



**AZ Common Core Curriculum Companion**

Designed by national content experts and educators, the Math and ELA **Common Core Curriculum Companion** provides the scope and sequence to teach all core standards. This online comprehensive tool provides easy navigation through teaching modules and provides customization for local resources.

**Cost**

\$200.00 per educator/year

**Now Available Statewide!**

**StandardsInsight™** is web-based software that provides a professional unpacking of mathematics and English Language Arts Common Core State Standards in a dynamic database tool, taking the complicated planning out of the alignment process and saving your district time and resources. The web-based system provides a robust database which explains:

- **Evidence of student attainment**
- **Key vocabulary for teachers**
- **Knowledge expected within the standard**
- **Skills expected within the standard**
- **Conceptual understanding expected within the standard**

To View an Informational Presentation go to: [www.pinalesa.org](http://www.pinalesa.org) or contact Amy Dickerson, [adickerson@pinalesa.org](mailto:adickerson@pinalesa.org) (502)450-4504

*Contact us for regional and statewide opportunities*

**The Mathematics Curriculum Companion™**

**Approach**

- Provides a scope and sequence that includes every Common Core standard by grade level, K-12
- Emphasizes the “sense-making” emphasis in the math core standards
- Addresses the importance of standards unpacking with additional elements to aid in standards understanding
- Acknowledges the important role of mathematics textbook resources
- Weaves in the mathematics practice standards at the lesson level

**Content and Structure-By Grade Level (K-12)**

1. Multiple Instructional Modules per Grade
2. Module overviews emphasize the “Critical Focus Areas” important for each grade level
3. Essential Questions provided for each module
4. Standards in each Module organized by Sense-making Categories –conceptual, strategies, and model/application –to address the critical focus areas
5. Includes standards unpacking in a “viewable” mode
6. Includes three additional unpacking fields for each standard – related standards, notations and student language
7. Sample high cognitive demand performance tasks provided in each module with criteria for locally developed tasks
8. Instructional focal points provided for each module
9. Sample lesson plan templates with options to select focal points with the mathematics practices standards
10. Local fields provided for assessment, technology and additional content

**The English Language Arts Curriculum Companion™**

**Approach**

- Provides a scope and sequence that includes every Common Core standard by grade level, K-12
- Integrates all four strands of ELA standards – reading, writing, speaking/listening & language within sequenced inquiry modules
- Honors Multiple Perspectives: Literacy Leaders – elementary and secondary, reading specialists, curriculum leaders, English teachers
- Focus on English Language Arts - Note that Literacy in the Content Areas will be embedded within the Social Studies and Science Curriculum Companions
- Reflects a “workshop instructional model” for K-5 literacy and a “gradual release of responsibility” instructional approach for 6-12 literacy in sample lesson plan templates

**Content and Structure-By Grade Level (K-12)**

1. Organized by sequenced “overarching enduring understandings” that are the same for all grades (K-12)
2. Sequenced Instructional Modules per enduring understanding unique for each grade level
3. Module overviews provide focus for the module
4. Module Essential Questions
5. Standards organized by categories – focus standards, reading foundational standards (K-5) and application/transfer standards
6. Includes standards unpacking in a “viewable” mode
7. Sample performance tasks provided in each module with templates for locally developed tasks
8. Instructional focal points for mini-lessons provided for each module
9. Sample lesson plan templates
10. Local fields provided for assessment, technology and additional content

# StandardsInsight™

common core state standards  
unpacked

**Five unpacked fields:**

- Evidence of student attainment
- Teacher vocabulary
- Knowledge
- Skills
- Understanding

CCSS Standard	Evidence of Student Attainment	Teacher Vocabulary	Knowledge	Skills	Understanding
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Students: <ul style="list-style-type: none"> <li>are flexible in their use of development and organization to create clear and coherent writing appropriate to task, purpose, and audience</li> <li>apply the skill to all types of writing (opinion, informative/explanatory, and narrative)</li> </ul>	<ul style="list-style-type: none"> <li>clear and coherent writing</li> <li>development and organization appropriate to task, purpose, and audience</li> <li>grade-specific expectations</li> </ul>	Students know: <ul style="list-style-type: none"> <li>qualities of clear and coherent writing</li> <li>potential audiences for a variety of types of writing</li> <li>techniques for developing ideas</li> </ul>	Students are able to: <ul style="list-style-type: none"> <li>produce clear and coherent writing</li> <li>adapt writing to fulfill a specific purpose</li> <li>adapt writing to meet the needs of an audience</li> </ul>	Students understand that clear and coherent writing pieces are organized and developed on task, purpose, and audience.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Students, with guidance and support from peers and adults, develop and strengthen writing by: <ul style="list-style-type: none"> <li>planning</li> <li>revising</li> <li>editing</li> <li>rewriting</li> <li>trying a new approach</li> </ul>	<ul style="list-style-type: none"> <li>planning</li> <li>revising</li> <li>editing</li> <li>rewriting</li> <li>trying a new approach</li> </ul>	<ul style="list-style-type: none"> <li>planning</li> <li>revising</li> <li>editing</li> <li>rewriting</li> <li>trying a new approach</li> </ul>	<ul style="list-style-type: none"> <li>planning</li> <li>revising</li> <li>editing</li> <li>rewriting</li> <li>trying a new approach</li> </ul>	Students understand that planning, revising, editing, and trying new approaches are critical to the development of strong writing pieces.
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Students, with some guidance and support from adults: <ul style="list-style-type: none"> <li>use technology to produce and publish writing</li> <li>use technology to interact and collaborate with others</li> <li>use the Internet to produce and publish writing</li> </ul>	<ul style="list-style-type: none"> <li>some guidance and support from adults</li> <li>use technology, including the Internet</li> <li>produce</li> <li>publish</li> <li>interact and collaborate with others</li> </ul>	Students know: <ul style="list-style-type: none"> <li>when to use guidance and support from adults</li> <li>technology can be used to produce and publish writing</li> <li>the Internet can be used to produce and publish writing</li> <li>techniques for using technology to interact</li> </ul>	Students are able to: <ul style="list-style-type: none"> <li>use adult guidance and support</li> <li>use technology to produce and publish writing</li> <li>use the Internet to produce and publish writing</li> <li>use technology to interact and collaborate with others</li> </ul>	Students understand that technology, including the Internet, may be used efficiently, through keyboarding, to effectively produce and publish writing as well as interact and collaborate with others.

**Filtering allows teacher teams look at vertical connections among certain strands of standards for specific content relevant to their alignment**

Strand	CCR Anchor	Grade Group	Evidence of Student Attainment	Teacher Vocabulary	Knowledge		
Writing	Production and Distribution of Writing	5	Students, with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> <li>guidance and support from adults and peers</li> <li>develop and strengthen writing as needed</li> <li>planning</li> <li>revising</li> <li>editing</li> <li>rewriting</li> <li>trying a new approach</li> </ul>	<ul style="list-style-type: none"> <li>clear and coherent writing</li> <li>development and organization appropriate to task, purpose, and audience</li> <li>grade-specific expectations</li> </ul>	Students know: <ul style="list-style-type: none"> <li>qualities of clear and coherent writing</li> <li>potential audiences for a variety of types of writing</li> <li>techniques for developing ideas</li> <li>techniques for organizing writing</li> </ul>	
Writing	Production and Distribution of Writing	5	Students, with guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<ul style="list-style-type: none"> <li>some guidance and support from adults</li> <li>use technology, including the Internet</li> <li>produce</li> <li>publish</li> <li>interact and collaborate with others</li> </ul>	Students know: <ul style="list-style-type: none"> <li>when to use guidance and support from adults</li> <li>technology can be used to produce and publish writing</li> <li>the Internet can be used to produce and publish writing</li> <li>techniques for using technology to interact</li> </ul>	Students are able to: <ul style="list-style-type: none"> <li>use adult guidance and support</li> <li>use technology to produce and publish writing</li> <li>use the Internet to produce and publish writing</li> <li>use technology to interact and collaborate with others</li> </ul>	Students understand that technology, including the Internet, may be used efficiently, through keyboarding, to effectively produce and publish writing as well as interact and collaborate with others.

# ELA Curriculum Companion<sup>sm</sup>



The tool for Common Core curriculum planning in collaborative teacher teams

- Comprehensive scope and sequence and organization of standards for instruction in each grade level, K-12
- Easy to access online with intuitive navigation
- Teachers can easily create and save lesson plans, math tasks, assessment, resources and more

English Language Arts Grade 2 Year-Long Curriculum Map  
(11" x 17")

*Sequential with Increasing Sophistication* →

Overarching Enduring Understanding (OEU) 1 Collaborative, self-directed learners read and respond widely and deeply to foster a deeper understanding of the human experience. (meaningful connections)			Overarching Enduring Understanding (OEU) 2 Collaborative, self-directed learners use a variety of thinking strategies to analyze, understand, and create text for personal enrichment, inquiry, and problem solving. (comprehension/meaning making)			Overarching Enduring Understanding (OEU) 3 Collaborative, self-directed learners collect, analyze, and cite specific evidence to formulate questions, construct arguments, make decisions and change thinking. (argument/evidence)			Overarching Enduring Understanding (OEU) 4 Collaborative, self-directed learners obtain, analyze, and synthesize information from a variety of resources to express information, change perspectives, clarify thinking, and make informed decisions.		
Focus Standards	Reading Foundation Standards	Transfer/ Application Standards	Focus Standards	Reading Foundation Standards	Transfer/ Application Standards	Focus Standards	Reading Foundation Standards	Transfer/ Application Standards	Focus Standards	Reading Foundation Standards	Transfer/ Application Standards
<b>Module 1A. Becoming Independent</b>			<b>Module 2A. There's a Lesson Here!</b>			<b>Module 3A. Look Out!</b>			<b>Module 4A. You're the Boss!</b>		
RI.2.10, RI.2.10, W.2.5, W.2.6, SL.2.1, L.2.1, L.2.6	RF.2.3, RF.2.4	NA	RI.2.2, RI.2.3, RI.2.5, W.2.3, W.2.8, SL.2.2, SL.2.4, L.2.2, L.2.3, L.2.4, L.2.5	RF.2.3, RF.2.4	RF.2.3, RF.2.4	RI.2.1, RI.2.4, RI.2.7, RI.2.10, W.2.5, W.2.6, SL.2.1, SL.2.5, SL.2.6, L.2.1, L.2.6	RI.2.2, RI.2.3, RI.2.6, RI.2.9, W.2.1, SL.2.3, L.2.1, L.2.2, L.2.4, L.2.6	RF.2.3	RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.7, RI.2.10, W.2.1, W.2.2, W.2.5, W.2.6, W.2.8, W.2.9, W.2.10, W.2.11, W.2.12, W.2.13, W.2.14, W.2.15, W.2.16, W.2.17, W.2.18, W.2.19, W.2.20, W.2.21, W.2.22, W.2.23, W.2.24, W.2.25, W.2.26, W.2.27, W.2.28, W.2.29, W.2.30, W.2.31, W.2.32, W.2.33, W.2.34, W.2.35, W.2.36, W.2.37, W.2.38, W.2.39, W.2.40, W.2.41, W.2.42, W.2.43, W.2.44, W.2.45, W.2.46, W.2.47, W.2.48, W.2.49, W.2.50, W.2.51, W.2.52, W.2.53, W.2.54, W.2.55, W.2.56, W.2.57, W.2.58, W.2.59, W.2.60, W.2.61, W.2.62, W.2.63, W.2.64, W.2.65, W.2.66, W.2.67, W.2.68, W.2.69, W.2.70, W.2.71, W.2.72, W.2.73, W.2.74, W.2.75, W.2.76, W.2.77, W.2.78, W.2.79, W.2.80, W.2.81, W.2.82, W.2.83, W.2.84, W.2.85, W.2.86, W.2.87, W.2.88, W.2.89, W.2.90, W.2.91, W.2.92, W.2.93, W.2.94, W.2.95, W.2.96, W.2.97, W.2.98, W.2.99, W.2.100	RF.2.3	RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.7, RI.2.10, W.2.1, W.2.2, W.2.5, W.2.6, W.2.8, W.2.9, W.2.10, W.2.11, W.2.12, W.2.13, W.2.14, W.2.15, W.2.16, W.2.17, W.2.18, W.2.19, W.2.20, W.2.21, W.2.22, W.2.23, W.2.24, W.2.25, W.2.26, W.2.27, W.2.28, W.2.29, W.2.30, W.2.31, W.2.32, W.2.33, W.2.34, W.2.35, W.2.36, W.2.37, W.2.38, W.2.39, W.2.40, W.2.41, W.2.42, W.2.43, W.2.44, W.2.45, W.2.46, W.2.47, W.2.48, W.2.49, W.2.50, W.2.51, W.2.52, W.2.53, W.2.54, W.2.55, W.2.56, W.2.57, W.2.58, W.2.59, W.2.60, W.2.61, W.2.62, W.2.63, W.2.64, W.2.65, W.2.66, W.2.67, W.2.68, W.2.69, W.2.70, W.2.71, W.2.72, W.2.73, W.2.74, W.2.75, W.2.76, W.2.77, W.2.78, W.2.79, W.2.80, W.2.81, W.2.82, W.2.83, W.2.84, W.2.85, W.2.86, W.2.87, W.2.88, W.2.89, W.2.90, W.2.91, W.2.92, W.2.93, W.2.94, W.2.95, W.2.96, W.2.97, W.2.98, W.2.99, W.2.100
<b>Module 1B. We've Got the Beat!</b>			<b>Module 2B. On the Look-Out for Information!</b>			<b>Module 3B. YOU are the Boss!</b>			<b>Module 4B. You're the Boss!</b>		
RI.2.1, RI.2.4, RI.2.7, W.2.3, SL.2.1, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.3	RF.2.3, RF.2.4	RI.2.10, W.2.5, W.2.6, L.2.6	RI.2.2, RI.2.3, RI.2.4, RI.2.5, W.2.2, W.2.8, SL.2.2, SL.2.4, L.2.2, L.2.3, L.2.4, L.2.5	RF.2.3, RF.2.4	RF.2.3, RF.2.4	RI.2.1, RI.2.7, RI.2.10, W.2.5, W.2.6, SL.2.1, SL.2.5, SL.2.5, SL.2.6, L.2.1, L.2.6	RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.9, W.2.1, W.2.2, W.2.5, W.2.6, W.2.8, W.2.9, W.2.10, W.2.11, W.2.12, W.2.13, W.2.14, W.2.15, W.2.16, W.2.17, W.2.18, W.2.19, W.2.20, W.2.21, W.2.22, W.2.23, W.2.24, W.2.25, W.2.26, W.2.27, W.2.28, W.2.29, W.2.30, W.2.31, W.2.32, W.2.33, W.2.34, W.2.35, W.2.36, W.2.37, W.2.38, W.2.39, W.2.40, W.2.41, W.2.42, W.2.43, W.2.44, W.2.45, W.2.46, W.2.47, W.2.48, W.2.49, W.2.50, W.2.51, W.2.52, W.2.53, W.2.54, W.2.55, W.2.56, W.2.57, W.2.58, W.2.59, W.2.60, W.2.61, W.2.62, W.2.63, W.2.64, W.2.65, W.2.66, W.2.67, W.2.68, W.2.69, W.2.70, W.2.71, W.2.72, W.2.73, W.2.74, W.2.75, W.2.76, W.2.77, W.2.78, W.2.79, W.2.80, W.2.81, W.2.82, W.2.83, W.2.84, W.2.85, W.2.86, W.2.87, W.2.88, W.2.89, W.2.90, W.2.91, W.2.92, W.2.93, W.2.94, W.2.95, W.2.96, W.2.97, W.2.98, W.2.99, W.2.100	RF.2.3	RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.7, RI.2.10, W.2.1, W.2.2, W.2.5, W.2.6, W.2.8, W.2.9, W.2.10, W.2.11, W.2.12, W.2.13, W.2.14, W.2.15, W.2.16, W.2.17, W.2.18, W.2.19, W.2.20, W.2.21, W.2.22, W.2.23, W.2.24, W.2.25, W.2.26, W.2.27, W.2.28, W.2.29, W.2.30, W.2.31, W.2.32, W.2.33, W.2.34, W.2.35, W.2.36, W.2.37, W.2.38, W.2.39, W.2.40, W.2.41, W.2.42, W.2.43, W.2.44, W.2.45, W.2.46, W.2.47, W.2.48, W.2.49, W.2.50, W.2.51, W.2.52, W.2.53, W.2.54, W.2.55, W.2.56, W.2.57, W.2.58, W.2.59, W.2.60, W.2.61, W.2.62, W.2.63, W.2.64, W.2.65, W.2.66, W.2.67, W.2.68, W.2.69, W.2.70, W.2.71, W.2.72, W.2.73, W.2.74, W.2.75, W.2.76, W.2.77, W.2.78, W.2.79, W.2.80, W.2.81, W.2.82, W.2.83, W.2.84, W.2.85, W.2.86, W.2.87, W.2.88, W.2.89, W.2.90, W.2.91, W.2.92, W.2.93, W.2.94, W.2.95, W.2.96, W.2.97, W.2.98, W.2.99, W.2.100		
<b>Module 1C. Information Detectives</b>											
RI.2.1, RI.2.4, RI.2.7, W.2.2, SL.2.1, SL.2.6, L.2.1, L.2.2, L.2.3	RF.2.3, RF.2.4	RI.2.10, W.2.5, W.2.6, L.2.6									

Comprehensive, integrated organization provides a full scope and sequence of all ELA Common Core Standards by grade level.

The screenshot displays the web application interface for the ELA Curriculum Companion. At the top, there are navigation tabs for 'Courses', 'Reports', 'Resources', and 'My Account'. Below this, the user is logged in as 'All Subjects'. The main content area shows 'CCSS Grade 6 English Language Arts' with a 'Sequence with Increasing Sophistication' arrow. Three 'Overarching Enduring Understandings' are listed, each with a brief description. Below these, the 'Course Name' is 'CCSS Grade 6 English Language Arts' and the 'Course Type' is 'TC'. The 'Inquiry Module' section is expanded to show 'Module A: Reading to Write an Argument and Develop a Question for Inquiry'. This module includes an 'Inquiry Module Overview' with a length of 3-4 weeks, 'Essential Question(s)', and 'ELA Strands' (Reading, Writing, Speaking and Listening, Language). A 'Module Elements' sidebar on the right lists 'Common Core Standards', 'Other Standards', 'Performance Tasks', 'Lesson Tools', and 'Assessment'.

Overarching Enduring Understandings sequence a year of instruction with consistent focus for grades K through 12.

Module Elements provide model performance tasks, lesson tools with lesson plan templates, fields to enter resources and many options for customized local curriculum work.

Inquiry Modules provide sequential units of instruction that integrate all ELA strands of Common Core Standards.



# MATH Curriculum Companion<sup>sm</sup>

The tool for Common Core curriculum planning in collaborative teacher teams

- Comprehensive scope and sequence and organization of standards for instruction in each grade level, K-12
- Easy to access online with intuitive navigation
- Teachers can easily create and save lesson plans, math tasks, assessment, resources ... and more

**Mathematics Grade 7 Year-Long Curriculum Map**  
*11" x 17"*

Inquiry Modules	Critical Focus Areas	Student Focal Points	Sense-Making CONCEPTS Standards	Sense-Making STRATEGIES Standards	Sense-Making APPLICATION/ MODELING Standards
A. Proportional Relationships	• Proportional Relationships	1) Computing unit rates associated with ratios of fractions in context 2) Representing and solving proportional relationships including scale drawings	7.RP.2	7.RP.1, 7.G.1	7.RP.3, 7.G.1
B. Operations with Rational Numbers	• Proportional Relationships • Rational Numbers, Expressions, & Equations	1) Understanding addition and subtraction with positive and negative rational numbers and solving problems in contextual situations 2) Understanding multiplication and division with positive and negative rational numbers and solving problems in contextual situations 3) Converting rational numbers to decimal form and solving problems in contextual situations	7.NS.1	7.NS.2	7.NS.3
C. Problem Solving with Expressions, Equations, & Inequalities	• Rational Numbers, Expressions, & Equations • Scale Drawings & Geometry	1) Using properties of operations to generate equivalent expressions 2) Develop an understanding of the relationship between the circumference and area of a circle 3) Creating and solving problems that involve expressions, equations, and inequalities including situations that involve a geometric context	7.EE.2	7.EE.1 7.G.4	7.EE.3, 7.EE.4 7.G.6
D. Geometry	• Scale Drawings & Geometry	1) Constructing geometric shapes with given conditions 2) Slicing prisms and pyramids and describing the resulting figures 3) Writing and solving equations involving angles	7.G.2, 7.G.3	7.G.5	
E. Probability	• Statistical Inferences	1) Understanding the ranges of probability and likelihood as well as approximating probability based on data 2) Developing and evaluating probability models 3) Understanding and applying various methods to find the probabilities of compound events	7.SP.5	7.SP.8	7.SP.6,
F. Statistics	• Statistical Inferences	1) Understanding random sampling and using it to draw inferences about a population 2) Drawing informal comparative inferences about two populations using measures of center and variability	7.SP.1		7.SP.2, 7.SP.4

**Sequential**

Comprehensive, organization provides a full scope and sequence of all Math Common Core Standards by grade level.

Inquiry modules provide sequential units of instruction. Module overviews with critical focus areas provide a context for the module and provide a sense of the important mathematics during this “chunk” of learning.

The screenshot shows the 'Inquiry Module C: Problem Solving with Expressions, Equations and Inequalities' interface. It includes a sidebar with a list of inquiry modules (A through E). The main content area displays the 'Module Overview', 'Essential Questions' (such as 'What is the value of representing relationships as algebraic?'), and 'Critical Focus Area(s)' (Rational Numbers, Expressions and Equations; Scale Drawings and Geometry).

Module Elements provide performance tasks, lesson tools, resources and many options for customized local curriculum work. Sample math tasks from high cognitive demand vetted sources are included within the modules for teachers to use and study as models.

The screenshot shows two sample math tasks. The first is 'Digging Dinosaurs', which involves a table of missing values relating years to how deep to dig. The second is 'Pool Problem', where students construct various representations of equivalent equations to represent the total of tiles needed to border a square swimming pool. Both tasks include detailed descriptions, standards (e.g., 7.RP.1, 7.RP.2, 7.EE.2, 7.EE.3, 7.EE.4), math practices (e.g., Reason abstractly and quantitatively, Look for and express regularity in repeated reasoning), and links to application PDFs.

