

Guidance around Implementing Core Curriculum Materials Houghton Mifflin Harcourt's *Go Math!*

Over the past three years, teachers across New York City have been working to integrate the Common Core instructional shifts in their classrooms. Last spring, the vast majority of schools with elementary and middle school grades decided to purchase at least one of the Core Curriculum options that the New York City Department of Education (NYCDOE) recommended in ELA and math. For those schools, successful implementation of these programs—either with fidelity or simply as resources to supplement other curricula—requires making instructional decisions about how to adapt these curricula to enable all students to access and learn the material.

The Core Curriculum programs were selected because they are high-quality, Common Core-aligned options. They offer a wealth of material to use to develop units and lessons. However, no purchased curriculum can meet everyone's needs and none of these programs are intended to be followed verbatim.

For example, math teachers have asked if they have to administer all of the assessments in a given program. The answer is no, teachers should only use the assessments that make sense given the overall assessment picture for their class and school. Math teachers are also making adjustments as they choose which problems to give to students as they practice new learning. By carefully selecting these problems, teachers are able to better address the individual needs of their students, while also making more effective use of class time.

Grappling with these kinds of instructional decisions is essential to the implementation of new curricula. Teachers and teacher teams, in consultation with school administration, should engage in professional dialogue about adapting the materials to meet their students' learning needs. This can happen as part of ongoing lesson planning and/or during teacher team time.

Please see reverse for responses to other frequently asked questions from teachers about **Houghton Mifflin Harcourt's *Go Math!***

Frequently Asked Questions about Houghton Mifflin Harcourt's *Go Math!*

What are the key components of *Go Math!*?

Go Math! is systematically organized around the critical areas from the Common Core standards. The program includes five tiers of instruction for every lesson, including standard lessons, three levels of intervention for students who struggle, and enrichment materials for students who are ready to go beyond the standard lesson. The various mathematical models throughout the curriculum build from concrete to abstract and there are explicit opportunities for students to engage in mathematical discourse with a focus on reasoning and constructing mathematical arguments.

How can I adjust the *Go Math!* curriculum given the needs of my students while still ensuring that what I am teaching is Common Core-aligned?

Go Math! is Common Core-aligned, which means that the material will be a big stretch for some students during this transitional time. The curriculum should form a basis from which you can meet your students where they are and continue to build toward grade-level skills using your professional judgment. As always, when making adjustments, you should prioritize providing learning experiences for students to engage with grade-level content in ways that connect to and reinforce prior knowledge rather than provide direct instruction to address gaps.

Do I need to use every component every day?

No. You are encouraged to use your pedagogical expertise, along with the *Go Math!* planning resources, to determine which components will be the most effective for your students and allow you to reach the identified goals of the lesson and unit. Planning these adjustments can happen as part of ongoing lesson planning and/or during teacher team time, in consultation with school administration.

How do I effectively use assessment as part of *Go Math!*?

Teacher teams should develop an assessment plan that makes best use of the assessment opportunities and types available by first identifying the types of data and evidence of student understanding that would be most helpful. *Go Math!* includes many options for both formative and summative assessment, including baselines, check-points, partner quizzes, unit projects, unit tests, reflections, and additional problems. It is not expected you will administer every assessment provided. Understanding the options will prepare you and your team to make a strategic assessment plan on which you can base your instructional decisions.

What online supports are available for *Go Math!*?

Additional information about accessing *Go Math!* Think Central, a repository for online materials associated with using *Go Math!*, has been shared with principals. Recorded webinars and a year-long calendar of upcoming *Go Math!* webinars is available at www.hmhco.com/country/us/new-york/new-york-city-portal/professional-development-resources/webinar-central. You can also register for the New York City *Go Math!* Initial Program Overview eLearning course by going to <https://onlinepdreg.hmhco.com/digitalchalk> and using access code: LPTWO7I52CJC4.