

## Frequently Asked Questions (FAQs)

### 1. What differentiates *New York Progress Mathematics* from all other Common Core Math supplements?

What differentiates *New York Progress Mathematics* from other programs is its instructional pedagogy. Each lesson breaks down each Common Core Learning Standard (CCLS) into a series of distinct meaningful instructional presentations (chunks of content), which builds knowledge and conceptual understanding of the complete standard. The unique breakdown of standards provides instruction, practice, and assessment on each standard that is focused in order to pinpoint students' areas of strengths and weaknesses.

### 2. How can *New York Progress Mathematics* work with our existing curriculum and core program?

*New York Progress Mathematics* provides comprehensive instruction, scaffolded practice, and varied assessment options for 100% of the Grades K–8 CCLS for Mathematics. Therefore, you can choose to use the program in one of the following two ways to supplement your existing core math program:

- **Standards Approach.** Lessons in *New York Progress Mathematics* focus on a single CCLS, making it easy to select content that maps to your core curriculum and “dip in and out” of the program to address any gaps in a core curriculum, teaching one standard at a time.
- **Domain/Topic Approach.** *New York Progress Mathematics* units are organized by domains or topic. Teachers may choose to use the units from the program in full or large chunks to provide additional instruction and practice for students as they proceed through the corresponding topics in their core program. This approach provides more intensive coverage of the CCLS. In this case, you will teach related standards under a domain or topic.

### 3. How can *New York Progress Mathematics* address diversity and multiple learning styles of students?

Diversity and multiple learning styles of students are addressed through:

- **The Instructional Model**  
The *New York Progress Mathematics* instructional model is based on the Gradual Release of Responsibility Model. Each standard is taught through direct and guided instruction (“I do it”), guided practice (“We do it”), peer collaboration (“You do it together”), and concludes with independent practice (“You do it independently”).
- **The Lesson Design**  
Each lesson breaks down each CCLS into a series of distinct meaningful instructional presentations (chunks of content), which builds knowledge and conceptual understanding of the complete standard.

- **Differentiating Instruction**

Since data is a critical element for differentiating instruction, the program includes comprehensive assessment components, including observational assessment suggestions, to help gauge student progress and guide instruction.

Every lesson includes suggested modifications for ELLs that encourage regular and active participation in learning math.

#### 4. How can *New York Progress Mathematics* help increase our test scores?

*New York Progress Mathematics* fosters mathematically-proficient students by using effective questioning and varied assessment options, including performance-based tasks, to engage students in higher-order thinking, reasoning, and application of math skills. In addition, Common Core Reviews at the end of each unit include varied question types that are leveled to Webb's Depth of Knowledge (DOK) to help gauge the level of students' understanding of the standards.

#### 5. What print and digital assessment options are available?

*New York Progress Mathematics* provides multiple formative assessment options—in print and digital formats—to provide teachers with the tools that measure students' achievement of the CCLS and help guide instruction.

- **Common Core Review**, at the end of every unit, assesses the individual CCLS taught in each unit.
- **Unit, Mid-, and End-of-year Performance Tasks** assess a cluster of the CCLS in a real-world setting.
- **Progress Monitor Benchmark Assessments** (4) each assess 100% of the CCLS. The objective of administering these assessments is to provide feedback to both teachers and students during the course of the year about the gap between students' current and desired performance toward the standards so that action can be taken to close the gap. It is recommended that Benchmark 1 be used as a Diagnostic Assessment at the beginning of the year to identify the skill set of students in order for teachers to plan/target instruction to meet each student's needs. Benchmarks 2 and 3 are recommended as formative assessment tools to use throughout the year to identify students' strengths and weaknesses and modify instruction accordingly. Benchmark 4 would be administered shortly before students take the end-of-year high-stakes assessment and acts as a predictive assessment that would identify how well students would do on the end-of-year high-stakes state test.

#### 6. What support resources are available to teachers, students, and parents?

The FREE Online Resources at [www.SadlierConnect.com](http://www.SadlierConnect.com) include resources for students (additional practice), teachers (Performance Tasks, graphic organizers, and support for implementing the product), and parents (Home Connect Activities).

#### 7. How does *New York Progress Mathematics* address the Standards for Mathematical Practice and the Shifts in Math?

*New York Progress Mathematics* places an increased emphasis on conceptual understanding by connecting the Standards for Mathematical Practice with the Content Standards and addressing the Shifts in Mathematics—Focus, Coherence, and Rigor. See enclosed fact sheet for more detailed information.