



*Training for the New Georgia Performance Standards
Day 2: Unpacking Standards for Unit Development*

Content Facilitator's Guide
General Curriculum and Special Education Directors

Acknowledgements

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards.

For more information on this or other GPS training, contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Content Facilitator's Guide, Participant's Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.

Table of Contents

Acknowledgements	2
Use of This Guide	2
Table of Contents	3
Overview	4
Module Rationale	4
Module Description	4
Module Goal	5
Module Two Objectives	5
Module Sequence.....	6
Leader Roles and Responsibilities.....	6
Target Population	7
Module Preparation.....	7
Recommended Training Setup	10
Module Materials for Day Two of Training.....	11
Agenda	12
Introduction	13
Overview of the Module: Presentation.....	16
Review of Day One Content.....	17
Large Group Demonstration	21
Identifying Big Ideas	22
Transforming Big Ideas into Enduring Understandings	25
Developing Essential Questions.....	30
Identifying Skills and Knowledge.....	33
Summary	35
Unpacking a Single Standard (Optional)	36
Small Group Activity	37
Large Group Discussion	38
Unpacking Multiple Standards	39
Small Group Activity.....	40
Large Group Discussion.....	41
Summary and Follow-Up Assignments	42
Action Planning.....	43
Follow Up Assignment	43
Summary	44
Appendix	46

 **Overview****Module
Rationale**

This training extends and builds upon day one of training.

The first purpose of day one of training was to introduce participants to the applicable standards. For 2004-2005, these include:

1. K-3 ELA
2. 4-8 ELA
3. 9-12 ELA
4. 6 Mathematics
5. 6-7 Science
6. 9-12 Life Science
7. 9-12 Physical Science

The second purpose of day one of training was to introduce the standards-based education approach and to assist teachers in using this “backward design” approach to develop assessments and instruction in support of the new curriculum standards. During day one of the training, the emphasis was on the model itself—what it is, why it is important, and how it can be used so that the new GPS have a profound impact at the classroom level.

The purpose of day two of the training is to delve deeper into stage 1 of the backward design process, helping participants to gain proficiency in unpacking standards.

One of the most important principles of professional development is that people seldom gain expertise from a “one shot” workshop. Instead, we need multiple opportunities for practice and feedback with a variety of examples and in a collaborative environment. This is why day two is so essential, even though very little new content is presented. In day one, participants were introduced to backward design and the new standards, but they had very limited time to apply their new knowledge. In day two, they have multiple opportunities to unpack standards, resulting in deeper knowledge of both the standards and the processes, sharing of ideas, and greater fluency.

**Module
Description**

This module includes preparation (an assignment to unpack a standard that was given at the end of day one), an instructor-led one-day session composed of several large and small group demonstrations and practice activities, and follow up. The prior preparation helps participants to jump into meaningful discussions quickly, and the follow up serves as a bridge to day three of training.

Module Goal

Demonstrate a deep understanding of the new Georgia Performance Standards and the standards-based education approach, through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices. This shall be measured by student performance on progress monitoring and standardized criterion-referenced tests.

Key words from the goal:

- Deep understanding
- Georgia Performance Standards (GPS)
- Standards-based education
- Research-based best practices

Note that the goal will not be reached by any single day of training. It will take preparation, eight days of classroom instruction, and follow up to master this goal. Various days of training will deal with different components of the goal, such as curriculum planning, assessment, and instruction.

Module Two Objectives

By the end of day two of training, participants will be able to:

1. Define and describe the rationale for identifying big ideas, enduring understandings, essential questions, and skills and knowledge for a standard.
2. Develop, for a given standard, the big ideas, enduring understandings, essential questions, and skills and knowledge (unpack the standard).
3. Unpack multiple standards to create cohesive units of study.

Module	Prior Preparation—Participants
Sequence	<ul style="list-style-type: none"> ➤ Unpack a Georgia Performance Standard (assigned at end of day one) <p>Introduction</p> <ul style="list-style-type: none"> ➤ Overview of the Module ➤ Review of Day One Redelivery and Content ➤ Discussion of Day One Follow-Up Assignment <p>Large Group/Small Group Session</p> <ul style="list-style-type: none"> ➤ Identifying Big Ideas ➤ Transforming Big Ideas into Enduring Understandings ➤ Developing Essential Questions ➤ Identifying Skills and Knowledge <p>Unpacking a Single Standard (Optional)</p> <ul style="list-style-type: none"> ➤ Small Group Activity ➤ Large Group Discussion <p>Unpacking Multiple Standards</p> <ul style="list-style-type: none"> ➤ Small Group Activity ➤ Large Group Discussion <p>Summary and Follow-Up Work</p> <ul style="list-style-type: none"> ➤ Action Planning ➤ Follow-up Assignment ➤ Summary
Leader Roles and Responsibilities	<p>This workshop will require a different set of facilitator skills than most other instructor-led training programs. There is less presentation and lecture; instead, you will have to use demonstration, questioning, and facilitation skills. This guide includes the basic questions you should ask the participants, but throughout the workshop, you will have to add additional probing questions to get the participants to question their assumptions and continue to refine their understanding of what standards-based teaching is and how it can make a difference.</p>

Target Population The target populations for this training are teachers of English Language Arts at all grade levels; teachers of 5th and 6th grade mathematics; and teachers of 6th grade, 7th grade, and high school science. This includes teachers of this content in special education, gifted, and supplemental/alternative positions who need to be knowledgeable of the general curriculum in order to provide accommodations, modifications, and/or support so that students with special needs have access to, and progress in, that curriculum. Also included in the target population are others in leadership positions for these portions of the curriculum (e.g., literacy coaches, curriculum specialists).

Teachers will be trained locally, in groups corresponding to the following modules:

1. K-3 ELA*
2. 4-8 ELA*
3. 9-12 ELA*
4. 6 Mathematics*
5. 6-7 Science*
6. 9-12 Life Science*
7. 9-12 Physical Science*

* This includes regular education, special education, gifted education, and supplemental/alternative teachers.

Module Preparation Preparation is critical to a successful training session. Listed below are some tips that will help you prepare for your session.

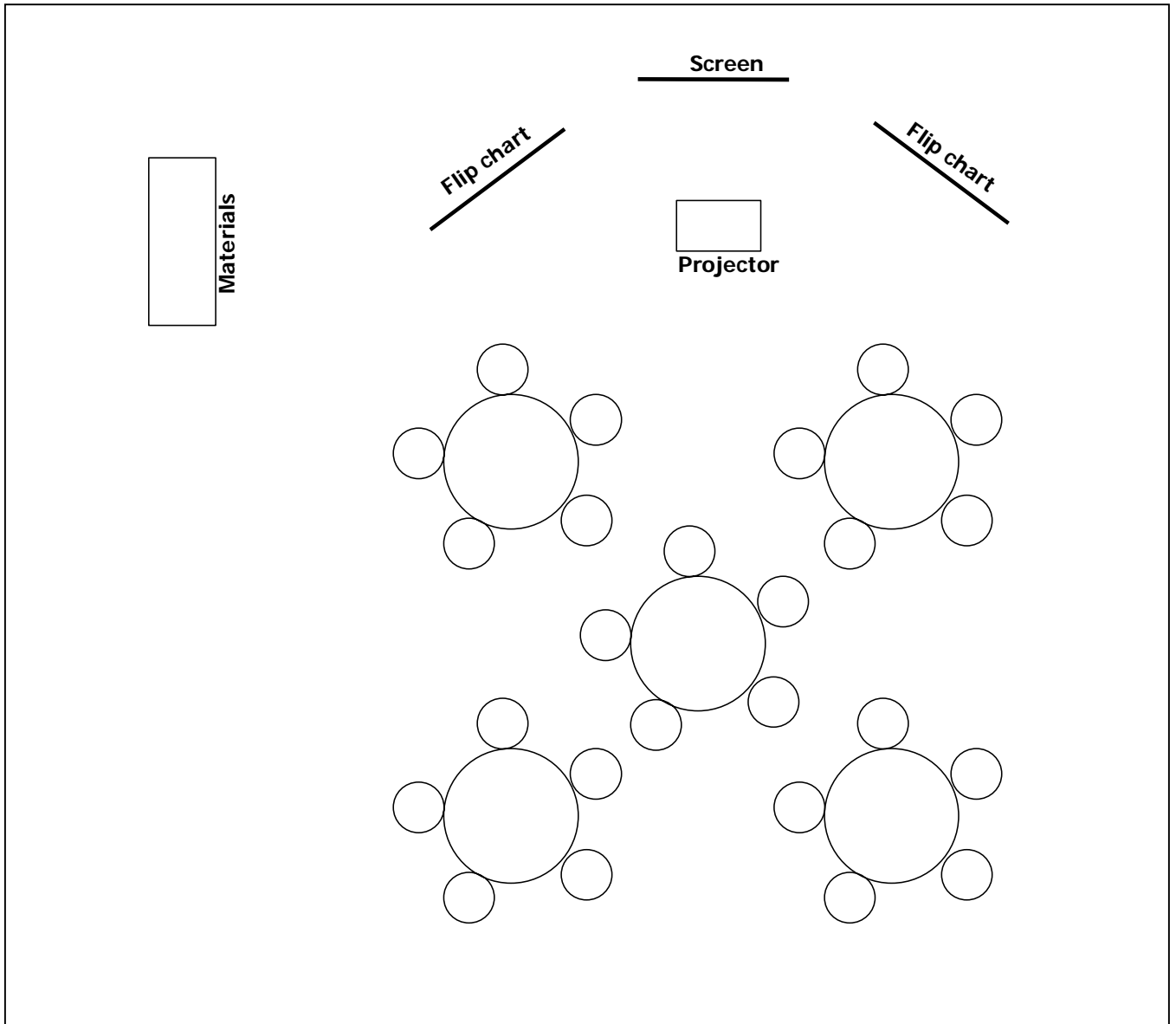
1. Participate in a Train-the-Trainer session.
2. Gather all the necessary materials listed in the "Module Materials" list on page 11.
3. Ensure that school administrators understand the preparation and follow up requirements of the course and that the GPS curriculum changes have evolved from a very open public process that included public input from responses sought by the DOE. Current GPS were developed taking into consideration all input from all respondents.

4. Ensure the participants who are enrolled in your training sessions have the preparation materials (also known as the day one follow up assignment) and realize it is an absolute requisite to attending the training. The best way to ensure compliance is to have multiple contacts with the participants and their administrators. During these contacts, whether by mail, phone, or e-mail (preferably a combination), ensure that participants understand the assignment and are committed to arriving prepared. Anything you can do to establish a relationship with participants will help reduce stress and ensure a meaningful and successful training experience. If the participants start the training unprepared, they may never catch up.
5. Identify a date, times, and location for this training. This may vary from one setting to the next, as you work with local schools and districts to arrange a customized delivery schedule. Prepare a handout with this information and photocopy it for the participants. You can use the agenda on page 12 to guide you.
6. Determine how course follow-up will be handled. It is very important that professional development be an on-going, job-embedded process, with the training sessions being part of a cohesive plan to help teachers increase skills and knowledge. Here are some questions you must answer before conducting the workshop:
 - Will there be any follow-up conference calls or a list serve to discuss progress and provide an information-sharing and networking forum? If so, who will lead them? When? How?
 - How will we ensure that participants complete the follow-up assignments? Who will follow up with reminders? How will we make sure this effort is supported locally?
 - Will there be grade level meetings? Department meetings?

7. Gather information about your training site:
 - Mailing address, contact person with phone number (Participant materials need to be shipped to a specific location and someone needs to receive the materials.)
 - Size of room and space to work in small groups
 - Audio visual equipment
 - Projection system
 - Two flipcharts with pads
 - Table and chairs: One table for leader (in front), one for materials, enough tables for the number of participants to sit in groups of about four
 - Wall space for your posters and flipcharts
 - Determine plans and payment for refreshments as desired/needed.
 - Review the graphic of the ideal site setup on page 10.
 - Set up your training room the night before the training. If you have never seen the room, this is especially important.
 - Test all equipment and make sure you have all of your materials organized for efficient distribution.

8. Go through the entire Content Facilitator's Guide.
 - Prepare an agenda. (You may also want to mark key times with Post-Its put in your guide.)
 - Use margins to note key points you plan to emphasize.
 - Walk through all activities.
 - Prepare any flipcharts.
 - Make sure your materials are organized according to when you will need them.
 - Make any adjustments that are needed to the activities, room layout, audio-visuals, etc., based on the number of participants.

Recommended Training Setup



**Module Materials
for Day Two of
Training****Content Facilitator's Kit contents:**

- Content Facilitator's Guide (one for each leader)
- Complete set of slide transparencies (PowerPoint)
- Participant's Guide (one per participant and one per leader)

Other materials needed:

- Name tags
- Flipchart paper and stand
- Masking tape to post flipcharts
- Note pads and pens for participants
- Highlighter markers, one per participants
- Flipchart markers in a variety of colors (the ideal would be to give each participant a different color so that one person's ideas could be tracked across easel charts, but if that is impractical, then just use as many colors as possible)
- One set of 26 matching cards for each table. Cards should be photocopied, cut out, and distributed in sets. (Note: This is an optional activity.)
- Dice (one pair per small group)

Equipment:

- Overhead projector or computer and LCD projector
- Videotape player



Agenda

This is a one-day course, with approximately six hours of instructional time.

Introduction

- Overview of the Module
- Review of Day One Redelivery and Content
- Discussion of Day One Follow Up Assignment

Large Group / Small Group Session

- Identifying Big Ideas
- Transforming Big Ideas into Enduring Understandings
- Developing Essential Questions
- Identifying Skills and Knowledge

Unpacking a Single Standard (Optional)

- Small Group Activity
- Large Group Discussion

Unpacking Multiple Standards

- Small Group Activity
- Large Group Discussion

Summary and Follow-Up Work

- Action Planning
- Follow-up Assignment
- Summary

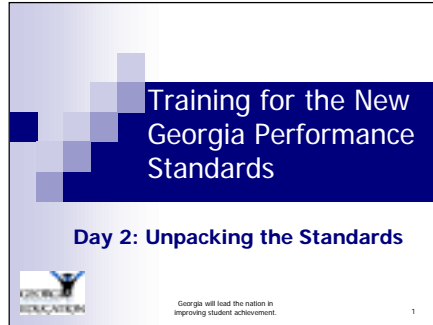
Introduction

- Overview** After a brief presentation of the day's agenda and objectives, participants review day one redelivery and discuss successes and concerns.
- Activities**
 - Overview of the Module
 - Review of Day One Content and Redelivery
 - Discussion of Day One Follow-Up Assignment
- Materials**
 - Overhead projector or computer and LCD projector
 - Transparencies or PowerPoint presentation
 - Participant's Guide
 - Flipchart markers in a variety of colors (the ideal would be to give each participant a different color so that one person's ideas could be tracked across easel charts, but if that is impractical, then just use as many colors as possible)
 - Extra easel chart pages to supplement above
 - Tape to post easel charts
 - Scratch paper

Rational for Day 2: Presentation

Slide 1

1. Show slide 1, which is the title slide.



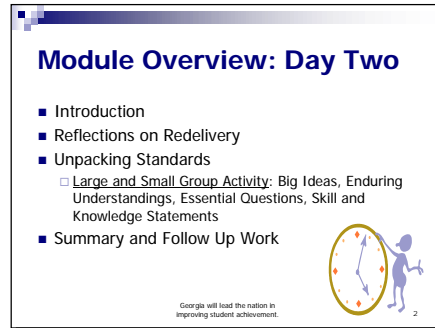
2. Present:

- **Welcome to Day Two training as we prepare to implement our new Georgia Performance Standards. We will continue working with our standards today as we learn to “unpack” or analyze them and gain a deeper understanding of what they require of us and our students.**
- **One of the most important principles of professional development is that people seldom gain expertise from a “one shot” workshop. Instead, we need multiple opportunities for practice and feedback with a variety of examples and in a collaborative environment.**
- **In day one, you were introduced to backward design and the new standards, but you had very limited time to apply their new knowledge. Today, you will have multiple opportunities to unpack standards, resulting in deeper knowledge of both the standards and the processes, sharing of ideas, and greater fluency.**
- **There will be limited “new content” presented today; we will review the content from day one. However, even though we might not “cover” much new material, you will grow in skill, fluency, and confidence as you work with your colleagues to unpack additional standards. This will serve you well as you work toward implementing the GPS.**

Overview of the Module: Presentation

Slide 2

3. Show slide 2, Module Overview: Day Two.



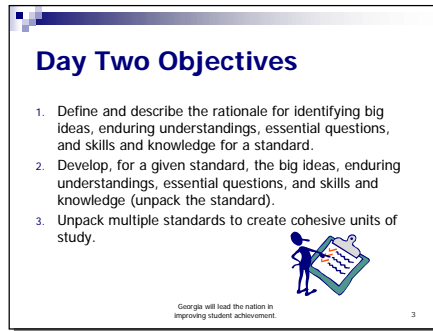
4. Present:

- **The introduction will include a review of day one information and the follow-up assignment.**
- **The next three sections are repeated practice opportunities, first working together as a large group and then working in small groups, so that you can unpack multiple standards. In the last of these activities, we will work at unpacking multiple standards that would be involved in a single unit of study.**
- **In the summary, you will create an action plan for unpacking the remainder of the standards, you will get an assignment to complete prior to the next day of training, and you will complete an evaluation of today's training.**

5. Present:

- **The agenda is presented on page 4 of your Participant's Guide. The goal and today's objectives are listed on page 5 of your Participant's Guide.**

Slide 3

6. Show slide 3, *Day Two Objectives*.

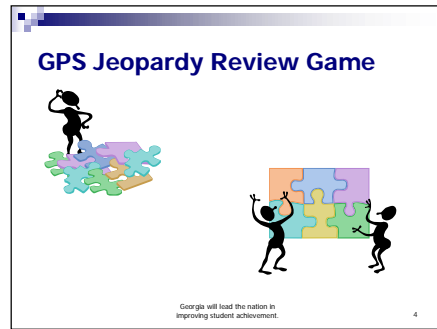
7. Explain:

- **There are only three objectives for today's training, and they are all related.**
- **We will practice, reflect, collaborate, and receive feedback on each of these objectives.**

8. Present: **What questions can I answer about today's agenda before we continue?**

Review of Day One Content

1. Present: **Let's start with a review of content from day one. We'll complete a short game to refresh your memory of key terms/concepts.**



Slide 4

2. Show slide 4, *Jeopardy Game*, which is a separate electronic file from the PowerPoint presentation. Divide participants in several groups. Representatives from each group select an item from one of the two categories. Clicking on the arrow on each slide will advance the slide to the appropriate response.

Trainer's Note: You may use the Matching Game included on pages 45-51 in the appendix if you would like an activity that doesn't require the use of an LCD projector.

3. Transition: **At the end of Day One training, we were introduced to the standards-based practice of backwards design. Let's look again briefly at the differences between traditional practice of lesson planning and standards-based practice of unit design.**

Slide 5 & 6

Show slide 5, *The Process of Instructional Planning*

PG-6

Compare and Contrast: Traditional & Standards-Based Education		
Traditional Practice	(with regard to)	Standards-Based Practice
	Assessment	
	End of Unit	
	What Drives Lesson Planning	

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The Process of Instructional Planning	
Traditional Practice	Standards-based Practice
Select a topic from the curriculum	Select standards from among those students need to know
↓	↓
Design instructional activities	Design an assessment through which students will have an opportunity to demonstrate those things
↓	↓
Design and give an assessment	Decide what learning opportunities students will need to learn those things and plan appropriate instruction to assure that each student has adequate opportunities to learn
↓	↓
Give grade or feedback	Use data from assessment to give feedback, reteach or move to next level
↓	
Move onto new topic	

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- Present: **Let's study this slide, which you can also see on page 6 of your Participant Guide. The left column displays the general sequence of activities in traditional practice of instructional planning. The right column displays the sequence of activities in the standards-based practice of backward unit design.**

- Review the contents of the slide.

PG-6

- **At the bottom of page 6 in your Participant Guide, you see a compare/contrast organizer. At your table, discuss traditional practice and standards-based practice with regard to assessment, the end of a unit of instruction, and what lesson planning is driven by. Write a description of each in the appropriate boxes at the bottom of the page.**

- Allow 5 minutes for discussion at tables.
- Have participants report on table discussions.

Chart Papers
Markers

➤ Key Points:

Assessment

Traditional practice – developed after the unit has been taught.

Standards-based practice – represents what students need to know and therefore guides what is taught.

End of the Unit

Traditional practice – teacher gives assessment, grades the work, and moves on to the next concept/topic.

Standards-based practice – evidence of adequate student learning is trigger for moving ahead.

What lesson planning is driven by

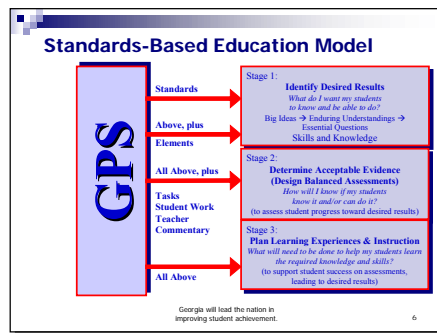
Traditional practice – driven by textbook or curriculum guide; lesson planning driven by topics; success of activities largely gauged by whether students completed the tasks and enjoyed it.

Standards-based practice - Targets the quality of performance we want from students; plan and conduct lessons aimed at teaching students how to achieve these specific characteristics. Lesson planning – attention paid to what students should know or about what they should be able to do with the information or skills they learn.

- Ask: **What do you see as the advantages and challenges of standards-based practice?** Record participant responses on two-column T-chart (see page 54 of the appendix for an example).

Slide 7

1. Present: **Next, we'll review key terms and concepts from Day One training and look at how they fit together.** Show slide 7.



PG-7

2. Present: **Let's look at a graphic depicting this standards-based education process and how the GPS relates to it. This graphic is located on page 7 of your Participant Guide.** Review contents of slide.

Slide 8

3. Give participants time to reflect on the redelivery successes and concerns. Brainstorm a list of items to review/discuss on Day Two that need additional emphasis.

Reflections on Redelivery

- The goal for Day One was to become familiar with the Georgia Performance Standards.
- Discuss redelivery successes and concerns.
- Brainstorm a list of items to review/discuss on Day Two that need additional emphasis.

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Trainer's Note: Post the questions/concerns and let participants know that you will address all of them by the end of the day.

4. Present: **Today we are going to work on Stage 1 of the Standards-Based Education Model. There will be little new content today, but we will spend time looking at the process of "unpacking" standards so we can grow in skill, fluency, and confidence as we work with each other to unpack standards. This will serve us well as we work toward implementing the GPS.**

Slide 9

Discussion of Day One Follow-Up Assignment

1. Show slide 9, *Essential Questions*.

Essential Questions

- Why do we need to unpack a standard to get high-quality, useful work?
- Are all the steps in the unit design model necessary? Why or why not?

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2. Ask participants to work briefly in small groups to answer each of the questions on the slide.
3. Allow a few minutes. Then ask volunteers to share key similarities and differences.

Large Group Demonstration

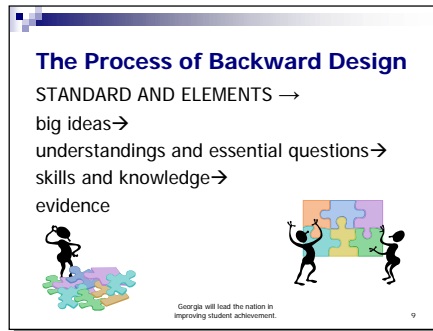
- Overview** In this section, the trainer leads participants through the process of unpacking a standard, taking time to make sure that participants understand how and why to complete each step.
- Objective**
- Define and describe the rationale for identifying big ideas, enduring understandings, essential questions, and skills and knowledge for a standard.
- Activities**
- Identifying Big Ideas
 - Transforming Big Ideas into Enduring Understandings
 - Developing Essential Questions
 - Identifying Skills and Knowledge
 - Summary
- Materials**
- Copy of standards
 - Flipchart paper
 - Highlighter markers
 - Participant's Guide
 - Overhead projector or computer and LCD projector
 - Transparencies or PowerPoint presentation

Identifying Big Ideas

1. Present: **We are going to continue to work with Stage One to unpack the standards we have chosen as a pre-session assignment.**

Slide 10

2. Show slide 10, *The Process of Unit Design*.

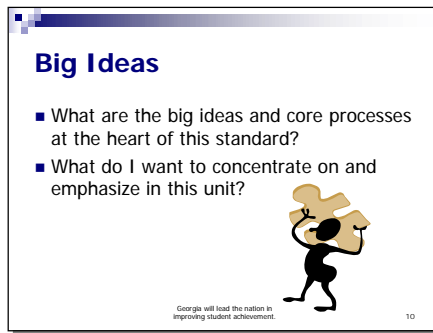


Continue: **Together, we will take the standard from your pre-session assignment and completely unpack it, helping you get a deeper understanding of how each of the elements in this process (big ideas, enduring understandings, essential questions, and skills and knowledge) will help you design better instruction—that will help students master the standards.**

3. Present: **The first thing we will do is identify big ideas.**
4. Ask: **Why are “big ideas” not included in the design template?** (They are just a way to get to enduring understandings, which are on the template; big ideas are an intermediate step.)

Slide 11

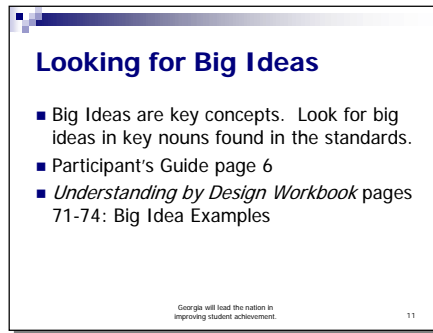
5. Show slide 11, *Big Ideas*. Present: **When you think about big ideas, the question you should ask yourself is, “What are the big ideas and core processes at the heart of this standard? What do I want to concentrate on and emphasize in this unit?”**



Slide 12

6. Show slide 12, *Looking for Big Ideas*. Refer participants to pages 8-9 in the Participant Guide for a description of big ideas.

PG – 8 & 9

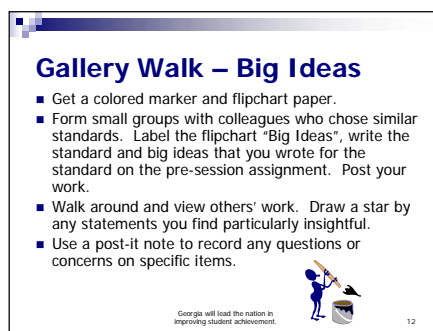


Highlighter markers

7. Ask participants to read the page silently and then, after reading it, go through again and highlight the big ideas within the passage, or the "Big Idea big ideas."
8. Allow a few minutes for reading and highlighting.
9. Ask participants to volunteer their top three big ideas.
10. Next, ask participants who chose similar standards to unpack for the Day One assignment to work together in small groups. Using that standard, ask: **What do you think you should identify as the big ideas for the standard you chose for the Day One assignment?** (Participants of a group may choose one standard that represents the group for this activity.)
11. Ask: **Looking at the big ideas that you identified, are they concepts or processes?**

Slide 13
Gallery

12. Show Slide 13, *Gallery Walk – Big Ideas*. Have them label flipchart paper "Big Ideas", write their standard and big ideas. Have them post their charts.



- Gallery Walk 13. Conduct a gallery walk so they view others' work. Have them draw a star by any statements that they find particularly insightful.
- Slide 14 14. Show slide 14, *Day One Follow-Up Assignment*. Discuss the questions.

Day One Follow-up Assignment

- What important similarities do you see among the work of various participants?
- What important differences do you see among the work of various participants?
- What questions and/or concerns do you have about the process of unwrapping standards?

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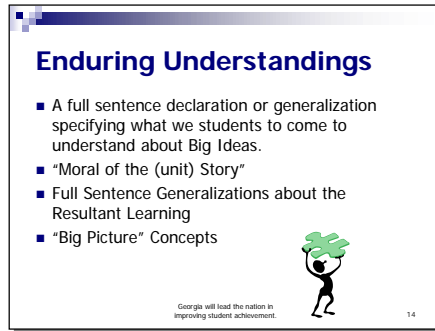
15. Discuss: **Do you think it is better to go through this activity as a group or to do it individually (not necessarily here in training, but back at school)?**
- PG-Learning Journal 16. Refer participants to the learning journal pages at the back of their Participant's Guides and ask them to write down reflections on what they have learned about identifying big ideas.

Transforming Big Ideas into Enduring Understandings

1. Present: **The next step in the process is to transform the big ideas into “enduring understandings.” This can be tricky. Poorly defined enduring understandings are not much better than having none at all. Let’s look at an example.**

Slide 15

2. Show slide 15, *Enduring Understandings*.



Review contents of slide.

PG - 10

3. Refer participants to page 10 in the Participant's Guide.
4. Ask participants to read the material silently.
5. Ask participants to share key points with the group. Record these on a chart entitled, "Enduring Understandings." Discuss. Be sure the following key points are mentioned about Enduring Understandings:
 - A full sentence declaration or generalization, specifying what we want students to come to understand about the Big Idea.
 - "Moral of the (unit) story"
 - Full-sentence generalizations about the resultant learning
 - Clearly stated and usually can be transferred
 - "Big Picture" concepts
6. Present: **Let’s look at two examples.**

Slides 16 and
17

7. Show slide 16 then 17, *Enduring Understandings: Bad to Best*.

Enduring Understandings: Bad to Best

"Students will understand the Civil War."

- **Bad:** what should they understand?

"Students will understand the causes of the Civil War."

- **Better:** narrows the focus but still does not state what insights we want students to leave with.

"Students will understand **that** the Civil War was fought over states' rights issues more than over the morality of slavery."

- **Best:** Summarizes intended insight, helps students and teachers realize what types of learning activities are needed to support the understanding.

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15

Enduring Understandings: Bad to Best

- "Students will understand the cell".
- **Bad:** what should they understand?
- "Students will understand the organelles of the cell".
- **Better:** narrows the focus but still does not state what insights we want students to develop.
- "Students will understand **that** organelles are structures in the cell and have specific functions."
- **Best:** summarizes intended insight, helps students and teachers realize what types of learning activities are needed to support the understanding.

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16

8. Emphasize:

- **Vague statements, such as the first one in each of these slides, do not clarify what the students should understand about the topic.**
- **The middle statement is better in that it narrows the focus of the topic, but it still does not specify exactly what insights the teacher wants students to leave with.**
- **The last proposition is best because it is an important generalization and it provides a focus to the study—a sharper target for teaching and assessing.**

9. Ask: **Why are “enduring understandings” part of the backward design process?**
- It is important for students know *why* facts are important; to get the kids to think beyond [facts] to the bigger, more transferable understandings (avoiding the “mile wide, inch deep” approach).
 - It is a tool for teachers to help focus students on deeper understanding (e.g., if you are very clear in your own head about the enduring understandings that you hope students will achieve, then you will be better able to communicate that focus to students).
 - They help build conceptual structures in students’ brains that help them make sense of new, related knowledge (e.g., if you understand that the locations of early civilizations were chosen to facilitate transportation, defense, and farming, then you have a way to approach understanding of any early civilization. Understanding of that concept will grow richer and deeper with the study of each civilization).
 - They help teachers have shared understanding of the standard, to promote vertical and horizontal articulation.

Slide 18

10. Show slide 18, *Enduring Understandings: Format*.

Enduring Understandings: Format

- NO: “Students will understand principles of persuasive speaking.”
- NO: “Students will know how to speak persuasively.”
- NO: “Speak persuasively in public.”
- YES: “Students will understand that persuasion often involves an emotional appeal to the particular wishes, needs, hopes, and fears of an audience, irrespective of how logical and rational the argument.”

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11. Present: **It is recommended that you use the format, “Students will understand that...” because this tends to lead us to better statements of enduring understanding. Simply restating the topic or saying “Students will understand” more often leads us to statements that are vague. Note that “Students will understand that” does not necessarily have to be written out each time—it may be implied, but the statement should read well if that phrase were inserted.**


Trainer’s Note: On a blank flipchart, write, “Enduring Understandings” and “Students will understand that...” to emphasize this point.

Slide 19

12. Show slide 19, *Enduring Understandings: Overarching and Topical—We Need Both!*

Enduring Understandings: Overarching and Topical—We Need Both!

- **Overarching:** More abstract and general; relate to many units of study
 - EX: Students will understand that mathematics allows us to see patterns that might have remained unseen.
- **Topical:** More specific; related to a single unit
 - EX: Students will understand that statistical analysis and graphic displays often reveal patterns in seemingly random data or populations, enabling predictions.

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13. Present: **Enduring understandings involve varying levels of abstraction and generalization. Some extend across different units, topics, or subjects; others are the focus of a single unit of study. Neither is better than the other; we need both, as appropriate to the big ideas in the standard.**

PG-10
Gallery

14. Refer participants to *An Enduring Understanding* on page 10 in the Participant's Guide and to the gallery they created during the introduction.

15. Present: **Let's look at the information on page 10 in your Participant's Guide as we try to self assess and, if possible, improve upon the enduring understandings that you identified as part of your homework.**

Slide 20

16. Show slide 20, *Gallery Walk – Understandings*.

Gallery Walk—Enduring Understandings

- Get a colored marker and your "Big Idea" flipchart paper.
- Get back into your small groups. Under the Big Ideas section, label the chart "Enduring Understandings". Write the understandings that you wrote for the pre-session assignment making any necessary changes. Post your work.
- Walk around and view others' work. Draw a star by any statements you find particularly insightful.
- Use a post-it note to record any questions or concerns on specific items.

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- Flipcharts with standards
17. Give small groups time to get their chart and organize their ideas about enduring understandings. Have them label their chart "Enduring Understandings" under the standard and big ideas. Then, have them write the enduring understandings they identified as part of the pre-session assignment, editing them as necessary to make improvements. Ask them to post their charts.
 18. Conduct a gallery walk so they view others' work. Have them draw a star by any statements that they find particularly insightful.
 19. Facilitate participants in identifying the strongest enduring understanding statements on the gallery standards and in improving the statements to meet the criteria that have been discussed.
 20. Discuss: **How could this thinking process, and the resulting enduring understandings, help you develop better assessments and instruction?**
- PG-Learning Journal
21. Refer participants to the learning journal pages at the back of their Participant's Guides and ask them to write down reflections on what they have learned about identifying enduring understandings.

Developing Essential Questions

1. Ask: **What is the next step after identifying enduring understandings?** (Developing essential questions)
- PG-12 2. Discuss: **What are essential questions, and why are they important?** Suggested points to bring out include:
 - When knowledge is developed in the first place, it is often because of someone pondering and exploring a question. What makes a great story? Why were these artifacts found in this location? How might it feel if your home and land were destroyed by people in your country? Can everything be quantified? In what way is the human body a system? Many great theorists, inventors, writers, etc. started with questions such as these.
 - These “essential questions” not only lead to the development of new knowledge, but they can also be used by students and teachers to guide inquiry into existing knowledge.
 - Such questions make a unit design more coherent, make a student’s role more inquisitive, and help focus a teacher’s priorities. An important learning principle is at work here—key ideas must be questioned, played with, and discovered to be useful and deeply understood.
 - As a practical matter, developing essential questions that are strongly rooted in the enduring understandings of the standard creates a guidepost for the development of assessments and instruction. Assessments should test whether students can answer the essential question, and instruction should help them explore the question. Thus, essential questions link teacher and student activities to the standard.

Slide 21

3. Show slide 21, *Developing Essential Questions*. Go over the practical tips on the slide.

Developing Essential Questions

- Should be big, open-ended or topic-related
- Examine how (process) and why (cause and effect).
- Consider various levels in Bloom's taxonomy.
- Use language appropriate to students.
- Sequence so they lead naturally from one to another.
- Can be used as organizers for the unit, making the "content" answer the questions.
- Can be shared with other teachers.

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Slides 22 and 23

4. Show slides 22 and 23, *From Understandings to Questions*.

From Understandings to Questions

- **S7L3: Students will recognize how biological traits are passed on to successive generations.**
- **EU: Students will understand that** genes are the basic unit heredity. There is a process of inheriting traits or characteristics from parents to offspring through genes.
 - Essential Question: How are characteristics of living things passed on through generations?

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From Understandings to Questions

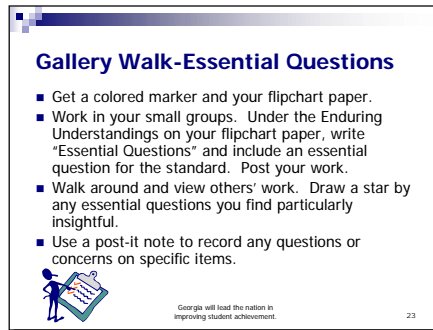
- **Students will understand that** persuasion often involves an emotional appeal to the particular wishes, needs, hopes, and fears of an audience, irrespective of how logical and rational the argument.
 - Essential Question:
- **Students will understand that** DNA is responsible for storing the information needed for cell reproduction and survival:
 - Essential Question:

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5. Present: **Let's practice with two of the enduring understandings from these slides.** Ask participants to suggest possible essential questions for the understandings on slide 22. Possible answers include:
- Why is it that some speeches have such a great impact on people, even though they might contain inaccuracies or faulty thinking?
 - Why is our understanding of DNA critical to our understanding of modern biology? Or, why is DNA important?

- PG-12
6. Refer participants to *Essential Questions* on page 12 in the Participant's Guide.
 7. Present: **Let's look at the information on page 12 in your Participant's Guide as we try to self assess and, if possible, improve upon the essential questions that you identified as part of your homework.** Allow participants to read through page 12.

- Slide 24
8. Show slide 24, *Gallery Walk – Essential Questions*.



- Flipcharts with standards
9. Give small groups time to get their charts and organize their ideas about essential questions. Have them label their chart "Essential Questions" under the standard, big ideas, and enduring understandings they'd written previously. Then, have them write the essential questions they identified as part of the pre-session assignment, editing them as necessary to make improvements. Ask them to post their charts.
 10. Discuss: **How could essential questions help you develop better assessments and instruction? How are big ideas, enduring understandings, and essential questions connected?** Refer participants to *Understanding by Design Workbook* page 133.
- PG-Learning Journal
11. Refer participants to the learning journal pages at the back of their Participant's Guides and ask them to write down reflections on what they have learned about developing essential questions.

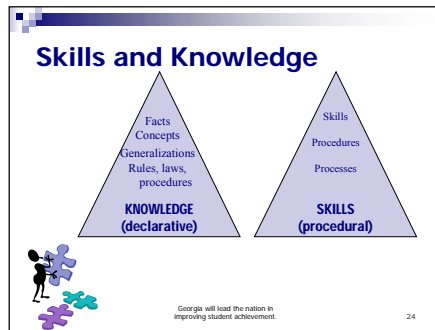
Identifying Skills and Knowledge

PG-7

1. Refer participants to the diagram *GPS and the Backward Design Process* on page 7 in the Participant's Guide. Present:
 - **This diagram is a repeat of the one that you received on day one of the training.**
 - **You can see that we have been working on Stage 1, *Identify Desired Results*. What information from the GPS have we used so far to identify big ideas, enduring understandings, and essential questions?** (The standard itself)
 - **What additional information do we need to identify skills and knowledge?** (The elements of the standard)
 - **Why do we look at skills and knowledge only after identifying big ideas, enduring understandings, and essential questions?** (to make sure that the skills and knowledge are directly supporting the enduring understandings of the standard)

Slide 25

2. Show Slide 25, *Skills and Knowledge*.



3. Ask participants to define the difference between skills and knowledge. (In a nutshell, knowledge is something you can say; a skill is something you can do.)
4. Discuss: **Let's take a look at an essential question and develop some skill and knowledge statements.**

- PG-14 Gallery
5. Refer participants to *Skills and Knowledge* on page 14 in the Participant's Guide.
 6. Present: **Let's look at the information on page 14 in your Participant's Guide.** Discuss the information from page 14.
 7. Give small groups time to get their charts and organize their ideas about skills and knowledge. Have them label their chart "Skills and Knowledge" under the standard, big ideas, enduring understandings, and essential questions they'd written previously. Then, have them write the knowledge and skill statements they identified as part of the pre-session assignment, editing them as necessary to make improvements. Ask them to post their charts.
 8. Ask participants to walk around and view others' work. Then, facilitate participants in identifying the strongest essential skill and knowledge statements on the gallery standards, and in improving the statements so that they cover a wide range of *necessary* skills and knowledge using verbs similar to the ones near the bottom of page 10 in the Participant's Guide.
- Flipcharts with standards
9. Discuss: **How could good skills and knowledge statements help you to better choose instructional materials and strategies?**
- PG-Learning Journal
10. Refer participants to the learning journal pages at the back of their Participant's Guides and ask them to write down reflections on what they have learned about developing essential questions.

Summary

Easel chart:
Questions and
Concerns (from
introduction)

1. Refer to the easel chart of "Questions and Concerns" developed at the end of the introduction. Address any questions or concerns related to the content of the demonstration by first asking participants to identify any items that have been addressed and suggesting answers themselves, then by adding any additional information you might add.
2. Transition: **In the next section, we are going to basically repeat this unpacking process, but without all the extra discussion about the backward design process, and without my direct guidance.**

Unpacking a Single Standard (Optional)

Use this section only for a workshop to help those unfamiliar with the unpacking standards process or those needing additional practice. Otherwise, skip to the *Unpacking Multiple Standards* section.

- Overview** In this section, participants will work in small groups to unpack a single standard. Then they will present their work to the large group, which will serve as a “critical friends” group to provide constructive feedback.
- Objective** ➤ Develop, for a given standard, the big ideas, enduring understandings, essential questions, and skills and knowledge (unpack the standard).
- Activities** ➤ Small Group Activity
 ➤ Large Group Discussion
- Materials** ➤ Chart paper
 ➤ Flipchart Markers
 ➤ Participant’s Guide
 ➤ Overhead projector or computer and LCD projector
 ➤ Transparencies or PowerPoint presentation

Small Group Activity

1. Choose a sample standard to unpack.
2. Review the critical components of unpacking standards.
3. Take participants through each step of identifying the big ideas, agreeing on understandings, and writing essential questions as well as skill and knowledge statements.
4. Ask participants to work in triads (preferably with others who are teaching the same subject/grade level as they are).

Trainer's Note: If necessary, participants may work in pairs or groups of four; try to make sure that everyone has a suitable peer group (one in which they would be interested in looking at the same standards).

5. Present: **Standards and elements should not be taught in isolation; however, we want to make sure that you get more comfortable with unpacking a standard before you tackle more than one. Therefore, you will start by working in small groups to unpack a single standard. In the next section, you'll work on unpacking multiple standards for unit development.**
6. Assign each group to select one standard or set of related standards to analyze. Assign the following standards.

PG-20

7. Refer participants to page 20 in their Participant's Guide, *Unpacking a Standard*. Present: **This is a template that you can use for this activity. If you prefer to use scratch paper or another template, that's fine, but it should have all the same components.**
8. Present: **You are going to have 45 minutes to complete this activity, but we are going to take a pause in the middle to share our thinking.**
9. Ask groups to begin working.
10. At a suitable time (about 20 or 25 minutes into the activity), ask participants to pause in their work.

Chart paper
Markers

11. Ask each group what work they've accomplished, what insights they've had, and what they're struggling with. Ask other groups to provide constructive feedback.
12. At the end of 40 minutes, ask each group to work on summarizing their work onto a flipchart. Also, ask them to create a list of questions based on feedback they'd like from the group, such as, "We are worried that this enduring understanding is too vague and not really targeted to the standard. What do you think?"
13. Allow five minutes for preparation.

Large Group Discussion

1. Post all the flipcharts that participants have presented so that everyone can see everyone else's work.
2. Ask each group to present their unpacked standard. Ask training participants to serve as a "Critical Friends" group, listening to each other's work and give feedback.
 - One group presents their unpacked standards.
 - Observers from other groups ask clarifying questions.
 - Presenting group asks observers questions about their work, such as, "We'd like your feedback on which of these essential questions you think are most critical for this."
 - Observers provide warm and cool feedback, while presenting group remains silent.
 - Open discussion.
3. Transition: **Now that we've seen each other's work on a single standard, let's work in small groups on multiple standards.**

Unpacking Multiple Standards

- Overview** In this section, participants will work in small groups to unpack multiple standards for a single unit. Then they will present their work to the large group, which will serve as a “critical friends” group and provide constructive feedback.
- Objective** ➤ Unpack multiple standards to create cohesive units of study.
- Activities** ➤ Small Group Activity
➤ Large Group Discussion
- Materials** ➤ Chart paper
➤ Flipchart Markers
➤ Participant’s Guide
➤ Overhead projector or computer and LCD projector
➤ Transparencies or PowerPoint presentation

Small Group Activity

1. Ask participants to work in the same groups as the previous exercises.
- Easel charts from previous exercise
2. Present:
 - **Around you, on these chart papers, you see several unpacked standards.**
 - **In the next exercise, I'd like you to complete Stage 1 of backward design (as shown on page 7 of your Participant's Guide) for one unit of study. This may be a unit that students complete in one week or six weeks—whatever amount of time is appropriate.**
 - **Choose the standards that apply to your unit from those on these charts. You may also pull additional standards from the GPS as needed, even if they are from other subject areas.**
 - **Complete the unpacking process for all the standards as a cohesive group. You may pull from work that groups have already done.**
 - **Do not plan assessment and instruction yet; just complete Stage 1.**
- PG-21
3. Refer participants to page 21 in their Participant's Guide, *Unpacking Multiple Standards*. Present: **This is a template that you can use for this activity. If you prefer to use scratch paper or another template, that's fine, but it should have all the same components.**
 4. Present: **You are going to have 40 minutes to complete this activity.**
 5. Ask groups to begin working.
- Chart paper
Markers
6. At the end of 35 minutes, ask each group to begin summarizing their work on chart paper. Also, ask them to create a list of questions based on feedback they'd like from the group, such as, "We are worried that this enduring understanding is too vague and not really targeted to the standard. What do you think?"
 7. Allow five minutes for preparation.

Large Group Discussion

1. Post all the flipcharts that participants have presented so that everyone can see everyone else's work.
2. Ask each group to present stage 1 of their unit plan. Ask training participants to serve as a "Critical Friends" group, listening to each other's work and giving feedback.
 - One group presents their unpacked standards.
 - Observers from other groups ask clarifying questions.
 - Presenting group asks observers questions about their work, such as, "We'd like your feedback on which of these essential questions you think are most critical for this."
 - Observers provide warm and cool feedback, while presenting group remains silent.
 - Open discussion.

Slide 26

3. Show slide 26, *Essential Question 2*, and ask participants to suggest answers to this question.

Essential Question 2

- How can unwrapping a standard enrich our assessment and instruction practices so that all students can reach mastery of the GPS?

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?

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25

4. Explain: **Remember, the more standards you unpack, the more comfortable you become with this process. You should continue to unpack standards after this session for the courses you will teach in 2005-2006.**
5. Transition: **You now have an understanding of stage one of the unit design process. Stage two involves designing balanced assessments, which will be the focus of day three content-specific training.**

Summary and Follow-Up Assignments

- Overview** Participants work on an action plan to unpack all the remaining standards and group them into units.
- Objectives**
- Demonstrate how to lead the Professional Development process in a school.
- Activities**
- Action Planning
 - Follow-up Assignment
 - Summary
- Materials**
- Chart paper
 - Flipchart Markers
 - Participant's Guide
 - Overhead projector or computer and LCD projector
 - Transparencies or PowerPoint presentation
 - Note paper
 - Pens

Action Planning

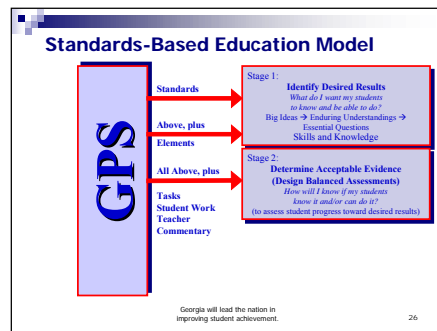
PG-23

1. Present: **On page 23 of your Participant's Guide, you'll find an Action Plan template. This is for you to plan out your group work for completely unwrapping all the standards into logical units. I'm going to allow you about 10 minutes to work on your plan now. Minimally, you should determine when and where you'll meet next and what you hope to accomplish in that first meeting.**
2. Allow ten minutes.
3. Ask groups to present their "next step."

Follow-Up Assignment

Slide 27

1. Show slide 27, *Standards-Based Education Model*.



2. Present: **We have completed stage one in the "Backward Design" process of unit development. As you can tell, much of what we have done today can be reused throughout the year.**
3. Present: **This slide shows that stage two of the unit design process determines acceptable evidence to assess student progress towards desired results. It should include a balance of assessments for formative as well as summative information.**
4. **Your follow-up assignment will help prepare you for the next training session.**

- PG-24 5. Refer participants to the follow-up assignment on page 24 in the Participant's Guides.
- Slide 28 6. Show slide 28, *Day 3 Pre-Session Assignment*.

Day 3 Pre-Session Assignment

- Redeliver how to unpack a standard.
- Day 3 will focus on determining acceptable evidence and designing balanced assessment.
- Choose a new standard to unpack. Then, make a list of ways to assess a student's understanding of those big ideas and enduring understandings.

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7. Explain: **This follow-up assignment asks you to use the standard you unpacked or choose a different one to unpack. Make a list of ways to assess a student's understandings of those big ideas, enduring understandings, and essential questions. Be ready to discuss: What evidence is necessary? How good is good enough?**
8. Ask one or two participants to state their understanding of the follow-up assignment.

Summary

- Slide 29 1. Show slide 29, *Creating a Graphic Representation*.

Creating a Graphic Representation

□ Use some of the terms from this list or others of your choice to create a graphic organizer representing what you've learned about Georgia Performance Standards.

<p><u>Module 1</u></p> <ul style="list-style-type: none"> • Content Standards • Elements • Performance Standards • Student Work • Suggested Tasks • Teacher Commentary 	<p><u>Module 2</u></p> <ul style="list-style-type: none"> • Big Ideas • Enduring Understandings • Essential Questions • Skills and Knowledge Statements • Stage 1 in Unit Design
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2. Explain: **In your groups, take just a few minutes to create a graphic organizer using the standards-based education terms you see on this slide.**
3. If time permits, allow volunteers to share the graphic organizer they've designed.

 ***Reflections on the Day***

Please take a few minutes and share your thoughts on the following four areas.

Important things I've learned or had reaffirmed. . .

Today's experiences have left me feeling. . .

Questions I want answered now. . .

What I will do when I return to my workplace. . .

Cards for Matching Activity**Standards**

These state the purpose and direction the content is to take, and are generally followed by elements. They define what students are expected to know, understand, and be able to do.

Critical Components

They are the underlined portions of some standards and serve to further define the standard.

Elements

These are part of the content standards that identify specific learning goals associated with the standard.

Performance Standards

They define specific expectations of what students should know and be able to do and how well students must perform to achieve or exceed the standard. Georgia's are composed of four components: content standards, tasks, student work, and teacher commentary.

Student Work

Examples of these are included in the GPS to specify what it takes to meet the standard and to enable both teachers and students to see what meeting the standard "looks like."

Tasks

Keyed to the relevant standards, these provide a sample performance that demonstrates to teachers what students should know and be able to do during or by the end of the course. Some can serve as activities that will help students achieve the learning goals of the standard, while others can be used to assess student learning; many serve both purposes. Although the Georgia Performance Standards include these, teachers may develop their own.

Teacher Commentary

This is meant to open the pathways of communication between students and the classroom teacher as well as within faculty in order to ensure consistency within assessment and expectations. It shows students why they did or did not meet a standard and enables them to take ownership of their own learning.

Enduring Understandings

Stated as full-sentence statements, there specify what we want students to come to understand about the big ideas.

Big Ideas

These abstractions provide a “conceptual lens” for organizing content and connecting important facts, skills, and actions. They are derived directly from the standard.

Essential Questions

These open-ended provocative questions are designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content.

Skills and Knowledge Statements

These are the more discrete objectives that we want students to know and be able to do. They are derived from the essential questions and from the elements of the standard.

Stage One in Backward Design

Identify Desired Results: (Big Ideas) → Enduring Understandings → Essential Questions → Skills and Knowledge

Stage Two in Backward Design

Determine Acceptable Evidence
(Design Balanced Assessments)

(To assess student progress toward desired results)

Stage Three in Backward Design

Plan Learning Experiences and Instruction

(to support student success on assessments, leading to desired results)

Standards-based Practice

Advantages

Challenges

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Georgia Performance Standards Unpacked

Overview: Below are two Georgia Performance Standards that have been unpacked to identify the critical components that will be used to plan instruction and assessment. The process of analyzing a standard may feel a little confusing and challenging at first, but through collaboration and practice, it begins to feel more natural. It is the process of articulating what students should know, understand, and be able to do by the end of an instructional unit. Once a standard has been unpacked into its critical components, it will not need to be unpacked again.

Process: Begin with one or more specific standards. (Remember: Georgia Performance Standards are not meant to be taught in isolation but rather in conjunction with one another.) Prior to planning instruction and assessment, use the 4-step process below to unpack each standard into Big Ideas Enduring Understandings Essential Questions Knowledge and Skills.

The Standards:

- a) ELA, K, "Student gains meaning from orally presented text".
- b) SCI, K, "Student will sort living and non-living organisms into groups by observable physical attributes."

Step 1: Identify the Big Ideas within the Standards

First, identify key phrases from the standard(s) that call out to be unpacked. Think about the processes and concepts you want to emphasize or concentrate on within your instructional unit. Key phrases from the sample standards that could be written as big ideas include "gain meaning" (process), "orally presented text" (concept), "sort" (process), "living versus nonliving" (concept), and "observable physical attributes" (concept). Then, determine which of those big ideas are most significant to include within the instructional unit. For this sample unit, the three big ideas will be:

- a) "gains meaning"
- b) "orally presented text"
- c) "observable physical attributes"

Step 2: Create Enduring Understandings from the Big Ideas

Once you've identified the big ideas for your instructional unit, the next step is to reframe those ideas in terms of enduring understandings you want students to gain. Enduring understandings should always be written using the stem, "Students will understand THAT . . ." and should be written in grade-appropriate language as much as possible. Using the big ideas identified in step one, the statements below demonstrate appropriately identified enduring understandings for this unit.

Students should understand THAT:

- EU1: We can gain information by listening to other people.
- EU2: Print presents information in writing.
- EU3: Things have physical attributes or features.
- EU4: Physical attributes can be observed.
- EU5: Words, pictures, graphs, and charts help us learn.

Step 3: Rewrite Enduring Understandings in Terms of Essential Questions

Now that you've created enduring understandings for your instructional unit, you need to create essential questions, which should be open-ended and designed to guide student inquiry and focus instruction. "How" should be the interrogative word of an essential question that address process skills, and "why" should be used for those questions that address cause and effect skills. Using the enduring understandings from step two, the following are examples of essential questions for this sample instructional unit:

- EQ1: How can we gain information by listening?
- EQ2: How is print organized?
- EQ3: How can physical attributes be observed and classified?
- EQ4: How does print communicate information?
- EQ5: How can words, pictures, graphs, and charts help us learn?

Step 4: Identify Desired Knowledge and Skills

In this fourth and final step before designing instruction and assessment, you will articulate what you want your students to know, understand, and be able to do. Items you want students to know and understand are referred to as *declarative knowledge* and are generally facts, concepts, generalizations, or rules/laws/principles. Things you want students to be able to do are known as *procedural knowledge* and include specific skills, procedures, and processes. (Note: You may not focus on each of these categories of declarative and procedural knowledge during each instructional unit.) Using your essential questions as a guide, the following graphic depicts how you might organize the specific knowledge and skills you focus on within your instructional unit:

What students should know/understand: <i>(Declarative Knowledge)</i>	What students should be able to do: <i>(Procedural Knowledge)</i>
<u>Key Facts</u> a) b)	<u>Skills</u> a) b)
<u>Concepts</u> a) b)	<u>Procedures</u> a) b)
<u>Generalizations</u> a) b)	<u>Processes</u> a) b)
<u>Rules/Laws/Principles</u> a) b)	

Unpacking Example

Established Goals:

ELA4R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by suggested titles on the Grade 4 reading list.

Stated or implied Big Ideas in the NOUNS and ADJECTIVES:	Stated or implied real-world performances in the VERBS:
<p>Comprehension Evidence Explanation Text Literary Informational</p> <p>= types of text structures</p>	<p>Demonstrates Shows illustrated</p> <p>= communication = gains meaning</p>

Enduring Understandings:

Students will understand that . . .

- Literary and informational texts have characteristics that are unique.
- Clear communication is necessary to demonstrate understanding.
- Reading involves making sense of text.
- Effective readers use specific strategies to help them better understand.
- Different types of texts have different structures.
- Understanding a text's structure helps one understand its meaning.

Essential Questions:

How does a student gain meaning from [literary] text?

What do good readers do?

How does a student use characteristics of various types of texts?

How do authors hook and hold their readers?

How does a student communicate his/her understanding?

Unit Questions:

- a. Relates theme in works of fiction and nonfiction to personal experience.
How does the theme of _____ relate to my life?
- b. Identifies and analyzes the elements of plot, character, and setting in the stories they read, write, view, or perform.
What is plot?

- What type of plot does the author use in _____?
- What types of conflict is used in _____?
- How does conflict affect the story?
- How is conflict used to change the characters in the story?
- What is the climax in the story?
- How is the ending of the story effective?
- What is character?
- What types of characters are in _____? (protagonist, antagonist, character foil, stereotype)
- How did _____ change during the story?
- What is setting?
- What are the settings in _____?
- What influence does the setting have on the story?
- How does the setting influence the plot?
- c. I identifies the speaker of a poem or story.
Who is the narrator of the story?
How is the narrator a part of the story?
- d. I identifies sensory details and figurative language.
How is personification used in _____?
What sensory details are used in the story?
What is the effect of the use of sensory details in _____?
- e. I identifies and shows the relevance of foreshadowing clues.
How is foreshadowing used in _____?
When is the first time foreshadowing is used in the story? How does it change the story to the reader?
- f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
What would be an appropriate alternative setting for the story?
- g. I identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.
What is the theme of _____? How does it relate to the author's life?
How are _____ and _____ similar in the story? How are they different?

Adapted from p. 122, UbD Workbook