

## **Considering the Classroom Level Implications of the *PARCC Model Content Frameworks for Mathematics***

The *PARCC Model Content Frameworks for Mathematics* describes its analysis as a “valuable starting point” for educators’ in their efforts to transition to the CCSS and ultimately the PARCC assessments. No doubt, many questions come to the surface after reviewing the Frameworks. The following scenarios may be representative of your thoughts and concerns. Included with these scenarios are thought provoking questions intended to assist in clarifying your thinking with respect to your action plan for transitioning to the CCSS Mathematics.

- Currently, we are in the process of a major overhaul of our curriculum. With the 2013-2014 school year just one year away, we are not well-positioned to do a major overhaul of our curriculum. This is a long-term goal for us. In the short-term however, what topics can we begin to pare away from specific grades and simultaneously begin to shift a greater focus onto other topics?
- The Frameworks clearly cite fluency expectations across grades 3 through 8. What steps can we take to ensure that our instruction results in our students meeting those fluencies while avoiding the pitfalls of rote memorization? Do we need to become versed in new instructional strategies? Do we need to increase our own content knowledge in order to facilitate the incorporation of these strategies?
- RIDE has provided an assortment of tools (e.g. [Instructional Alignment Chart](#)) to assist districts in transitioning to the CCSS. Can we use one or more of those tools in conjunction with the Frameworks to further our transition efforts on the district level? School level? Department level? Grade level? Classroom level?