Investigating the CCSS Elementary School

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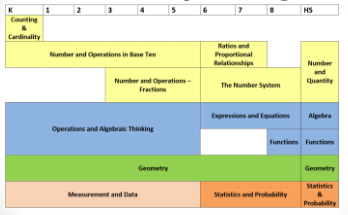
PROGRESSIONS DOCUMENTS

- *What are they?*
- *Who uses them?*
- *When do I use them?*
- *Where can I find them?*
- *Why do I need them?*

Progressions Documents

- Take special note regarding number lines and/or fraction strips
- Grade 3
  - Pages 2 - 4
- Grade 4
  - Pages 5 – 8 (skip the "Decimals" section)
- Grade 5
  - Pages 10 – 13

Domain and Conceptual Categories



Source: http://www.doe.in.gov/achievement/curriculum/resources-implementing-indianas-common-core-standards

Common Core: Fractions

- Fluency expected within grades 3 through 5.
- Multiple Representations
  - Numbers
  - Words
  - Pictures
- Fractions Models
  - Area model
  - Set model
  - Linear model

Progressions Documents

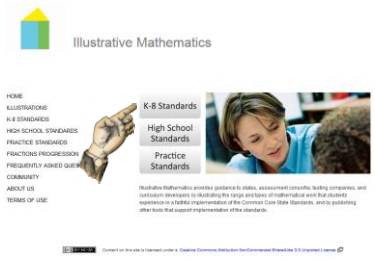
- We will form groups of 3rd, 4th, and 5th grade.
- Each grade will take a turn explaining their role in the fractions progression.
- Be sure to reference what parts of today's activities illustrate the progression.

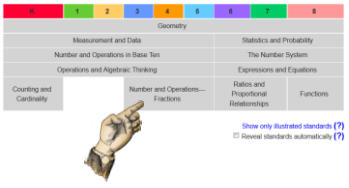
Partnership for Assessment of Readiness for College and Careers (PARCC) Task Types

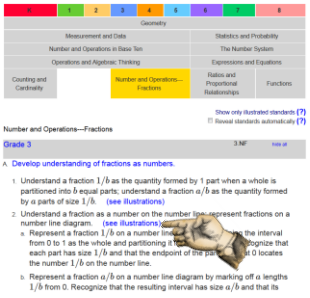
- Type I: Concepts, Skills, and Procedures
  - Balance of conceptual understanding, fluency, and application.
  - May involve any or all mathematical practice standards.
  - Will be machine scored.
- Type II: Expressing Mathematical Reasoning
  - Includes:
    - Written arguments/justification
    - Critique of reasoning
    - Precision in mathematical statements
  - May be machine scored and/or hand scored.
- Type III: Modeling / Applications
  - Modeling/application in a real-world context or scenario.
  - May be machine scored and/or hand scored.

Review PARCC Examples

1. Go to http://www.ccsstoolbox.com
2. Click on "Resources for Implementation" on the top menu bar.
3. Click on "PARCC Prototyping Project" on the lower left menu bar.
4. Click on your grade level.
5. Browse the available tasks.







Content Standards Review

- Read your course standards
  - What has changed?
  - What are they talking about?
- Reference standards on illustrativemathematics.org
- Review standards for one or more grade levels above and below

Planning Time

- What lessons could you incorporate multiple representations into?
  - Adding, Subtracting, Multiplying, and Dividing Numbers
- Which concepts have you found students to be the most lacking in?
  - Read the progression documents for that content area.
- CCSS Resources
  - How could I incorporate them?
- Figure out details such as:
  - When would I do this lesson?
  - What resources would I need?
  - What other teachers could I collaborate with?

NEXT STEPS

- *Start with realistic goals:*
  - *At least one per semester*
  - *Perhaps one per unit*
- *Collaboration is key*
- *Standards for Mathematical Practice*
  - *Talking and writing about mathematics*

Contact

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