Underline verbs in the standard

List of Instructional Strategies (with multiple selections possible):
- Verbalization of thought processes/strategies
- Frequent cumulative review
- Teach students to identify and use organizational structures
- Explicit demonstration/modeling
- Simplify presentation of material
- Pre-correct with examples/non-examples
- Reinforce common underlying structures (e.g., use concept [semantic] maps)
- Scaffold practice with visual prompts/crib sheet with steps
- Drill and practice to build fluency
- Corrective feedback on performance
- Token reinforcements
- Guided practice

Identify Essential Content
- “box” nouns that convey what is critical to learn about the selected standard

Identify Essential Content
- Recognize 
- Identify
- Match
- Compare
- Describe
- Summarize
- Illustrate
- Use
- Apply

Concrete verbs
- Adopt, if possible, or replace with a “basic verb”

Transform complex verbs by replacing them with the following “basic verb” taxonomy

Basic Verb
- Recognize
- Identify
- Match
- Compare
- Describe
- Summarize
- Illustrate
- Use
- Apply

Italize delimiters of the standard to constrain the target of item and instruction

Select a basic verb
- Use the verb given or a less complex verb - whatever reduces overall complexity to an appropriate level

Select standard to target for instruction and assessment

Write an item using either a selected-response with three answer choices or a constructed response with a scoring rubric

Rewrite the standard into a simple, declarative sentence with a subject-verb-object using selected content, basic verbs, and delimiters

Consider access skills by observing/assessing primary communication and interaction

Develop an appropriate IEP Goal/Objective in RWMS from the essentialized standard

Formatively Evaluate the instruction, assessment item(s), and IEP Goals/objectives (review overall depth, breadth, and complexity)