



So, What's New in the Common Core State Standards?

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**STANDARDS FOR
ENGLISH LANGUAGE ARTS
&
LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS**

JUNE 2010

ELA CCSS Design and Organization

Four strands:

- Reading (including Reading Foundational Skills)
- Writing
- Speaking and Listening
- Language

PARCC Draft ELA Content Frameworks

Draft Model Content Frameworks for English Language Arts/Literacy

- **Purpose:**
 - **Big ideas** in the Common Core State Standards for each grade level,
 - Focus for the various **PARCC assessment** components,
 - Supporting the development of the **assessment blueprints.**

Structure of the Model Content Frameworks for English Language Arts/Literacy

- **Summary of Standards**
- **Module Chart**
- **Glossary**
- **Writing Standards Progression Chart**

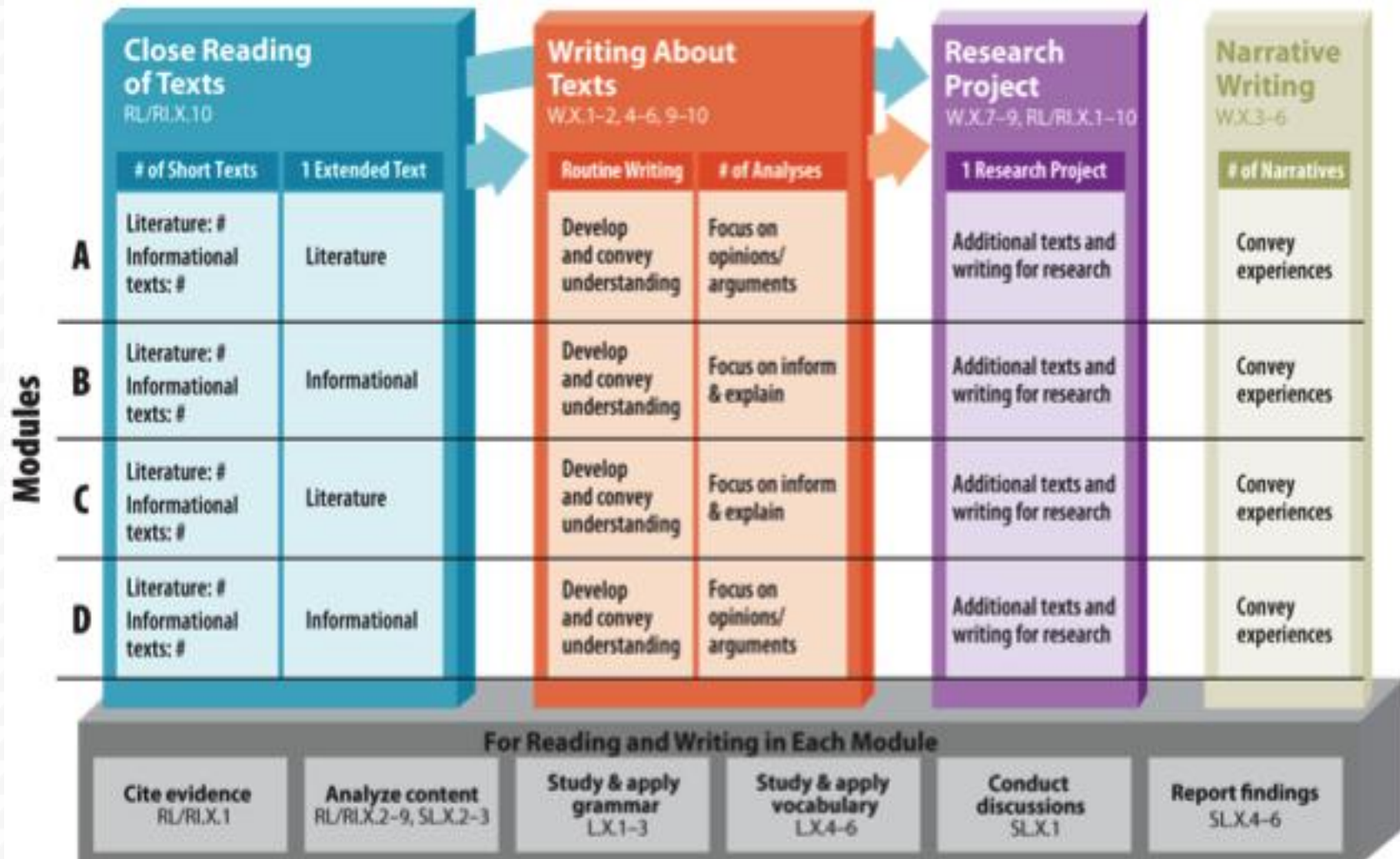
Summary of Standards

- **Key insights at each grade level**
- **Specific Reading demands**
- **Focus on language and structure**
- **Writing emphasis**
- **Role of speaking and listening**

Summary Example Grade 3

- ☉ Determining the central message or main idea of a text (RL/RI.3.2).
- ✿ Describing the actions of characters or how ideas relate to one another (RL/RI.3.3).
- ✿ Distinguishing between literal and non literal language (RL/RI.3.4).
- ✿ Identifying the structural elements of texts (like chapters, scenes, and stanzas) and using text features to locate information (RL/RI.3.5).
- ✿ Distinguishing between their own points of view and that of the author, narrator, or main character(RL/RI.3.6).
- ✿ Explaining how illustrations contribute to what is conveyed in words (RL/RI.3.7).
- ✿ Describing the logical connection between sentences and paragraphs in a text (RL/RI.3.8).
- ✿ Comparing and contrasting two or more works with the same topic, author, or character (RL/RI.3.9).

Sample Module Chart for the Model Content Frameworks¹



Glossary

- **Close Reading**
- **Writing about Texts**
- **Research Project**
- **Narrative Writing**
- **Reading and Writing**
- **Reading Foundation Skills**

Close Reading of Texts

RL/RI.3.10

Modules

	5–9 Short Texts	1 Extended Text
A	Myths/fables: 3–5 Science: 1–2 Social studies or arts: 1–2	Literature
B	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Informational
C	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Literature
D	Literature: 3–5 Science: 1–2 Social studies or arts: 1–2	Informational

Reading Framework for NAEP 2009

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Close Reading

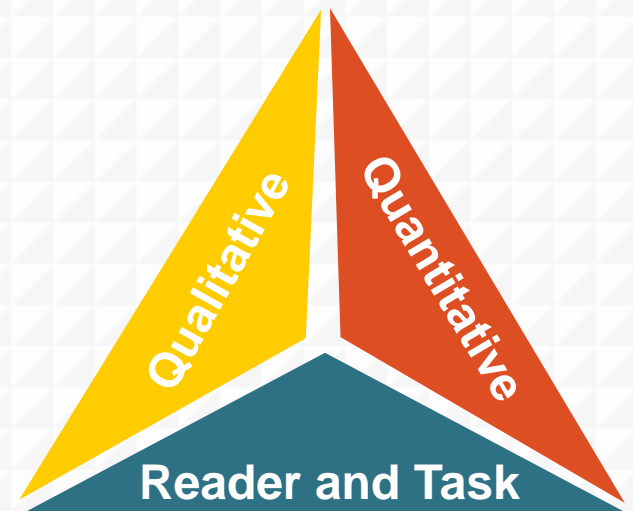
- Engaging with a text of sufficient complexity
- Examining its meaning thoroughly and methodically
- Focus student reading on the particular words, phrases, sentences, and paragraphs of the author
- **Research links the close reading of complex text—regardless if the student is a struggling reader or advanced—to significant gains in reading proficiency**

Overview of Text Complexity

◆ Reading Standards include over exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade

◆ Text complexity is defined by:

1. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands
2. **Quantitative measures** – readability and other scores of text complexity
3. **Reader and Task** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



Implications for Assessment

The Model Content Frameworks reflect the following critical insights from the Reading Standards that will be reflected by the proposed PARCC Assessment System:

- *Use of grade band-level complex text*
- *Use of informational text in elementary school and literary nonfiction in secondary ELA classes*
- *Building expertise and experience regarding a topic or concept*

Writing About Texts

W.3.1-2, 4-6, 9-10

Routine Writing	2 Analyses
Develop and convey understanding	Focus on opinions
Develop and convey understanding	Focus on inform & explain
Develop and convey understanding	Focus on inform & explain
Develop and convey understanding	Focus on opinions

Analytical Writing about Texts

- Studies show that learning to present important information in an organized piece of writing helps students generate deep understanding of a text
- Implications for assessment:
 - *Writing routinely in response to complex text*
 - *An emphasis on analytic writing that increases through the grades*
 - *Writing under a range of conditions and within set parameters*
 - *Use of technology to produce, edit, and distribute writing*
 - *Writing expectations*

NAEP 2011 Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Grade 4, Standard 1 (W.4.1)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

Grade 5, Standard 1 (W.5.1)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are **logically** grouped to support the writer's purpose.
- b. Provide **logically ordered** reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, **and clauses** (e.g., **consequently, specifically**).
- d. Provide a concluding statement or section related to the opinion presented.

Research Project

W.3.7–9, RL/RI.3.1–10

1 Research Project

Additional texts and writing for research

Additional texts and writing for research

Additional texts and writing for research

Additional texts and writing for research

Research

- **Focus in grade 6-12**
- **Deep connection to knowledge and skills**
- **Formal and informal context appropriate to the length of the research project**
- **Priority area in the PARCC assessment**

Narrative Writing

W.3.3-6

1-2 Narratives

Convey experiences

Convey experiences

Convey experiences

Convey experiences

Narrative Writing

- In addition to analytic and explanatory writing
- Close attention to detail support other types of writing:
 - Organization
 - Word choice
 - Shaping the narrative real or imagined reinforces what they are learning elsewhere

For Reading and Writing in Each Module

Cite evidence
RL/RI.3.1

Analyze content
RL/RI.3.2-9, SL.3.2-3

**Study & apply
grammar**
L.3.1-3

**Study & apply
vocabulary**
L.3.4-6

**Conduct
discussions**
SL.3.1

Report findings
SL.3.4-6

Reading: Foundational Skills

Phonics & word recognition
RF.3.3

Fluency
RF.3.4

Reading and Writing

- **Critical skills to develop (Assessment focus)**
 - *Cite Evidence and Analyze Content*
 - Regularly citing the text to support claims
 - Analyzing texts through close reading
 - *Understand and Apply Grammar*
 - Building, expanding, and reinforcing knowledge of grammar
 - Applying understanding when reading complex academic texts

Reading and Writing

- **Critical skills to develop (Assessment focus)**
 - *Understand and Apply Vocabulary*
 - *Academic vocabulary*
 - **Building a rich vocabulary**
 - **Focusing on context**
 - *Speak and Listen Effectively*
 - **Speaking and listening with established norms**
 - **Use of evidence to support claims**
 - **Use of standard English conventions when the context requires it**



STANDARDS FOR MATHEMATICS

JUNE 2010

K-8 Domain Progressions in CCSS

Domains	K	1	2	3	4	5	6	7	8
Counting and Cardinality	Yellow	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue
Operations and Algebraic Thinking	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Light Blue	Light Blue	Light Blue
Number and Operations in Base Ten	Yellow	Yellow	Yellow	Yellow	Yellow	Yellow	Light Blue	Light Blue	Light Blue
Number and Operations - Fractions	Light Blue	Light Blue	Light Blue	Yellow	Yellow	Yellow	Light Blue	Light Blue	Light Blue
Ratios and Proportional Relationships	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Orange	Orange	Light Blue
The Number System	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Orange	Orange	Orange
Expressions and Equations	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Orange	Orange	Orange
Functions	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Orange
Measurement and Data	Green	Green	Green	Green	Green	Green	Light Blue	Light Blue	Light Blue
Geometry	Red	Red	Red	Red	Red	Red	Red	Red	Red
Statistics and Probability	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Dark Gray

PARCC Draft Mathematics Content Frameworks K-8

Mathematics Framework

- *Fluency expectations and examples of culminating standards*
- *Examples of major within-grade dependencies*
- *Examples of opportunities for connections among standards, clusters, or domains*
- *Examples of opportunities for in-depth focus*
- *Examples of opportunities for connecting mathematical content and mathematical practices*
- *Instructional emphases by cluster*

Principles Regarding the Common Core State Standards for Mathematics

Focus
Coherence

Viewing the Standards through Four Lenses

Table 1: Grade-Level Fluency

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20
	Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100
	Add/subtract within 1,000
4	Add/subtract within 1,000,000
5	Multidigit multiplication
6	Multidigit division
	Multidigit decimal operations
7	Solve $px + q = r$, $p(x + q) = r$

Content Lens and Practice Lens Connected

*“Designers of curricula, assessments, and professional development should all attend to the need to **connect the mathematical practices to mathematical content** in mathematics instruction.” (pg 8)*

Priority Lens

Crucial material so that students can have more time to discuss, reflect upon, and practice it

Grade Three

First Priority

Represent and solve problems involving multiplication and division.

Understand the properties of multiplication and the relationship between multiplication and division.

Multiply and divide within 100.⁴

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Develop understanding of fractions as numbers.

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Second Priority

Use place value understanding and properties of operations to perform multi-digit arithmetic.⁵

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Third Priority

Represent and interpret data.
(Opportunity to link to multiplication and division problem solving.)

Reason with shapes and their attributes.

Examples of Key Advances from Grade 3 to Grade 4

- In grade 3, students studied multiplication in terms of equal groups, arrays, and area. In grade 4, students extend their concept of multiplication to make multiplicative comparisons (4.OA.1).6
- Students in grade 4 apply and extend their understanding of the meanings and properties of addition and subtraction to extend addition and subtraction to fractions (4.NF.3).7

Fluency Expectations and Examples of Culminating Standards

4.NBT.4 Students fluently add and subtract multi digit whole numbers using the standard algorithm.

Examples of Major Within-Grade Dependencies

- Students' work with decimals (4.NF.5–7) depends to some extent on concepts of fraction equivalence and elements of fraction arithmetic.
- Standard 4.MD.2 refers to using the four operations to solve word problems involving continuous measurement quantities such as liquid volume, mass, time, and so on
- Standard 4.MD.7 refers to word problems involving unknown angle measures.

Examples of Opportunities for Connections Among Standards, Clusters, or Domains

- The work that students do with units of measure (4.MD.1–2) and with multiplication of a fraction by a whole number (4.NF.4) can be connected to the idea of “times as much” in multiplication (4.OA.1).
- Addition of fractions (4.NF.3) and multiplication of a fraction by a whole number (4.NF.4) can be connected by the distributive property. Abstractly, $3 \times \frac{1}{5} = (1 + 1 + 1) \times \frac{1}{5} = 1 \times \frac{1}{5} + 1 \times \frac{1}{5} + 1 \times \frac{1}{5} = \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$.

Examples of Opportunities for In-Depth Focus

- **4.NBT.5 students work toward meeting this standard, they combine prior understanding of multiplication with deepening understanding of the base-ten system of units to express the product of two multi digit numbers as another multi digit number. This work will continue in grade 5 and culminate in fluency with the standard algorithms in grade 6.**

Examples of Opportunities for Connecting Mathematical Content and Mathematical Practices

- When students decompose numbers into sums of multiples of base-ten units to multiply them (4.NBT.5), they are seeing and making use of structure (MP.7).
- To compute and interpret remainders in word problems (4.OA.3), students must reason abstractly and quantitatively (MP.2).

Grade 3

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Multiply and divide within 100.⁴

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Develop understanding of fractions as numbers.

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Second Priority

Use place value understanding and properties of operations to perform multi-digit arithmetic.⁵

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Third Priority

Represent and interpret data.
(Opportunity to link to multiplication and division problem solving.)

Reason with shapes and their attributes.

⁴ Cluster contains a fluency standard.

⁵ Cluster contains a fluency standard.

Grade 4

First Priority

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 multi-digit arithmetic.⁹

Extend understanding of fraction equivalence and ordering.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Understand decimal notation for fractions, and compare decimal fractions.

Second Priority

Gain familiarity with factors and multiples.

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Geometric measurement: understand concepts of angle and measure angles.

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Third Priority

Generate and analyze patterns.

Represent and interpret data.

Grade 5

First Priority

Understand the place value system.

Perform operations with multi-digit whole numbers and with decimals to hundredths.¹¹

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.

Convert like measurement units within a given measurement system.

Geometric measurement:

Second Priority

Graph points on the coordinate plane to solve real-world and mathematical problems.

Classify two-dimensional figures into categories based on their properties.

Third Priority

Write and interpret numerical expressions.

Analyze patterns and relationships.

Represent and interpret data.

¹¹ Cluster contains a fluency standard.

Grade 6

First Priority

Understand ratio concepts and use ratio reasoning to solve problems.

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

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.

Second Priority

Compute fluently with multi-digit numbers and find common factors and multiples.¹⁴

Apply and extend previous understandings of numbers to the system of rational numbers.

Solve real-world and mathematical problems involving area, surface area, and volume.

Third Priority

Develop understanding of statistical variability.

Summarize and describe distributions.

Grade 7

First Priority

Analyze proportional relationships and use them to solve real-world and mathematical problems.

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Use properties of operations to generate equivalent expressions.

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.¹⁵

Second Priority

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Draw, construct and describe geometrical figures and describe the relationships between them.

Use random sampling to draw inferences about a population.

Third Priority

Investigate chance processes and develop, use, and evaluate probability models.

Draw informal comparative inferences about two populations.

Grade 8

First Priority

Work with radicals and integer exponents.

Understand the connections between proportional relationships, lines, and linear equations.

Analyze and solve linear equations and pairs of simultaneous linear equations.¹⁹

Define, evaluate, and compare functions.

Understand and apply the Pythagorean Theorem.

Understand congruence and similarity using physical models, transparencies, or geometry software.

Second Priority

Know that there are numbers that are not rational, and approximate them by rational numbers.

Use functions to model relationships between quantities.

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Third Priority

Investigate patterns of association in bivariate data.

HS Pathways

- 1.) **Traditional (US)** – 2 Algebra, Geometry and Data, probability and statistics included in each course
- 2.) **International (integrated)** three courses including number , algebra, geometry, probability and statistics each year
- 3.) **Compacted version of traditional** – grade 7/8 and algebra completed by end of 8th grade
- 4.) **Compacted integrated model**, allowing students to reach Calculus or other college level courses

PARCC Draft Mathematics Content Frameworks High School

High School Organization

- **General Analysis**
 - **Emphasis of cluster areas**
 - **(+) standards are not included in the summative assessment**

Prioritization does not imply neglect of material.

Number and Quantity

First Priority

Reason quantitatively and use units to solve problems.

Extend the properties of exponents to rational exponents.

Second Priority

Perform arithmetic operations with complex numbers.

Use properties of rational and irrational numbers.

Third Priority

Represent complex numbers and their operations on the complex plane.

Use complex numbers in polynomial identities and equations.

Represent and model with vector quantities.

Perform operations on vectors.

Perform operations on matrices and use matrices in applications.

Algebra

First Priority

Interpret the structure of expressions.

Write expressions in equivalent forms to solve problems.

Perform arithmetic operations on polynomials.

Understand the relationship between zeros and factors of polynomials.

Create equations that describe numbers or relationships.

Understand solving equations as a process of reasoning and explain the reasoning.

Solve equations and inequalities in one variable.

Solve systems of equations.

Second Priority

Rewrite rational expressions.

Represent and solve equations and inequalities graphically.

Third Priority

Use polynomial identities to solve problems.

Functions

First Priority

Understand the concept of a function and understand function notation.

Interpret functions that arise in applications in terms of the context.

Analyze functions using different representations.

Build a function that models a relationship between two quantities.

Construct and compare linear, quadratic, and exponential models and solve problems.

Interpret expressions for functions in terms of the situation they model.

Second Priority

Build new functions from existing functions.

Third Priority

Extend the domain of trigonometric functions using the unit circle.

Model periodic phenomena with trigonometric functions.

Prove and apply trigonometric identities.

Geometry

First Priority

Prove geometric theorems.

Use coordinates to prove simple theorems algebraically.

Define trigonometric ratios and solve problems involving right triangles.

Apply geometric concepts in modeling situations.

Second Priority

Experiment with transformations in the plane.

Understand congruence in terms of rigid motions.

Make geometric constructions.

Understand and apply theorems about circles.

Find arc lengths and areas of sectors of circles.

Understand similarity in terms of similarity transformations.

Third Priority

Prove theorems involving similarity.

Apply trigonometry to general triangles.

Explain volume formulas and use them to solve problems.

Visualize relationships between two-dimensional and three-dimensional objects.

Translate between the geometric description and the equation for a conic section. (Here because of circles.)

Statistics and Probability

First Priority

Summarize, represent, and interpret data on a single count or measurement variable.

Summarize, represent, and interpret data on two categorical and quantitative variables.

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Second Priority

Understand and evaluate random processes underlying statistical experiments.

Interpret linear models.

Third Priority

Understand independence and conditional probabilities of compound events in a uniform probability model.

Use the rules of probability to compute probabilities of compound events in a uniform probability model.

Calculate expected values and use them to solve problems.

Use probability to evaluate outcomes of decisions.

High School Organization

- **Course-specific analysis**
 - **Key Advances from Previous Grades or Courses**
 - **Fluency Recommendations**
 - **Mathematical Practices in Relation to Course Content**
 - **Major Within-Course Dependencies**
 - **Opportunities for In-Depth Focus**

Algebra I

Fluency

- A/GA- Solving characteristic problems involving the analytic geometry of lines, such as writing down the equation of a line given a point and a slope.
- **A/APR.1. Adding, subtracting, and multiplying polynomials**
- A-SSE.1b Transforming expressions and chunking (seeing parts of an expression as a single object) is essential in factoring, completing the square, and other mindful algebraic calculations.

Mathematics/Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Algebra I

- **Mathematical Practice Emphasis**
 - Make sense of problems and persevere in solving them (MP.1).
 - Model with mathematics (MP.4).
- **Mathematical Practice that contribute to understanding**
 - Reason abstractly and quantitatively (MP.2)
 - Attend to precision (MP.6)
 - Look for and make use of structure (MP.7)
 - Look for and express regularity in repeated reasoning (MP.8).
 - Use appropriate tools strategically (MP.5)

Geometry

- Fluency
 - G-SRT.5 Fluency with the triangle congruence and similarity criteria will help students throughout their investigations of triangles, quadrilaterals, circles, parallelism, and trigonometric ratios.
 - **G-GPE.4.5.7. Fluency with the use of coordinates to establish geometric results, calculate length and angle, and use geometric representations as a modeling tool**
 - G-CO.12. Fluency with the use of construction tools, physical and computational

Geometry

- Mathematical Practices
 - MP3 – construct viable arguments
 - MP6 - precision
 - MP7 – make use of structure
 - MP2 – reason abstractly and quantitatively
 - MP5 – appropriate tools

Algebra II

- **Fluency**

- **A-APR.6** This standard sets an expectation that students will divide polynomials with remainder by inspection in simple cases. For example, one can view the rational $\frac{x+4}{x+3}$ expression $x+3$ as $x+4=(x+3)+1=1+ \frac{1}{x+3}$.
- **A-SSE.2** The ability to see structure in expressions and to use this structure to rewrite expressions is a key skill in everything from advanced factoring (e.g., grouping) to summing series to the rewriting of rational expressions in order to examine the end behavior of the corresponding rational function..
- **F-IF.3** Fluency in translating between recursive definitions and closed forms is helpful when dealing with many problems involving sequences and series, with applications ranging from fitting functions to tables, to problems in finance.

Algebra II

- Mathematical Practices
 - MP3 – construct viable arguments
 - MP6 - precision
 - MP7 – make use of structure
 - MP8 – regularity in repeated reasoning

Resources

- **PARCC Resources:**
<http://parconline.org>.
- **Progressions & Common Core Tools**
<http://commoncoretools.wordpress.com/>
- **Illustrative Mathematics:**
<http://illustrativemathematics.org>

Your State Standards → CCSS

By Tennessee State Standard | By CCSS | By Sample NGA

Subject: Grade: 6

Keyword(s):

next|navigator

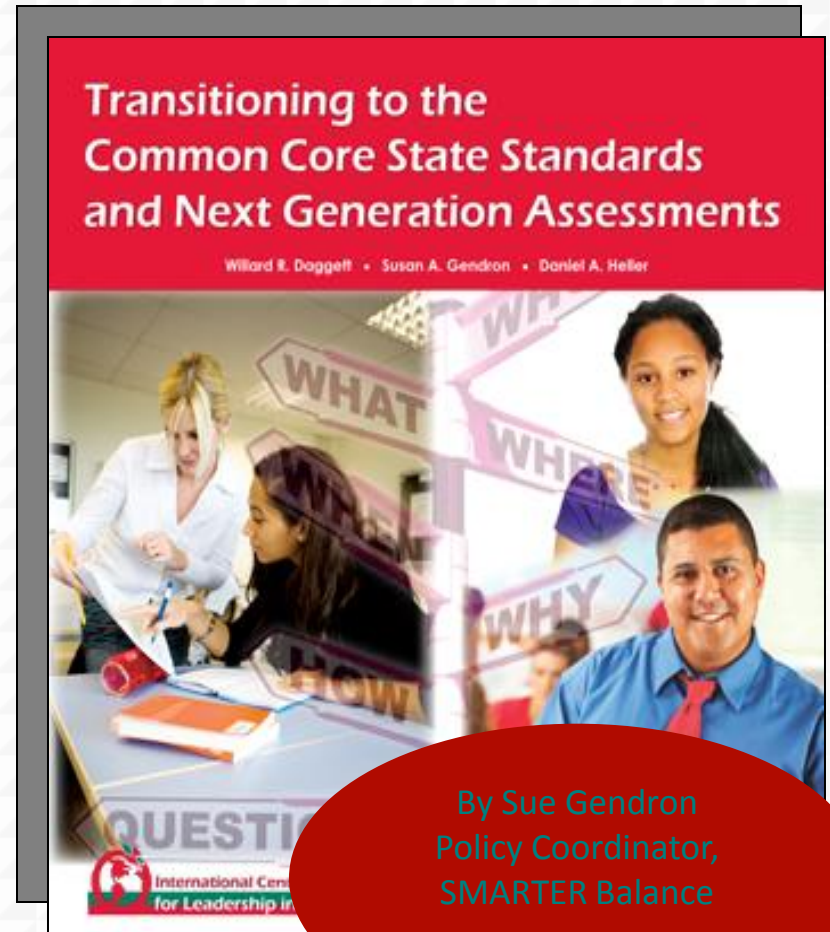
By Tennessee State Standard Results [Create Workspace](#)

Tennessee State Standard	TCAP	Choose Up to 3	Essential Skill	Common Core State Standard	Sample NGA
Strand 1 – Mathematical Processes					
SPI.0606.1.1 Make conjectures and predictions based on data.	M			There is no Common Core State Standard equivalent at this grade level.	<input type="radio"/>
SPI.0606.1.2 Judge the reasonableness of the results of rational number estimates and/or computations.	M			There is no Common Core State Standard equivalent at this grade level.	<input type="radio"/>
SPI.0606.1.3 Use concrete, pictorial, and symbolic representation for integers.	M	<input type="checkbox"/>	M	The Number System - Apply and extend previous understandings of numbers to the system of rational numbers. 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	<input type="radio"/>
		<input type="checkbox"/>	M	The Number System - Apply and extend previous understandings of numbers to the system of rational numbers. 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.	<input type="radio"/>

Prepare for this important transition

This informative and practical new resource kit provides insight into:

- How the new in-depth performance events differ from current assessments
- How the Rigor / Relevance Framework® can help facilitate college and career readiness
- What fewer, clearer, higher standards mean for states and schools



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