

Figure 2.5: Mathematics Unit Standards, Essential Learning Standards, and Daily Learning Targets

Directions: (1) Write the state unit standards in the left column. If two or more parts of standards or full standards align to the same student-friendly essential learning standard, group them together in that same cell. (2) Write the essential learning standards for the unit in the center column using student-friendly language. (3) List the possible progression of daily learning targets for each essential standard using the lists your team generated for conceptual understanding and procedural knowledge and skills in the team protocol to unwrap and make sense of mathematics standards (see figure 2.4).

Unit: _____

Formal Unit Standards (State Standard Language)	Essential Learning Standards for Assessment and Reflection (Student-Friendly Language)	Daily Learning Targets What students must know and be able to do for each lesson (unwrapped standards) (Storyboard Progression)
	I can . . .	
	I can . . .	
	I can . . .	
	I can . . .	
	I can . . .	

Source: Adapted from Kanold, T. D., Kanold-McIntyre, J., Larson, M. R., Barnes, B., Schuhl, S., & Toncheff, M. (2018). Mathematics instruction and tasks in a PLC at Work. Bloomington, IN: Solution Tree Press; Kanold, T. D., Schuhl, S., Larson, M. R., Barnes, B., Kanold-McIntyre, J., & Toncheff, M. (2018). Mathematics assessment and intervention in a PLC at Work. Bloomington, IN: Solution Tree Press.