

StandardsInsight™ fully integrates with the Eclipse Curriculum Manager, a flexible, easy to use program for efficiently organizing, mapping and improving a school district's curriculum.

Non-Wisconsin PRICING



State agencies, Educational Service Agencies, software providers and School Districts not in Wisconsin are provided several options to purchase and/or distribute StandardsInsight™.

- Subscriptions for use within the agency
- Subscriptions for customers within a region or state
- Exclusive rights for reselling subscriptions within a state
- Purchase of software source code and content

TO ORDER StandardsInsight™, to schedule a live web-based demo, or for guidance in the use of StandardsInsight™, contact a national sales consultant:

Mary Brown

English Language Arts National Consultant
mbrown@cesa7.k12.wi.us
920-265-8468

Dennis Kostac

Mathematics National Consultant
dkostac@cesa7.k12.wi.us
920-639-9975.

Developed by Wisconsin teams of content experts in Mathematics and English Language Arts and vetted by experts from around the country. StandardsInsight™ is a collaborative project with content and design led by CESA 7 School Improvement Services staff and software design and development by the CESA 7 Regional Computer Center.

CESA 7
Cooperative Educational Service Agency 7
595 Baeten Road
Green Bay, WI 54304

Content Director
Judy K. Sargent, Ph.D.
School Improvement
Services

Software Director
Ivan Scott
Regional Computer Center



StandardsInsight™

**CONFUSED BY COMMON CORE
STATE STANDARDS?**

StandardsInsight™ makes implementation easy.

StandardsInsight™ is a web-based tool that “unpacks” the Common Core State Standards allowing districts to efficiently study the standards and begin to align resources.

INTRODUCING STANDARDSINSIGHT™

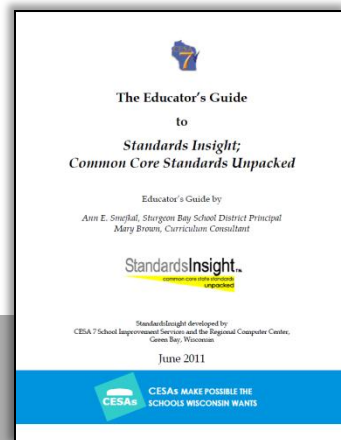
StandardsInsight™: Common Core State Standards Unpacked is web-based software that provides a professional unpacking of Mathematics and English Language Arts Common Core State Standards in a dynamic database tool, taking the complicated planning out of the alignment process and saving your district time and resources.

The web-based system provides a robust database, with five unpacked fields:

- Evidence of student attainment
- Key vocabulary for teachers
- Knowledge expected to attain the standard
- Skills expected to attain the standard
- Understandings expected to attain the standard

StandardsInsight™ allows users to **filter** the standards by grade level, by strand and CCR anchor standards for English Language Arts and by domain or conceptual category for Mathematics, and by key word. Filtering allows teacher teams to look at vertical connections among certain strands of standards and search for specific content relevant to their alignment work and deep study of the standards.

The **Educator's Guide to StandardsInsight: Common Core Standards Unpacked** provides a variety of practical scenarios for use of the unpacking tool with teacher teams and professional learning communities. This guide is the starting point for powerful professional learning about the Common Core State Standards.



Teacher teams will find that **StandardsInsight™** is the *premier* resource for collaborative work on the Common Core State Standards.

"StandardsInsight has saved Howard-Suamico many hours and resources in the process of unpacking the Common Core State Standards. We've been able to get right into discussing the questions that are specific to our district such as, 'What does this mean for our professional development plan?' and 'Do we have the materials and resources we need to meet these new learning targets?'"

"I'm also reassured that the team who created the product is so outstanding, and that this offers us more potential to be consistent between school districts as we proceed with our CCSS roll-out."

Andrea Thiry-Wenz
Director of Teaching & Learning Secondary Education Howard-Suamico School District

CCSS Standard	Standard ID	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding
7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Reading: Informational Text Integration of Knowledge and Ideas (Standards 7, 8, 9) RI.7.7	Students use writing and/or speaking to: • compare and contrast a text and its audio, video, or multimedia version	• compare and contrast • text • audio version • video version • multimedia version • analyzing each medium's portrayal of the subject	Students know: • the portrayal of a subject can vary depending on the medium used • techniques for comparing and contrasting • techniques for note-taking while reading, viewing, or listening	Students are able to: • compare and contrast how a subject is portrayed by several mediums • analyze how the delivery of a speech affects the impact of the words • support thinking with examples from the text	Students understand that a rear of information is influenced by th is presented.
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Reading: Informational Text Integration of Knowledge and Ideas (Standards 7, 8, 9) RI.7.8	Students use writing and/or speaking to: • trace and evaluate an argument and specific claims • assess the reasoning behind an argument • assess the relevancy of evidence used to support claims	• trace • evaluate • argument • specific claims • assess • reasoning is sound • evidence is relevant and sufficient	Students know: • techniques for tracing an argument and claims through a text • techniques for evaluating argument and claims in a text	Students are able to: • trace an argument and claims through a text • evaluate an argument and claims • assess whether reasoning is sound • assess whether evidence is relevant and sufficient	Students understand that the v argument and its claims depend and sufficiency of supporting evi
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Reading: Informational Text Integration of Knowledge and Ideas (Standards 7, 8, 9) RI.7.9	Students use writing and/or speaking to: • analyze how two or more authors present key information, evidence, and interpretations of facts on a single topic	• analyze • same topic • shape their presentations • key information • emphasizing different	Students know: • techniques authors use to present information • techniques authors use to emphasize evidence • techniques authors use to advance interpretations of facts	Students are able to: use writing or speaking to analyze how two or more authors writing about the same topic: • shape their presentation of key information • emphasize different evidence • advance different interpretations of facts	Students understand that the e interpretations of facts in a text selected by author to influence

CCSS Standard	Standard ID	Knowledge	Skills	Understanding
1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	Measurement & Data Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 4.MD.1	Students know: • Relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min., sec., • Strategies for converting from relatively large units of measure to smaller units of measure within the same system including multiplication and two-column tables.	Students are able to: • Multiply or use repeated addition to accurately generate number pairs for conversion tables, • Interpret tables to solve problems.	Students understand that: • The relationships among units within a system of measurement (e.g., metric length, time, standard mass, etc.) are multiplicative comparisons.
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Measurement & Data Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 4.MD.2	Students know: • Relative sizes of measurement units within one system of units including: km, m, cm; kg, g; lb., oz.; L, ml; hr., min., sec., • Strategies for converting from relatively large units of measure to smaller units of measure within the same system including multiplication and two-column tables, • Strategies for solving word problems involving measurement including number line representations.	Students are able to: • Strategically choose an appropriate common unit to use for computations, when working with problems that contain measurements in different units, • Strategically choose and apply representations and computation techniques for solving real life mathematical problems, • Accurately compute solutions, • Use logical reasoning to justify solution paths.	Students understand that: • The relationships among units within a system of measurement (e.g., metric length, time, standard mass, etc.) are multiplicative comparisons, • The size of the unit of measurement and the number of units are inversely related, • Addition and subtraction of measurements require measurements in the same unit and that the unit is maintained in the answer.

CCSS Standard	Knowledge	Skills	Understanding	Resources	Custom Field 2
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • Use words, phrases, and clauses to link the	know: counterarguments are and how to fy, form, and use them niques for selecting the best evidence (rate, credible sources) to support their ments demonstrate an understanding of topic and state and support a claim niques for creating cohesion and clarifying onships among claims, reasons, terclaims, and evidence (words, phrases, clauses) niques for adjusting writing style based on	Students are able to: • identify qualities of arguments • write an argument to support a claim • acknowledge and distinguish claim from alternate or opposing claims • use logical reasoning and relevant evidence (credible sources) to support claim • use words, phrases, and clauses to clarify relationships and create cohesion • write with a formal style • write with a predictable structure	Students understand that well-developed arguments use valid reasoning and credible evidence to present an analysis of a topic or text through claims and acknowledgment of counter-claims.	edit	edit

StandardsInsight™ provides **six custom fields** for local use, such as resource alignment, assessment rubrics, and local input for each standard.