

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		
	"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....	

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Third Step	PURPOSE OF THE LEARNING <i>As the teacher, why is this an important standard, and what you would say to students, if age applicable.</i>	
Fourth Step	SUCCESS CRITERIA <i>What does mastery of this standard look and sound like?</i> <i>What will students be able to do?</i> <i>And, if applicable, what will they know and understand?</i>	€ € € € € €

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Fifth Step	THE PROGRESSION OF THE LEARNING Pathway to Learning the Standard <i>“Chunk the learning in the way you would teach it”</i> <i>Write these starting with the skill first (the verb) followed by the concept around teaching it.</i> <i>This fifth step will have very similar language to the fourth step; however, this step will probably have MORE detail.</i>	1. 2. 3. 4. 5. 6.
<u>WHICH ELA PRACTICES WILL BE OBSERVABLE FOR THE READERS AND WRITERS WHILE WORKING ON THIS STANDARD?</u> <u>Other?</u>		