**Learning Target Progression**

The Standards used in these examples do not necessarily follow a progression of a single standard at a particular grade level, instead, the focus should be on the progression of *how* standards and their subsequent learning targets can have effect in the classroom.

**State or National Level of Standard**

Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Local Teacher Friendly Targets**

The learner will analyze how a particular story’s or drama’s plot unfolds in a series of episodes by describing how the characters respond or change as the plot moves toward a resolution.

**Local Student Friendly Targets**

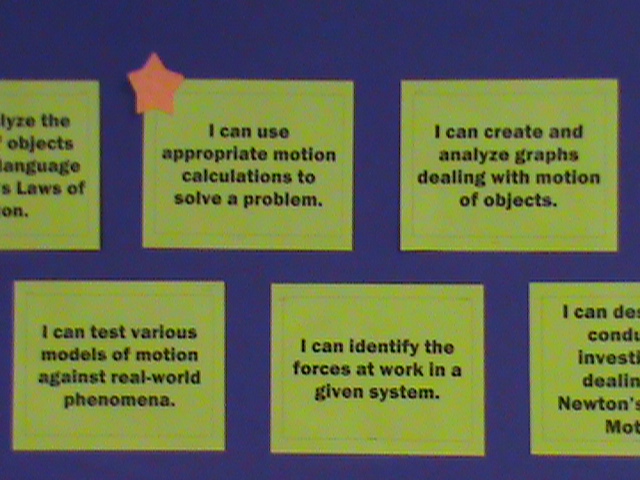
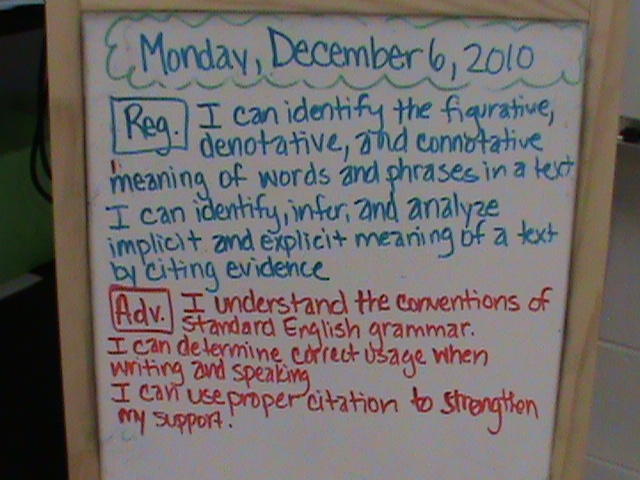
I can describe a story in a series of episodes (incidents).

I can analyze the plot of a story or drama by tracing its progression.

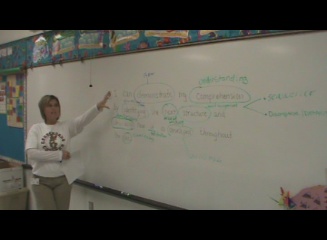
I can describe how the characters respond or change as the plot unfolds.

**The Targets in Action**

**Step 1**

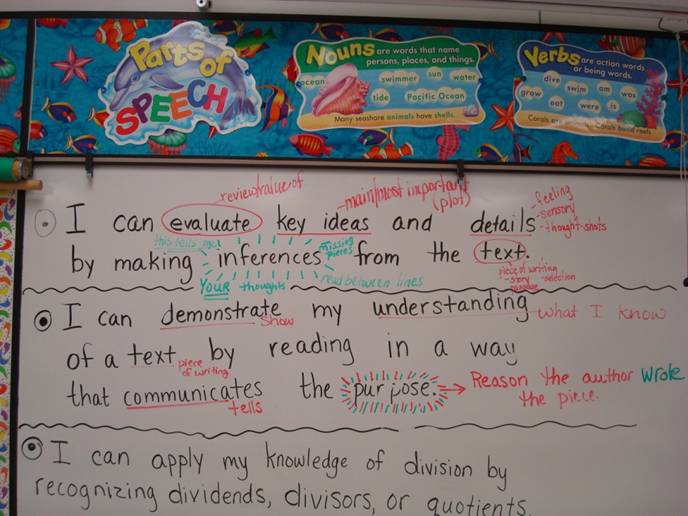
**Teacher Writes the Targets on the Board**

**Step 2**

**Partial Teacher Led Review of Targets with Students**

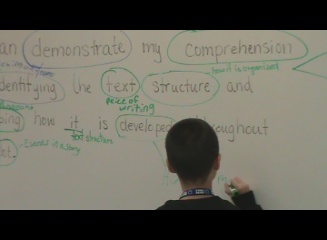
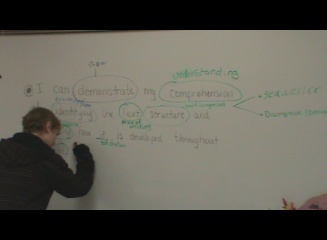
**Step 3**

**Complete Teacher Deconstruction of Learning Targets**

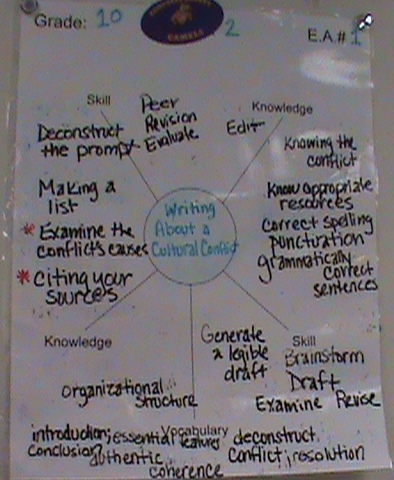


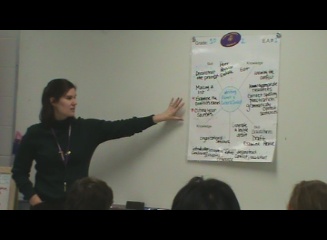
**Step 4**

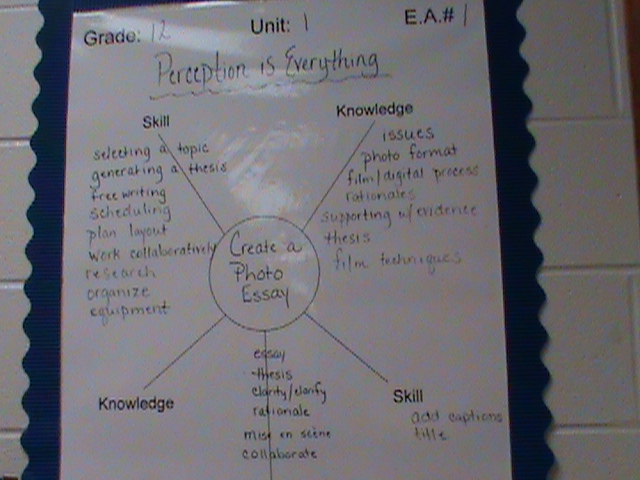
**Student Led Deconstruction of Learning Targets- Students are the end user**

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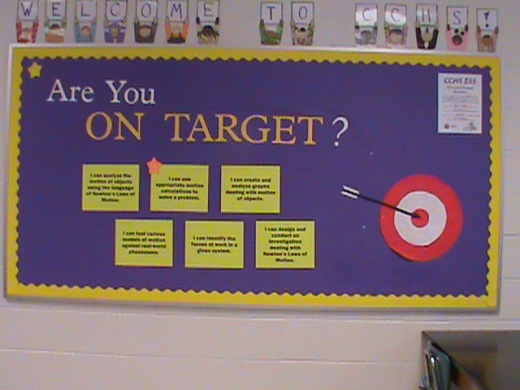
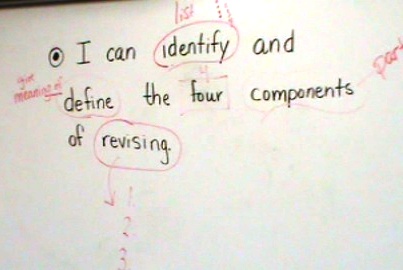
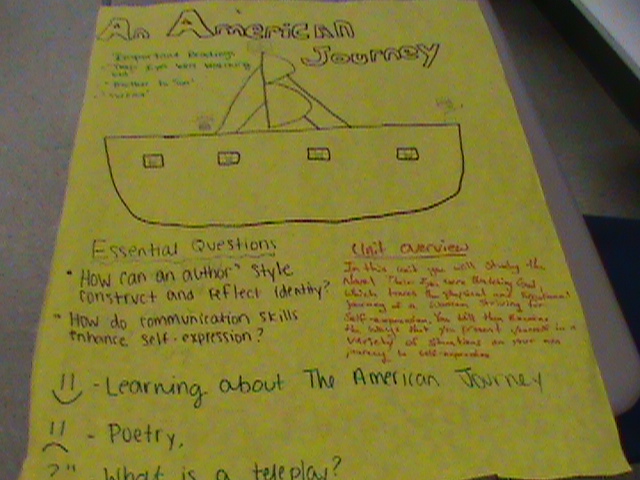
**Moving Past Deconstruction**

**Student Led Deconstruction and Unpacking of Assessments *Before* Learning- Students are the *Ultimate* end users**

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**Additional Deconstructed Learning Target Examples- All can be enlarged to show**

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