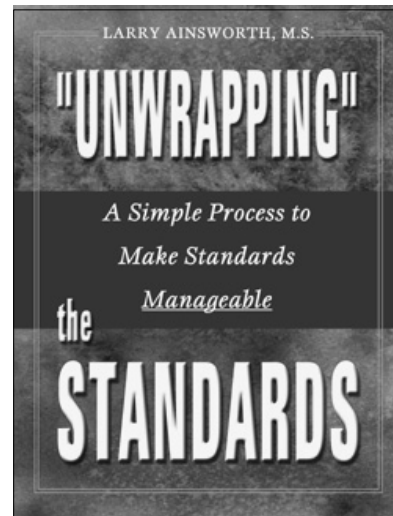


Study Guide for:

“Unwrapping” the Standards

A Simple Process to Make Standards *Manageable*

By Larry Ainsworth



Suggestions for effective book studies:

1. Set the dates with specified readings well in advance.
2. Ensure that participants have a personal copy of the book.
3. Provide the book study guide before starting to read the book.
4. Select a location that allows for the participants to be able to spread out books and writing materials.
5. Provide a comfortable meeting place with plenty of light.
6. Beverages and snacks are always welcome.
7. The role of the facilitator is to ask open-ended questions and stimulate discussion, not to lecture. Consider changing the role of facilitator and being very clear about norms for participants and facilitators.

Advanced Learning Press provides study guides to complement your comprehensive professional development plan. These guides represent the author’s suggested questions and activities to lead to full comprehension and implementation of the ideas in the publication. Focused group discussion leads to individual reflection as well as having the group develop common understandings and language regarding the book’s content. For additional insights or questions, please email the author at info@MakingStandardsWork.com. You will receive a response within two business days.

This guide and other study guides are available as a free download at <http://www.makingstandardswork.com/ResourceCtr/index.php>

Chapter 1: “Unwrapping” the Standards

1. Choose one standard and its related indicators. Analyze the information by underlining the skills or concepts, circling the verbs, and double underlining the topics or the context in which the standard is taught.
2. Define concepts and content. Distinguish the difference between the two using explicit examples.
3. Review the examples of “Unwrapped” Standards on pages 8-20. What do you notice? Which format appeals to you the most? Why would it be important for teachers in the same school to use the same elements in the “unwrapping” process? The same district? Throughout the state?
4. Create a graphic organizer categorizing your “Unwrapped” standard. What do you notice when analyzing the verbs, the concepts, and the topic/content? Refer to Appendix A and B beginning on page 215.
5. Litmus Test: Ask yourself the following questions while looking at your own document. “Could you put away the original standard(s) and its indicators and confidently plan instruction and assessment *using only your graphic organizer*, knowing that you have faithfully captured every important concept and skill students need to learn? Would other educators identify the *same* concepts and skills?” (Page 21)

Chapter 2: Finding the Big Ideas

1. In your own words, define a big idea. Now, compare/contrast your definition of Big Ideas with the five statements on page 26.
2. What is the rationale for writing a Big Idea?
3. Read page 27. How does the illustration match the five bulleted points on page 26? Give examples to explain your thinking.
4. What are the guidelines when writing Big Ideas? What is the importance of each one? Explain why the guidelines are given. In general, how many Big Ideas per content area should you have?

5. What is the difference between topical and broader Big Ideas? When is it appropriate to use each type?
 6. What is the importance of having both adult-worded Big Ideas and student-worded Big Ideas?
 7. Choose an example of the Big Ideas on pages 30, 34, or 36. Critique the Big Ideas to determine if they meet the attribute criteria. Revise any that you think do not.
 8. Use your document created in the first chapter (question 4 from this study guide) to determine three to four Big Ideas.
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Chapter 3: Essential Questions

1. What gives questions power?
2. What is the relationship between an Essential Question and a Big Idea? Where are Essential Questions derived from? What is the rationale for writing Essential Questions?
3. Write a question related to the Big Idea for each question word.

Who-
What-
When-
Where-
How-
Why-

Review your questions. Which question(s) made you synthesize your knowledge of the topic, instead of restating facts?

4. Why do question words such as “what,” “how,” and “why” evoke such thought and power?
 5. How should students respond to the Essential Question? How will you hold students accountable for their learning when responding to an Essential Question?
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Chapter 4: Getting Everyone Involved in the Process

1. Why would it be important for every educator to learn the process of “Unwrapping” the Standards? How would this help increase student achievement?
2. What are ways teachers have implemented the ideas presented in this book? How will you commit to implementing them in your own classroom, school, or district?
3. Read the paragraph on page 61 under the heading, “Once ‘Unwrapped’, Forever ‘Unwrapped’.” How will this help you and your grade-level or department colleagues work smarter, not harder?

Chapter 5: Primary Standards “Unwrapped”

1. If the full text of the standards documents were included, how would the full versions compare to the “Unwrapped” versions that are examples in this chapter?
2. Answer the following questions by reviewing the examples in the chapter.
 - a. How would these “Unwrapped” examples aid in long range planning?
 - b. If I am a 1st year teacher, how would the “Unwrapped” examples in this chapter help me understand the standards, as well as tell me what students need to know and be able to do?
 - c. If I were new to the district or state, why would these “Unwrapped” examples be beneficial to use?
 - d. Could I pick up these “Unwrapped” examples and know what is expected of my students and me?
 - e. How could these “Unwrapped” examples be used to focus instruction and assessment?
 - f. How could my grade level team use these “Unwrapped” examples to dialogue about student work?
 - g. How could this be a useful tool in educating parents?
3. What subject areas do you notice are “Unwrapped”? Do any content areas surprise you? If so, which ones and why?
4. How could you apply this in your own classroom?

Chapter 6: Upper Elementary Standards “Unwrapped”

1. If the full text of the standards documents were included, how would the full versions compare to the “Unwrapped” versions that are examples in this chapter?
2. Answer the following questions by reviewing the examples in the chapter.
 - a. How would these “Unwrapped” examples aid in long range planning?
 - b. If I am a 1st year teacher, how would the “Unwrapped” examples in this chapter help me understand the standards, as well as tell me what students need to know and be able to do?
 - c. If I were new to the district or state, why would these “Unwrapped” examples be beneficial to use?
 - d. Could I pick up these “Unwrapped” examples and know what is expected of my students and me?
 - e. How could these “Unwrapped” examples be used to focus instruction and assessment?
 - f. How could my grade level team use these “Unwrapped” examples to dialogue about student work?
 - g. How could this be a useful tool in educating parents?
3. What subject areas do you notice are “Unwrapped”? Do any content areas surprise you? If so, which ones and why?
4. How could you apply this in your own classroom?

Chapter 7: Middle School Standards “Unwrapped”

1. If the full text of the standards documents were included, how would the full versions compare to the “Unwrapped” versions that are examples in this chapter?
2. Answer the following questions by reviewing the examples in the chapter.
 - a. How would these “Unwrapped” examples aid in long range planning?
 - b. If I am a first year teacher, how would the “Unwrapped” examples in this chapter help me understand the standards, as well as tell me what students need to know and be able to do?

- c. If I were new to the district or state, why would these “Unwrapped” examples be beneficial to use?
 - d. Could I pick up these “Unwrapped” examples and know what is expected of my students and me?
 - e. How could these “Unwrapped” examples be used to focus instruction and assessment?
 - f. How could my grade level team use these “Unwrapped” examples to dialogue about student work?
 - g. How could this be a useful tool in educating parents?
3. What subject areas do you notice are “Unwrapped”? Do any content areas surprise you? If so, which ones and why?
 4. How could you apply this in your own classroom?

Chapter 8: High-School Standards “Unwrapped”

1. If the full text of the standards documents were included, how would the full versions compare to the “Unwrapped” versions that are examples in this chapter?
2. Answer the following questions by reviewing the examples in the chapter.
 - a. How would these “Unwrapped” examples aid in long range planning?
 - b. If I am a first year teacher, how would the “Unwrapped” examples in this chapter help me understand the standards, as well as tell me what students need to know and be able to do?
 - c. If I were new to the district or state, why would these “Unwrapped” examples be beneficial to use?
 - d. Could I pick up these “Unwrapped” examples and know what is expected of my students and me?
 - e. How could these “Unwrapped” examples be used to focus instruction and assessment?
 - f. How could my grade level team use these “Unwrapped” examples to dialogue about student work?
 - g. How could this be a useful tool in educating parents?
3. What subject areas do you notice are “Unwrapped”? Do any content areas surprise you? If so, which ones and why?

4. How could you apply this in your own classroom?
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Chapter 9: “Unwrapping” the Standards-The Step-by-Step Process

1. Summarize what you learned for each step in the “Unwrapping” Standards process. What do you see as the chief benefit of this process? How do you see yourself using this process on a regular basis in your own instructional program?
 2. What was your most meaningful insight regarding the “unwrapping” process?
 3. What part of the process would you consider your strength? Could you teach that part to a colleague? If not, what do you need to do in order to become proficient in that particular area? What part(s) of the process do you need to understand more thoroughly? What will enable you to do this?
 4. Review your own graphic organizer that you created in chapter 1, question 4 of this study guide. Use pages 207-209 to evaluate your own work of “Unwrapping” the Standards.
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Chapter 10: From “Unwrapping” Standards to Performance Assessments

1. How do educators make the “unwrapping” process a regular part of their work with standards?
2. How do educators use the “unwrapping” process in connection to developing performance assessments?
3. How will you plan to connect the two separate, but related, processes?
4. If I have questions when implementing my work, where and from whom can I gain more knowledge about “Unwrapping” the Standards?

To order this book call (800) 844-6599
\$29.95 - Quantity discounts are available

Additional publications available from the Center for Performance Assessment:

- *101 Questions & Answers about Standards, Assessment, and Accountability*
- *101 More Questions & Answers about Standards, Assessment, and Accountability*
- *Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School, and District*
- *Performance Assessment Series: Elementary School Edition*
- *Performance Assessment Series: Middle School Edition*
- *Power Standards: Identifying the Standards that Matter the Most*

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