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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?*** | *

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| **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?** |