Unwrapping Standards Protocol

Use the following steps to unwrap a standard. Use the “Unwrapping Standards Template” (page 20) to organize the information coming from the unwrapping process.

1. **Clarify the standard to unwrap:** Look at an upcoming unit of study to identify the essential standard the team wants to unwrap into a series of learning targets.

2. **Annotate the standard to identify key words and phrases:**
   - Circle the verbs. These words highlight the main skills students are expected to do or demonstrate.
   - Underline the significant nouns or noun phrases. These words help point to the major concepts, information, or definitions students will need to know or understand.
   - Bracket any information that describes the context or stimulus that students will encounter. This helps point to the level of rigor or type of assessment items that the team may design.

3. **Use a graphic organizer or template to record the team's thinking and identify the learning targets:** Create the template on poster paper or in a shared document. As a team, examine the key words in the standard, and identify the specific concepts or information students will need to know or understand and the smaller skills they will need to learn and demonstrate. While some standards easily reveal their learning targets, many standards require that teams read between the lines by asking, “What knowledge and skills will students really need to demonstrate in order to show full understanding of the standard? What are the smaller steps of learning that will lead to students’ learning this standard?”

4. **Discuss the level of rigor for each learning target:** For this determination, we suggest using the shared language of Webb’s Depth of Knowledge (DOK; Hess, 2013), which provides descriptors of rigor and complexity teams can use to clarify their end in mind for specific targets. For example, DOK 1 comprises recall and reproduction, DOK 2 is skills and concepts, DOK 3 reflects strategic thinking and reasoning, and DOK 4 covers extended thinking.

5. **Identify the academic language or vocabulary required by students:** For students to achieve this standard, determine what specific terms or academic language will be crucial for them to comprehend and use.