**Unwrapping Standards**

**Purpose** – To get team clarity of power standards through an examination of the skills, concepts, and big ideas that they address.

**Why is this important?** – The highest levels of learning occur when all teachers agree on the prioritized curriculum *and* when students are clear about what they are trying to learn. By unwrapping the standards, we can all make sure we’re focusing on the same learning targets that are contained within the standard. This will help us create aligned instruction and common assessments.

**Unwrapping Process**

1. Circle the verbs and adverbs (skills).
2. Underline the nouns and adjectives (concepts).
3. Double underline the prepositional phrases (context).
4. Transfer to the organizer.

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| --- | --- | --- |
| **Standard:**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| **Verbs:**  *What will students do?* | **Nouns:**  *With what knowledge or concept?* | **Prepositional Phrases:**  *In what context?* |
| Cite | Textual evidence to support analysis | Of what the text says explicitly |
|  |  | Inferences drawn from the text |
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**Learning Targets (explicit and implied):**

I can cite textual evidence to support analysis of what a text says explicitly.

I can cite textual evidence to support analysis of inferences drawn from the text.

I can analyze a text. (implied)

**Vocabulary derived from the standard:**

Analyze

Cite

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4. Transfer to the organizer.

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| --- | --- | --- |
| **Standard:**  The student will know and apply the rules of the road, and will skillfully and safely drive a car in a variety of situations. | | |
| **Verbs:**  *What will students do?* | **Nouns:**  *With what knowledge or concept?* | **Prepositional Phrases:**  *In what context?* |
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**Learning Targets (explicit and implied):**

**Vocabulary derived from the standard:**