

**Planning Commentary Directions:** Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. Pages exceeding the maximum will not be scored.

## 1. Central Focus

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

[ ]

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

- conceptual understanding
- procedural fluency
- mathematical reasoning and/or problem solving skills

[ ]

- c. Explain how your plans build on each other to help students **make connections** between facts, concepts, and procedures, and to develop their mathematical reasoning and/or problem solving skills to deepen their learning of mathematics.

[ ]

## 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, 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—What do students know, what can they do, and what are they learning to do?

[ ]

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

[ ]

- c. Mathematical dispositions—What do you know about the extent to which your students

- perceive mathematics as “sensible, useful, and worthwhile”<sup>1</sup>
- persist in applying mathematics to solve problems
- believe in their ability to learn mathematics

[ ]

<sup>1</sup> From The Common Core State Standards for Mathematics

**3. Supporting Students' Mathematics Learning**

Respond to prompts below (3a–c). As needed, refer to the instructional materials and lesson plans you have included to support your explanations. **Use principles from research and/or theory to support your explanations, where appropriate.**

- a. Explain how your understanding of your students' prior academic learning, personal/cultural/community assets, and mathematical dispositions (from prompts 2a–c above) guided your choice or adaptation of learning tasks and materials.

[ ]

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

Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[ ]

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

[ ]

**4. Supporting Mathematics Development Through Language**

- a. **Language Demand: Language Function.** Identify **one** language function essential for students to learn the mathematics within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

Compare/contrast	Conjecture	Describe	Explain	Prove
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[ ]

- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function. In which lesson does the learning task occur? (Give lesson day/number.)

[ ]

- c. **Additional Language Demands.** Given the language function and task identified above, describe the following associated language demands (written or oral) students need to understand and/or use.
- Vocabulary and/or symbols
  - Mathematical precision<sup>2</sup> (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:

<sup>2</sup> 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/the-standards/mathematics>.

- Syntax
- Discourse

Consider the range of students' understandings of the language function and other demands—what do students already know, what are they struggling with, and/or what is new to them?

[ ]

- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.
- Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language identified in prompts 4a–c.

[ ]

## 5. Monitoring Student Learning

Refer to the assessments you will submit as part of the materials for 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.

[ ]

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

Consider all students, including students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[ ]