Adapting Materials Process - One-page Summary

### Stage 1: Understand the Standards

* What do the standards ask students to understand and do?

*Rephrase the standards in your own words.*

* What are the Big Ideas in the standards for this unit?

*Refer to Illustrative Math’s unit blueprints.*

* What aspects of rigor are required by the standards for this unit?

*(Conceptual understanding, procedural skill and fluency, and application)* - What are the important representations to use to teach these standards?

Resources: <http://www.corestandards.org/Math/> <http://ime.math.arizona.edu/progressions/>

<https://www.illustrativemathematics.org/blueprints>

<http://achievethecore.org/shifts-mathematics>

### Stage 2: Analyze Instructional Materials

* What parts (lessons or activities) of the chapter will be most useful in helping students understand the big ideas of the unit?
	+ What problems/activities cannot be missed?
	+ What parts of the chapter should be leliminated because they don’t align to the standards?
* Are there standards in the unit that the MiF does not address or does not address strongly enough?
* Are there additional representations (number lines, arrays, equations, diagrams, etc.) that are needed to help develop student understanding?

### Stage 3: Make adaptations

* Identify lessons or parts of lessons to remove, based on whether they are addressing the standards and big ideas of the unit.
* Identify lessons or parts of lessons to include additional or feature more strongly representations.
* Identify any routines that should be added to the unit. Plan for when these can be included.
* Identify resources to supplement the unit for any underrepresented standards. (Including lessons in previous or future grade levels.)
* Sequence the lessons in an order that makes sense, based on the progression of big ideas.

Resources for supplementing:

* <https://www.illustrativemathematics.org/content-standards>
* <https://www.engageny.org/mathematics>
* <http://achievethecore.org/math>

Resources for routines:

* <http://investigations.terc.edu/library/curric-math/qa-1ed/counting_around.cfm>
* <http://www.mathperspectives.com/num_talks.html>
* <http://numberstrings.com/author/mathematizing4all/>
* <http://investigations.terc.edu/curric_features/CRandTMM.cfm>
* <http://tedd.org/?tedd_subject=mathematics>

Making Sense of Standards Worksheet

Unit Name:

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| --- | --- | --- | --- |
| Content Standard | Mathematical Example using number orrepresentations | Name ofIM Task that aligns with this standard | Rephrase standard in your own words |
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| Look at the Content Standards and think about the Big Ideas represented in the set of standards.Refer to the Course Blueprints on the Illustrative Mathematics website-<https://www.illustrativemathematics.org/blueprints>**Big Ideas** |

Lesson Analysis Worksheet

Use this tool after completing the Big Ideas section of Making Sense of the Standards Worksheet and referring to the Grade level Big Ideas in the Course Blueprints from Illustrative Mathematics[- https://www.illustrativemathematics](https://www.illustrativemathematics.org/blueprints).org/blueprints

Complete this sheet for each Big Idea in the unit.

|  |
| --- |
| **Unit Name:** |
| Big Idea: |
| **Lesson Analysis:** |
| Lesson that relate to this Big Idea | Standards | Standards Alignm ent in the Lesson |
| Content  | SMP | Yes | Partly | No |
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Reflection Questions

# Which standards (both Content Standards and Standards for Mathematical Practice) are most important in this unit to address the Big Ideas?

What parts (lessons or activities) of the current unit might be most useful in thinking about the progression of understanding for the targeted big ideas?

Are there certain problems/activities from the lessons that should not be missed?

Are there certain parts of the current materials that seem not to fit in with the big ideas and should be left out?

Are there important standards to this unit that are only partly addressed in the current materials?

Adaptations Worksheet

This section contains different ways of approaching adapting materials. Users may choose to use parts or all of the worksheet depending on their instructional materials.

## *Rigor:*

Throughout the unit being analyzed, are there opportunities for the students to engage in each of the following aspects of rigor? Does the use of each aspect of rigor match the focus of the standards?

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| **Aspects of Rigor** | Where is it in the materials? |
| **Conceptual Understanding** |  |
| **Procedural Skill and Fluency** |  |
| **Application** |  |

Choose a lesson to incorporate additional routines, tasks, or activities that could be added to supplement in areas that are not well covered.

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| --- | --- |
| **Lesson** | **New routines, tasks, or activities to incorporate** |
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## *Getting to the Depth of the Standards:*

When looking at the unit blueprint and the standards that are stated to be addressed in the materials, are there standards that are missing or not covered fully?

Choose a standard or topic that is not addresssed to the depth required. Find a supplemental task for that standard that you can build into a lesson.

Some resources to explore include:

* [Illustrative Mathematics](https://www.illustrativemathematics.org/content-standards)
* [Engage NY](https://www.engageny.org/mathematics)
* Lessons from a different grade of the materials being used (there may be lessons that are currently placed in a grade level that are more appropriately aligned with the standards in a different grade level, either below or above. This can offer options for swapping lessons to better match Content Standards in a given grade level.)
* [Achieve the](http://map.mathshell.org/) Core

|  |  |
| --- | --- |
| **Underrepresented Standard** | **Something I might supplement** |
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## *Coherence: Sequencing Lessons:*

Does the ordering of the lessons within your big idea seem out of place? Does it allow students to connect and build on mathematical ideas?

Put the lessons in your topic into an order that makes sense. Make sure you record your reasoning for your order.

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Description of reasoning: