



Maryland Common Core State Curriculum Framework Exploration



Purpose :

Participants will become familiar with the structure and content of the Maryland Common Core State Curriculum Framework documents.

Task:

1. Search your assigned document for the answers to the provided questions.
2. Compare answers to questions and share general impressions with your group members.
3. Provide an overview of your assigned framework to the members of 2nd group.

Assignment: **Prekindergarten**

Page Number(s)	Question	Response
5	1. What is the significance of the following as used in this document? a. red bold font b. blue bold font c. green bold font	Red bold- items unique to the Maryland State Common Core Curriculum frameworks Blue bold - words/phrases that are linked to clarifications Green bold - standard codes from other courses that are referenced and are hot linked to a full description
10-20	2. What information is found in the right-hand column of the tables shown on the indicated pages?	The Standards for Mathematical Practice
10-20	3. What information is found in the left-hand column of the tables found on the indicated pages?	The cluster title
10-20	4. What information is found in the center column of the tables found on the indicated pages?	The standards, notes and Essential Skills and Knowledge statements.
10-20	5. What information is found in the first row of the table on each page?	The Domain
Cover	6. From which document did Maryland adapt the framework document?	Common Core State Standards for Mathematics
5	7. What is the purpose of the "Essential Skills and Knowledge" statements?	To state what students should be able to do when working on this Standard.
10-20	8. What domains are studied in Prekindergarten?	Counting and Cardinality Operations & Algebraic Thinking

Page Number(s)	Question	Response
		Number & Operations (Base Ten) Measurement & Data Geometry
10	9. According to the <i>Essential Skills and Knowledge</i> , what are two different types of counting that students should be able to use?	Rote Counting and Verbal Counting
12	10. What is the name of the skill when a student can recognize the number of objects in a set without counting?	Subitizing
14	11. According to the <i>Essential Skills and Knowledge</i> , what are two of the processes for subtraction?	Taking apart Taking from
19	12. In which Standard do students work with congruent and similar shapes (although they don't have to use those words)?	PKG1