

Unwrapping the Benchmarks

Department/Grade _____ Content Strand/Cluster: _____ Identifying Number: _____

Text of the Learning Target: _____

Cognitive Level: (circle one) High Medium Low

Prerequisite Skills What knowledge, understanding, or reasoning is required to achieve this learning target? (foundational skills, background information, prior knowledge)	Vocabulary What vocabulary (academic and content) needs to be understood to achieve this learning target?
Mastery Criteria What performance skills or product skills are required to demonstrate achievement on this learning target? What graphic organizer can students develop, or what product, summary frame?	Differentiated Instruction How will instruction be differentiated to extend the learning of the learning target? (to remediate or extend)
Assessing Proficiency What test or performance will give you data about student progress toward achievement of this learning target? What mini-assessment might be used?	Benchmark Support Material What materials/chapters/pages directly provide instructional support to teach this learning target? (alignment of resources)
Technology What resources will provide support to teach this learning target? (FCAT Explorer, ...)	Higher Order thinking Questions Higher order questions/task card questions teachers might use:
See Reading Item Specification Planning Guide for 10 th Grade	Student Friendly Language To ensure all learning targets are clear to students and written in an understandable format.