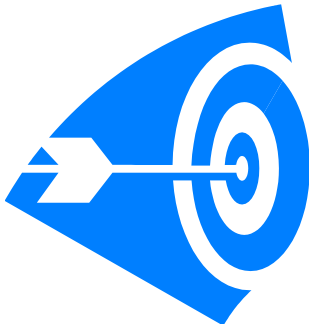
Tools for Instruction and Assessment for the Maryland College- and Career-Ready Standards

Time to Revisit Tools that will Inform Instruction



Outcomes



- Participants will review tools that have been developed and released over the last several years.

- Participants, based on their current roles will consider how these tools and assessments can be used to advance student achievement.

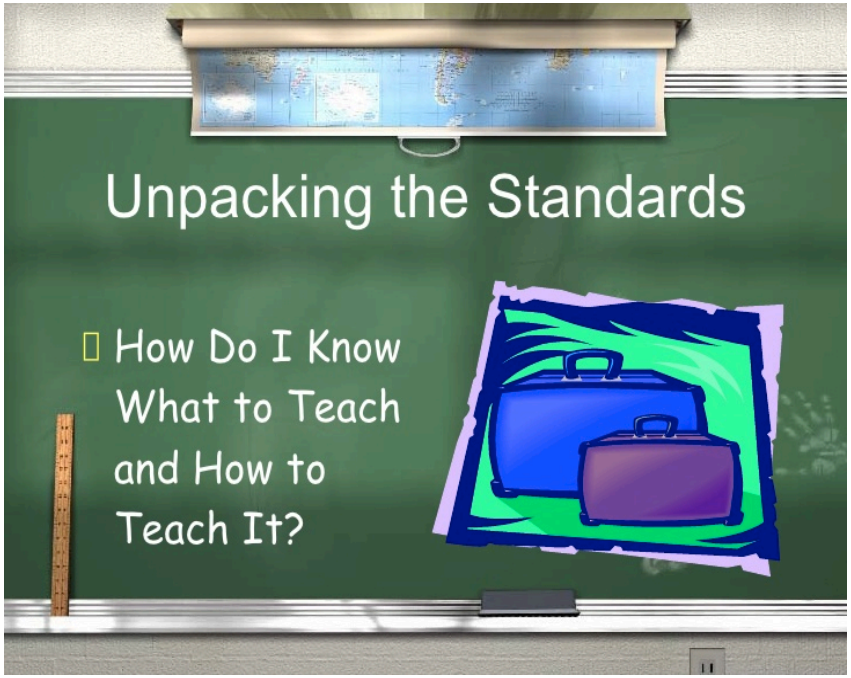
MSDE College- and Career- Ready Curriculum Frameworks



http://www.mdk12.org/instruction/commoncore/index.html

Purpose of MSDE Frameworks

- Analyze the Standards into their Essential Skills and Knowledge
- Assist teachers with individualizing student instruction
- Assist curriculum writers with scaffolding units and lessons



Take a Look



- Take 10 minutes to look at one of the MSDE Curriculum Frameworks
- Discuss with a partner (or two) or two how this might be used in your role.
- Be prepared to share your discussion

PARCC Model Content Frameworks

PARCC Partnership for Assessment of Readiness for College and Careers

Published on *PARCC* (http://parcconline.org)

Home > Grade 4

PARCC Model Content Frameworks For Mathematics For Grade 4

The Model Content Frameworks for Grade 4 highlight examples of key content dependencies, examples of key instructional emphases, opportunities for in-depth work on key concepts, and connections to the mathematical practices. While they provide additional context to the grade 4 standards, the frameworks are not meant to replace engaging with the standards themselves. For this reason, readers are advised to have a copy of the Common Core State Standards to use in conjuction with the Model Content Frameworks.

The [1] Model Content Frameworks for Grade 4 include the following components. Click the links below to read more about grade 4.

- Examples of Key Advances from Grade 3 to Grade 4 [2]
- Fluency Expectations or Examples of Culminating Standards [3]
- Examples of Major Within-Grade Dependencies [4]
- Examples of Opportunities for Connections among Standards, Clusters or Domains [5]
- Examples of Opportunities for In-Depth Focus [6]
- Examples of Opportunities for Connecting Mathematical Content and Mathematical Practices [7]
- Content Emphases by Cluster [8]

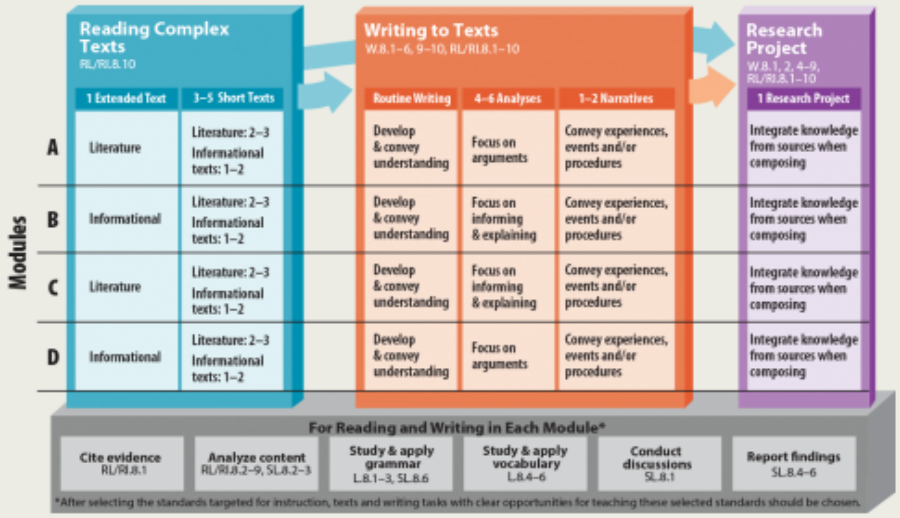
(A general introduction to each component can be found on the Grades 3-5 Standards Analysis [1] page.)

Source URL: http://parcconline.org/mcf/mathematics/parcc-model-content-frameworks-mathematics-grade-4

Links:
[1] http://parcconline.org/mcf/mathematics/grades-3-5-standards-analysis
[2] http://parcconline.org/mcf/mathematics/examples-key-advances-grade-3-grade-4
[3] http://parcconline.org/mcf/mathematics/fluency-expectations-or-examples-culminating-standards-0
[4] http://parcconline.org/mcf/mathematics/examples-major-within-grade-dependencies-0
[5] http://parcconline.org/mcf/mathematics/examples-opportunities-connections-among-standards-clusters-or-domains-0
[6] http://parcconline.org/mcf/mathematics/examples-opportunities-depth-focus-0
[7] http://parcconline.org/mcf/mathematics/examples-opportunities-connecting-mathematical-content-and-mathematical-practices-0
[8] http://parcconline.org/mcf/mathematics/content-emphases-cluster-0

For Reading and Writing in Each Module (Grade 8)

Printer-friendly version PDF version



The chart organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year. These modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).

http://www.parcconline.org/parcc-model-content-frameworks

In addition to math content frameworks…..

CCSS WHERE TO FOCUS GRADE 5 MATHEMATICS

MATH (MATHEMATICS) 5 (GRADE 5) F (FOCUS)

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority[1] of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (○) can engage students in the major work of the grade.[2, 3]

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 5

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ○ Additional Clusters

5.OA.A	○	Write and interpret numerical expressions.
5.OA.B	○	Analyze patterns and relationships.
5.NBT.A	■	Understand the place value system.
5.NBT.B	■	Perform operations with multi-digit whole numbers and with decimals to hundredths.
5.NF.A	■	Use equivalent fractions as a strategy to add and subtract fractions.
5.NF.B	■	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
5.MD.A	□	Convert like measurement units within a given measurement system.
5.MD.B	□	Represent and interpret data.
5.MD.C	■	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
5.G.A	○	Graph points on the coordinate plane to solve real-world and mathematical problems.
5.G.B	○	Classify two-dimensional figures into categories based on their properties.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 5

5.NBT.B.5	Multi-digit multiplication

CCSS WHERE TO FOCUS GRADE 5 MATHEMATICS

An important subset of the major work in grades K–8 is the progression that leads toward middle school algebra.



K	1	2	3	4	5	6	7	8
Know number names and the count sequence Count to tell the number of objects Compare numbers Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from Work with numbers 11-19 to gain foundations for place value	Represent and solve problems involving addition and subtraction Understand and apply properties of operations and the relationship between addition and subtraction Add and subtract within 20 Work with addition and subtraction equations Extend the counting sequence Understand place value Use place value understanding and properties of operations to add and subtract Measure lengths indirectly and by iterating length units	Represent and solve problems involving addition and subtraction Add and subtract within 20 Understand place value Use place value understanding and properties of operations to add and subtract Measure and estimate lengths in standard units Relate addition and subtraction to length	Represent & solve problems involving multiplication and division Understand properties of multiplication and the relationship between multiplication and division Multiply & divide within 100 Solve problems involving the four operations, and identify & explain patterns in arithmetic Develop understanding of fractions as numbers Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects Geometric measurement: understand concepts of area and relate area to multiplication and to addition	Use the four operations with whole numbers to solve problems Generalize place value understanding for multi-digit whole numbers Use place value understanding and properties of operations to perform multidigit arithmetic Extend understanding of fraction equivalence and ordering Build fractions from unit fractions by applying and extending previous understandings of operations Understand decimal notation for fractions, and compare decimal fractions	Understand the place value system Perform operations with multi-digit whole numbers and decimals to hundredths 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 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition Graph points in the coordinate plane to solve real-world and mathematical problems*	Apply and extend previous understandings of multiplication and division to divide fractions by fractions Apply and extend previous understandings of numbers to the system of rational numbers Understand ratio concepts and use ratio reasoning to solve problems Apply and extend previous understandings of arithmetic to algebraic expressions Reason about and solve one-variable equations and inequalities Represent and analyze quantitative relationships between dependent and independent variables	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers Analyze proportional relationships and use them to solve real-world and mathematical problems Use properties of operations to generate equivalent expressions Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Work with radical and integer exponents Understand the connections between proportional relationships, lines, and linear equations** Analyze and solve linear equations and pairs of simultaneous linear equations Define, evaluate, and compare functions Use functions to model relationships between quantities

* Indicates a cluster that is well thought of as a part of a student's progress to algebra, but that is currently not designated as major by the assessment consortia in their draft materials. Apart from the one asterisked exception, the clusters listed here are a subset of those designated as major in the assessment consortia's draft documents.
** Depends on similarity ideas from geometry to show that slope can be defined and then used to show that a linear equation has a graph which is a straight line and conversely

http://achievethecore.org/dashboard/300/search/1/2/0/1/2/3/4/5/6/7/8/9/10/11/12/page/774/focus-by-grade-level-list-pg

Purposes of Content Framework*

- Bridge between Common Core Standards and the PARCC assessments
- Insight into Standards
- Implementation of Standards
- Inform development of item specifications and blueprints for PARCC assessments



* From PARCC Content Framework document

Take a Look



- Take 10 minutes to look at one of the sample frameworks provided – math or ELA
- Choose two sections that you believe would be most helpful for informing classroom instruction.
- Discuss your choices with a partner (or two)
- Be prepared to share your discussion

Student Achievement Partners Instructional Practice Guides

- ELA – grades K-2; 3-5; 6 -12
- Math – grades K – 8; high school
- Literacy, History/Social Studies – grades 6 – 12
- Literacy, Science/Technical Subjects - grades 6 - 12



CCSS INSTRUCTIONAL PRACTICE GUIDE

SC-T — LITERACY IN SCIENCE AND TECHNICAL SUBJECTS
6-12 — GRADES 6–12
D — DAILY

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for Literacy in Science and Technical Subjects look like in planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for Literacy in Science and Technical Subjects (corestandards.org/ELA-Literacy) for the grade being taught.

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are[1]:

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

Date:

Class:

Teacher:

Unit or Lesson:

Standards Addressed:

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED	
A. Text-based instruction engages students in reading, speaking, or writing about text(s).	1 — There is no text under consideration in this lesson. 2 3 4 — A text (or multiple texts) is directly addressed in this lesson.	Notes:
B. The text(s) are at or above the complexity level expected for the grade and time in the school year.[2]	1 — The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year. 2 3 4 — The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.	
C. The text(s) are clear and build knowledge relevant to the content being studied.	1 — The quality of the text(s) is low – they are unclear and are not relevant to the content being studied. 2 3 4 — The quality of the text(s) is high – they are clear and build knowledge relevant to the content being studied.	

1 Refer to Common Core Shifts at a Glance (achievethecore.org/ELAUShifts) for additional information about the Shifts required by the CCSS.
2 Refer to achievethecore.org/ela-literacy-common-core/text-complexity/ for text complexity resources.

Published 7.22.2013. Send feedback to info@studentsachieve.net

Purpose of the Practice Guides

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) [for ELA, Mathematics, Literacy] look like in planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for Literacy in Science and Technical

Subjects (corestandards.org/ELA-Literacy) for the grade being taught.

Core Actions and Shifts

- Core actions align with instructional shifts
- Each action includes indicators
- For each indicator, opportunity to gather/ observe for evidence of the indicator

http://achievethecore.org/page/969/instructional-practice-guide-list-pg

Take a Look



- Take 10 minutes to look at one of the sample practice guides
- Discuss with a partner (or two) how this might be used in your role.
- Be prepared to share your discussion

Powerful Tools!

- PARCC Content Frameworks
- Instructional Practice Guides
- MSDE Curriculum Frameworks



Speed Dating!

Follow the directions on the handout to identify the most important way you can use each of these tools in your role.

Then let's Speed Date!



Speed Dating with Tools to Inform Instruction

Tell us about yourself and how you could use these tools in your role . . .

Your Name	
Your District	Your Role
In your role, how could you use the MSDE CCR Standards Frameworks?	
In your role, how could you use the PARCC Model Content Frameworks?	
In your role, how could you use the Student Achievement Partners Instructional Practice Guides?	
Date # 1 Name: Connections:	
Date # 2 Name: Connections:	
Date # 3 Name: Connections:	
Date #4 Name: Connections:	

Wrap-Up and Sharing

- Based on the conversations you have had, be prepared to share your favorite idea for using some or all of the tools reviewed today.

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