

Tool for Analyzing Standards

Rev. 1/17

Focus Standard:

CONCEPTS & KNOWLEDGE (NOUNS)

Declarative, Procedural, Conditional

What knowledge should students already have?

PROCESSES & SKILLS (VERBS)

What skills should students already have?

IMPLICATIONS FOR INSTRUCTION *(Ideas for Teaching)*

IMPLICATIONS FOR ASSESSMENT *(Ideas for Assessing)*

Tool for Analyzing Standards

Focus Standard: *Write the complete standard that is the focus of the lesson in this box. Typically, there will only be one standard that is the focus of a lesson. It is acceptable practice to strike through parts of a standard that are not being focused on in the lesson.*

KNOWLEDGE AND CONCEPTS (NOUNS)

Identify and list what this standard states and implies about what students should know and what knowledge needs to be taught.

Begin by looking at and analyzing the nouns. If the standard implies specific knowledge (e.g. knowledge of figurative language) then decide what specific knowledge needs to be taught (e.g. metaphors, simile, and foreshadowing).

SKILLS AND PROCESSES (VERBS)

Identify and list what this standard states and implies about what students should be able to do and what skills needs to be taught and practiced.

Begin by looking at and analyzing the verbs. If the standard states or implies the ability to engage in a procedure, then identify the specific steps of the procedure.

IMPLICATIONS FOR INSTRUCTION

Make a list of strategies, tools, and/or resources that could be used to teach the knowledge and skills unpacked and defined above.

Identify what knowledge and skills should have already been learned and those that need to be explicitly taught.

IMPLICATIONS FOR ASSESSMENT

Make a list of strategies, tools, and/or resources that could be used to assess the knowledge and skills unpacked and defined above.