Standards-in-Action 2.0

State-Based Curriculum Review

Critical Mathematical Concepts and Skills

(Part 2)

Welcome back!

Disclaimer

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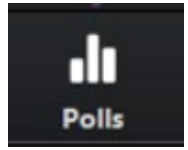
Let's Hear From You!



Share your answer to this question:

- *On a scale of 1 to 5, how much do you know about providing English learners (ELs) with access to critical mathematical concepts and skills?*
  - 1 (not much)
  - 2
  - 3
  - 4
  - 5 (a great deal)

Agenda

- Review of Dimension 1 content criteria
- Introduction to the English learner (EL) support criteria for Dimension 1
- Breakout work session with your team
- Review of substantiations and rating in the Example Workbook
- Next steps and final questions

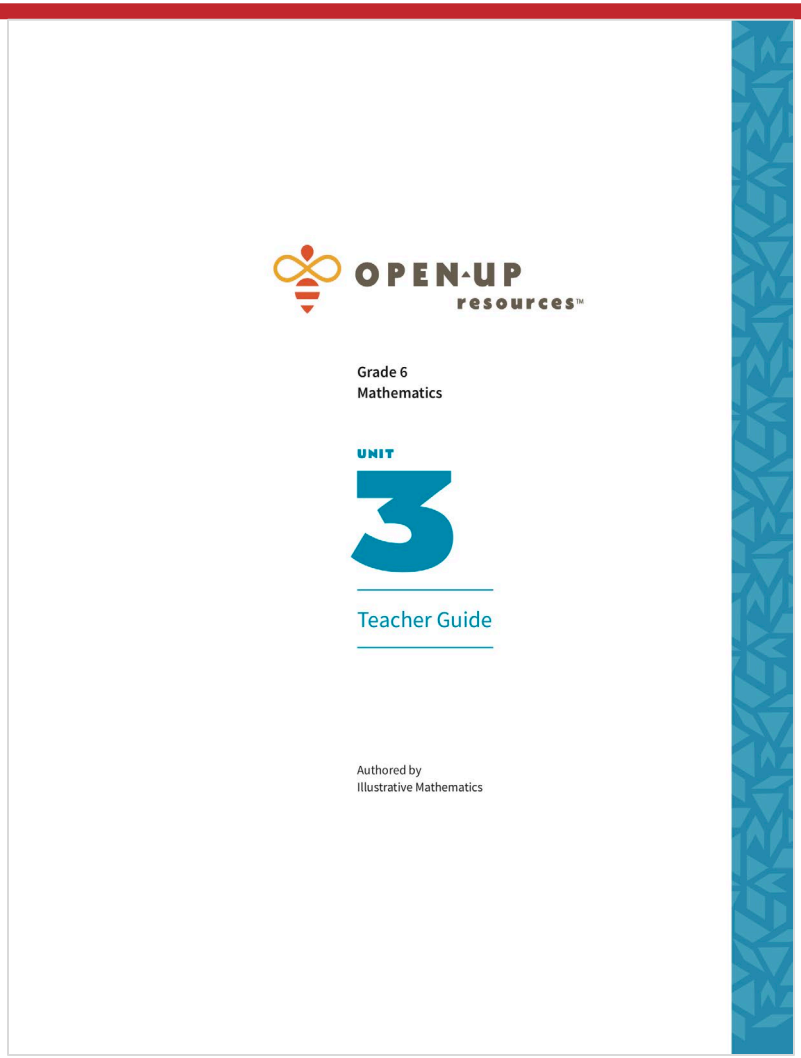
Meeting Norms and Expectations

1. Be present and engage fully.
2. Ask questions.
3. Prepare for productive struggle.
4. Consider differing perspectives.
5. Create and maintain a safe space for professional learning.
6. Be mindful of different learning styles.

Review of Part 1 for Dimension 1

- The content criteria for Dimension 1 emphasize:
  - Concentrating on the most critical concepts of the level;
  - Using supporting concepts to enhance the focus; and
  - Attaining procedural skills and fluencies of the level.
- No content criteria are asterisked (*) indicating EL supports.

Illustrative Mathematics



Dimension 1: Critical Concepts and Skills

- Four EL support criteria
- Space for substantiation of evidence
- Rating scale
- Summary Comments

Review EL Supports for Dimension 1.

1. ____ **EL Support.** Curriculum explicitly points out the key mathematical concepts for each lesson.

Substantiation:

2. ____ **EL Support.** Curriculum identifies key mathematical terms that students need to know to understand concepts addressed for the level.

Substantiation:

3. ____ **EL Support.** Curriculum includes a glossary or encourages the use of student-friendly dictionaries that define key vocabulary so students can look up unknown words.

Substantiation:

4. ____ **EL Support.** Curriculum uses plain language that facilitates student access to the mathematical content required in the level.

Substantiation:

Dimension 1: Rating for EL Supports

___2 Most or all components of the EL supports are present

___1 Some components of the EL supports are present

___0 Few or no components of the EL supports are present

Summary Comments:

Dimension 1: EL Support Criteria

(1) Curriculum explicitly points out the key mathematical concepts for each lesson.

(2) Curriculum identifies key mathematical terms that students need to know to understand concepts addressed for the level.

(3) Curriculum includes a glossary or encourages the use of student-friendly dictionaries that define key vocabulary so students can look up unknown words.

(4) Curriculum uses plain language that facilitates student access to the mathematical content required in the level.

Rating for EL Supports

2 Points: Most or all components of the EL supports are present.

1 Point: Some components of the EL supports are present.

0 Points: Few or no components of the EL supports are present.

Breakout Time: 45 minutes

- Scan the curriculum for evidence of each of the EL supports.
- Discuss with your team and agree on whether there is evidence in the curriculum for each EL support criterion.
- Check those for which you found evidence and determine the “weight” of the missing supports or parts of supports.
- Make notes about your findings.
- Together, assign a rating for the dimension’s EL supports.
- When we reconvene, we will ask you to share comparisons of your rating, criteria checks, substantiations, and commentary.

Breakout Materials

- Your copy of the Participant Workbook (p. 3)
- Curriculum: Illustrative Mathematics:
  - Grade 6 Course Guide
  - Grade 6, Unit 3 Teacher Guide
- Resource: Critical Concepts and Fluencies of the Level

Welcome Back!

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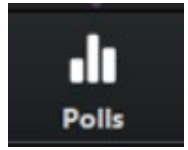
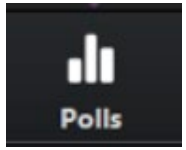


- POLL: What is your rating for **Dimension 1 EL Supports**?
  - 2 points: Most or all components of the criteria are present.
  - 1 point: Some components of the criteria are present.
  - 0 points: Few or no components of the criteria are present.

Let's Hear From You!

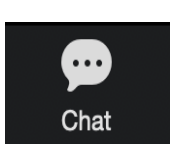


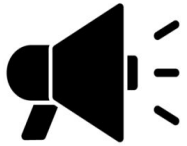
- POLL: Did you check (as present) the same criteria as in the Example Workbook?

  O Yes, I checked the same criteria as the example.

  O No, I checked one or more criteria differently than the example.

Let's Discuss!





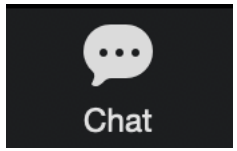
Let's take 5 minutes to review the Example Workbook that contains the substantiations for the EL support criteria.

Then in the group chat, share your answer to this question:

- *CHAT: How do your substantiations compare to the example?*

Then let's hear from a couple of you about the evidence you found and noted in your Summary Comments.

Let's Chat!



In the group chat, type your answer to this question in a sentence or two:

- *CHAT: What is something you have learned today (or understand better) about the need for a focus on critical mathematical concepts and skills for ELs?*

We'll ask everyone to hit "enter" at the same time so…

WAIT to hit "enter"!

Next Steps

- We will focus on **Dimension 2** to:
  - Assess the sample curriculum from Illustrative Mathematics for its inclusion of logical mathematical progressions and connections.

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Thank you!