

# Unwrapping The Power Standards

## Pulaski Community School District

### Step 1: Focus On The Key Words

- **Circle** the words that depict skills (things students should be able to do) (VERBS)
- **Underline** the words that indicate knowledge or concepts students should know (NOUNS)
- **[Brackets]** around any context information or conditions in which the skills and concepts should be demonstrated

**Strand:**

W.3.3 Create writing that utilizes:

a. Organization: **include** an **introduction** that **establishes a purpose** and **provides** a **concluding statement** **appropriate to the mode of writing.**

b. Transitions: **use** of **prompts, words and phrases** to **signal event order** and to **link and build connections** **between ideas, text, and events.**

### Step 2: Map It Out

#### Skills and Concepts

### Step 4. Analyze the Target

Students will know... (the knowledge, understanding and concepts that support the standard)	And be able to... (the skills students are able to demonstrate after instruction)	In what context?	Level of thinking in your Instruction and Assessment of students using Webb's Depth of Knowledge (DOK)	
			<a href="#">Depth of Knowledge (DOK) Levels</a> <a href="#">DOK Fine Arts Examples</a> <a href="#">DOK Content Examples</a>	
Include	Introduction	Establishes a purpose	<b>Instruction</b>  DOK 3	<b>Assessment</b> On demand writing prompt with topic given.  DOK 3
Provide	Concluding statement	Appropriate to the mode of writing	<b>Instruction</b>  DOK 3	<b>Assessment</b> On demand writing prompt with topic given.  DOK 3

Use	Transitional prompts, words, and phrases	Signal events in sequential order to link and build connections within writing		<p><b><u>Instruction</u></b></p> <p>DOK 2</p> <p><b><u>Assessment</u></b></p> <p>Organizational use of transition words within a writing piece.</p> <p>DOK 2</p>
<p><b>Vocabulary:</b>  Introduction, Conclusion, Sequence of Events, Transitions, Author's purpose</p>				

## Step 3: Learning Target(s) and Implied Learning Targets

Be sure to clarify unmeasurable targets (know and understand) with verb substitutions if needed to make them tangible and measurable. Using the “ladder” approach, list the learning targets from the more complex (at the top) to the less complex (towards the bottom).

1. Students can use [prompts], and/or words and phrases to build connections between ideas, text, and events.
2. Students can write a concluding statement appropriate to the purpose of writing.
3. Students can write an introduction that establishes a purpose.
4. Students can use transitions (e.g. [prompts], words, and/or phrases) to signal event order.
5. Students know and understand key vocabulary: introduction, conclusion, connections.

W.3.3 Create writing that utilizes:

- a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
- b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.

### Adjusted Targets with DOK Level (anything missing, changed, or added from the original standard that needs to be adjusted?)

- Students can write an introduction that establishes a purpose. (DOK 3)
- Students can write a concluding statement appropriate to the purpose of writing.(DOK 3)
- Students can use transitions (e.g. [prompts], words, and/or phrases) to signal event order and build connections within their writing. (DOK 2)
- Students can name key vocabulary: Introduction, Conclusion, Sequence of Events, Transitions, Author’s purpose (DOK-1)

### Additional Questions or Discussion about this Power Standard

Transition use within the body of writing-Looking at how the transitions flow along with transition word choice?-Which is more important?

