

# Welcome Teachers



# Essential or Power Standard

- Using the data provided, identify the area of need in ELA and Math.
- Now we're ready to begin "Putting it all Together" by choosing an essential or "power" standard (a must know) based on the identified need.

# Unwrapping Standards

a

step-by-step process to achieve collective clarity



# Step One: Focus on the Key Words

- Identify and write the standard
- Circle the words that depict the skills; in other words, circle the things students should be able to do (which are expressed as verbs) that are contained within the standard.
- Underline the words that indicate the knowledge or concepts that students should know (expressed as nouns) that are the focus of the standard.
- Put brackets around any context information that may be provided within the standard.

# Step Two: Map It Out

- What Will Students Do? (Skills)
- With What Knowledge or Concepts?
- In What Context?

# Step Three: Analyze the Target

- What skills have emerged to determine the level of thinking the standard targets.
- Use a common framework for level of thinking:
  - Bloom's Taxonomy (Describes cognitive processes based on their intellectual demand)
  - Marzano's Taxonomy (Describes six levels of mental processing)
  - Webb's Depth of Knowledge (Describes the degree of understanding a student needs to respond to an assessment item)
- **Implied Learning Targets** (What will students do)

# Step Four: Determine the Big Ideas

- Big ideas hold conceptual knowledge and skills together and help the learner see and make connections.
- They represent the important to know information you want students to really remember after you're done teaching specific concepts and skills.
- Big ideas are brief, they are written in a student-friendly, understandable language.
- Ex: “forest versus the trees” “moral of the story”

# Step Five: Establish Guiding Questions

- Questions to be answered in your instruction.
- Referred to as inquiry questions or essential questions.
- Guiding questions lead students to seek and acquire answers to the big ideas.
  
- Ex: How can the structure of a text help us to understand information?



# We've Unwrapped Our Standard - Now What?

- Do you feel that your team has clear direction on the concepts and skills that will be taught and assessed?
- Did you get clarity on the academic language you want to reinforce in your instruction?
- Congratulations, you're ready to go into the next phase of your team's work and answer the question, How might we assess the learning target(s) we've identified through the unwrapping process?

