



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 or contact Amy Dickerson, 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

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"> are flexible in their use of development and organization to create clear and coherent writing appropriate to task, purpose, and audience apply the skill to all types of writing (opinion, informative/explanatory, and narrative) 	<ul style="list-style-type: none"> clear and coherent writing development and organization appropriate to task, purpose, and audience grade-specific expectations 	Students know: <ul style="list-style-type: none"> qualities of clear and coherent writing potential audiences for a variety of types of writing techniques for developing ideas 	Students are able to: <ul style="list-style-type: none"> produce clear and coherent writing adapt writing to fulfill a specific purpose adapt writing to meet the needs of an audience 	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"> planning revising editing rewriting trying a new approach 	<ul style="list-style-type: none"> planning revising editing rewriting trying a new approach 	<ul style="list-style-type: none"> planning revising editing rewriting trying a new approach 	<ul style="list-style-type: none"> planning revising editing rewriting trying a new approach 	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"> use technology to produce and publish writing use technology to interact and collaborate with others use the Internet to produce and publish writing 	<ul style="list-style-type: none"> some guidance and support from adults use technology, including the Internet produce publish interact and collaborate with others 	Students know: <ul style="list-style-type: none"> when to use guidance and support from adults technology can be used to produce and publish writing the Internet can be used to produce and publish writing techniques for using technology to interact 	Students are able to: <ul style="list-style-type: none"> use adult guidance and support use technology to produce and publish writing use the Internet to produce and publish writing use technology to interact and collaborate with others 	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.

Five unpacked fields:

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

Strand	CCR Anchor	Grade Group	Search	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"> guidance and support from adults and peers develop and strengthen writing as needed planning revising editing rewriting trying a new approach 	<ul style="list-style-type: none"> qualities of clear and coherent writing development and organization appropriate to task, purpose, and audience grade-specific expectations potential audiences for a variety of types of writing techniques for developing ideas techniques for organizing writing
Writing	Production and Distribution of Writing	5		Students, 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.	<ul style="list-style-type: none"> some guidance and support from adults use technology, including the Internet produce publish interact and collaborate with others 	<ul style="list-style-type: none"> when to use guidance and support from adults technology can be used to produce and publish writing the Internet can be used to produce and publish writing techniques for using technology to interact

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

ELA Curriculum Companionsm



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
Module 1A. Becoming Independent			Module 2A. There's a Lesson Here!			Module 3A. Look Out!			Module 4A. You're the Boss!		
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	RF.2.3
Module 1B. We've Got the Beat!			Module 2B. On the Look-Out for Information!			Module 3B. YOU are the Boss!			Module 4B. You're the Boss!		
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.2.8, W.2.1, W.2.2, W.2.3, W.2.4, W.2.5, W.2.6, W.2.7, 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	RF.2.3	RF.2.3	
Module 1C. Information Detectives			Module 2C. Information Detectives			Module 3C. Information Detectives			Module 4C. Information Detectives		
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	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.2.8, W.2.1, W.2.2, W.2.3, W.2.4, W.2.5, W.2.6, W.2.7, 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	RF.2.3	RF.2.3	

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

The screenshot shows the user interface of 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 displays 'CCSS Grade 6 English Language Arts' with a 'Sequence with Increasing Sophistication' arrow. It lists three Overarching Enduring Understandings (OEU) with their descriptions. Below the OEU, it shows 'Course Name: CCSS Grade 6 English Language Arts' and 'Course Type: TC'. The 'Inquiry Module Elements' section is expanded, showing 'Module A: Reading to Write an Argument and Develop a Question for Inquiry'. It includes 'Inquiry Module Overview', 'Essential Question(s)', and 'ELA Strands' (Reading, Writing, Speaking and Listening, Language). A callout box points to the OEU descriptions, stating: 'Overarching Enduring Understandings sequence a year of instruction with consistent focus for grades K through 12.' Another callout box points to the Inquiry Module details, stating: 'Inquiry Modules provide sequential units of instruction that integrate all ELA strands of Common Core Standards.' A third callout box points to the Inquiry Module Elements, stating: 'Module Elements provide model performance tasks, lesson tools with lesson plan templates, fields to enter resources and many options for customized local curriculum work.'



MATH Curriculum Companionsm

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

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.

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

Inquiry Module C: Problem Solving with Expressions, Equations and Inequalities

Module Overview

In this inquiry module, students apply and extend previous understandings of expressions and equations to those involving rational numbers. Students use properties of operations including factoring and expanding to generate and identify equivalent expressions, equations, and inequalities. Building on their understanding of equivalent expressions, equations, and inequalities, students model and solve real-world or mathematical problems including those involving a geometric context.

Essential Questions

- What is the value of representing relationships as algebraic?
- What is mathematical equivalence?
- Why might it be beneficial to modify the form of an expression?
- How do you know when your answer is reasonable?
- What is the importance of estimation?
- How do you recognize when problems may have multiple solutions?

Critical Focus Area(s)

Rational Numbers, Expressions and Equations: Students derive recognizing fractions, decimals that have a finite or a repeating decimal representation of rational numbers. Students extend addition to all rational numbers, maintaining the properties of operations and subtraction, multiplication and division. By applying these numbers in terms of everyday contexts (e.g., amounts owed or temperature) and interpreting the rules for adding, subtracting, multiplying, and dividing rational numbers as they formulate expressions and equations to solve problems.

Scale Drawings and Geometry: Students continue their work with involving the area and circumference of a circle and surface area of preparation for work on congruence and similarity in Grade 8, they draw two-dimensional figures using scale drawings and informal geometry with the relationships between angles formed by intersecting lines. Figures, relation them to two-dimensional figures by expansion, area

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.

Sample Math Task

Title: Digging Dinosaurs

Task Description: Students are given a table of missing values relating years to how deep to dig. Students will use prior knowledge to complete and extend their table. They will also write a rule to generalize how to relate the number of feet one must dig for any given number of years. (Level C is recommended for 7th grade. Other levels are provided for differentiation.)

Standard IDs:
Primary: 7.RP.1, 7.RP.2, 7.RP.3
Related: 7.EE.2, 7.EE.3, 7.EE.4

Math Practices:
Reason abstractly and quantitatively. (MP 2)
Look for and express regularity in repeated reasoning. (MP 8)

<http://curriculum.illustrativemathematics.org/HS/7/1/1/1/problems-of-the-month/digging-dinosaurs.pdf?path=/64min-Na/S1x3gqJCM-1/BL1x2W4Ue8>

TM003p00m-digging-dinosaurs.pdf (application/pdf) 118850

Title: Pool Problem

Task Description: Students construct various representations of equivalent equations to represent the total of tiles needed to border a square swimming pool.

Teacher Recommendation: Introduce task with a given side length to show the transition from numerical representations to algebraic.

Standard IDs:
Primary: 7.EE.2, 7.EE.4

Math Practices:
Reason abstractly and quantitatively. (MP 2)
Look for and express regularity in repeated reasoning. (MP 8)

<http://curriculum.illustrativemathematics.org/HS/7/1/1/1/problems-of-the-month/pool-problem.pdf?path=/64min-Na/S1x3gqJCM-1/BL1x2W4Ue8>

TM003p00m-pool-problem.pdf (application/pdf) 60470