**Understanding the Target for Each Student to Achieve**

***Ensuring each student is as a thinker, problem solver, and communicator***

**Step 1: Unwrap a Standard: *What do students have to know and be able to do?***

|  |
| --- |
| **Copy/paste the standard and any performance Level Descriptor for Proficiency*** **Underline the nouns.**
* ***Circle or italicize the verbs.***

**5.NF.B.7****Apply** and **extend** previous understandings of division to **divide** unit fractions by whole numbers and whole numbers by unit fractions. a. **Interpret** division of a unit fraction by a non-zero whole number, and **compute** such quotients. **Use** the relationship between multiplication and division to **justify** conclusions.b. **Interpret** division of a whole number by a unit fraction, and **compute** such quotients. *For example,* ***create*** *a story context for 4 ÷ (1/5), and* ***use*** *a visual fraction model to* ***show*** *the quotient.* **Use** the relationship between multiplication and division to **justify** conclusions (e.g., 4 ÷ (1/5) = 20 because 20 x (1/5) = 4).c. **Solve** problems in real-world context involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, **using** a variety of representations.  |
| **Essential Knowledge/Concepts*****What Do Students Need to Know/Understand?*****List the underlined nouns****Division Unit fraction****Whole Number Non-zero****Quotient Relationship****Multiplication Conclusion****Story context Visual fraction**  **model****Real-world context****Representation** | **Essential Skills*****What Do Students Need to Be Able to Do?*****List the circled (or *italicized*) verbs****Apply Extend****Divide Interpret****Compute Use****Create Solve****Justify**  |
| **Depth of Knowledge** **Highlight the DOK level of the standard (*see resource*)*** **DOK 1 – Recall/Reproduction:** Recall a fact, information, or procedure. Process information on a low level.
* **DOK 2 – Skill/Concept:** Use information or conceptual knowledge, two or more steps.
* **DOK 3 – Strategic Thinking:** Requires reasoning, developing a plan or a sequence of steps, some complexity.
* **DOK 4 – Extended Thinking:** Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will NOT include level 4 activities.
 | **Essential Vocabulary*****What Do Students Need to Comprehend?*****List all key vocabulary** **Unit fraction Whole number****Non-zero Division (divide)****Quotient Multiplication****Product Visual Fraction****Representation Real-world****Justify Solve****Create Apply****Extend** |
| **Learning Objectives aligned to the Standard*****What ‘I can’ statement(s) will clarify the objective for students?*****I can explain how to divide a unit fraction by a whole number.****I can justify the process of dividing a unit fraction by a whole number.****I can solve and create real-world problems involving whole numbers and unit fractions.** |
| **Evidence of Student Mastery?*****How will we know when they know it?*** |
| **Specific Instructional Framework?*****What will we do to help them know/understand/can do it?******What will we do for students who still don’t know it?******What will we do for students who already know it?*** |