

- a. ~~Prior academic learning and prerequisite skills~~ related to the central focus—**Cite evidence of what students 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. 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 own ability to learn mathematics

### 3. Supporting Students' Mathematics Learning

Respond to prompts below (3a–c). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, **use principles from research and/or theory to support your justifications.**

- a. Justify how your understanding of your students' prior academic learning; personal, cultural, and community assets; and mathematical dispositions (from prompts 2a–c 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, their assets, their mathematical dispositions, and research/theory.
- b. Describe and justify why your instructional strategies and ~~planned supports~~ are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

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Consider the variety of 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).

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

### 4. Supporting Mathematics Development Through Language

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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 students to develop conceptual understanding, procedural fluency, and mathematical reasoning or problem-solving skills within your central focus. Listed below are some sample

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