Making Sense of the Standards: Unpacking and Translating Standards
Part 2

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Common Core State Standards

http://corestandards.org

CCSS Informational Text – 4th Grade
Key Ideas and Details

• Draw on details and examples from a text to support statements about the text.
• Determine the main ideas and supporting details of a text; summarize the text.
• Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in the text.
CCSS Informational Text – 4th Grade
Key Ideas and Details

• **Draw on details and examples** from a text to **support statements** about the text.
• **Determine** the **main ideas and supporting details** of a text; **summarize** the text.
• **Describe** the **sequence of events** in an historical or scientific account, including what happened and why, based on specific information in the text.
### Unit Title: Informational Text - Key Ideas and Details

**Grade: 4**

<table>
<thead>
<tr>
<th>Big Ideas/Major Concept</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

- Supports statements about the text using specific details and examples
- Uses supporting details to support the main idea
- Summarizes main idea(s) in the text
- Orders and explains the sequence of events in the text
### Informational Text - Key Ideas and Details
**Grade:** 10

<table>
<thead>
<tr>
<th>Big Idea/Major Concept</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Text Analysis</td>
<td></td>
<td>Citations that support the analysis of the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inferences</td>
<td></td>
<td>Citations that support inferences drawn from the text</td>
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<tr>
<td></td>
<td></td>
<td>Connections through comparison, analogies, and/or categories</td>
<td></td>
<td>Analyzes the development of the central idea in the text</td>
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<tr>
<td></td>
<td></td>
<td>Bias and Propaganda</td>
<td></td>
<td>Uses comparisons, analogies, and categories to analyze connections in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purpose, Structure, and Elements of Informative Text</td>
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</tr>
</tbody>
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### Informational Text - Key Ideas and Details
**Grade:** 10

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<td>Development of the text</td>
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<td>Explains specific evidence that supports the analysis of the text</td>
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<td></td>
<td></td>
<td>Development of an idea</td>
<td></td>
<td>Explains the development of the main idea and how specific details support it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Techniques used to introduce and justify key points</td>
<td></td>
<td>Analyzes how the author uses ideas, events, and order to strengthen connections</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connection of ideas to informative texts and life</td>
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<td></td>
<td>Influences on authors</td>
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<tr>
<td></td>
<td></td>
<td>Inductive and deductive reasoning</td>
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</tr>
</tbody>
</table>

### Number and Operations – Fractions
**5th Grade**

- Use equivalent fractions as a strategy to add and subtract fractions.
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Use equivalent fractions as a strategy to add and subtract fractions. - Grade 5

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)

2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.

Sample Content

A. Equivalent fractions (Adding and Subtracting)
• fractions with unlike denominators (including mixed numbers)
• equivalent fractions (like denominators)
• adding and subtracting fractions with like denominators
• a/b + c/d = (ad + bc)/bd
• word problems
• visual fraction models or equations as examples
• mental estimation
• reasoning of answers
Precise Skills

A1. **Solve** addition and subtraction problems with fractions with unlike denominators

A2. **Solve** addition and subtraction problems using mixed numbers with unlike denominators

A3. **Replace** given fractions with equivalent fraction producing like denominators

A4. **Solve** word problems involving fraction with unlike denominators. Students must use visual fraction models or equations to represent the problem.

A5. **Estimate mentally** and **Assess** reasonableness of answers. Students must use benchmark fractions and number sense of fraction to support answers.

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COACHING POINT

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Translating – Precise Language

• What would you see students doing in the classroom?
• How would you explain to your students what you want them to do?

Editing for Quality

• Crosscheck Alignment with Standards – core content and skills
• Edit for Precise Language
• Check alignment with Levels of Understanding
• Add Additional “Agreed Upon” Content and Skills to Be Included

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write</td>
<td>Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Rote, Review, Summarize, Tell</td>
<td>Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use</td>
<td>Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate</td>
<td>Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite</td>
<td>Appraise, Argue, Assess, Choose, Conclude, Criticize, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select</td>
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</tbody>
</table>
Bloom’s Taxonomy of Critical Thought

<table>
<thead>
<tr>
<th>Cognitive Complexity</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE LEVEL: Learn the information.</td>
<td>Sample tasks: name, list, dict, retell, describe, define, identify, locate, draw, label, calculate, draw, reproduce, list, write, code.</td>
<td></td>
</tr>
<tr>
<td>COMPREHENSION LEVEL: Understand the information.</td>
<td>Sample tasks: account for, apply, convert, demonstrate, explain, identify, outline, plan, predict, predict, read, recognize, reduce, solve, summarize.</td>
<td></td>
</tr>
<tr>
<td>APPLICATION LEVEL: Use the information.</td>
<td>Sample tasks: apply, argue, compare, criticize, design, develop, develop, develop, evaluate, extend, summarize, think, write.</td>
<td></td>
</tr>
<tr>
<td>ANALYSIS LEVEL: Break the information down into its component parts.</td>
<td>Sample tasks: analyze, evaluate, compare, classify, contrast, concretize, describe, distinguish, display, derive conclusions, order, relate, sort, analyze, assess.</td>
<td></td>
</tr>
<tr>
<td>SYNTHESIS LEVEL: Put information together in new and different ways.</td>
<td>Sample tasks: anticipate, build, combine, construct, create, create, create, develop, manipulate, present, write, prepare.</td>
<td></td>
</tr>
<tr>
<td>EVALUATION LEVEL: Judge the information.</td>
<td>Sample tasks: compare, judge, analyze, appraise, dissect, justify, evaluate, predict, rate, review, refine.</td>
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</tbody>
</table>

Writing Standards 6-5

<table>
<thead>
<tr>
<th>Grade 6 Students</th>
<th>Grade 8 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write cohesive paragraphs that develop a central focus.</td>
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</tr>
<tr>
<td>2. Write paragraphs that support a central focus with specific, concrete details.</td>
<td>2. Write paragraphs that support a central focus with specific, concrete details.</td>
</tr>
<tr>
<td>3. Use transitional words, phrases, and clauses to connect ideas.</td>
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**Diagram Description**

- The diagram illustrates the Bloom’s Taxonomy of Critical Thought with a clear distinction between low and high cognitive complexity levels.
- The left section of the diagram outlines various knowledge and comprehension levels, each accompanied by sample tasks.
- The right section逐级expands on the application, analysis, synthesis, and evaluation levels, with corresponding sample tasks.

By providing a structured breakdown of cognitive tasks for each level, the diagram effectively visualizes how critical thinking progresses from basic to complex.
CCSS - W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
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Making Sense of the Standards
1. Work in pairs
2. Pull up one of the standards at your grade level that could align to a unit on which you would like to work.
3. Read through one of the strands carefully and paraphrase the key points.
4. Using the template, pull out the core content.
5. Pull over the skills and translate them for precision. (How would I explain it to students.)

Making Sense of the Standards
6. Examine the standard the grade before and the grade after….What is the difference.
7. Check the level of understanding with Bloom’s Taxonomy.
8. Talk it through in your team. Be as PRECISE as possible.
9. What would you accept as evidence of understanding...assessment?
### Unit Title: Informative Writing  Grade: 5

<table>
<thead>
<tr>
<th>Big Idea(s)/ Major Concept(s)</th>
<th>Essential Questions</th>
<th>Core Content</th>
<th>Skills</th>
<th>Assessments/ Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focused topic</td>
<td></td>
<td></td>
<td>• Clearly states the topic in writing</td>
<td></td>
</tr>
<tr>
<td>• Formatting – headings, illustrations, multimedia</td>
<td>• Uses appropriate formatting – headings, illustrations, and multimedia to aid in comprehension</td>
<td>• Uses facts, definitions, examples, and quotations to develop and explain the topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Topic Development through – facts, definitions, examples, quotations, etc.</td>
<td>• Phrases and Clauses to link ideas</td>
<td>• Precise Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Precise Language</td>
<td>• Concluding</td>
<td></td>
<td>• Conclusion</td>
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### COACHING POINT

**Translating – Precise Language**

- What would you see students doing in the classroom?
- How would you explain to your students what you want them to do?
Editing for Quality

- Crosscheck Alignment with Standards – core content and skills
- Edit for Precise Language
- Check alignment with Levels of Understanding
- Add Additional “Agreed Upon” Content and Skills to Be Included

Current Writing Types

<table>
<thead>
<tr>
<th>Grade Level/Content</th>
<th>Narrative</th>
<th>Informational</th>
<th>Persuasion/ Argument</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
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<td>5</td>
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</tbody>
</table>
What is a BIG IDEA? Why are they so critical to learning and to mapping?

• A “Big Idea” is a major concept stated as a relational statement that provides the focus and basis for acquiring knowledge.
• Concept based learning sustains long term recall of facts vs. isolated fact base learning.
• A major concept is synonymous with the enduring understanding or Big Idea from UbD.

Big Idea or Major Concept

*Declarative statement that describes concepts that transcends grade levels and courses.*

• Serves as an umbrella concept
• May be thought of as a linchpin/organizer
• Holds the main idea
• Goes to the heart of the subject
• Serves as a conceptual anchor for making facts more understandable and useful

Examples of Major Concepts:

- A history unit on Ancient Egypt might focus on the concept:
  *The geographical location of a culture largely determines its social, political and economic possibilities.*

- A science unit on the Rainforest might focus on the concept:
  *In the natural world there are systems comprised of interdependent component parts.*
Sample Big Ideas/Main Concepts

- Writing is a **recursive process** that conveys ideas, thoughts, and feelings.
- Writers use **different points of view** to tell a story from different perspectives.
- Information to **gain or expand knowledge** can be acquired from a variety of sources.
- Determining key ideas and details in the text can help identify the author’s purpose.
- Writers use supporting details to justify their opinion and support their point of view.

<table>
<thead>
<tr>
<th>Unit Title: Informational Text - Key Ideas and Details</th>
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<tbody>
<tr>
<td><strong>Grade:</strong> 4</td>
</tr>
<tr>
<td><strong>Big Idea/Major Concept</strong></td>
</tr>
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<tr>
<td><strong>Skills</strong></td>
</tr>
<tr>
<td><strong>Assessments / Evidence of Learning</strong></td>
</tr>
<tr>
<td>Determining the key ideas and details in the text can help students determine the author’s purpose.</td>
</tr>
<tr>
<td>How can I determine the author’s purpose?</td>
</tr>
<tr>
<td>• Supporting Details</td>
</tr>
<tr>
<td>• Specific Examples</td>
</tr>
<tr>
<td>• Main Idea</td>
</tr>
<tr>
<td>• Sequence of Events</td>
</tr>
<tr>
<td>• Process - Drawing Conclusions</td>
</tr>
<tr>
<td>• Fact and Opinion</td>
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<tr>
<td>• Summarization multiple ideas</td>
</tr>
<tr>
<td>• Supports statements about the text using specific details and examples</td>
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<tr>
<td>• Explain how the supporting details support the main idea and summarizes main idea(s) in the text</td>
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<tr>
<td>• Orders and explains the sequence of events in the text</td>
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<td>• Cites evidence</td>
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Informational Text - Key Ideas and Details Grade: 4

| **Big Idea/Major Concept** |
| **Essential Questions** |
| **Core Content** |
| **Skills** |
| **Assessments / Evidence of Learning** |
| Determining the key ideas and details in the text can help students determine the author’s purpose. |
| How can I determine the author’s purpose? |
| • Supporting Details |
| • Specific Examples |
| • Main Idea |
| • Sequence of Events |
| • Process - Drawing Conclusions |
| • Fact and Opinion |
| • Summarization multiple ideas |
| • Supports statements about the text using specific details and examples |
| • Explain how the supporting details support the main idea and summarizes main idea(s) in the text |
| • Orders and explains the sequence of events in the text |
| • Cites evidence |
**Informational Text - Key Ideas and Details Grade: 8**

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<th>Skills</th>
<th>Assessments / Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays allow a writer to develop a topic through relevant details and support.</td>
<td>Thesis statement, focused introductory paragraph, 3-5 paragraph essay, relevant details and supporting evidence, logical organization of ideas (e.g., order by chronology, importance...), transitions, support and illustrative materials, sentence variety, style</td>
<td>Writes a 4-5 paragraph essay with a clear thesis statement and a focused introductory paragraph, supports the development of the thesis with relevant details, facts, examples, and other information, uses general terms with precise language to explain a topic, uses a variety of transitional words and phrases.</td>
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**Informational Text - Key Ideas and Details Grade: 10**

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<thead>
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<th>Skills</th>
<th>Assessments / Evidence of Learning</th>
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<tbody>
<tr>
<td>Key ideas and details in text can be used to make assertions, inferences, generalizations, and to draw conclusions.</td>
<td>Development of the text, Development of an idea, Techniques used to introduce and justify key points, Connection of ideas to informational texts and life, influences on authors, inductive and deductive reasoning</td>
<td>Explains specific evidence that supports the analysis of the text, Explains the development of the main idea and how specific details support it, Analyzes how the author uses ideas, events, and order to strengthen connections.</td>
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**Essential Questions**

*Are Mental Velcro that:*

- Serve as organizers to target instruction
- Push students to higher levels of thinking
- Serve as a connector across curricular areas
- Cannot be answered yes or no or found in the text
Essential Questions

- How can I become a “good” reader?
- How do rules of language affect communication?
- How can I determine the author’s purpose?
- What is my story?
- What can I do when I don’t understand everything in a text?
- What “truths” can we learn from fiction?
- How can I become an effective writer?

Unit Title: Informational Text - Key Ideas and Details
Grade: 4

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<tbody>
<tr>
<td>Determining the key ideas and details in the text can help students determine the author’s purpose.</td>
<td>How can I determine the author’s purpose?</td>
<td>Supporting Details</td>
<td>Supports statements about the text using specific details and examples</td>
<td></td>
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</table>

Informational Text - Key Ideas and Details Grade: 8

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</thead>
<tbody>
<tr>
<td>Essays allow a writer to develop a topic through relevant details, facts, and support. Writers use a variety of strategies to enhance their message and engage the reader.</td>
<td>What strategies can I use to help me become a more effective writer?</td>
<td>Thesis statement</td>
<td>Writes a 3-5 paragraph essay with a clear thesis statement and a focused introductory paragraph</td>
<td></td>
</tr>
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</table>

- Includes a closing statement that summarizes the information presented
- Uses the criteria and levels of performance on the writing rubric to assess your writing
Unit Title: Informational Text - Key Ideas and Details Grade: 10

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</thead>
<tbody>
<tr>
<td>Key ideas and details in text can be used to make assertions, inferences, generalizations, and to draw conclusions.</td>
<td>How does interacting with the text promote thinking and response and help us determine the author’s purpose?</td>
<td>Development of the text</td>
<td>• Explains specific evidence that supports the analysis of the text</td>
<td>Explains the development of the main idea and how specific details support it</td>
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<tr>
<td></td>
<td></td>
<td>Development of an idea</td>
<td>• Analyses how the author uses ideas, events, and order to strengthen connections</td>
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**Essential Questions**

- Structure the unit around 2 to 5 essential questions
- Use questions as the scope and sequence of unit
- Align to the appropriate standards
### What would we accept as evidence of learning?

...In pairs or triads, brainstorm possible **assessments** that would allow the students to demonstrate their understanding...

### Assessing Student Performance

**Assess** = from Latin assidre, assess - to sit besides

**Means** - to make an approximate or tentative judgment

**Synonyms:** appraise, assess, evaluate, guess, estimate, rate, set, value
Assessments Are...

- Demonstrations of learning
- Tangible products, projects, or observable performances
- Multiple types of assessment to give a more complete picture of learning

Please review the skills in your map that target informational text.

What would you accept as evidence that your students can demonstrate the skills?

Identify a possible project/task/performance that incorporates those skills.

Unpack the assessment and crosscheck the skills and content.

Use Bloom’s Taxonomy to check the alignment with the expected level of understanding.

What edits would you make in your map and/or your assessment?
Things to Consider...

✓ How did you determine what you felt were appropriate assessments?
✓ What criteria did you use as you thought about them across the grades?

Assessment: Upgrades

- Screenplays
- Podcasts
- Broadcasts
- Documentaries
- Email
- The SKYPE grandmothers
- Self publishing
- text messaging as notetaking
- My space as biography
- Digital Storytelling
- Video conferences in world language classes
- Grant proposals
- Web page
- Spreadsheets
- CAD blueprints
- Forecasts
- Media criticism
- Webquests
- Legal Briefs
- Digital portfolios
Protocol for Upgrading Assessments...

Begin by taking one of your current assessments and upgrade it to incorporate 21st century skills and digital tools. ...Share it will a colleague.
Cross-walking: Avoiding Confusion and Gaining Clarity

Coaching Point
College and Career Readiness (CLIs)

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

They demonstrate independence

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
Mathematical Practices

- [http://www.mathedleadership.org/ccss/materials.html](http://www.mathedleadership.org/ccss/materials.html) (mathematical practices activities)

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Mathematical Practices

- Unpack one of the mathematical practices as a team and brainstorm different examples that might align to your grade level or course.

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...Revisit your unit, where have you integrated the CLI(s) or Mathematical Practice(s)? If you haven’t, where could you?
Curriculum Mapping is a verb.

Creating the maps themselves

...And then

Using them to make instructional decisions

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Small Mixed-Group Review

- Small Groups of 3 to 8 faculty members are formed
- Groups should be diverse (e.g. different grade levels and departments)
- Meetings should run approximately 1 and 1/2 hours
- The goal is to share individual findings and collect the data.
Reading a Map: Areas of Focus

1. Possible Gaps/Repetitions...
2. Scaffolding of Skills Written in Precise Language...
3. Alignment to the CCSS... Any Missing?
4. Any Missing Content and Skills?

Checking Alignment Across the Grades

- In cross grades, check the progression of content and skills.
- Make any needed adjustments or edits to eliminate gaps and repetitions.
- Add any additional content or skills that should be taught at the respective grade level.

Tasks

- One person – Crosscheck with CCSS
- One person – Bloom’s Taxonomy
- One person – Navigate the computer
  Appoint Sticky note recorder and questions recorder on Today’s Meet
Process

✓ Note any items on a sticky note. (Use a new sticky note for each item.)
✓ Types questions into Todays Meet
✓ When you finish, categorize the sticky notes and determine which one you can address immediately.

Reading a Map: Areas of Focus

<table>
<thead>
<tr>
<th>1. Possible Gaps/Repetitions...</th>
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</table>

...Do you and your colleagues have a clear understanding of the nonnegotiables in the standards?
...I also remember a story that I know I’ve told elsewhere but that over and over helps me to get a grip: thirty years ago my older brother, who was ten years old at the time, was trying to get a report on birds written that he’d had three months to write, which was due the next day. We were out at our family cabin in Bolinas, and he was at the kitchen table close to tears, surrounded by binder paper and pencils and unopened books on birds, immobilized by the hugeness of the task ahead. Then my father sat down beside him, put his arm around my brother’s shoulder, and said, “Bird by bird, buddy. Just take it bird by bird.

...Do you and your colleagues have a clear understanding of the nonnegotiables in the standards?
...What might be the next steps?

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