

Editorial Style Guidelines

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Editorial Style Guidelines

Introduction

The *Editorial Style Guidelines* is intended to be a reference for writers and editors. Following the main body of the text are break-away sections focused on specific functions, including guidance on preferred forms of commonly used words and phrases, a list of problem types, a list of frequently seen errors, and best practices for writing. Notification will be given by email when information is periodically updated.

With the exception of its treatment of numbers and a few minor points, the *Editorial Style Guidelines* is based on the *Chicago Manual of Style*. However, the information in this guide supersedes the rules presented in CMS when there is a conflict. If a general issue is not addressed in this guide, CMS is to be consulted. The answers to frequently asked questions can be found at <http://www.chicagomanualofstyle.org/home.html>.

There are compatibility issues with some documents in Word. All writers, formatters, and copyeditors should use Word 2010 (Windows) or Word 2011 (Mac). These programs will automatically open documents in compatibility mode. When saving files created in an earlier version of Word, always check the maintain compatibility box, or you will lose all formatting. Use of Word 2013 seems to be problematic and is creating added formatting issues. A copy of Word 2010 will be provided upon request.

Note: When copyediting, make sure to use the track changes function of MS Word when making changes to the text of a document. Unlike formatting, changes to the text of the document must be visible and easily undone if needed. Check documents against most recent templates to assure consistency across all documents in *A Story of Units*.

Abbreviations

- The abbreviation *i.e.* means *that is*, and *e.g.* means *for example*. Outside of parentheses within the text of student materials, *for example* should be used in place of *e.g.*
- When *e.g.*, *etc.*, or *i.e.* is used, it should be followed by a comma.
- Exclude examples (information following *e.g.*) from lesson objectives.
- *I.e.* should be removed from the parenthetical definitions in the terminology section of the module overview (unless *e.g.* is what is actually meant, in which case, correct it).
- Abbreviations for any units of measure do not take a period, and there is a space between the number and abbreviation.
- *And* should always be spelled out, never abbreviate with an ampersand (&).
- *Number* should always be spelled out, never abbreviated with the number symbol (#). When referring to specific problems or questions, the word *Problem* is used, followed by the numeral.

Capitalization

- When referring to a specific grade, module, lesson number, or problem, capitalize the word and use a numeral.
 - Grade 2
 - Module 3
 - Lesson 5
 - Problem 6(a)
- When referring to a specific part of a module or document by title, it is capitalized and in roman type, without quotation marks.
 - Application Problem
 - Problem Set
 - Student Debrief (or the Debrief)
- Types of problems are not capitalized unless part of a title, and are always italicized. (A list of problem types can be found toward the end of this guide.)
 - Students are introduced to *add to with result unknown* situations.
- The first letter of a word after a bullet should always be uppercase, including one-word bullet points.
- Capitalize the first word after a colon if what follows is a complete sentence.
 - Mary asked Nell the following: Could we please get answers?
- In titles, capitalize all major words (including verbs, regardless of length) and prepositions of five or more letters.
 - Through, About, Within, *but* from, with, into

Headings

- Module and topic names use title case with no period.
- All lesson objectives should be sentence case with a closing period.
- Titles, headings, and subheadings use title case and take no punctuation. Capitalize all major words (including verbs) and prepositions of five or more letters.
- In a title, heading, or subheading, capitalize both parts of hyphenated terms.
 - Addition of Two-Digit Numbers, *not* Addition of Two-digit Numbers

Lists

- Use a colon to introduce a list only if it is preceded by a complete sentence (this can often be accomplished by using the phrase *the following*). A colon should never directly follow a preposition or verb. If the items of a list grammatically complete a sentence, no colon is used.
- If a word or phrase is used repeatedly in a list, restructure the list so that the redundant word or phrase is removed from the list and embedded into the list's title or lead-in.

Punctuation and Type Setting

Hyphens, En Dash, and Em Dash

With the exception of the cases below that state otherwise, the hyphen should be replaced with either the en dash or em dash, depending on context (see below). They are special characters that can be inserted by choosing Insert > Symbol > Special Characters, where you can click on the symbol as well as create or change an existing keyboard shortcut (recommended).

- Hyphenate compound adjectives.
 - Third-grade problems, 1-liter container, three-dimensional shapes
- Hyphenate words that express numbers or number parts up to ninety-nine.
 - Fifty-one, thirty-six, four hundred thirty-five
- En dash (–) is the universal symbol for *minus* or *subtract* and takes spaces before and after when used for this purpose.
 - 5 – 2 = 3
- Use an en dash with no spaces before or after, not a hyphen, to indicate an inclusive range of numbers.
 - 41–36, *not* 41-36
- In narrative text, the en dash should be used only with numerals.
- Do not use an en dash with *from*. Use *to* in place of the dash, or omit *from*.
 - Numbers from 1 to 10, *not* numbers from 1–10
- The em dash (—) is used with no spaces before or after it.
- No hyphen is needed between an adverb and an adjective modifying the same word.
 - Do not hyphenate *well* with an adjective (*well* considered, *not* well-considered) or adverbs ending in *-ly* (*strategically* placed, *not* strategically-placed).
- An en dash (not a hyphen) is used to link parallel adjectives that apply equally to a noun.
 - Student–teacher dialogue

Periods, Commas, Semi-Colons, Colons, and Question Marks

- Insert two spaces after all periods and colons.
- Include the final comma in a series.
 - Nell, Bryan, and Mary are working together.
- Punctuate ellipsis points.
 - T: These tiles are square...?
 - S: Inches!

- In student–teacher dialogues, use periods even in answers that consist of a number in numeral form alone.
- Periods and commas are placed within quotation marks.
- Periods are not used within parentheses unless the parenthetical statement is a complete, stand-alone sentence (not embedded with another sentence); conversely, periods are not placed outside of grammatically complete parenthetical statements.
 - (Write 4 tenths = ____.) Show the answer (write it in your place value chart).
- Questions marks are placed according to context.
 - Ask your partner, “How many grams are left?”
 - Did you change the objective to "Subtract two- and three-digit measurements using the standard algorithm"?
- Use a colon to introduce a run-in list only if it is preceded by a complete sentence. A colon should never directly follow a preposition or verb.
- Headers without inline text should not be followed by a colon.
 - **Problem 1:** Match two objects.
 - **Problem 1**
Match two objects.
- Limit the use of colons to one per sentence or heading (an em dash can be used to accomplish this).
- Colons are used to introduce a vertical list.
- If used, the abbreviation *e.g.* always takes a comma after the second period.
- *Etc.* should not be used in a series of examples when introduced by *e.g.*
- Lesson objectives take periods.

Slashes

- Use of the slash is discouraged because it introduces ambiguity. Use either *and* or *or*.
- Slashes are acceptable for *and/or* only with no spaces before or after slash, with the same caveat as above; *both...and* or *either...or* is preferred.
- Use a comma, rather than a slash, between different but complementary adjectives describing the same noun in narrative text.
 - Creative, engaging titles, *not* creative/engaging titles

Quotation Marks, Capitalization, or Italics?

- Quotation marks should be used to quote speech or refer to a statement. To highlight or refer to a term, italicize it.
- Do not use quotation marks with common words or phrases unless your intent is to indicate that it is being used in a way not consistent with its normal use.

- Words used as words should be italicized rather than enclosed in quotes.
 - In Topic B, to avoid confusion, the term *fractional unit* will largely be replaced by the term *equal part*.
- Use italics for problem types wherever they occur.
- Commas and periods directly following an italicized word are also set in italics.
- Capitalize the titles of parts of documents, including fluency activity titles, charts, and tables. Set the titles of whole documents and other shorter works in quotations marks, and italicize the titles of longer works, including *A Story of Units* and *The Common Core State Standards for Mathematics* (when spelled out).

Parentheses

- In student–teacher dialogues, parentheses are used to indicate both directions to the teacher and expected student actions.
- Periods are used within parentheses only when the parenthetical statement is a complete stand-alone sentence that is *not* embedded within another sentence.

Underscore, Underlining, and Bold

- Bold terms and vocabulary new to students one in each the Conceptual Development (CD) and Student Debrief (SD) when initially introduced in the lesson of first use. Bold text should not be used otherwise with two exceptions:
 - References to standards within narratives (usually in parentheses, which are in regular type).
 - **(3.NBT.1)**
 - In the Fluency Practice list, standards for each activity follow the title and are listed in bold font (without parentheses and preceded by two spaces).
- Use plain text (not italics or bolding) when referencing modules, topics, or lessons within narratives.
 - Module 1, Lesson 2
 - Module 1, Topic A
- Variables can be italicized or not, according to the preference of the lead grade level writer.

Units of Measure

Spacing

- The number and the unit are always separated by a space, with the exception of temperature and percentages.

50 lb	35%
5 kg	105°F
200 mL	

Metric (SI) System

- No periods are used with unit abbreviations in the metric (SI) system. (Liters and milliliters will be abbreviated with an uppercase L.) The singular and plural forms are the same. *Square* can be either spelled out or abbreviated when accompanied by an abbreviated unit.

cm	centimeter	kg	kilogram
m	meter	L	liter
km	kilometer	mL	milliliter
mg	milligram	sq cm	square centimeter
g	gram	sq m	square meter

Customary (or English) System

- No periods are used with unit abbreviations in the customary system. The singular and plural forms are the same.

ft	foot, feet	pt	pint
in	inch, inches	qt	quart
yd	yard	gal	gallon
lb	pound, pounds	sq in	square inch, inches
oz	ounce, ounces	sq ft	square foot, feet

Time

- Use *a.m.* and *p.m.* for time, with a space after the number.
 - 11:00 a.m., *not* 11am or 11:00am or 11:00 AM
- No periods are used with abbreviated units of time.

hr	hour(s)
min	minute(s)
sec	second(s)

Spelled Out vs. Abbreviated Forms

- Spell out units of measure when not accompanied by a number.
- Units are generally abbreviated when given with numbers as part of a measurement.
- Abbreviate units of measure in lists and equations.

Notes on Writing Mathematics in this Project

General Guidelines

- In the early grades, arithmetic problems will typically be written horizontally. The purpose for this is to give students a chance to analyze the problem and choose a strategy. For example, they may decide to do it mentally, or to employ an algorithm. Presenting the problems vertically encourages students to simply do the algorithm instead.
- For vertical algorithm problems, mainly in early grades, it is helpful to include two spaces between each digit to separate the place values.

$$\begin{array}{r} 3 \ 2 \ 1 \\ + \ 1 \ 3 \ 4 \\ \hline 4 \ 5 \ 5 \end{array}$$

- Fractions in lessons are to be created using Word's equation function. Go to Insert > Equation (Windows) or Insert > Object > Microsoft Equation (Mac), then type in the numerator followed by a slash followed by the denominator, then click the dropdown arrow and select *professional*, the result of which is the form below.

$$\frac{3}{4}$$

- In mixed number fractions, the entire number, not just the fractional part goes within the equation editor.

Numbers vs. Numerals

- Write out numbers lower than 10 when they are not being used in a mathematical sense. It is sometimes helpful to look to the CCSS for the preferred forms.
 - Send two pairs of students to the board.
 - Attributes of Two Related Objects
 - Three categories
 - Two-digit numbers
- When expressing numbers in terms of units, the number of units is in numeral form and the unit number is spelled out.
 - 5 hundreds, 2 tens, 3 ones
- Be consistent in usage, even when a part of an expression is implied.
 - 4 tens and 1 (one, implied), *not* 4 tens and one
- Ordinal numbers are spelled out.
 - First *not* 1st or 1st
- See the Reference Guide for Writing Numbers (next section) for further guidance.

Commas, Decimals, and Operators

- Use the en dash (–) rather than a hyphen (-) for subtraction.
- Use one space between numbers and symbols. For example, instead of $3+2=5$, write $3 + 2 = 5$.
- In student–teacher dialogue, periods follow all answers, even those that consist of a number in numeral form alone.
- Commas are used with four-digit numbers (and higher), except in the context of place value. (Follow the writer’s lead, but query if there are inconsistencies.)

Reference Guide for Writing Numbers

Condition	Treatment	Example
Within a title, referring to a unit	Spell the word	Units of One, Ten, and a Hundred
Within a title, referring to a number	Use the numeral	<i>How Many Questions Up to 10</i>
In general description within the narrative of the text and within instructions to teachers: <ul style="list-style-type: none"> ▪ For numbers under 10 ▪ For numbers 10 and greater ▪ When using both cases in the same sentence 	Spell the word Use the numeral Use the numeral	Place five bundles of straws on the table. Place 15 bundles of straws on the table. Prepare 15 bundles of straws and set 5 aside for the next activity.
Talking about “doing math”	Use the numeral	How does $6 + 4$ help you to solve $26 + 4$?
Referring to a number as a number	Use the numeral	Bonds of 10; numbers to 40; add to 10; multiples of 6
References to numbers preceded by articles such as “a” or “the” – these refer to units	Spell the word	Make a ten, crossing a five
Referring to units	Spell the word	A ten, a five, a one
In unit form counting	Numeral, then spell the unit	7 tens 5; 3 tens 5 plus what is 4 tens Do NOT add or remove ones e.g., 7 tens 5 ones; defer to writer
Within word problems	Use the numeral	John had 4 blocks.
Identifying suggested times in parentheses	Use the numeral	(10 minutes)
Referring to times below 10 in narrative text	Spell the word	Two minutes
Describing manipulatives, PK-K	Use the numeral	10-stick, 10-frame
Describing manipulatives, Grades 1-5	Spell the word	Ten-stick, ten-frame
Count by ____; these refer to units	Spell the word	Count by threes

Curriculum Documents

All Titles and Objectives

- Module and topic titles should be short and concise, without verbs, if possible.
- Lesson objectives should begin with verbs.
- Omit extraneous information (usually introduced by *e.g.*) from lesson objectives, universally.
- Lesson objectives are grammatically complete sentences and should be in sentence case with a closing period, in all locations and in every document.
- All language should be written in parallel structures wherever possible, with consistency in mind.

Module Overviews

- Title should be clear and direct.
- The first module of all grade levels should include more information and more detail, as it is the teacher's introduction to the new materials.
- Give one brief paragraph of description for each topic, preferably no longer than five sentences.
- The phrasing of Mathematical Standards must be identical to the CCLS and not should be copyedited or changed.

Topic Openers

- Be consistent in the amount of information presented.
- Provide a lesson-by-lesson description of topic, highlighting how each lesson builds on the others.

Assessments

Rubrics: A Progression Toward Mastery

- Use parallel sentence structure across the chart.
- If a word or phrase is repeated across the rubric, extract it from the list and embed it into the list's lead in.
- If lists are used as part of the rubric criteria, make sure that each list begins in the same way—all verbs, all nouns, all adverbs. Whatever the part of speech, the structures should be parallel, and must be edited or rewritten to comply.

Lessons

- Lessons are introduced by objectives, not titles.
- The order of materials appended to a typical lesson is as follows (see the basic lesson template for the placement of additional sheets):
 - Sprint
 - Problem Set
 - Exit Ticket
 - Homework

Lessons

Objectives

- Objectives should be in sentence case and punctuated with a period at every occurrence.
- Italicize, but do not capitalize problem types.

Suggested Lesson Structure

- Minute breakdown of Suggested Lesson Structure should match pie chart and total 60 minutes (except GK, where lessons should total 50 minutes).
- Order of Suggested Lesson Structure should match the order of sections in the lesson.
- Minute breakdown of Suggested Lesson Structure should correspond with the section headings.
- If a section is subdivided into multiple parts, the minutes of the parts should equal the total number of minutes noted in the heading.
- The titles in the bulleted list of fluencies should match the titles that follow.
- The title of each section and activity should be followed by its duration in parentheses.

Fluency Practice

- Titles and times in the bulleted list of fluencies should match the titles and times that follow.
- A target duration should accompany each activity, in parentheses.
- Ensure that the total time allotted for each activity equals the time given in the fluency header.
- Standards are listed in bold font, without parentheses, and preceded by two spaces.
- Teacher materials are listed before student materials when both appear together.
- Any notes should come before the activity description, after the title and materials, and be introduced with the word *note* followed by a colon (*Note:*), rather than the plural *notes*.

Student–Teacher Dialogue

- Periods should be used at the end of every sentence and line of the dialogue, even stand-alone numerals.
- Directions to the teacher are in parentheses; these should be phrased as commands and take a period.
 - (Set the timer for 90 seconds.) *not* (Sets the timer for 90 seconds)
- Expected student actions are also given in parentheses, in present tense, third person either plural or singular, depending on context, but without pronouns.
- If a complete, stand-alone sentence falls inside parentheses, the period is also placed within the parentheses.
- Do not put items to be projected or written by teachers and students in quotation marks.
 - (Write 10 ones on the board.), *not* (Write '10 ones' on the board.)
- When direction is given (to student or to teacher, in parentheses) to write an equation that is to be solved, a blank follows the equal sign.
 - Correct: Write $5 \text{ tenths} - 3 \text{ tenths} = \underline{\hspace{1cm}}$ on the board.
 - Incorrect: Write “ $5 \text{ tenths} - 3 \text{ tenths} =$ ” on the board.

Application Problems and Concept Development

- Teacher materials are listed before student materials when both appear together.
- Notes come after the Application Problem (unlike Fluency Practice notes).
- The subheadings *Problem* and *Part*, if used, are set to *ny-h5*.
- Colons precede inline text only.
- Place student work snapshots starting at Problem Set header.
- There should be as many student work snapshots as there are pages in the Problem Set.
- Student work snapshots should be clear and legible.

Student Debrief

- Begin this section with the lesson objective, which is formatted in *ny-paragraph*.
- Any reference to a worksheet should be replaced with *Problem Set*.
- Spell out the word *problem* and capitalize if it refers to a specific problem.

Exit Ticket

- The set duration for the Exit Ticket is three minutes.
- Exit Tickets are not required in GK lessons.

Tips and Tricks

Transferring Formatting from a New Template to an Existing Document

The Format Painter function of Word is the best and easiest way to transfer formatting from the most recently updated templates to documents based on older ones. Use this technique to reformat the lesson objectives listed in Overview of Module Topics and Lesson Objectives.

- Highlight text that is already in the style you wish to transfer.
- In the Home tab, click on the icon that looks like a paint brush, or right click on the highlighted text and choose the format painter from there.
- Click onto the receiving document, then highlight the text to be formatted.
- The Format Painter button can be added to quick access bar (tool bar on a Mac).

Find and Replace

To remove *objective* from the teaching sequence chart in the Topic Openers and the chart of module and lesson objectives in the Module Overviews follow these steps:

- Go to the Home > Replace. Enter *objective* into the find field, and leave the replace field blank. Click on Find Next and then Replace.
- Never use Replace All; use Find Next and Replace.

How to Quickly Transform from Title to Lower Case

- Select the text you wish to transform from title to lowercase (or vice versa).
- Click on the home tab, find the icon pictured to the right, and use the dropdown menu.



Creating En and Em Dashes

- Click on Insert > Symbol > Special Characters, or the Insert Tab > Symbol Icon > More Symbols, where you can select the symbol as well as create or change an existing keyboard shortcut (recommended). The default shortcuts on a full-sized keyboard are given below.
 - En dash: (ctrl + minus sign) or (command + minus sign)
 - Em dash: (ctrl + alt + minus sign) or (command + option + minus sign)

Creating Vertical Fractions in MS Word

- Go to Insert > Equation (Windows) or Insert > Object > Microsoft Equation (Mac), then type in the numerator followed by a slash followed by the denominator, then click the dropdown arrow and select *professional*.

How to Navigate and Insert Tab Spaces in Tables

- Use (tab) to move the cursor forward to the next cell.
- Use (shift + tab) to move the cursor back to the previous cell.
- Use (ctrl + tab) to insert a tab space inside the active cell.

Straight Edges and Tidy Margins

- Use the ¶ toggle to make sure no spacing in the document was created using single spaces where tabs or paragraph settings ought to be used.

Items to Find and Replace

Find	Replace With
&	and
#	Problem
- (dash)	– (en dash)
-- (two dashes)	— (em dash)
e.g.	e.g.,
i.e.	i.e.,
am	(space)a.m.
pm	(space)p.m.
x	×

Frequently Seen Errors

- Missing or misplaced periods in the student–teacher dialogue.
- Including only one space between sentences and after colons rather than two.
- Missing comma before the *and* that precedes the last item in a list.
- Ordinal numbers indicated with numerals (1st) rather than spelled out (first).
- Incorrect or excessive use of *e.g.* (for example) and *i.e.* (that is).
- Using both *e.g.* and *etc.* in the same series.
- Not using a comma after *e.g.* or *etc.*
- Using an em dash rather than a colon after *Sprint* in the fluency activities.
- Not capitalizing the word *problem* when referring to a specific problem.
- Not enclosing letters designating the parts of a problem in parentheses.
- Not inserting a space between numeral and unit of measure.
- Not including a space between time and a.m. or p.m. (which should be lower case and punctuated with periods).
- Using *from* together with an en dash. Use either *from 0 to 10* or *0–10*, never *from 0–10*.
- Using a hyphen (-) rather than an en dash (–) to indicate a range of numbers.
- Times allotted for lesson sections not matching those listed in the Suggested Lesson Structure.
- Times in the pie chart not matching the lesson sections or Suggested Lesson Structure.
- Titles or times of fluency activities not matching those listed immediately beneath the Fluency Practice header.
- In the Suggested Lesson Structure, *Application Problem* is often plural when there is only one AP in the lesson.
- The words *Concept Development*, *Application Problem*, *Problem Set*, *Sprint*, and *Student Debrief* (or just *Debrief*) not capitalized when used in the text.
- A series of numbers in a student answer without spaces between the numbers and commas that follow.
- Using a hyphen (-) rather than an en dash (–) as the symbol for subtraction.
- Using the letter *x* rather than the text symbol for multiplication (×).
- Not including spaces around mathematical operators in equations and expressions.
- Listing *personal board* or *white board* rather than *personal white board*.
- Using a numeral when the number should be spelled out, and vice versa.
- Using a hyphen (-) rather than an en dash (–) between the elements when referring to other lessons.
- Using quotation marks rather than italics when referring to vocabulary terms.
- Incorrect headers on student sheets.
- Student work snapshots not matching the Problem Sets.
- Using *you* and *your* outside of student–teacher dialogue, particularly in the Notes On boxes.
- Using *that* rather than *who* when referring to people: students *who*, not students *that*.

Preferred Forms of Commonly Used Terms and Phrases

Treatment of New Terms and Problem Types

Italicize problem types wherever they occur. Strategies should be neither bold nor italicized. Neither strategies nor problem types should be capitalized or in quotes.

Bold new vocabulary the first time it is used in the conceptual understanding and in the Debrief.

At the point of first use, a picture with a caption should be provided for each of the suggested tools and representations. The tool or representation should be neither bold nor italicized in the text.

Frequently Encountered Problem Types

Problem types are always lowercase and italicized (not capitalized, not in quotes).

- *add to with result unknown*
- *add to with change unknown*
- *add to with start unknown*
- *take from with result unknown*
- *take from with change unknown*
- *take from with start unknown*
- *put together/take apart with total unknown*
- *put together/take apart with addend unknown*
- *put together/take apart with both addends unknown*
- *compare with difference unknown*
 - *how many more or how many* (always italicized without a question mark, unless used as an independent question)
- *compare with bigger unknown* (note that there are two versions: more and fewer)
- *compare with smaller unknown* (note that there are two versions: more and fewer)
- *equal groups with unknown product* (note that there is also a measurement version)
- *equal groups with group size unknown* (note that there is also a measurement version)
- *equal groups with number of groups unknown* (note that there is also a measurement version)
- *arrays/area with unknown product*
- *arrays/area with group size unknown*
- *arrays/area with number of groups unknown*
- *compare with unknown product* (note that there is also a measurement version)
- *compare with group size unknown* (note that there is also a measurement version)
- *compare with number of groups unknown* (note that there is also a measurement version)

Hyphenated Terms and Phrases

Hyphenate a phrase when it is used as a compound adjective modifying another noun, but leave open (with no hyphen) when it is being used as a noun itself: four digits, *but* single-digit numbers.

- Multi-digit multiplication
- Three-digit numbers
- Three-by-three-digit multiplication

Use hyphens when spelling out the numbers 21–99, whether alone or part of a larger number.

- Twenty-one
- One hundred thirty-five

Capitalized Words and Terms

- Module, topic, lesson, problem, and problem part, when specified by number or letter
 - Module 1
 - Topic A
 - Lesson 5
 - Part (e) of Problem 5
- Side A, Side B
- Partner A, Partner B
- Level 2 strategy
- Page 3
- Titles of sections of documents, including chart names
 - Exit Ticket
 - Student Debrief (or just Debrief)
 - Problem Set
 - Application Problem

Preferred Forms

- 5-group cards
- 5-stick (PK–K), five-stick (1–5) (modeled after 10- vs. ten-stick)
- Area formula: $l \times w = A$ (italicized lowercase L and W with an uppercase A in plain text)
- 6×2 array
- arrow way
- base ten numbers (no hyphen)
- concrete–pictorial–abstract

- crossing a ten
- one disk or ones disk, ten disk or tens disk, hundred disk or hundreds disk (no hyphen)
- one dollar bill (no hyphens at all)
- nines facts
- Happy Counting
- Hide Zero cards
- Math Way
- 2 objects
- personal white boards (in the materials list)
- Say Ten way
- skip-count (hyphen)
- skip-count by sevens (number spelled out and plural)
- 10-frame cards (PK–K)
- ten-frame cards (G1–G5)
- think–pair–share
- three categories
- three-dimensional objects
- 3 times as many (use numeral, but subject to context)
- two-digit numbers

When referring to specific problems in a Problem Set in a lesson or in assessments, use the following forms:

- Problem 3
- Problem 4(a)
- Problem 4 (a), (b), and (c)
- Problem 5(a–d)
- Part (e) of Problem 5
- Parts (a), (b), and (c)
- Parts (a–d)

Manipulatives

- A draft list of the manipulatives used in *A Story of Units* is appended to this guide.
- Spelling and hyphenation are to adhere to these lists.

Notes for Writers

General Guidelines

- All language should be written in parallel structures wherever possible, with consistency in mind.
- Informal language (including contractions) and writing in first (I, we) and second (you) person should be avoided outside of student–teacher dialogue, including in the Notes On boxes.
- Avoid the use of words with multiple meanings to avoid ambiguity and difficulties for ELL students.
- Include snapshots of student work for all pages of the Problem Set; replace with updated versions whenever Problem Sets are changed.
- Scans should be clear and legible.
- Do not use multiple spaces for formatting. If there is something you cannot quickly and easily format, leave a note for the formatters so that they can take care of it.
- Download the current template every time you create a new document.
- Be consistent with titles for fluency activities. Fluency activity titles are capitalized but not italicized.
- Every new or recently introduced term must be used explicitly in both the CD and the SD of the first relevant lesson and be bold the first time used in the CD and the first time used in the SD.
- Bold text should not be used otherwise with two exceptions:
 - Referencing standards within narratives (**3.NBT.1**)
 - For each fluency activity, standards are listed in bold font (without parentheses and preceded by two spaces).
- At the point of first use, a picture with a caption should be provided for each of the suggested tools and representations. The tool or representation should be neither bold nor italicized in the text.
- Problem types should be italicized (not capitalized, not in quotes) at every use.
- Strategies should not be bold or italicized.
- Please note that *e.g.* is used only to introduce an example, not a definition or synonym.
- Do not use an ampersand (&) in place of *and*, always spell it out.
- When referring to specific problems or questions, use the word *Problem* followed by the numeral rather than the number symbol (#) or the word *question*.
- Use italics to emphasize or call attention to a term, rather than bold or quotation marks. Reserve bolding for introducing new terms.
- The following examples indicate the correct abbreviation to be used when referring to the Mathematical Standards in the CCLS.
 - 3.MD.C.5a, K.CC.B.4b, 5.OA.B.3
- Words used as words should be italicized rather than enclosed in quotes.
 - In Topic B, the term *fractional unit* will largely be replaced by the term *equal part*.

Titles and Objectives

- Module and topic titles should be short and concise and are not to include verbs (with the exception of gerunds, if necessary).
- Lesson objectives should begin with verbs.
- Omit extraneous information (usually introduced by *e.g.* or *i.e.*) from lesson objectives.
- Lesson objectives are grammatically complete sentences and should be in sentence case with a closing period, in all locations and in every document.
- All language should be written in parallel structures wherever possible, with consistency in mind.

Module Overviews

- The first module of all grade levels should include more information and more detail, as it is the teacher's introduction to the new materials.
- Give one brief paragraph of description for each topic, preferably no longer than five sentences.

Topic Openers

- Be consistent in the amount of information presented.
- Provide a lesson-by-lesson description of topic, highlighting how each lesson builds upon the others.

Numbers and Equations

- En dash (–) is the universal symbol for *minus* or *subtract* and take a space both before and after when used for this purpose.
 - $5 - 2 = 3$
- Use an en dash with no spaces before or after, not a hyphen, to indicate an inclusive numbers. Also, do not mix *from...to* with the en dash. Use one or the other.
 - $41-36$, *not* $41-36$
 - $20-30$, *not* *from* $20-30$
- In the early grades, arithmetic problems will typically be written horizontally. The purpose for this is to give students a chance to analyze the problem and choose a strategy. For example, they may decide to do it mentally, or to employ an algorithm. Presenting the problems vertically encourages students to simply do the algorithm instead.
- For vertical algorithm problems, mainly in early grades, it is helpful to include two spaces between each digit to separate the place values. For example,

$$\begin{array}{r}
 3 \ 2 \ 1 \\
 + \ 1 \ 3 \ 4 \\
 \hline
 4 \ 5 \ 5
 \end{array}$$

- Fractions in lessons are to be created using Word’s equation function. Go to Insert > Equation (Windows) or Insert > Object > Microsoft Equation (Mac), then type in the numerator followed by a slash followed by the denominator, then click the dropdown arrow and select *professional*, the result of which is the form below.

$$\frac{3}{4}$$

- In mixed number fractions, the entire number, not just the fractional part goes within the equation editor.
- Write out numbers less than 10 when they are not being used in a mathematical sense. It is sometimes helpful to look to the CCSS for guidance.
 - Send two pairs of students to the board.
 - Attributes of Two Related Objects
 - Three categories
- When expressing numbers in terms of units, the number of units is in numeral form and the unit number is spelled out.
 - 5 hundreds, 2 tens, 3 ones
- Be consistent with usage, even when a part of an expression is implied.
 - 4 tens and 1 (one, implied), *not* 4 tens and one

A STORY OF UNITS
 MATHEMATICS CURRICULUM P-5
 MATERIAL LIST







<u>Manipulatives</u>	<u>Pre-K</u>	<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
attribute shapes (student sets)	x	x	x	x	x		
large attribute shapes (teacher set)	x						
3-D shapes (student sets)	x						
tangrams		x	x	x	x		
cubes -cm (volume)							x
tiles (area)				x	x	x	
geo boards/rubberbands				x	x		
protractors (circular)					x		
protractors (180 degrees)					x		
rulers two-sided (metric/customary to 1/4 inch)		x	x	x	x	x	x
yard sticks		x	x	x	x	x	x
meter sticks		x	x	x	x	x	x
tape measures		x	x	x	x	x	x
spring scales		x	x	x	x		
digital metric scales					x	x	
balances		x	x	x	x		
beakers		x	x	x	x		
Geared for Time clock set (demo/student clocks)			x	x	x		
money sets			x	x			
linking cubes	x	x	x	x	x		
base ten blocks			x	x	x		
number discs: ones		x	x	x	x	x	x
number discs: tens		x	x	x	x	x	x
number discs: hundreds			x	x	x	x	x
number discs: thousands				x	x	x	x
number discs: ten-thousands					x	x	x
decimal number discs to thousandths							x
magnetized number discs		x	x	x			








place value cards			x	x	x		
dice		x	x	x	x	x	x
counters (teddy bear, sea animal, dinosaurs, etc)	x						
counters (two-color)	x	x	x	x			
fraction circles and squares kit				x	x		
teacher Rekenrek (up to 10)	x						
teacher Rekenrek (up to 20))	x						
student Rekenreks (up to 10	x						
student Rekenreks (up to 20)	x						
teacher set: large magnetic numbers 1-20	x						
plastic trays (cafeteria-style)	x						




DRAFT







A STORY OF UNITS
MATHEMATICS CURRICULUM P-5
MATERIAL LIST








(priced as items are available at www.commoncore.org)








Manipulatives	<i>Description</i>	<u>Pre-K</u>	<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>	<u>Cost</u>	<u>Image</u>
attribute shapes (student sets)	60 pc, plastic set	x	x	x	x	x			\$19.99	
large attribute shapes (teacher set)	60 pc, giant (demo) set	x							\$34.99	
3-D shapes (student sets)	Set of 12, soft geo-shapes	x							\$19.99	
tangrams	Classpack, set of 30		x	x	x	x			\$29.95	
cubes -cm (volume)	Centimeter Cubes, set of 500							x	\$15.99	
tiles (area)	Classroom set, 1" tiles				x	x	x		\$24.99	



tiles (area) - Option 2, added	Overhead color tiles (demo set)					x	x	x		\$5.99	
geo boards/rubberbands	Classpack, set of 10 sturdy plastic 7.5" (asst. colors) with rubberbands					x	x			\$25.99	
protractors (circular)	Bullseye protractor 360 degree						x			\$2.99	
protractors (180 degrees)	Transparent Anglegs (desktop or overhead); 72 pieces with 12						x			\$20.00	
Geometry set, Option 2, added	Safe-T Geometry set w/ compass, protractors, triangles						x			\$4.99	
rulers two-sided (metric cm and customary to 1/4 inch)	Set of 10, includes cm and customary		x	x	x	x	x	x	x	4.50 set of 10	
yard sticks	Set of 10, economy yard/meter stick		x	x	x	x	x	x	x	\$16.95 set of 10	

meter sticks	Wooden meter stick, easy to read, 1/8" increments		x	x	x	x	x	x	\$4.99 ea	
tape measures	English/metric tape measure, Set of 10		x	x	x	x	x	x	\$7.99 ea	
spring scales	Platform Scale		x	x	x	x			\$11.99 ea	
digital metric scales	Classroom compact digital scale 5000g					x	x		\$47.99 ea	
balances	Primary bucket balance		x	x	x	x			17.99 ea	
beakers	Plastic beaker, 25 per set, 500ml		x	x	x	x			\$13.50	
Geared for Time clock set (demo and student clocks)	25 clocks and 1 demo			x	x	x			\$64.99	

money sets	Giant Classroom money Kit			x	x					\$44.99	
linking cubes (PreK-2)	2 CM Mathlink cubes, set of 100	x	x	x	x	x				\$12.49 set	
linking cubes (3-5) - Option 2, added	Unifix® Cubes, 10 assort colors, 100					x	x	x		\$13.95 set	
base ten blocks	Interlocking Base Ten Block Starter Kit (100 block)			x	x	x				\$39.99	
PK - 3: Place Value Discs, class set (1, 10, 100, 1,000)	140 total, 35 of 4 values (foam)		x	x	x	x				\$18.95	
3 - 6 : Place Value Discs, class set (1, 10, 100, 1,000, 10K, 100K, 1million)	140 total, 20 of 7 values (foam)						x	x	x	\$18.95	

decimal number discs to thousandths	10 individual sets / accommodates class of 20									x	\$39.99 class	
place value cards (strips, 4 digits)	40 strips, 10 for ea value			x	x	x					\$13.95	
place value cards (strips, 7 digits), option 2, added	70 strips, 10 for ea value					x	x	x			\$19.50	
dice	Dot dice, set of 36 (3 colors)		x	x	x	x	x	x			\$8.99	
counters (teddy bear, sea animal, dinosaurs, etc)	Three bear family, rainbow set - 96 pcs.	x									\$19.99	
(see above) - Option 2	Jungle Animal Counters set - Set of 60 pcs	x									\$24.99	
(see above) - Option 3	Mini Dinosaur Counters - Set of 108	x									\$22.99	

counters (two-color)	Two-color counters, 5 bags of 200	x	x	x	x					\$8.99	
fraction circles and squares kit, Option 1	Rainbow Fraction Deluxe Circles; Set includes 9 circles				x	x				\$9.99	
fraction circles and squares kit, Option 2	Rainbow Fraction Deluxe Squares; Set includes 51 pieces				x	x				\$9.99	
teacher Rekenrek (up to 10)	1 bar, teacher demo (100 beads, red & white, color change after 10)	x								\$38.95	
teacher Rekenrek (up to 20)	Rekenrek Demo Countign Frame, 20 bead	x								\$34.75	
student Rekenreks (up to 10)	Beaded String? One 18" string, 20 beads (removable) - If NOT OK, need recommendation	x								\$2.25 ea	
student Rekenreks (up to 20)	Individual Student Rekenrek, up to 20	x								\$5.50 ea (\$165 class)	

Teacher/Student Rekenrek Kit (up to 20), Option 2	1 teacher demo with 30 individual, up to 20	x								\$189.95 class	
teacher set: large magnetic numbers 1-20	Jumbo Magnetic Numbers (36 total w/ signs)	x								\$13.99 set	
Dry erase insert boards w/ marker	(No Image)	x	x	x	x	x	x	x	x	\$6.00 ea	Custom: durable/sturdy dry-erase board with 2-sided sleeve insert, with marker
Personal dry erase class kit, with high capacity sheets, marker, eraser		x	x	x	x	x	x	x	x	\$3.50 ea	