

**Lindsey Elementary**

**Instructional Plan for PLC Process at Work**

**(Unwrapping Protocol) Defining Learning at Lindsey**

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| **Unwrapping Standards**  |
| **Guiding Questions*** What will we prioritize in our teaching during this time period or instructional unit (Which standards?)
* What do we want students to know and be able to do at the end of this time period or instructional unit? (What are the learning targets?)
* What evidence will we see if students successfully learn these skills and concepts? (What will the assessment items show?)
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| **Step One: Focus on the Key Words**  |
| **Step Two: Map It Out**

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| What Will Students Do? (Skills) | With What Knowledge or Concepts? | In What Context?  | **Step Three: Analyze the Target** **(Level of Thinking)** | Type of Assessment Item (Written, Response, Multiple Choice and So On)  |
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**Implied learning targets:** |
| **Vocabulary:** |
| **Step Four: Determine the Big Ideas** |
| **Step Five: Establish Guiding Questions to be Answered in Your Instruction**  |

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| **Bloom’s Taxonomy (Revised)** | **Marzano’s Taxonomy** | **Webb’s Depth of Knowledge** |
| RememberingUnderstandingApplyingAnalyzingEvaluatingCreating | Level 1: RetrievalLevel 2: ComprehensionLevel 3: AnalysisLevel 4: Knowledge utilizationLevel 5: MetacognitionLevel 6: Self-system thinking | Recall and reproduction **(DOK 1)**Skills and concepts **(DOK 2)**Strategic thinking/ complex reasoning **(DOK 3)**Extended thinking/ reasoning **(DOK 4)** |