

Transitioning to the Common Core

Introduction This guide discusses how to transition from state standards to the Common Core State Standards for Mathematics (CCSSM) by using the *enVisionMATH Transitioning to the Common Core Teacher Guide*.

It examines the contents of the Teacher Guide, and looks at examples of how it supports the integration of the Common Core State Standards (CCSS) into an enVisionMATH classroom.

Before We Begin This guide will show both primary and intermediate grade-level examples, but teachers can apply what they learn here to their grade levels. To follow along with this guide, grab a Topic Teacher's Edition.

Transitioning to the Common Core Teacher Guide The Teacher Guide contains several resources to help teachers tackle the CCSS.

If teachers have not downloaded their copies of the Teacher Guide, they can find them by clicking the Teacher Resources link online.

Within the enVisionMATH Teacher Guide, teachers will find overview information about both the Standards for Mathematical Content and the Standards for Mathematical Practice: the two sets of standards that make up the CCSS.

Common Core Standards Overview In the Common Core Standards Overview, teachers will find three sections: Critical Content Areas, New Approaches, and What's Different?

Critical Content Areas The Critical Content Areas section lists the instructional focus and gives examples of how the focus progresses throughout the grade levels.

Critical Content Areas

- (1) Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
- (2) Developing understanding of whole number relationships and place value, including grouping in tens and ones;
- (3) Developing understanding of linear measurement and measuring lengths as iterating length units;
- (4) Reasoning about attributes of, and composing and decomposing geometric shapes.

New Approaches

The New Approaches section highlights the content that teachers will be teaching as they begin planning a CCSS-based curriculum. For example, the CCSS introduce the study of symmetry in Grade 4 and the study of coordinate grids in Grade 5. While students in Grades K–2 explore and compose three-dimensional shapes and compare and contrast them to two-dimensional shapes, they do not revisit three-dimensional shapes until Grade 5, when they study volume.

New Approaches

The **Common Core State Standards** emphasize an analytic approach to the study of operations. In Grade 1, in addition to developing fluency with addition and subtraction facts, students begin to internalize the relationships that define mathematical operations. Students interact with different types of addition and subtraction situations (e.g., adding to, putting together, taking apart, taking from, comparing) and addition and subtraction equations with the unknown in different places (e.g., $\square + 3 = 8$; $\square - 5 = 7$). The former help students see the range of uses for these operations while the latter help students see the integral relationship between addition and subtraction as well as the relationship among the parts of an equation.

What's Different?

Each grade-level curriculum has content that typically was not covered in that grade. To see the topics that have shifted to other grades, look at the What's Different? page in the Teacher Guide.

What's Different?

Unlike many state curriculum frameworks, the **Common Core State Standards** do not present a spiral curriculum in which students revisit numerous topics from one year to the next with progressively more complex study. Rather, the CCSS identify a limited number of topics at each grade level, allowing enough time for students to achieve mastery of these concepts. The subsequent year of study builds on the concepts of the previous year. While some review of topics from earlier grades is appropriate and encouraged, the CCSS writers argue that reteaching of these topics should not be needed.

Standards for Mathematical Practice

In the Standards for Mathematical Practice section, teachers will find a summary of the features and elements in enVisionMATH © 2009 and © 2011 that provide opportunities to develop mathematical proficiency.

Take a look at the Standard for Mathematical Practice, "Model with mathematics" and see how it is developed in enVisionMATH Grade 4.

4 Model with mathematics.

The authors first give background information, so that teachers can see what students have learned in earlier grades and what they will learn in later grades. Teachers can also find specific examples of the mathematical practice in lessons at their grade levels.

Correlation to the Standards for Mathematical Content

The correlation of the Standards for Mathematical Content to the program shows the alignment of enVisionMATH © 2009 and © 2011 to the CCSS.

The lessons are listed next to each standard, and enVisionMATH authors created the supplemental lessons to ensure that teachers cover every standard with their students.

Pacing for the Common Core

The Teacher Guide provides a Pacing Guide to help teachers plan their curriculum as they begin to implement the CCSS into their enVisionMATH classrooms.

The Pacing Guide indicates the standard each lesson addresses and proposes pacing for each topic. Included in the chart are supplemental lessons that offer in-depth coverage of certain standards.

These lessons, along with the lessons in the current student edition, provide complete coverage of all of the CCSS for each grade.

The suggested number of days for each chapter is based on a forty-five minute class period. The program provides a total of 160 days of instruction, which allows time for all of the lessons that address the CCSS, as well as review and enrichment lessons.

Topic 1		9-11 DAYS		Standards
1-1	Thousands	✓		4.NBT.2
1-2	Millions	✓		4.NBT.2
1-3A	Place Value Relationships	✓		4.NBT.1, 4.NBT.2
1-3	Comparing and Ordering Whole Numbers	✓		4.NBT.2
1-4	Rounding Whole Numbers	✓		4.NBT.3
1-5	Using Money to Understand Decimals	●		Prepares for 4.MD.2
1-6	Counting Money and Making Change	●		Prepares for 4.MD.2
1-7A	Solving Problems Involving Money	✓		4.MD.2
1-7	Problem Solving: Make an Organized List	✓		4.OA.3

Grade 2 Example

Take a look at an example from Grade 2 and see how to use the supplemental lessons.

The first column in the correlation lists the standard, and the second column tells teachers where to find that standard in enVisionMATH © 2009 or © 2011. Letters next to certain lessons denote supplemental lessons. The supplemental lessons will be referenced throughout the year. Each supplemental lesson contains resource masters as needed.

When there is a supplemental lesson listed, teach it before moving on to the next lesson with students. In this example, before teaching Lesson 6-5, teachers will want to teach the supplemental Lesson 6.5a.

DOMAIN 2.OA Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
Standards for Mathematical Content	Grade 2 Lessons
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 2-1, 2-2, 2-3, 2-4, 2-5, 2-8, 3-1, 3-2, 3-3, 3-4, 3-6, 6-1, 6-2, 6-3, 6-4, 7-3, 7-4, 7-5, 8-1, 8-7, 9-7, 10-7, 15-6
Add and subtract within 20.	
2.OA.2 Fluently add and subtract within 20 using mental strategies. ¹ By end of Grade 2, know from memory all sums of two one-digit numbers.	2-1, 2-2, 2-3, 3-1, 3-2, 3-3, 3-4
Work with equal groups of objects to gain foundations for multiplication.	
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	4-9
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	19-2, 19-3, 19-5, 19-6

Supplemental Lesson Example

The lesson structure is similar to the enVisionMATH lessons in the Teacher’s Edition, including a Quick Check, Differentiated Centers and Leveled Homework. This is because the lessons were written by enVisionMATH authors to ensure comprehensive coverage of all of the Standards for Mathematical Content.

Review

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For more information, please watch the other enVisionMATH tutorials on this Web site.