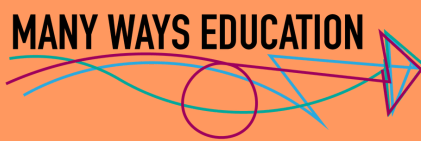


# Unwrapping and Unpacking the Standards



Steps	Example				
1 Identify the <b>skill</b> (Verb)	They <b>sequence</b> ideas and <b>use</b> language features including topic-specific vocabulary and features of voice.				
2 Identify the key <u>concepts</u> , <u>knowledge</u> or <u>background knowledge</u> needed to complete the skill (Noun or descriptive phrases)	They <b>sequence</b> <u>ideas</u> and <b>use</b> <u>language features</u> including <u>topic-specific vocabulary</u> and <u>features of voice</u> .				
3 Code the statement into skills and concepts	<table><tr><th>Skill</th><th>Concept</th></tr><tr><td><ul style="list-style-type: none"><li>sequence ideas</li><li>use <b>language features</b></li></ul></td><td><ul style="list-style-type: none"><li>topic-specific vocabulary</li><li><b>features</b> of <b>voice</b></li></ul></td></tr></table>	Skill	Concept	<ul style="list-style-type: none"><li>sequence ideas</li><li>use <b>language features</b></li></ul>	<ul style="list-style-type: none"><li>topic-specific vocabulary</li><li><b>features</b> of <b>voice</b></li></ul>
Skill	Concept				
<ul style="list-style-type: none"><li>sequence ideas</li><li>use <b>language features</b></li></ul>	<ul style="list-style-type: none"><li>topic-specific vocabulary</li><li><b>features</b> of <b>voice</b></li></ul>				
4 Ensure you have clarity of concepts or knowledge	<table><tr><td><b>Language features:</b><ul style="list-style-type: none"><li>nouns, verbs, adverb groups/phrases (E)</li><li>Simple sentences (E)</li><li>pronouns, adjectives (CD)</li></ul></td><td><b>Features of voice:</b><ul style="list-style-type: none"><li>appropriate gestures, volume and pace (CD)</li><li>Speaking clearly (E)</li></ul></td></tr></table>	<b>Language features:</b> <ul style="list-style-type: none"><li>nouns, verbs, adverb groups/phrases (E)</li><li>Simple sentences (E)</li><li>pronouns, adjectives (CD)</li></ul>	<b>Features of voice:</b> <ul style="list-style-type: none"><li>appropriate gestures, volume and pace (CD)</li><li>Speaking clearly (E)</li></ul>		
<b>Language features:</b> <ul style="list-style-type: none"><li>nouns, verbs, adverb groups/phrases (E)</li><li>Simple sentences (E)</li><li>pronouns, adjectives (CD)</li></ul>	<b>Features of voice:</b> <ul style="list-style-type: none"><li>appropriate gestures, volume and pace (CD)</li><li>Speaking clearly (E)</li></ul>				
5 Develop a progression of lesson goals	<div>curriculum + student need = progression of lesson goals</div> <div><ol style="list-style-type: none"><li>identify parts of speech (nouns, verbs, adjectives, adverbs)</li><li>read stories to identify key events</li><li>.....</li></ol></div>				

(CD)= content descriptions  
(E)= elaboration