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.