**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?***

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| **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?*** | |