

## Tool - Using R.E.A.L. to Identify Essential Standards

One of the first steps collaborative teams take is to identify a small handful of essential outcomes to study together. Use this handout to determine if a standard that you are considering is truly “essential.”

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**Step 1:**

<b>Standard we are considering for this unit:</b>			
<i>Now, rate the standard we are considering against the following criteria using a scale from zero to five, where zero represents “not important” and five represents “very important.”</i>			
Criteria:		Description:	Your Rating:
<b>R.</b>	Readiness	How important is this standard for student success in the <b>same subject</b> in the <b>next grade level</b> ?	
<b>E.</b>	Endurance	How important is this standard for student success <b>long after they have left school</b> ?	
<b>A.</b>	Assessed	How important is this standard for student success on <b>end of grade exams</b> ?	
<b>L.</b>	Leverage	How important is this standard for student success in <b>multiple subject areas</b> ?	
<b>TOTAL POINTS FOR THIS STANDARD:</b>			

Next, annotate the essential standard(s) in the boxes below. Begin by circling the verbs (skills students should master), then underline nouns (concepts or facts students should master). Finally, put brackets around words that show the context of the task students will perform to demonstrate mastery.

**Step 2:** Break the standards down into specific content knowledge (nouns) and skills (verbs) that students need to master this standard.

<b>Using your annotations, list the content knowledge that students will need in order to master this standard.</b>	
<b>Using your annotations, list the skills that students will need in order to master this standard.</b>	

**Step 3:** Create a set of three to five statements (learning targets) describing exactly what students will need to do in order to master this standard.

<b><u>Expected Learning in Student-Friendly Language (Learning Targets)</u></b> <b><u>I Can ...</u></b>
Sample: I can explain how writers use figurative language to influence readers' interpretation.

