

<p>Describe at least one "take-away" from the response data (i.e., something that may help you to better serve your students).</p>	<p>What did you find most surprising from the other teacher responses in last week's Google Form?</p>	<p>Do you plan to plan to include the Rigor document in your future instructional planning? Explain your answer.</p>
<p>We all struggle with the same concepts. I can call on my fellow teachers for support.</p>	<p>Nothing this week</p>	<p>I try each lesson. Sometimes we have to backup before moving forward.</p>
<p>DID NOT GET EMAIL</p>	<p>N/A</p>	<p>RIGOR PREPARES STUDENT FOR NEXT LEVEL</p>
<p>I liked the description of an exponential expression in expanded form as a "string" --- I might try and connect this idea to ELA (e.g., an abbreviation versus the actual words).</p>	<p>We all agreed on what a major standard was!</p>	<p>Uh oh... I forgot what the Rigor document was.</p>

<p>A statement at the beginning of the Remediation Guide says, "This chart is a reference guide for teachers to help them more quickly identify the specific remedial standards necessary for every Grade 6 math standard." Why would this information be helpful for you and/or your students?</p>	<p>Describe at least one practical way the remediation guide could be used when planning your lessons.</p>
<p>A good place to begin to understand the struggles that student have.</p>	<p>Centers for practice or a teacher table during rotation.</p>
<p>REDUCES STRESS OF PLANNING LESSONS</p>	<p>HELP WITH ALTERNATIVES FOR BUBBLE STUDENTS</p>
<p>The chart tells me the skills my students should know to be successful at the 6th grade standards.</p>	<p>Two suggestions: One, do a possible pre-test on the green standards before starting a 6th grade standard (to assess readiness). Two, cover the green standards (5th grade and below) during Rtl.</p>

In which of the following categories is 6.EE.7?	Looking at the Rigor document, what level(s) of rigor is(are) associated with 6.EE.7? (http://caddomath.org/assets/uploads/2016/09/grade-6-lssm-alignment-to-rigor.pdf)	Regarding the 5th grade standards listed in the "Previous Grade(s) Standards" column of the Remediation Guide for 6.EE.7, what do you think is typically the most difficult thing for 5th grade students to understand?	Why do you think 5th grade students tend to struggle with the topic you mentioned in the prior question?
Supporting Standard	Procedural Skill and Fluency, Application	Variables are the unknown	They are use to just answering not following the rules to solve.
Major Standard	Procedural Skill and Fluency, Application	APPLICATION	LACK OF BASIC MATH SKILLS
Major Standard	Conceptual Understanding, Procedural Skill and Fluency	Addition and subtraction of fractions	One, poor conceptual understanding of why a common denominator is needed. Two, poor number sense that prevents easily finding a least common denominator.

6.NS.1 is listed on the Remediation Guide as a standard taught prior to 6.EE.7. Describe the relationship between those two standards. Why are they shown to be connected?	Looking at the last column of the Remediation Guide ("6th Grade Standards Taught Concurrently"), do you agree that the three standards listed alongside 6.EE.7 should be actually be taught concurrently? Explain your answer.	Please provide any other comments you have at this time. Your input (positive or negative) is greatly appreciated!
Fractions scare them.	Yes I tell my students to figure out the answer by whatever method then write the equation.	None
MASTERING NUMBER SYSTEM IS NECESSARY TO BE SUCCESSFUL	YES BECAUSE OF THE RELATION OF SKILLS	
If you need to solve $ax = b$ where a and b are fractions, you will need to divide fractions.	Yes, to everything but 6.EE.9 (with the caveat that inequalities should be taught seperately from equations). You want to be able to check your answers (6.EE.5) and work with word problems (6.EE.6). I think the use of two variables in 6.EE.9 should come later with some experience with one variable expressions.	Thanks for doing this!