

Example of Unwrapped Standard

Essential Standard: Trace and evaluate the argument and specific claims in an informational text, distinguishing claims that are supported by reasons and evidence from those that are not. (NGA & CCSSO, 2010; RI.6.8)

Learning Targets

1. Trace the argument and specific claims in informational text.
2. Evaluate the argument and specific claims in informational text.
3. Distinguish claims that are supported from those that are not.

Teams work collaboratively to unwrap the essential standards into separate learning targets using the protocol outlined below. It is best to do this before each new unit of instruction begins. This process ensures that teachers begin instruction with a clear understanding of the targets. Lesson planning is facilitated by the discussion team members have during the unwrapping process.

Protocol for Unwrapping Standards

To find the learning targets to teach and assess, teams must:

1. Circle the verbs (skills).
2. Underline the nouns (concepts) to be taught.
3. Double underline any prepositional phrase (context).
4. Write separately each verb (skill) and noun (concept) combination as a separate learning target.
5. If a prepositional phrase (context) is included at the beginning or the end of the standard, include it in the target.
6. Examine each learning target, asking the following questions—
 - What are the instructional and assessment implications of this target?
 - What would it look like to teach this target in the classroom (setting, materials, strategies)?
 - Is the skill measurable? What would the assessment look like? Do we need to change the verb to make it more measurable?
7. After examining the instructional and assessment implications, are there any targets that are implicit or not directly stated in the standard that should be included?