

Building a Unit Progression

1

- Gather materials such as your teacher's guide and other resources that may help you determine concepts related to the topics of the unit.

2

- Identify and record big ideas or overarching understandings for students that will be developed in this unit.

3

- Identify and record the smaller concepts and skills that contribute to each big idea—pieces of the big idea that can be addressed in one or two lessons.

4

- Create a visual arrangement that shows how you think these ideas, concepts, and skills would ideally develop across the unit, and then use that to think about what would best serve your own students.

Using a Unit Progression to Write LI and SC

1

- Narrow your focus to one math content standard, one unit-level mathematical idea (see Building a Unit Progression Resource for support), or one area of difficulty identified from diagnostic assessment data.

2

- Review:
 - The activities in the lesson
 - Your unit progression
 - Teacher materials

3

- Write a first pass version of the learning intention.
 - Don't worry about language, just get the idea down.

4

- Define your evidence of learning:
 - If students' learning is on track, they will be able to DO _____ during the lesson.
 - If students' learning is on track, they will be able to EXPLAIN/ JUSTIFY _____ during the lesson.

5

- Firm up your learning intention and success criteria.
 - Use the "LI & SC Guidelines" to self-assess.
 - Make changes as needed.

Gathering Thoughts
& Clarifying Focus

Articulate Your LI & SC

Recommendations for Using Mathematics Learning Progressions

1. Be strategic about whether you create a learning progression or use an existing one.
2. Create a unit progression to help define the portion of the learning progression you'll address in a unit of study and to clarify the important mathematics concepts that will be emphasized in your unit.
3. Use a unit progression to support your writing of your learning intentions.
4. When deciding on appropriate responsive actions, consider the learning progression (or at least consider information about how the relevant concepts build) to help you determine the nature of any gaps in students' understanding.