

Student Achievement Committee

August 5, 2014

A Presentation/Discussion on Common Core
Statewide Curriculum for English Language
Arts and Mathematics to the Board of
Education Student Achievement Committee

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The Charge

- Transition to statewide adoption of common instructional materials for English language arts and mathematics to support the implementation of the Hawaii Common Core

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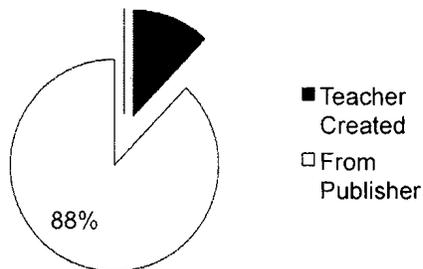


Starting Point: Curriculum Inventory

Mathematics Curriculum

510 Identified
288 Unique Curriculum

Mathematics Curriculum



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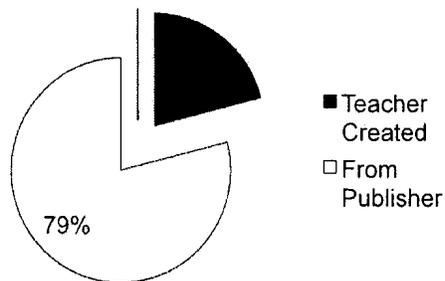


Starting Point: Curriculum Inventory

ELA Curriculum

423 Identified
287 Unique Curriculum

ELA Curriculum



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Steps in the Process

- Used the Common Core State Standards Publishers' Criteria and materials from the Charles A. Dana Center and University of Hawaii Curriculum Research and Development Group to create rubrics to evaluate materials.
- Posted a Request for Proposals to select a vendor to assist with the review process.
- Formed the Hawaii Curriculum Review Committees
- HCRC members reviewed materials

Collaboration with Evaluation and Research Professionals



The Baker Evaluation, Research and Consulting (BERC) Group was selected to collaborate with OCISS staff throughout the review process.

- BERC Group researchers assisted with the identification and review of curriculum materials that best support teachers' efforts help their students achieve the learning expectations of the CCSS.

Strict Adherence to Criteria



Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12

David Coleman • Susan Pimentel

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Phases of the Review Process

Phase 1: Initial screening (adherence to the CCSS Publishers' Criteria)

- ◎ 57 mathematics programs
- ◎ 40 ELA programs

Phase 2: Comprehensive review (alignment to CCSS content and instruction)

- ◎ 36 mathematics programs
- ◎ 16 ELA programs
 - Refer to the Attachment for the list of programs reviewed in Phase 2 and then advanced to Phase 3

Phase 3: Hawaii Curriculum Review Committee

- ⦿ 28 mathematics programs
- ⦿ 7 ELA programs

The Hawaii Curriculum Review Committees were primarily made up of classroom teachers, and also included administrators, instructional coaches, complex area resource teachers and higher education faculty.

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ELA Programs Reviewed by the HCRC

Elementary (Grades K-6)

- ⦿ Houghton Mifflin Harcourt-
- ⦿ McGraw Hill-
- ⦿ Scott Foresman-

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ELA Programs Reviewed by the HCRC

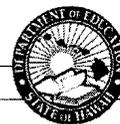
Secondary (Grades 6-12)

- ⦿ *CICERO Systems- History Beyond the Textbook*
- ⦿ *College Board- SpringBoard*
- ⦿ *Houghton Mifflin Harcourt- Holt McDougal Literature: Common Core*
- ⦿ *Pearson- Common Core Literature*

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Mathematics Programs Reviewed by the HCRC

Elementary (Grades K-5)

- ⦿ *Houghton Mifflin Harcourt – Go Math!*
- ⦿ *Houghton Mifflin Harcourt – Math Expressions*
- ⦿ *Houghton Mifflin Harcourt – Math in Focus: Singapore Math Common Core*
- ⦿ *Kendall Hunt – Math Trailblazers*
- ⦿ *Marshall Cavendish – Primary Mathematics*
- ⦿ *McGraw Hill – Everyday Math*
- ⦿ *McGraw Hill – My Math*
- ⦿ *Origo – Stepping Stones*
- ⦿ *Pearson – Envision Math*
- ⦿ *Pearson – Investigations*

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Mathematics Programs Reviewed by the HCRC

Middle (Grades 6-8)

- ⊙ *Carnegie Learning – Carnegie Math*
- ⊙ *College Board – SpringBoard*
- ⊙ *CPM Educational Program – College Prep Mathematics*
- ⊙ *Glencoe/McGraw Hill – Glencoe*
- ⊙ *Houghton Mifflin Harcourt – Go Math!*
- ⊙ *Houghton Mifflin Harcourt – Holt McDougal Common Core*
- ⊙ *Houghton Mifflin Harcourt – Math in Focus: Singapore Math Common Core*
- ⊙ *Kendall Hunt – Math Innovations*
- ⊙ *Pearson – Connected Mathematics (CMP 3)*
- ⊙ *Pearson – Digits*
- ⊙ *Pearson – Prentice Hall Common Core*

Mathematics Programs Reviewed by the HCRC

High School

- ⊙ *Carnegie Learning – Carnegie Math*
- ⊙ *College Board – SpringBoard*
- ⊙ *CPM Educational Program – College Prep Mathematics*
- ⊙ *Glencoe/McGraw Hill – Glencoe*
- ⊙ *HIDOE and UH – Algebra 1 and Algebra 2*
- ⊙ *Houghton Mifflin Harcourt – Holt McDougal Common Core*
- ⊙ *Houghton Mifflin Harcourt – Holt McDougal Explorations in Core Math for Common Core*
- ⊙ *Pearson Mathematics – Common Core Edition*

The HCRC Review Process

- 1.
2. Pre-Gallery Walk (done in grade-band teams)
3. Textbook overview forms completed
4. Programs analyzed for alignment to the CCSS (individual reviews conducted)
5. Met in grade level groups to discuss ratings; then met in grade band groups (K-5 and 6-12) to discuss ratings
6. Post-Gallery Walk forms completed
7. Ratings of all HCRC members compiled by The BERCC Group to determine an Overall Evaluation Score

ELA Review

- HCRC meetings: February 2013 and April 2013.
- The HIDEOE ELA HCRC made up of 30 participants
- The evaluation process focused on the extent to which materials aligned with:
 1. Common Core State Standards
 2. Overall Usability and Impression of the Program
 3. Digital Materials Requirements, Pedagogical Shifts and Support

Mathematics Review

HCRC meetings

- January 2013
- May 2013
- December 2013

The mathematics HCRC involved 60 participants

- ⊙ Classroom teachers, complex area resource teachers, principals and higher education faculty
- ⊙ Representation from all 15 complex areas

Mathematics Review

The evaluation process focused on the extent to which materials aligned with:

1. CCSS content
2. CCSS Standards for Mathematical Practice
3. Overall Usability and Impression of the Program
4. Digital Materials Requirements, Pedagogical Shifts and Support



Scoring

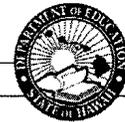
HCRC participants reviewed each program based upon specific criteria provided and gave ratings for each major area using a 4-point scale.

HCRC participants' ratings were used to determine the Overall Evaluation Score for each program

- ⦿ A program needed to earn an Overall Evaluation Score of 3.0 in order to be recommended for further consideration for statewide adoption.

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ELA Programs Selected

Grades K-5/6: McGraw Hill's

Grades 6-12: College Board's
SpringBoard

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Strengths of

- ⦿ Text was sufficiently complex, with accessing text complexity guidance
- ⦿ Variety of nonfiction and fiction
- ⦿ Evidence of differentiation for ELL students
- ⦿ Emphasis on student discussions
- ⦿ Digital materials were engaging and easy to navigate

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Strengths of

- ⦿ Thematic approach provides for deep development and integration
- ⦿ Units build in complexity and depth
- ⦿ Strong use of graphic organizers and close reading
- ⦿ Research skills developed via “mini research projects”
- ⦿ Complex text with guidance
- ⦿ Backwards Mapped from clear common assessments
- ⦿ Flexibility and Creativity

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Mathematics Programs Selected

Gr. K-5: Origo Education's
Stones

Gr. 6-8: Houghton Mifflin Harcourt's ***Go Math***

High School: Curricula developed
collaboratively by HIDOE
and the University of Hawaii

Strengths of

ORIGO
STEPPING STONES

- experiences for students.
- Lessons engage students in a variety of activities
- Lessons bridge concrete, pictorial and abstract representations and help to strengthen students' language skills.
- Learning activities develop conceptual understanding, fluency with skills and the ability to apply mathematics in real world situations.
- Innovative digital resources to promote effective instructional strategies.

Strengths of

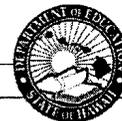


- Lessons connect mathematical concepts with real-life contexts
- Lessons engage students in a variety of activities
- Numerous instructional resources to support teachers to address students' diverse learning needs.
- Additional student support: Personal Math Trainer
- Learning activities develop conceptual understanding, fluency with skills and procedures and the ability to apply mathematics in real world situations.

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Strengths of HIDOE-UH High School Math Curricula

- Lessons were developed by HIDOE teachers who were mentored by UH mathematics and mathematics education faculty
- Lessons connect mathematical concepts with real-life contexts
- Lessons engage students in a variety of activities
- Learning activities develop conceptual understanding, fluency with skills and procedures and the ability to apply mathematics in real world situations.

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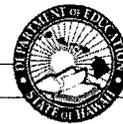


Implementation Window

- ⦿ Schools will decide for themselves which school year to begin implementation.
- ⦿ Schools are expected to completely transition to the new programs by SY 2016-2017.

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Benefits of Common Curriculum

- ⦿ Equal access to high quality materials for all teachers.
- ⦿ Access to high quality curriculum for all students.
- ⦿ Collaboration among schools focused on implementing common materials has the potential to strengthen learning communities and to enhance best practices.

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Standardization with Customization

- ◎ Core materials are not a script for the teacher to follow
- ◎ Teachers are encouraged to be creative and innovative to meet students' learning needs
- ◎ The programs allow for teachers to use their professional judgment to make adaptations and incorporate supplementary learning activities as needed

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Research

- ◎ One of the most significant factors impacting student achievement is the **teacher's commitment to implementing a guaranteed and viable curriculum** to ensure that no matter who teaches a given class, the curriculum will address essential content.

◎ Marzano, 2003

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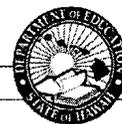


Funding and Initial PD Provided

- September 2013: \$10 million
- May 2014: \$16 million
- Summer 2014: over 3000 teachers received professional development
- Continued support via CAST teams
- Resources: standardstoolkit.k12.hi.us

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Professional Development: *Wonders*

School Level

- ◎ Each school receives one full day of professional development with their purchase of materials

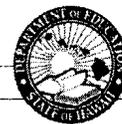
Instructional Coaches

- ◎ Three day professional development
January 2013-February 2014-

Common Core CAST Team

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Professional Development: *SpringBoard*

Principals Leadership Academies

June 2-3- Oahu

June 5-6 Oahu

June 4-5- Hawaii Island

June 12th-13th –Kauai

June 12th-13th- Maui

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Professional Development: *SpringBoard*

School level:

- ◎ Two days of professional development provided for all teachers implementing the program

Instructional Coaches:

- ◎ Two day PD focused on coaches
February 2014

Common Core CAST Team

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Professional Development: *SpringBoard*

Principals

Learning Walks provided at 9 schools on 4 islands

Principals Leadership Academies

June 9-10- Oahu

June 9-10- Maui

June 12-13- Kauai

June 12-13- Hawaii Island

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Professional Development: *Mathematics Programs*

Stepping Stones (grades K-5)

- May 2014: Leadership Session
- July 2014: 23 two-day institutes for teachers (5 islands)
- Webinars offered during teachers' first week of school

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Professional Development: *Mathematics Programs*

Go Math (grades 6-8)

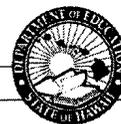
- June 2014: 13 institutes for teachers (5 islands)
- Webinars offered during teachers' first week of school

HIDOE – UH Curricula (high school)

- SY 2013-2014: quarterly training session for teachers
- June and July 2014: 2 one-day workshops for teachers
- Webinars offered during first month of school

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Schools Implementing in School Year 2014-2015

- ◎ Elementary ELA: Wonders – 130 schools
- ◎ Secondary ELA: SpringBoard – 50 schools

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Schools Implementing in School Year 2014-2015

Stepping Stones (grades K-5)

➤ 95 schools

Go Math (grades 6-8)

➤ 80 schools

HIDOE – UH Curricula (grades 9-12)

➤ 79 schools (includes middle schools)

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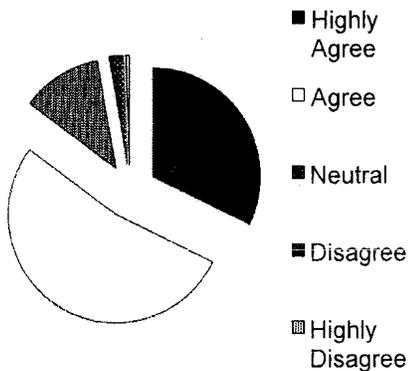


Voices from the Professional Development Evaluations-*Wonders*

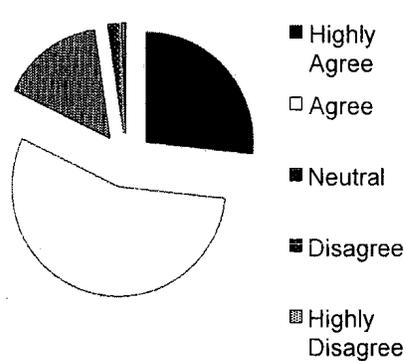
This session gave me the confidence to continue my work.

I can use the skills/strategies I learned right away.

890 responses



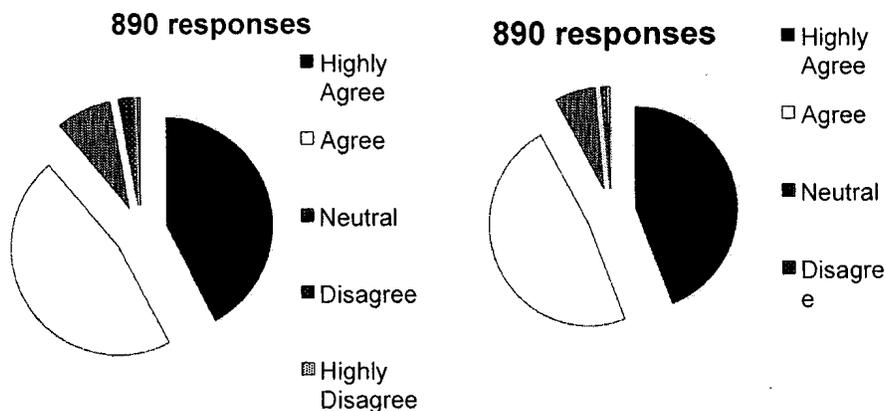
890 responses



Voices from the Professional Development Evaluations-*Wonders*

The information presented was well organized and appropriately paced.

I believe the information from this training is worth sharing with my colleagues.



Voices from the Professional Development Evaluations-*Wonders*

What do you need in order to continue developing to do this work?

- ⦿ A bit fast, there are lots of components
- ⦿ Lots of info! Any chance that attendees are able to access a webinar to review key points!
- ⦿ Continued training
- ⦿ Follow up training
- ⦿ Time to plan
- ⦿ Time to explore
- ⦿ Hands on experience

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Voices from the Professional Development Evaluations-*Wonders*

What was the most valuable learning at the training today?

- ⦿ How to prepare teachers to begin small group instruction
- ⦿ Assessment section
- ⦿ Hands-on experience navigating the online resources
- ⦿ The amount of support and resources available
- ⦿ The SBAC practice activities
- ⦿ Having routines that I can use throughout the year
- ⦿ Its all aligned to CCSS
- ⦿ The program is very flexible in meeting the students' individual needs.

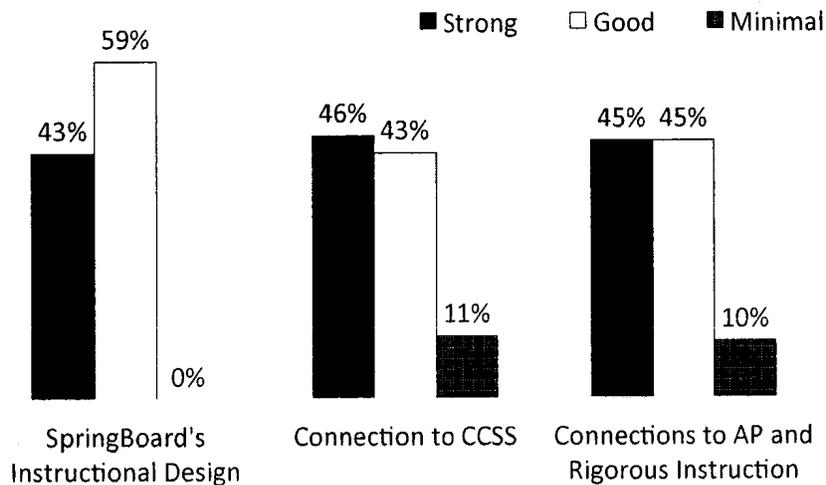
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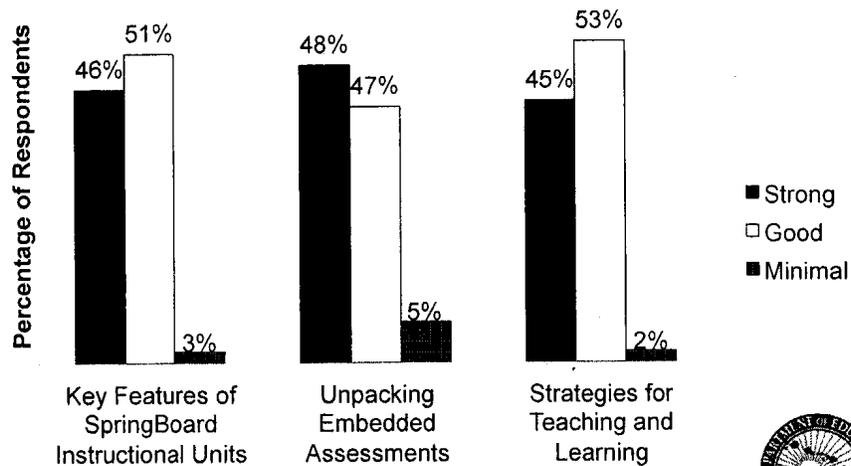
SpringBoard Professional Development Survey

Knowledge of Institute Content



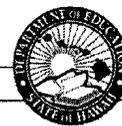
SpringBoard Professional Development Survey

Knowledge of Institute Content Continued:



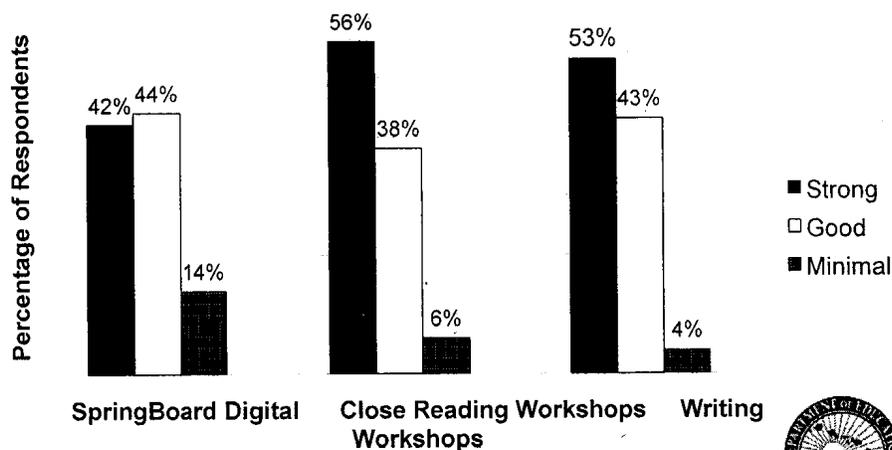
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SpringBoard Professional Development Survey

Knowledge of Institute Content Continued:



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What aspects of the training were most effective?

- ⦿ “The **hands-on** walkthrough of the units was the best part--I was able to **experience the curriculum** as a student and that definitely helped me see how best to implement.”
- ⦿ “The **close reading** was very well organized and presented to see how it can be done. The strategies (QHT, stop light, breaking down the embedded assessment, chalk board wall) shared were helpful and **could be used immediately** in the classroom.”
- ⦿ “Introducing the material and then dividing us into **grade-level groups** allowed us to look at material we will be teaching and brainstorm how to best utilize our resources.”
- ⦿ “I really loved the **TIME to plan!** I was able to ask questions of my trainer, get feedback from my peers, and create solid plans for the upcoming school year.”
- ⦿ **Using Technology:** “The trainer did this cool lesson where we were writing different types of evidence for writing workshop. We used google docs, and this other program that allowed us to respond and see immediate feedback from other groups in the class. I thought it was an awesome way to include technology and really engage the using technology.”

What additional support do you need to implement SpringBoard?

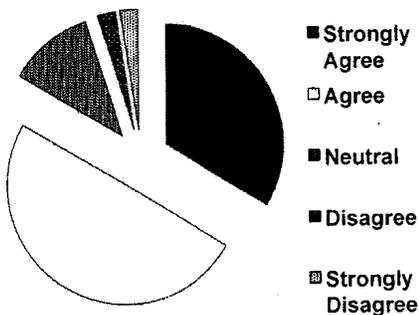
Middle School Teachers	High School Teachers
<ul style="list-style-type: none"> • How to use SpringBoard with our own Reading Workshops and independent reading • Effective strategies for [managing students] in collaborative group work • Differentiating Instruction with Special Education and English Language Arts Students 	<ul style="list-style-type: none"> • How to use SpringBoard in Grade 11 with other state expectations • Support with pacing and planning when I start teaching • Differentiating Instruction with English Language Learners

Voices from the PD Evaluations *Stepping Stones*

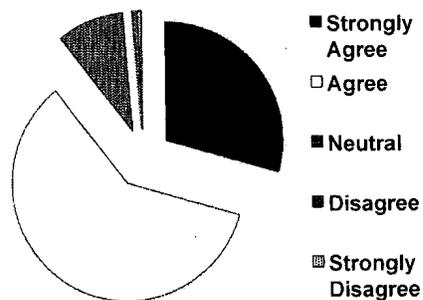
This training session increased my understanding of the Mathematics Common Core standards.

As a result of this training session, I feel prepared to begin implementing the Stepping Stones program in my classroom.

925 responses



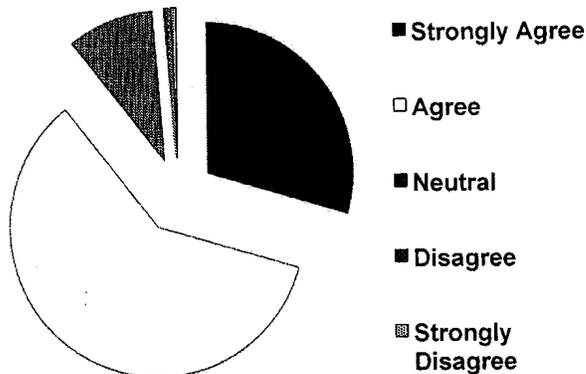
925 responses



Voices from the PD Evaluations *Stepping Stones*

The Stepping Stones program will help me meaningfully address what to teach related to Common Core CONTENT standards in my classroom.

925 responses

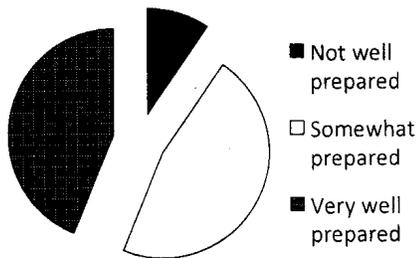


Voices from the PD Evaluations

Go Math

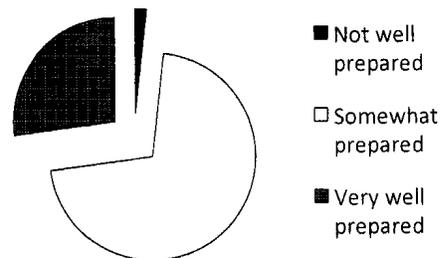
This training session increased my understanding of the Mathematics Common Core standards.

341 responses



As a result of this training session, I feel prepared to begin implementing the Go Math program in my classroom.

341 responses

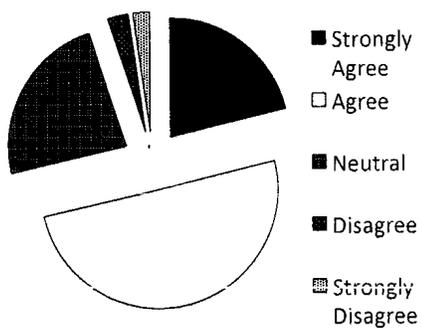


Voices from the PD Evaluations

HIDOE Algebra 1 and Algebra 2 Curriculum

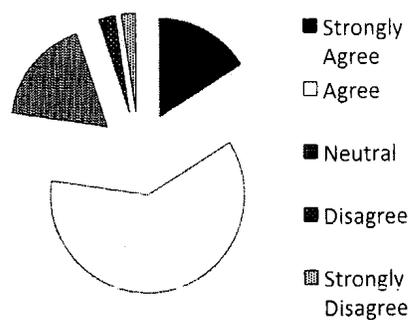
This training session increased my understanding of the Mathematics Common Core standards.

217 responses



As a result of this training session, I feel prepared to begin implementing the curriculum.

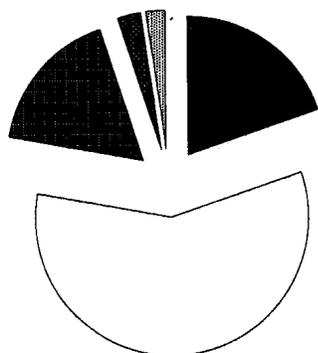
217 responses



Voices from the PD Evaluations

HIDOE Algebra 1 and Algebra 2 Curriculum

The curriculum will help me meaningfully address the Common Core standards in my classroom.



■ Strongly Agree

217 responses

□ Agree

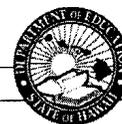
■ Neutral

■ Disagree

■ Strongly Disagree

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What additional support do you need to enhance your efforts to utilize these new mathematics programs in your classroom?

- ⦿ More follow-up training sessions and on-going support.
- ⦿ I need time to sit with my grade level to plan out our instruction and the pacing for the year. This would be more valuable than having someone come to talk at us about all the other things state is making us do.
- ⦿ Time to check in with colleagues in other grades and resource/administrators.

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What additional support do you need to enhance your efforts to utilize these new mathematics programs in your classroom?

- ⦿ Resource sharing between teachers.
- ⦿ Differentiation support and resources for ELL and SPED students.
- ⦿ Seeing actual lessons modeled by other teachers.
- ⦿ Probably tech help.
- ⦿ Layout of grading for report cards.
- ⦿ Practice for SBAC type of questions.

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ELA and Mathematics Programs Reviewed During Phase 2 and Phase 3

- Titles that appear bold italics are the programs that advanced from Phase 2 to Phase 3 to be reviewed by the Hawaii Curriculum Review Committee

English Language Arts

Elementary School (Grades K-6)

- ***Houghton Mifflin Harcourt – Journeys***
- ***McGraw Hill – Wonders***
- National Geographic (Cengage Learning) – *Reach for Reading*
- ***Scott Foresman – Reading Street***
- Scholastic Community – *Traits Writing and Reading Curriculum*

Secondary School (Grades 6-12)

- Bedford, Freeman and Worth – *Models for Writers (9-12)*
- Bedford, Freeman and Worth – *Patterns for College Writers (9-12)*
- Bedford, Freeman and Worth – *Reflections (9-12)*
- Bedford, Freeman and Worth – *Common Threads (9-12)*
- ***CICERO Systems – History Beyond the Textbook (6-12)***
- ***College Board – SpringBoard (6-12)***
- ***Houghton Mifflin Harcourt – Holt McDougal Literature: Common Core (6-12)***
- ***Pearson – Common Core Literature (6-12)***
- Pearson – *Prentice Hall Writing Coach (6-12)*
- Pearson – *Prentice Hall Literature (6-12)*
- Scholastic – *Expert 21 (6-8)*

Mathematics

Elementary School (Grades K-5)

- ***Houghton Mifflin Harcourt – Go Math!***
- ***Houghton Mifflin Harcourt – Math Expressions***
- ***Houghton Mifflin Harcourt – Math in Focus: Singapore Math Common Core***
- ***Kendall Hunt – Math Trailblazers***
- ***Marshall Cavendish – Primary Mathematics***
- ***McGraw Hill – Everyday Math***
- ***McGraw Hill – My Math***
- ***Origo – Stepping Stones***
- ***Pearson – Envision Math***
- ***Pearson – Investigations***

Middle School (Grades 6-8)

- ***Carnegie Learning – Carnegie Math***
- ***College Board – SpringBoard***
- ***CORD – Bridges to Algebra***
- ***CPM Educational Program – College Prep Mathematics***
- ***Glencoe – Accelerated Math***
- ***Glencoe/McGraw Hill – Glencoe***
- ***Houghton Mifflin Harcourt – Big Ideas***
- ***Houghton Mifflin Harcourt – Go Math!***
- ***Houghton Mifflin Harcourt –Holt McDougal Common Core***
- ***Houghton Mifflin Harcourt – Math in Focus: Singapore Math Common Core***
- ***Kendall Hunt – Math Innovations***
- ***Pearson – Connected Mathematics (CMP 3)***
- ***Pearson – Digits***
- ***Pearson – Prentice Hall Common Core***
- ***Perfection Learning – Kinetic Math***

High School (Grades 9-12: Algebra 1, Geometry and Algebra 2)

- ***ALEKS – Algebra 1***
- ***Carnegie Learning – Carnegie Math***
- ***College Board – SpringBoard***
- ***CPM Educational Program – College Prep Mathematics***
- ***Glencoe /McGraw Hill – Glencoe***
- ***HIDOE and UH – Algebra 1 and Algebra 2***
- ***Houghton Mifflin Harcourt –Holt McDougal Common Core***
- ***Houghton Mifflin Harcourt – Holt McDougal Explorations in Core Math for Common Core***
- ***Houghton Mifflin Harcourt –Larson***
- ***Kendall Hunt – Discovering Mathematics***
- ***Pearson – CME Project Common Core***
- ***Pearson Mathematics – Common Core Edition***