

**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?) |
| **Step One: Focus on the Key Words** |
| **Step Two: Map It Out**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 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) | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   **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** |
| Remembering  Understanding  Applying  Analyzing  Evaluating  Creating | Level 1: Retrieval  Level 2: Comprehension  Level 3: Analysis  Level 4: Knowledge utilization  Level 5: Metacognition  Level 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)** |