Content Analysis and Planning Directions

1. Analysis Tool

- Identify grade and domain

- Identify whether chosen cluster(s) is major/supporting/or additional content.

\*CCSS Where to Focus grade specific document

- Identify fluency for selected grade.

\*CCSS Where to Focus grade specific document

- Complete the analysis tool for your selected clusters

\* North Carolina documents (from October session)

\* Progressions documents <http://ime.math.arizona.edu/progressions/>

\* Kansas Flipbooks <http://katm.org/wp/common-core/> (scroll down)

\* California Framework

<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

\* <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf>

p. 44 – 60. (Mathematics I)

2. Planning Tool

- Identify grade and domain, selected cluster (major, supporting, additional

content), and fluency (if related to this cluster)

- Identify Big Ideas/Essential Questions for selected cluster

\* *Teaching Student-Centered Mathematics,* Van de Walle and Lovin (K-8)

\* *Good Questions,* Marian Small (K-8)

\* <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf>

p. 51 – 60 (Mathematics I)

- Identify prerequisite knowledge necessary for your identified cluster

\*Refer to the prior grade level content standards and unpacking documents if

needed

- Identify representations, models, tools, structures and patterns that are

explicitly stated in the content standards and connect to the Standards for

Mathematical Practice.

- Identify possible ways that students will demonstrate their learning of this

content.

3. Plan a possible lesson sequence for the content in this cluster. Incorporate the

related content as appropriate.