**Essential Standard Unpacked**

**Grade Level & Content Area**

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| **What do we expect all students to learn?**  **Essential Standard:** | | | | | | |
| **What prerequisite skills are needed?** |  | | | | | |
| **Relevant Statement**  Why? Real world connection |  | | | | | |
| [**Executive Skills**](https://drive.google.com/file/d/1I-5LREpzI49ydTAvxwsjTD99SSA-hvqH/view?usp=sharing)  [**The Learning Pit**](https://drive.google.com/file/d/1dyB5-7sI6qHOWkyl4ssn0S4HNspr5AX7/view?usp=sharing)  [**Executive Skills Resources**](https://drive.google.com/drive/folders/1z2jezZgFh4A0wJnH7VgxlzgrKLQR82gV?usp=sharing)  [**Tool Bank by Grade**](https://docs.google.com/spreadsheets/d/10MpMJqb2GH8uvo3MZMVqY450tTZ3dEz7Zf4EgyWg7d4/edit#gid=0) | Highlight the executive function(s) that students need to be proficient on the essential standard:  [Working Memory](https://drive.google.com/drive/u/0/folders/1Fbl7fm3EheZtoGT9Oz2E80WjjReIdpX6)  [Organization](https://docs.google.com/document/d/1vO27544YT2a88bEmlGWAjAr8qPujCnzf/edit) [Impulse Control](https://drive.google.com/drive/u/0/folders/1XIuyoddNjFR5VuMESBnbo2J2pq24ZYDM)  [Emotional Control](https://docs.google.com/document/d/1_vdkVt3oQD0RBoke6qYMENCsHI9dGmHI/edit) [Flexible Thinking](https://drive.google.com/drive/u/0/search?q=flexible%20thinking) [Self-Monitoring](https://drive.google.com/drive/u/0/folders/1QtIb5rqhd3UU3GfrlCX2t1pasL4cXe4V)  [Planning and Prioritizing](https://drive.google.com/drive/u/0/folders/1SZ5B4fkAFBybXsn9w6RgINdkZze2bv6T) [Task Initiation](https://drive.google.com/drive/u/0/folders/1FieJpZiN40-sCtYhkn0bp4Jr3eb75gAP) | | | **Activities to use in Morning Meeting for Academic Connection**  **-or-**  **Content Area Connections** |  | |
| **Learning Targets in**  **Student Friendly Terms** | **D**  **O**  **K** | **How will we teach it?**  **(Tier 1)** | **What will we do when they didn’t**  **learn the standard?**  **Intervention**  (insert picture for team for agreement on emergent) | **How will we know when they learn it?**  **Proficient**  (insert picture below for team agreement on proficient) | **What will we do when students have already learned this standard?**  **Extension**  (insert picture for team for agreement on exceeding) | **How will we**  **assess it?** |
|  |  |  |  |  |  |  |
| [Identify Language Function](https://drive.google.com/drive/folders/1tTmEYhSZye23S3krbHwQMeqGX1i34cZd?usp=sharing):  Identify  Cause and Effect  Compare and Contrast  Describe and Explain  Predict, Infer, Generalize  Sequence and Time  Summarize |  |  |  |  |  |  |
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| **When will we teach the standard? If it continues in multiple quarters, how will expectations change?** | | | |
| **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
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| **Vocabulary: (any vocabulary needed before or during teaching)** | **Resources: (links when possible)** |
| **Supporting Standards:** | |

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| **Webb’s Depth of Knowledge** | | | |
| **DOK1 Recalling and Reproducing**  Calculate  Define  Find  Identify  List  Label  Match  Measure  Copy  Memorize  Repeat  Report  Recall  Recite  Recognize  State  Tell  Tabulate  Use rules  answer who, what, when, where, why, how  Resources: | **DOK 2 Skills and Concepts**  Infer  Categorize  Organize  Display  Compare-contrast  Modify  Predict  Interpret  Distinguish  Estimate  Extend patterns  Interpret  Use context clues  Make observations  Summarize  Translate from table to graph  Classify  Show cause/ effect  Relate  Edit for clarity  Resources: | **DOK 3 Strategic Thinking**  Appraise Distinguish  Assess Examine  Cite Evidence Explain How  Check Formulate  Compare Hypothesize  Compile Identify  Conclude Infer  Contrast Interpret  Critique Investigate  Decide Judge  Defend Justify  Describe Reorganize  Develop Solve  Differentiate Support  Resources: | **DOK 4 Extended Thinking**  Appraise  Connect  Create  Critique  Design  Judge  Justify  Prove  Report  Synthesize  Resources: |

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