard)* | | |
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| **Preparing for Different Learning Environments** | | | |
| **Scenario 1- All Students in Physical Buildings** | **Scenario 2- Some Students in Physical Buildings with Some Virtual** | **Scenario 3- All Students Virtual** | **Scenario 4- Intermittent Virtual** |
| (Curricular Update #1 Related to Scenario 1) | (Curricular Update #1 Related to Scenario 2) | (Curricular Update #1 Related to Scenario 3) | (Curricular Update #1 Related to Scenario 4) |
| (Curricular Update #2 Related to Scenario 1) | (Curricular Update #2 Related to Scenario 2) | (Curricular Update #2 Related to Scenario 3) | (Curricular Update #2 Related to Scenario 4) |
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