Focus, Coherence, and Rigor in *McGraw-Hill My Math*

focus
on them in greater depth and detail. The overwhelming heart of the CCSSM in
arithmetic to engaging uses

McGraw-Hill M Math follo
prescribed by the CCSSM. V
the coverage of the standa
This includes attention to su
computational skills while e

Coherence—Coherence is a
learning connections within
of learning from one grade
across the grades. These co
extension of what they lear

The conceptual understand
multiple grades is evidence
the *McGraw-Hill M Math* p
with students investigating
their parts and then moves
fractions name the same ar
real-world fractions, and st

grade five students use factors and multiples to solve problems; use equivalent fractions to add and subtract fractions; and they multiply and divide fractions.

Rigor—To help students meet the expectations of the CCSSM, educators need to pursue with equal intensity three aspects of rigor in the major work of each grade: conceptual understanding, procedural skill and fluency, and application.

Conceptual Understanding: Students need to demonstrate solid conceptual understanding of core mathematical concepts. They need to be able to confidently and effectively maneuver within a math concept. They need to view mathematics as more than a set of rules or steps to follow to get the right answer.

Procedural Skill and Fluency: Students must develop fluency in core functions, such as addition, subtraction, multiplication, and division, so they are able to understand and manipulate more complex concepts. Procedural and computational fluencies imply accuracy with reasonable speed and refer to