

TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

- a. Describe the central focus and purpose of the content you will teach in the learning segment.

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- b. Given the central focus, describe how the standards and learning objectives within your learning segment address

- conceptual understanding,
- procedural fluency, **AND**
- mathematical reasoning and/or problem-solving skills.

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- c. Explain how your plans build on each other to help students **make connections** between concepts, computations/procedures, **AND** mathematical reasoning or problem-solving strategies to build understanding of mathematics.

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2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–c), describe what you know about **your students with respect to the central focus** of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

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- b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

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- c. Mathematical dispositions—What do you know about the extent to which your students
- perceive mathematics as “sensible, useful, and worthwhile”¹

¹ From The Common Core State Standards for Mathematics

- persist in applying mathematics to solve problems
- believe in their own ability to learn mathematics

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3. Supporting Students' Mathematics Learning

Respond to prompts below (3a–c). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning

Task 1. In addition, **use principles from research and/or theory to support your justifications.**

- a. Justify how your understanding of your students' prior academic learning; personal, cultural, and community assets; and mathematical dispositions (from prompts 2a–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, their mathematical dispositions, and research/theory.

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- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

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- c. Describe common mathematical preconceptions, errors, or misunderstandings within your central focus and how you will address them.

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4. Supporting Mathematics Development Through Language

As you respond to prompts 4a–d, consider the range of students' language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

- a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for students to develop conceptual understanding, procedural fluency, and mathematical reasoning or problem-solving skills within your central focus. Listed below are some sample language functions. You may choose one of these or another language function more appropriate for your learning segment.

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|------------------|---------|----------|---------|-------|
| Compare/Contrast | Justify | Describe | Explain | Prove |
|------------------|---------|----------|---------|-------|

Please see additional examples and non-examples of language functions in the glossary.

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- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

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- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:
- Vocabulary and/or symbols
 - Mathematical precision² (e.g., using clear definitions, labeling axes, specifying units of measure, stating meaning of symbols), appropriate to your students' mathematical and language development
 - **Plus** at least one of the following:
 - Discourse
 - Syntax

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- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.
- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary and/or symbols, mathematical precision, discourse, or syntax).

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5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence of students' conceptual understanding, procedural fluency, **AND** mathematical reasoning and/or problem-solving skills **throughout** the learning segment.

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- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

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² For an elaboration of "precision," refer to the "Standards for Mathematical Practice" from The Common Core State Standards for Mathematics (June 2010), which can be found at http://www.corestandards.org/assets/CCSSl_Math%20Standards.pdf.