



# Unwrapping the Learning Target – Example

Department/Grade: 6 Content Strand/Cluster: Algebra & Functions Identifying Number: 6.A.1.3

Text of the Learning Target: Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process.

Cognitive Level: Application

<p><b>Prerequisite Skills</b></p> <p>What knowledge, understanding, or reasoning is required to achieve this learning target?</p> <ul style="list-style-type: none"> <li>• Know and understand the algebraic order of operations.</li> <li>• Know and understand the commutative, associative, and distributive properties.</li> </ul>	<p><b>Vocabulary</b></p> <p>What vocabulary needs to be understood to achieve this learning target?</p> <ul style="list-style-type: none"> <li>• Apply, algebraic, order of operations, commutative, associative, distributive, properties, evaluate, and justify.</li> </ul>
<p><b>Achievement Criteria</b></p> <p>What performance skills or product skills are required to demonstrate achievement on this learning target?</p> <ul style="list-style-type: none"> <li>• Simplify one-step, two-step, and multiple-step expressions.</li> <li>• Identify and write expressions using the three properties.</li> <li>• Use the properties to justify each step of the simplification process.</li> </ul>	<p><b>Differentiated Learning</b></p> <p>How will instruction be differentiated to extend the learning of the learning target?</p> <ul style="list-style-type: none"> <li>• Provide expressions with numbers, but no operational symbols. Challenge students to find two different ways to make the expression true.</li> <li>• Practice using decimal or integer numbers.</li> <li>• Instruct students to write several expressions, then switch and simplify.</li> </ul>
<p><b>How Will You Assess Achievement?</b></p> <p>What test or performance will give you data about student progress toward achievement of this learning target?</p> <ul style="list-style-type: none"> <li>• Written quiz containing 4–6 problems.</li> <li>• Oral exercise where students explain (or justify) each step in the solution process.</li> <li>• Direct students to respond in writing to: “What is the order of operations?” or “What does the commutative property allow?”</li> </ul>	<p><b>Text-Support Material</b></p> <p>Which chapters or pages directly provide instructional support to teach this learning target?</p> <ul style="list-style-type: none"> <li>• This will vary depending on text or learning materials utilized.</li> </ul>
<p><b>Technology</b></p> <p>What technology resources will provide support to teach this learning target?</p> <ul style="list-style-type: none"> <li>• This will vary depending on available resources. Resources that might be used are interactive Websites, computerized math learning programs, or individual calculators.</li> </ul>	<p><b>Student-Friendly Language</b></p>

# Unwrapping the Learning Target – Guidelines

## Why do we unwrap learning targets?

- Teachers must have a common understanding of what students are expected to know and be able to do in order to ensure that all students have an equal opportunity to learn (Marzano, 2003).
- We need to prioritize and discern which learning targets are most important for academic success (Reeves 2002; Marzano 2003).
- We unwrap to establish and drive instructional priorities.
- We unwrap to determine rigor and relevancy of student work:
  - Classwork
  - Homework
  - Assessment
  - Intervention
- Teachers and students should both have clarity about the instructional target and what achievement looks like before the instruction even begins.
- The goal is for teachers to have regular opportunities to collaboratively discuss the meaning of learning targets, the task analysis required to teach them, and how learners will be supported in instruction.

## What does unwrapping mean?

- Knowing what the critical attributes are
- Knowing what prerequisite skills students need in order to achieve the learning target
- Knowing how to present the learning in a variety of contexts to meet learning needs
- Deciding how to assess achievement
- Ongoing learning activity that is part of continuous improvement in the instructional program

## What unwrapping is NOT

- A check-off list of learning targets that you have covered
- An isolated activity
- A document for every learning target
- A one-time event

## What are the steps in unwrapping a learning target?

Identify the cognitive level of the learning target.

- Is it at a low, moderate, or high level of cognition?

Identify prerequisite skills.

- Compare the selected learning target with its corresponding learning target one grade level above, and one grade level below.
- Discuss what knowledge, understanding, or reasoning is required to achieve this learning target.
- What content or knowledge is new for students?
- How far will this same topic expand in the following year?
- Will the skills need to be reviewed or taught before addressing the learning target?

Identify important vocabulary.

- Which words from the items or learning targets might be unclear to students?
  - Academic vocabulary (process verbs)
  - Content vocabulary
  - Big idea(s) or key concepts
- How will you ensure that students have a complete understanding of these words?

Determine how achievement will be assessed.

- Discuss big questions:
  - What will students do to show achievement?
  - Is there a rubric or grading criteria for student performance?
  - What is the expected performance level?
  - When is “good enough” good enough?

Identify how learning will be differentiated for lower- and higher-achieving students.

- Differentiate the learning targets to meet the needs of all learners:
  - Use text resources.
  - Use supplemental materials.
  - Use depth, not breadth.
  - Do not just give more of the same.
  - Consider service learning.

Identify what text support material will be used to provide support to teach this learning target.

- What resources are available?
- Do we have ancillary materials?
- Do we have people on staff who might help with ideas or time?

Identify what technology resources will provide support to teach this learning target.

- What sites or tools are available to support student work?
- What sites or tools are available for the teacher in putting the lesson together?
- What Internet sites do you know of that provide information on the concept? Google it.

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Marzano, Robert. What Works in Schools: Translating Research into Action. Baltimore: Association for Supervision & Curriculum Development, 2003.

Reeves, Doug. The Leader's Guide to Standards: A Blueprint for Educational Equity. Hoboken: Jossey-Bass, 2002.