Selecting Advanced Standards for Advanced Mathematics in the Elementary Classroom

Higher Standards or Those You Do Not Normally Reach
Selecting a Higher Grade Level Standard

- Look to state standards
- Look for similar identification letters and numbers
- Look for similar key words and phrases as cluster names may change

### Progression of Strands

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
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<th>3</th>
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<tbody>
<tr>
<td>Number Sense and Operations (NSO)</td>
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Selecting a Higher Grade Level Standard

- Gr. 4.NSO.1.1: Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.
- Gr. 5.NSO.1.1: Express the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.
- Gr. 6.NSO.1.1: Extend previous understanding of numbers to define rational numbers. Plot, order, and compare rational numbers.

Selecting a Higher Grade Level Standard

- Gr. 4.NSO.1.5: Plot, order and compare decimals up to the hundredths.
- Gr. 5.NSO.1.5: Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.
- Gr. 6 – Not Available
Selecting Standards You Do Not Normally Reach

- Sub-standards you do not have as much time to address throughout the unit
- Standards at the end of the year’s scope and sequence

**Project BUMP UP Pacing Guide Differentiation Log 4**

**Student Group**
- Scored 89–98% on a Benchmark Unit Pre-assessment.
- Creative ways of approaching problems, strong number sense, and understanding without a need for concrete materials

**Grouping of Advanced Math Students**
- Whole Class
- Flexible Group
- Individual

**Unit:** Number Sense/Operations in Base 10

**Lesson:** Understand Place Value

**Date:**

**Standard(s) for Today’s Lesson**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Content From a Supplemental Source</th>
<th>Differentiation of the Standard Selected Above</th>
<th>Alternative Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Math differentiation option from the textbook for this lesson.</td>
<td>Grade ___ Standard</td>
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<tr>
<td></td>
<td></td>
<td>Page ___, Activity Number(s)</td>
<td>DOK Level 3 ___ or Level 4 ___?</td>
</tr>
<tr>
<td>DOK Level 3 ___ or Level 4 ___?</td>
<td></td>
<td>Brief description of differentiated activity:</td>
<td>Brief description of differentiated activity:</td>
</tr>
</tbody>
</table>

**Other/Notes**
**Standard(s) for Today's Lesson**

- **NB 1.1** (DOK 1): Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.

- **NB 1.2** (DOK 2): Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

- **NB 1.3** (DOK 1): Use place value understanding to round multi-digit whole numbers to any place.

- **NB 2.4** (DOK 1): Fluently add and subtract multi-digit whole numbers using the standard algorithm.

**Differentiation**

- **Math Differentiation of the Standard Selected Above**
  - Student Group:
    - Scored 89–98% on a Benchmark Unit Pre-assessment.
    - Creative ways of approaching problems, strong number sense, and understanding without a need for concrete materials.

- **Grouping of Advanced Math Students**
  - Whole Class
  - Flexible Group
  - Individual

**Alternative Standard**

- Grade: Gr. 5
- Standard: NB.1.1
- Understand Powers of Ten—Students explore the meaning of powers of ten and investigate what it means to multiply or divide a number by a factor of 10.

- DOK Differentiated to Level 3 __ Level 4 X