



Turnkey Guidance for Let's Talk Crosswalk: How to Utilize the NYS Next Generation Mathematics Learning Standards Crosswalk Documents

Goal: To provide educators with an overview of the content changes and modifications that are reflected in the NYS Next Generation Mathematics Learning Standards in comparison to the NYS P-12 CCLS for Mathematics, as well as provide discussion points as to how these changes/modifications will impact student learning, instruction and curriculum planning.

Materials needed:

- < [Introduction to the NYSED Next Generation Mathematics Learning Standards Crosswalk Documents](#)
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STOP 2: THE NEED FOR CHANGE

Highlight slide 4: The tree relates to the current structure of the NYS P-12 CCLS for Mathematics. We have a solid core of content, strengthened by the embedded Standards for Mathematical Practice. Together, these content and practice standards led to instructional shifts: focus, coherence and rigor.

Focus: Narrow and deepen the scope of how time and energy is spent in the math classroom, allowing time to focus deeply on only the concepts that are prioritized in the standards so that students can reach strong foundational knowledge and conceptual understanding.

Coherence: Connect learning within and across grade levels so that students can build new understanding onto foundations, extending previous learning.

Rigor: A balanced combination of fluency, application and deep understanding.

Highlight slides 5-10: Based on input gathered through all phases of the standards review process, modifications were made to strengthen the instructional shifts described above. Additional notes are provided on the individual slides.

STOP 3: MAJOR CHANGES

Highlight slides 11-16: These slides focus on some of the major changes that have occurred for the grade bands Pk-2, 3-5, 6-8, Algebra I, Geometry and Algebra II.

Highlight slides 17-20. To get a full grasp of all modifications/changes, one needs to take an in-depth look at the crosswalk documents. There are two types of crosswalks for mathematics: the grade-level snapshots and the two-column side-by-side.

Slide 18 shows an example of the grade-level snapshot which provides a condensed one-page summary that lists standards that were added to the grade/course, standards that were moved, and any instructional considerations that need to be highlighted based on new standard clarifications or language modification.

Slides 19 and 20 show the side-by-side crosswalks. These two slides show how strike-through and bolded text were used to highlight content differences and wording modifications between the two sets of standards.

Highlight slides 21-23: Card Sort

Activity: Participants should be in groups that represent either PK-



What challenges do you foresee with these changes?

How can we overcome these challenges?

STOP 4: NEXT STEPS AND CONSIDERATIONS

Highlight slide 26: In order to understand the full scope of the modifications/changes that have occurred in the NYS Next Generation Mathematics Learning Standards, districts will need to pull from key resources that include not only the crosswalk documents, but the [progression documents](#)