**Understanding the Target to Create a Pathway to Excellence**

***Ensuring each student is as a thinker, problem solver, and communicator***

**Step 1: Unwrap a Standard: *What do students have to know and be able to do?***

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| **Copy/paste the standard and any performance Level Descriptor for Proficiency**   * **Underline the nouns.** * ***Circle or italicize the verbs.***   ***see curriculum framework*** | |
| **Essential Knowledge/Concepts**  ***What Do Students Need to Know/Understand?***  **List the underlined nouns** | **Essential Skills**  ***What Do Students Need to Be Able to Do?***  **List the circled (or *italicized*) verbs** |
| **Depth of Knowledge**  **Highlight the DOK level of the standard (*see resource*)**   * **DOK 1 – Recall/Reproduction:** Recall a fact, information, or procedure. Process information on a low level. * **DOK 2 – Skill/Concept:** Use information or conceptual knowledge, two or more steps. * **DOK 3 – Strategic Thinking:** Requires reasoning, developing a plan or a sequence of steps, some complexity. * **DOK 4 – Extended Thinking:** Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will NOT include level 4 activities. | **Essential Vocabulary**  ***What Do Students Need to Comprehend?***  **List all key vocabulary** |
| **Learning Objectives aligned to the Standard**  ***What ‘I can’ statement(s) will clarify the objective for students?*** | |
| **Evidence of Student Mastery?**  ***How will we know when they know it?*** | |
| **Specific Instructional Framework?**  ***What will we do to help them know/understand/can do it?***  ***What will we do for students who still don’t know it?***  ***What will we do for students who already know it?*** | |