

UNDERSTANDING ENDURING SKILLS

A skill is different from a strategy so the terms should not be confused when teachers are identifying enduring skills. A strategy is a method, or how to plan to bring about a desired future (BusinessDictionary.com). Strategies can be used to learn a skill or perform a skill better.

SKILL	
WHAT IT IS	WHAT IT ISN'T
<ul style="list-style-type: none"> ✓ Competency ✓ Ability to perform 	<ul style="list-style-type: none"> ✓ A strategy ✓ Finite content
<p>Example: Reading and comprehending complex text</p>	<p>Non-examples:</p> <ul style="list-style-type: none"> • Annotating text • Re-reading • Questioning text • Recognizing text features that contribute meaning in informational texts

Adapted from KDE TPGES Web site on Student Growth Goals

When defining ENDURING LEARNING, educators need to consider several factors. Enduring learning is learning that

- Endures beyond a single test date
- Is of value in other disciplines
- Is relevant beyond the classroom
- Is worthy of embedded, course-long focus
- May be necessary for the next level of instruction

ENDURING LEARNING	
WHAT IT IS	WHAT IT ISN'T
<ul style="list-style-type: none"> ✓ Worthy of extended focus ✓ Fundamental to learning in other disciplines ✓ Aptitude that has value and utility beyond one narrow context ✓ Foundational for the application of content ✓ Applicable beyond school ✓ Can be measured over time 	<ul style="list-style-type: none"> ✓ A sub skill ✓ Explicit content knowledge ✓ An activity ✓ A skill with limited application ✓ A strategy for learning

Some content sources for writing Enduring Skills are listed below with more specific language on the pages that follow:

- **English/Language Arts:** Kentucky Core Academic Standards (KCAS) Anchor Standards
- **Math:** KCAS Critical Areas and Mathematical Practices
- **Social Studies:** C3 Framework and KCAS literacy standards for History/Social Studies
- **Science:** NGSS/KCAS- Practices/Concepts-Science

KDE has many standards resources on the web site at education.ky.gov/curriculum.

SOME SOURCES FOR WRITING ENDURING SKILLS FOR STUDENT GROWTH GOALS

IMPORTANT NOTE: These pages provide a starting point for deciding how to write the enduring skill(s) for the Student Growth Goal.

ENGLISH/LANGUAGE ARTS		
Level/ Subject	ANCHOR STANDARDS (from Kentucky Core Academic Standards)	
K-12 READING	Key Ideas and Details	<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text 2. Determine central ideas or theme of a text and analyze their development, summarize, the key supporting details and ideas 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text
	Craft and Structure	<ol style="list-style-type: none"> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole 6. Assess how point of view or purpose shapes the content and style of a text
	Integration of Knowledge and Ideas	<ol style="list-style-type: none"> 7. Integrate and evaluate content presented in a diverse media and formats, including visually and quantitatively, as well as in words 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take
	Range of Reading and Level of Text Complexity	<ol style="list-style-type: none"> 10. Read and comprehend complex literacy and informational texts independently and proficiently
K-12 WRITING	Text Types and Purposes	<ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	Production and Distribution of Writing	<ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach 6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others
	Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism 9. Draw evidence from literary or informational texts to support analysis, reflection, and research
	Range of Writing	<ol style="list-style-type: none"> 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

ENGLISH/LANGUAGE ARTS CONTINUED

Level/ Subject	ANCHOR STANDARDS (from Kentucky Core Academic Standards)	
K-12 SPEAKING AND LISTENING	Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
	Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
K-12 LANGUAGE	Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
	Knowledge of Language	<ol style="list-style-type: none"> 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
	Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate 5. Demonstrate understanding of word relationships and nuances in word meanings 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
	Integration of Knowledge and Ideas	<ol style="list-style-type: none"> 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
	Range of Reading and Level of Text Complexity	<ol style="list-style-type: none"> 10. Read and comprehend complex literary and informational texts independently and proficiently

MATH

(from Kentucky Core Academic Standards)

LEVEL	CRITICAL AREAS	
KINDERGARTEN	<ul style="list-style-type: none"> • Counting and Cardinality • Operations and Algebraic Thinking • Number and Operations in Base Ten • Measurement and Data • Geometry 	<ol style="list-style-type: none"> 1. Representing, relating, and operating on whole numbers, initially with sets of objects 2. Describing shapes and space
GRADE 1	<ul style="list-style-type: none"> • Operations and Algebraic Thinking • Number and Operations in Base Ten • Measurement and Data • Geometry 	<ol style="list-style-type: none"> 1. Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20 2. Developing understanding of whole number relationships and place value, including grouping in tens and ones 3. Developing understanding of linear measurement and measuring lengths as iterating length units 4. Reasoning about attributes of, and composing and decomposing geometric shapes
GRADE 2	<ul style="list-style-type: none"> • Operations and Algebraic Thinking • Number and Operations in Base Ten • Measurement and Data • Geometry 	<ol style="list-style-type: none"> 1. Extending understanding of base-ten notation 2. Building fluency with addition and subtraction 3. Using standard units of measure 4. Describing and analyzing shapes
GRADE 3	<ul style="list-style-type: none"> • Operations and Algebraic Thinking • Number and Operations in Base Ten • Number and Operations – Fractions • Measurement and data • Geometry 	<ol style="list-style-type: none"> 1. Developing understanding of multiplication and division and strategies for multiplication and division within 100 2. Developing understanding of fractions, especially unit fractions (fractions with numerator 1) 3. Developing understanding of the structure of rectangular arrays and of area 4. Describing and analyzing two-dimensional shapes
GRADE 4	<ul style="list-style-type: none"> • Operations and Algebraic Thinking • Number and Operations in Base Ten • Number and Operations – Fractions • Measurement and data • Geometry 	<ol style="list-style-type: none"> 1. Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends 2. Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators and multiplication of fractions by whole numbers 3. Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry
GRADE 5	<ul style="list-style-type: none"> • Operations and Algebraic Thinking • Number and Operations in Base Ten • Number and Operations – Fractions • Measurement and data • Geometry 	<ol style="list-style-type: none"> 1. Developing fluency with addition and subtractions of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions) 2. Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations 3. Developing understanding of volume

MATH CONTINUED
(from Kentucky Core Academic Standards)

LEVEL	CRITICAL AREAS	
GRADE 6	<ul style="list-style-type: none"> • Ratios and Proportional Relationships • The Number System • Expressions and Equations • Geometry • Statistics and Probability 	<ol style="list-style-type: none"> 1. Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems 2. Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers 3. Writing, interpreting, and using expressions and equations 4. Developing understanding of statistical thinking
GRADE 7	<ul style="list-style-type: none"> • Ratios and Proportional Relationships • The Number System • Expressions and Equations • Geometry • Statistics and Probability 	<ol style="list-style-type: none"> 1. Developing understanding of and applying proportional relationships 2. Developing understanding of operations with rational numbers and working with expressions and linear equations 3. Solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume 4. Drawing inferences about populations based on samples
GRADE 8	<ul style="list-style-type: none"> • The Number System • Expressions and Equations • Functions • Geometry • Statistics and Probability 	<ol style="list-style-type: none"> 1. Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations 2. Grasping the concept of a function and using functions to describe quantitative relationships 3. Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem

MATHEMATICAL PRACTICES
(from Kentucky Core Academic Standards)

1	Make sense of problems and persevere in solving them.
2	Reason abstractly and quantitatively.
3	Construct viable arguments and critique the reasoning of others.
4	Model with mathematics.
5	Use appropriate tools strategically.
6	Attend to precision.
7	Look for and make use of structure.
8	Look for and express regularity in repeated reasoning.

SOCIAL STUDIES
(from the C3 Framework)

1	Developing Questions and Planning Inquiries
2	Applying Disciplinary Tools and Concepts <ul style="list-style-type: none"> • Civics • Economics • Geography • History
3	Evaluating Sources and Using Evidence <ul style="list-style-type: none"> • Gathering and Evaluating Sources • Developing Claims and Using Evidence
4	Communicating Conclusions and Taking Informed Action <ul style="list-style-type: none"> • Communicating and Critiquing Conclusions • Taking Informed Action

HISTORY/SOCIAL STUDIES LITERACY STANDARDS, grades 6-12
(from ELA Kentucky Core Academic Standards)

STANDARD	LEVEL	ONE EXAMPLE
Key Ideas and Details	grades 6-8	Cite specific textual evidence to support analysis of primary and secondary sources.
Craft and Structure	grades 9-10	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
Integration of Knowledge and Ideas	grades 9-10	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Range of Reading and Level of Text Complexity	grades 11-12	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

SCIENCE & ENGINEERING PRACTICES

(from Kentucky Core Academic Standards)

1	Asking Questions and Defining Problems
2	Developing and Using Models
3	Planning and Carrying Out Investigations
4	Analyzing and Interpreting Data
5	Using Mathematics and Computational Thinking
6	Constructing Explanations and Designing Solutions
7	Engaging in Argument from Evidence
8	Obtaining, Evaluating, and Communicating Information

SCIENCE & TECHNICAL SUBJECTS LITERACY STANDARDS, grades 6-12

(from ELA Kentucky Core Academic Standards)

STANDARD	LEVEL	ONE EXAMPLE
Key Ideas and Details	grades 11-12	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Craft and Structure	grades 9-10	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
Integration of Knowledge and Ideas	grades 6-8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
Range of Reading and Level of Text Complexity	grades 6-8	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.