

# One Way to Unpack an ELA Learning Standard

**\*Remember the goal is to build a deeper understanding of the standard. There is no perfect document, but a collective group of teachers can give their best thinking to each step. Complete sentences are not necessary when thinking through and using this working document.**

**First Step:** Identify one priority standard for an instructional focus. Underline verbs.

**Second Step:** Restate the standard in “student-friendly wording” – without losing rigor.

**Third Step:** Decide why this standard is important.

**Fourth Step:** Write the *details* of what students will do to achieve the standard. These are the *success criteria*. How will you know if they mastered the standard? They can “do” & they “know” what?

**Fifth Step:** Break the standard into the *chunks of learning* – the skills and concepts that lead to the mastery of the standard. Scaffold from easiest to most difficult, if applicable.



First Step	LIST THE PRIORITY STANDARD	6W6 Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.	
	“Unwrap” Priority Standard for Greater Clarity	<b>Concepts (Nouns &amp; Context)</b>  <i>The research and inquiry process using multiple sources</i>	<b>Skills (Verbs)</b>  * <u>Conduct</u> research * <u>Generate</u> questions * <u>Answer</u> questions * <u>Draw/Use</u> multiple sources * <u>Refocus</u> when needed
Second Step	RESTATE STANDARD in “Student-Friendly” Wording Think of I CAN STATEMENTS...	<i>I CAN....conduct research or inquiry about a topic using multiple sources. During this research or inquiry, I CAN self-generate questions, answer some questions, and refocus the topic or inquiry as needed.</i>	

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<p><b>Third Step</b></p>	<p><b>PURPOSE OF THE LEARNING</b></p> <p><i>As the teacher, why is this an important standard, and what you would say to students, if age applicable.</i></p>	<p><i>In life, it is critical to take a topic or an inquiry to write about and research it using many sources.</i></p> <p><i>It is important that research is comprehensive and should include answering some questions, self-generating other questions (answerable or not) and knowing when (or if) to refocus and shift direction.</i></p>
<p><b>Fourth Step</b></p>	<p><b>SUCCESS CRITERIA</b></p> <p><i>What does mastery of this standard look and sound like?</i></p> <p><i>What will students be able to do?</i></p> <p><i>And, if applicable, what will they know and understand?</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Draw (find) and use multiple resources on the topic or inquiry by creating a text set around the research.</li> <li><input type="checkbox"/> Generate a list of multi-level questions (answerable or not) about the topic or inquiry</li> <li><input type="checkbox"/> Answer questions about the topic or inquiry</li> <li><input type="checkbox"/> Recognize (when and if) a topic is too general, too detailed, or going in the wrong direction.</li> <li><input type="checkbox"/> Refocus the topic or inquiry as needed.</li> <li><input type="checkbox"/></li> </ul>

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<p><b>Fifth Step</b></p>	<p><b>THE PROGRESSION OF THE LEARNING</b>  <b>Pathway to Learning the Standard</b></p> <p><i>“Chunk the learning in the way you would teach it”</i></p> <p><i>Write these starting with the skill first (the verb) followed by the concept around teaching it.</i></p> <p><i>This fifth step will have very similar language to the fourth step; however, this step will probably have MORE detail.</i></p>	<ol style="list-style-type: none"> <li>1. Define multiple sources and “text set.”</li> <li>2. Find multiple sources to Build a text set of resources around a topic or inquiry.</li> <li>3. Self-Generate questions about a topic or inquiry</li> <li>4. Answer (answerable) questions.</li> <li>5. Recognize when a topic or inquiry is too general, too large, or too detailed.</li> <li>6. Refocus the topic or inquiry as needed.</li> </ol>
<p><b><u>WHICH ELA PRACTICES WILL BE OBSERVABLE FOR THE READERS AND WRITERS WHILE WORKING ON THIS STANDARD?</u></b></p> <p><i>*think, read, speak, and listen to support writing</i></p> <p><i>* write often and widely in a variety of formats, using print and digital resources and tools</i></p> <p><i>*write for multiple purposes, including for learning and for pleasure</i></p> <p><i>* strengthen writing by planning, revising, editing, rewriting, or trying a new approach</i></p> <p><b><u>Other?</u></b></p> <p><i>*Work with the library_media specialist, ahead of time, to share learning progressions, secure instructional time with him/her for class, and for scheduled time slots in the library media center.</i></p> <p><i>*Consider teaching students QFT (Question Formation Technique) to help them learn a great process for self-generating questions.</i></p>		