# 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.

[ ]

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.

[ ]

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

[ ]

d. Explain how you will help young adolescentsmake interdisciplinary or integrative connections between the central focus of the learning segment and other subject areas.

[ ]

## 2. Knowledge of Students to Inform Teaching

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

Consider the variety of young adolescent 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 young adolescents know, what they can do, and what they are still learning to do.**

[ ]

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?**

[ ]

c. Young adolescent developmental assets related to the central focus—**What do you know about your students’ cognitive, physical, and social and emotional development?**

[ ]

d. Mathematical dispositions—**What do you know about the extent to which your students**

* perceive mathematics as “sensible, useful, and worthwhile”[[1]](#footnote-1)
* persist in applying mathematics to solve problems
* believe in their own ability to learn mathematics

[ ]

## 3. Supporting Students’ Mathematics Learning

Respond to prompts 3a–d below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, support your justifications using **principles from research and/or theory, including how the research/theory reflects elements of young adolescent development**.

a. Justify how your understanding of your students’ prior academic learning (from prompt 2a 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 and research/theory.

[ ]

b. Justify how your understanding of your students’ personal, cultural, community, and developmental assets (from prompts 2b–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ assets and research/theory.

[ ]

c. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and groups of young adolescents with specific learning needs**.

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

[ ]

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

[ ]

## 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 young adolescents 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 more appropriate for your learning segment.

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

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

[ ]

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

[ ]

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) young adolescentsneed to understand and/or use:

* Vocabulary and/or symbols
* Mathematical precision (e.g., using clear definitions, labeling axes, specifying units of measure, stating meaning of symbols), appropriate to your students’ mathematical and language development[[2]](#footnote-2)
* **Plus** at least one of the following:
* Syntax
* Discourse

[ ]

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt below.

* 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, syntax, or discourse).

[ ]

## 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 young adolescents’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 young adolescentswith specific needs to demonstrate their learning.

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

[ ]

1. From the Common Core State Standards for Mathematics [↑](#footnote-ref-1)
2. For an elaboration of “precision,” refer to the Standards for Mathematical Practice in the Common Core State Standards for Mathematics (June 2010), which can be found at <http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf>. [↑](#footnote-ref-2)