

# What's New

in *Connected Mathematics*<sup>®</sup> 4?



*Connected Mathematics*<sup>®</sup> 4 has new features and updates – many of which were designed to provide even more access to a broad range of learners and readers.

## Attending to Individual Learning Needs (AILN)

The **AILN** framework characterizes five essential classroom elements for creating an environment in which teachers can support students' development of mathematical identities. This framework was designed to support teachers as they enhance and connect effective teaching to their students' learning environment.

## Mathematical Reflections (MR)

**MR** were added to each unit and consist of one overarching question that guides the development of the big mathematical idea(s) within the unit.

## STEM Problem Format

The **STEM Problem Format** promotes learning and problem-solving strategies within an environment that highlights and resembles the work of STEM professionals. The problem format includes three parts: Initial Challenge, What If...?, and Now What Do You Know?

## Arc of Learning<sup>™</sup> (AoL)

The **AoL** clearly articulates the designers' intentions regarding the progression of students' mathematical learning transitioning from informal to formal understandings within a unit and across units. It describes a deep and interconnected learning experience different from the common focus on students passively watching and copying isolated skills.

## Assessment

Several new assessment features help make explicit connections to problem learning goals and student understanding.



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## New Student Edition Features

- *STEM Problem Format*: Initial Challenge, What If...?, and Now What Do You Know?
- New features and format promote students as doers, knowers, creators, and communicators of mathematics
- More examples of student thinking as context for promoting student learning
- New and refreshed contexts for students to understand the world and use mathematics to solve problems
- More problems with embedded card sorts, models, matching, games, and experiments
- Overarching questions that guide the mathematical development in the unit
- More opportunities to attend to individual needs
- Decrease in the number of problems by 17–20%. Each Unit has 3–4 Investigations. Each Investigation has 2–4 problems.

## New Teacher Edition Features

- New *Arc of Learning*<sup>®</sup> highlights the development of mathematical understanding for each unit that evolves from informal knowledge to more sophisticated reasoning over time
- Additional support for *Launch–Explore–Summarize* (LES) phases of instruction
- Alignments between goals, standards, and emerging mathematical understandings
- New *Attending to Individual Learning Needs Framework* with embedded supports in LES for diverse learners and language development
- New *Mathematics Overviews* focus on mathematical development of a Unit
- Descriptions of mathematics themes within each grade level and strands across the grades
- More explicit answers to mathematics problems that attend to various student strategies and understandings

## New Assessment Features

- New *Formative Assessment Framework* emphasizes how formative assessment is ongoing during planning, teaching, and reflecting
- Explicit connections to problem learning goals and emerging student understandings
- Updated checkups, partner quizzes, and tests



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