

## Thinking Across Levels to Connect Learning

### Materials:

- Laminated standards cards
- “Major Work of the CCR Adult Education Levels”

### Directions:

For each set of color-coded laminated standards cards (blue, yellow, and green):

1. Use the language of the standards to identify the progression topic (fluency, expressions and equations, or applications) to which the color-coded standards belong.
2. Working in pairs, organize the color-coded cards in a logical order of progression. (Use your knowledge of how concepts and skills build on each other to guide your thinking.)
3. Divide the standards for each color-coded progression topic into five sets, identifying the level (A, B, C, D, or E) for each standard in a set. (Use the “Major Work of the CCR Adult Education Levels” from the earlier activity to help guide your decisions.)
4. Share your results with others at your table and discuss any points of agreement and disagreement.

### Notes:

- When the cards are placed in order, there will be at least one standard card for each level (A, B, C, D, and E) and multiple cards for some levels, which can indicate a possible progression within a level, in addition to the progressions that cut across the levels.
- These cards do not represent an exhaustive list but rather are a sampling of standards from the progressions.