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| **\*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. |

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| **First Step** | **LIST THE PRIORITY STANDARD** |  | |
|  | **“Unwrap” Priority Standard for Greater Clarity** | **Concepts (Nouns & Context)** | **Skills (Verbs)** |
| **Second Step** | **RESTATE STANDARD in *“Student-Friendly” Wording***  ***Think of I CAN STATEMENTS…*** | **I CAN….** | |
| **Third Step** | **PURPOSE OF THE LEARNING**  ***As the teacher, why is this an important standard, and what you would say to students, if age applicable.*** |  | |
| **Fourth Step** | **SUCCESS CRITERIA**  ***What does mastery of this standard look and sound like?***  ***What will students be able to do?***  ***And, if applicable, what will they know and understand?*** |  | |
| **Fifth Step** | **THE PROGRESSION OF THE LEARNING**  **Pathway to Learning the Standard**  ***“Chunk the learning in the way you would teach it”***  ***Write these starting with the skill first (the verb) followed by the concept around teaching it.***  ***This fifth step will have very similar language to the fourth step; however, this step will probably have MORE detail.*** | **1.**  **2.**  **3.**  **4.**  **5.**  **6.** | |
| **WHICH ELA PRACTICES WILL BE *OBSERVABLE* FOR THE READERS AND WRITERS WHILE WORKING ON THIS STANDARD?**  **Other?** | | | |