

Common Core State Standards Coffee & Conversation

Prior Knowledge: What you want to learn!

New Learning

Summary

Please take a minute to record your prior knowledge of, and what you want to learn about, the Common Core State Standards.

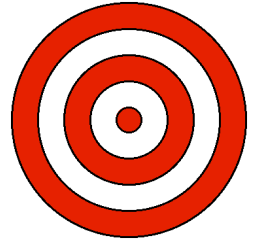
Record anywhere in the outer part of the boxes.

Then

On the chart paper by the bookshelf, place an X on the line indicating your current level of understanding with respect to the CCSS.

Agenda

- ◆ Reading/Greeting/Activity: Sheela Webster
- ◆ The Common Core: Daryl Cranston, Network Accountability Leader
- ◆ English Language Arts 3rd – 12th Grades: Sandra Galbato
- ◆ English Language Arts K – 2nd (Technology): Pete Hilling
- ◆ Math K-12th Grades: Karen Morris
- ◆ Closing



Learning Targets

- ◆ I can identify the instructional shifts of the Common Core State Standards in English Language Arts (ELA) and Math.
- ◆ I can communicate to others the What? & Why now? Of the Common Core State Standards.

Daryl Cranston

The Common Core- What? Why Now?



- ◆ College and career readiness standards developed in summer 2009
- ◆ Based on the college and career readiness standards, K-12 learning progressions developed
- ◆ CCSS were developed in collaboration with teachers, school administrators to provide students a consistent state to state education.
- ◆ NYS adopted in July 2010, final revision approved on January 17, 2011
- ◆ The most recent movement from 2005-2010 was the last set of changes to guide instruction for College and Career Readiness under No Child Left Behind.

More about the "Core"

- ◆ Recent data has indicated that our students, when graduating from high school, are not prepared for entrance classes in college.
- ◆ Students are paying for courses in college on skills, that they should have mastered in high school.
- ◆ Students who have chosen fields outside of college are not prepared for the skills and problem solving abilities for the ever changing, complex world.

The Six Instructional Shifts

ELA



Balance of Informational and Literary Texts



Knowledge in the Disciplines



Staircase of Complexity



Text Based Answers

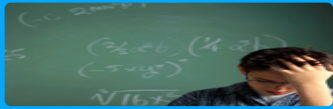


Writing from Sources



Academic Vocabulary

The Six Instructional Shifts Math



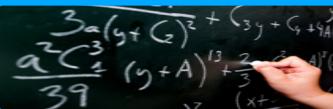
Shift 1: Focus



Shift 2: Coherence



Shift 3: Fluency



Shift 4: **Deep Understanding**



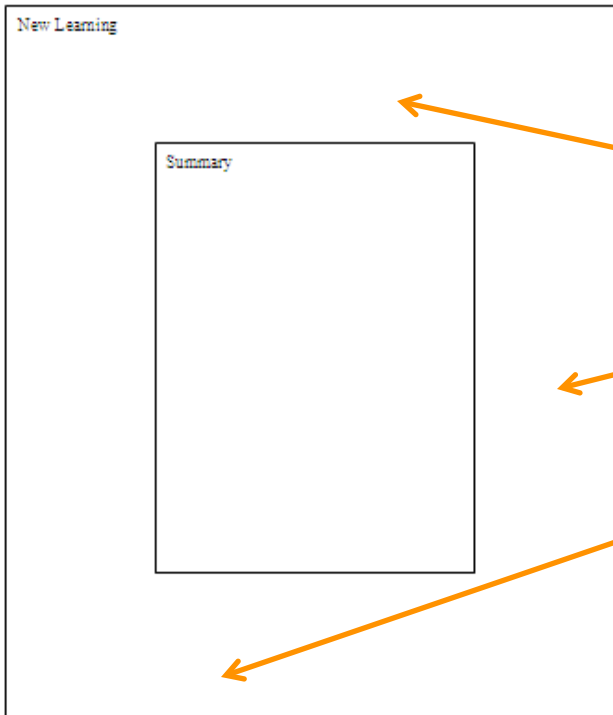
Shift 5: Applications



Shift 6: Dual Intensity

Common Core State Standards New Learnings

Prior Knowledge What you want to learn!



The diagram shows a large rectangular box labeled "New Learning" at the top left. Inside this box is a smaller rectangular box labeled "Summary" at the top left. Three orange arrows point from the right side of the slide towards the "New Learning" box: one points to the top right corner, one points to the right side, and one points to the bottom left corner.

Please take a minute to record your new learnings of the Common Core State Standards.

Record anywhere in the outer part of the boxes.

Sandra and ELA 3rd-8th Grades

- ◆ ELA Shifts

- ◆ The Curriculum

- ◆ PK-2



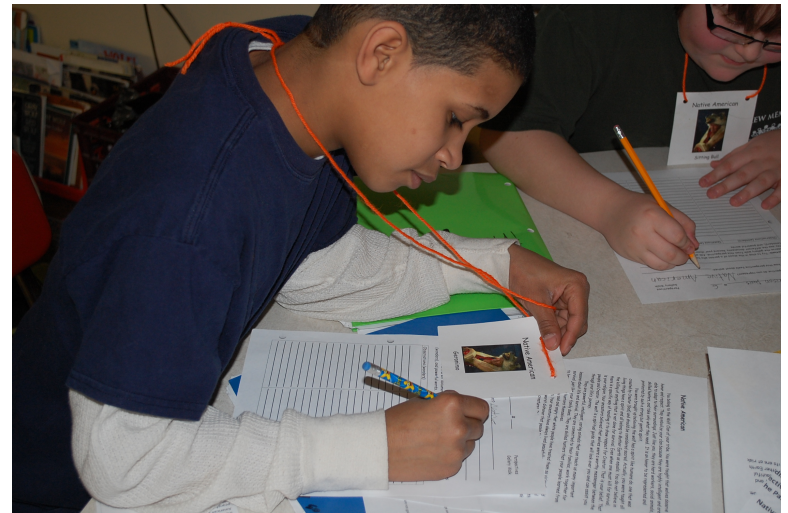
- ◆ 3-8



- ◆ 9-12



- ◆ Close Reading Lesson



ELA Common Core Shifts

Shifts in ELA/ Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Expeditionary Learning and the Common Core State Standards



- ◆ Grades PK – 2nd Core Knowledge
- ◆ Grades 3rd – 8th Expeditionary Learning partnered with the state to write curriculum for Grades 3-8
- ◆ Grades 9th – 12th Grades Odell Education

Close Reading



- ◆ Emphasizes students' independence and perseverance to get through a complex text
- ◆ Involves an investigation of a piece of text, with multiple readings, over multiple instructional sessions
- ◆ An important strategy that can accelerate and deepen the learning of all readers at all levels

Close Reading Lesson

Grade 5, Module 1, Unit 1, Lesson 1



◆ Long-term Learning Targets

- ◆ I can effectively engage in a discussion with my peers. (SL.5.1)
- ◆ I can summarize portions of a text when reading and listening to information being presented. (RI 5.2, SL 5.2)
- ◆ I can determine the meaning of content words or phrases in an informational text. (RI 5.4)

◆ Short-term Learning Targets

- ◆ I can follow our class norms when I participate in a discussion.
- ◆ I can summarize Article 1 of the Universal Declaration of Human Rights.
- ◆ I can define “human rights.”

Work Time

- ◆ What do you think a right is?

- ◆ Listen and follow along to Article 1

- ◆ First read
 - ◆ Read Article 1 to yourself
 - ◆ Turn to a partner discuss “what right(s) you think the article is referring to?”
 - ◆ Write your thought next to Article 1

The Second Time Around

- ◆ Second read:
 - ◆ Reread only the first sentence of Article 1
 - ◆ Underline only 2-3 pivotal words, share them with a partner.
 - ◆ Reread only the second sentence of Article 1
 - ◆ Underline 2-3 words that would help you determine the right or promise article is referring to.

Third Time's the Charm

- ◆ Third read:
 - ◆ Reread the entire Article 1, inserting the synonyms/phrases that they recorded above their underlined words.
 - ◆ Report out on the gist of the article.
 - ◆ Complete the second column of the note-catcher which may or may not confirm your initial thought on what right is discussed.

Reflection



- ◆ Turn to a partner and discuss:

“ How can close reading push your child to become college and career ready?”

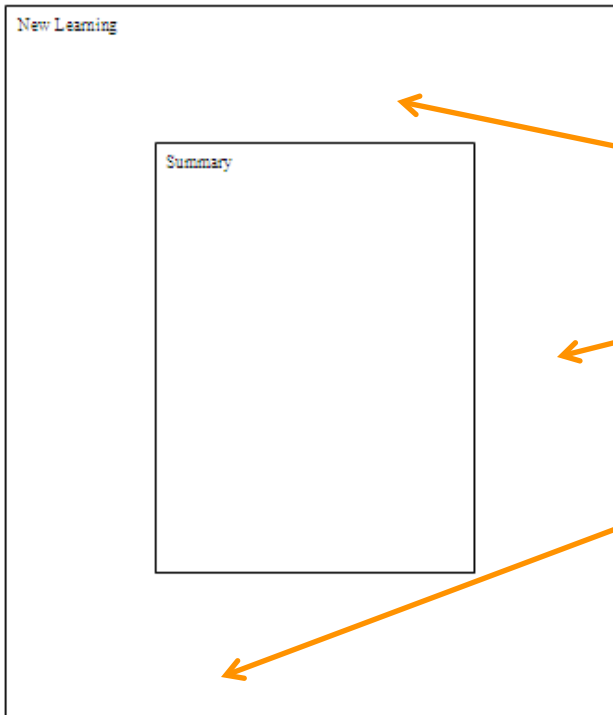
Report out

Close Listening is Close Reading

- ◆ Primary students Kindergarten through second grade.
- ◆ Same process, except they are working through the complex text while listening.
- ◆ Focus is not only on the comprehension of the text, but also the ability to learn how to engage in extended conversations.
- ◆ Oral language development precedes and is the foundation for the development of reading and writing skills.

Common Core State Standards New Learnings

Prior Knowledge What you want to learn!



The diagram shows a large rectangular box labeled "New Learning" at the top left. Inside this box is a smaller rectangular box labeled "Summary" at the top left. Three orange arrows point from the right side of the slide towards the "New Learning" box: one points to the top right corner, one points to the middle right side, and one points to the bottom left corner.

Please take a minute to record your new learnings of the Common Core State Standards.

Record anywhere in the outer part of the boxes.

Pete K-2 ELA / Technology

- ◆ K-2nd Grade support with ELA
 - ◆ Core Knowledge
- ◆ Focus on integrating Technology (skills)
 - ◆ iPad Initiative
 - ◆ Raz-Kids
 - ◆ Skills
 - ◆ Engagement



Core Knowledge and David Liben



“Knowledge builds on knowledge”

“The more you know, the more you are able to learn.”

“... a curriculum that is coherent, cumulative, and content-specific in order to help children establish strong foundations of knowledge, grade by grade.”



David Liben
Student Achievement Partners (co-author and guru)

An organization that assembles leading thinkers and researchers to design actions to substantially improve student achievement.

PK-2 ELA – A focus on skills

The Pillars of Core Knowledge

Foundational Skills and Guided Reading

Shared Interactive Reading

Guided Accountable Independent Reading



Components of Comprehensive Literacy Program Core Knowledge Language Arts New York Edition Program for CCSS Grades P-2		
<p>Foundational Skills and Small Group Instruction = CKLA NY Skill Sequence with student readers</p>	<p>Read Aloud and Shared Interactive Reading = Listening and Learning Strand</p>	<p>Additional Book Time, Independent Reading = Guided Reading and Accountable Independent Reading (GRAIR)</p>
<ul style="list-style-type: none"> Addresses needs of all students by providing: Systematic exposure and reinforcement of reading skills differentially Engages through: student-friendly, largely contemporary literature at various reading levels Builds community of readers 	<ul style="list-style-type: none"> Provides lively, content rich read-aloud with opportunity to question, discuss, and share ideas Focuses on academic language Develops background knowledge in science, social studies and the Arts Provides diverse text Builds community of readers and learners 	<ul style="list-style-type: none"> Occurs outside and in addition to CKLA NY block Allows for student and teacher choice from existing leveled libraries based on interest, availability and readability Builds reading volume Develops reading stamina and persistence Strengthens community of readers and learners

Key Points - Liben



- ◆ 90% correlation - reading on grade level by end of 2nd grade – success in school
- ◆ Strong focus on skills of reading PK-2
- ◆ Encourage boys to read whatever they want
- ◆ Journaling and presentations should follow independent reading for assessment and accountability
- ◆ PK – Read Aloud and Discussion and Skills
- ◆ Writing – 1st grade answer questions and work on narrative and opinion pieces
- ◆ Moving back to integrating reading and writing
- ◆ Move toward decoding and automaticity as priorities, kids need to practice words and spelling patterns (and I quote) “a s\$*^load.”
- ◆ Go deep on topics, instead of lightly touching on several. Hmmmm, sounds like EL!

iPads

- ◆ Raz-Kids
 - ◆ Reading and Listening
 - ◆ Comprehension Check
 - ◆ Reading for Interest
 - ◆ Hello? Rockets!

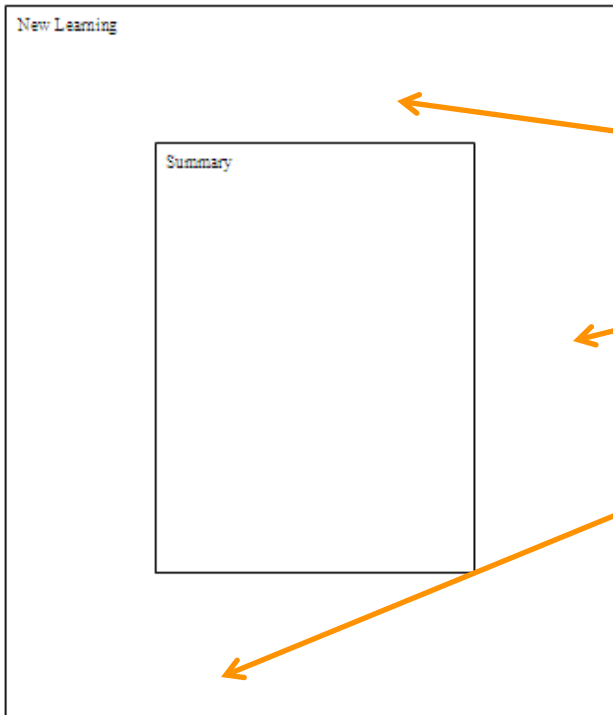
- ◆ Sentence Builder (Sight Words and Sentence Structures)

- ◆ Word Bingo (Sight Words)



Common Core State Standards New Learnings

Prior Knowledge: What you want to learn!



The diagram shows a large rectangular box labeled "New Learning" at the top left. Inside this box is a smaller rectangular box labeled "Summary" at the top left. Three orange arrows point from the right side of the slide towards the "New Learning" box: one points to the top right corner, one points to the right side, and one points to the bottom left corner.

Please take a minute to record your new learnings of the Common Core State Standards.

Record anywhere in the outer part of the boxes.

Karen Morris and Math

- ◆ Math Shifts (Fluency)
- ◆ Standards
- ◆ 8 Mathematical Practices
- ◆ Lesson (Instruction) 4th Grade



Math Common Core Shifts

Shifts in Mathematics

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Required Fluencies in CCSS for Math



Grade	Required Fluency
Kindergarten	Add/Subtract within 5
1 st	Add/Subtract within 10
2 nd	Add/Subtract within 20 and 100
3 rd	Multiply/divide within 100 Add/Subtract within 1000
4 th	Add/Subtract within 1,000,000
5 th	Multi-digit multiplication
6 th	Multi-digit division Multi-digit decimal operations
7 th	Solve $px + q = r$, $p(x+q) = r$
8 th	Solve simple 2×2 systems by inspection

8 Mathematical Practices

- ◆ 1. Make sense of problems and persevere in solving them.
- ◆ 2. Reason abstractly and quantitatively.
- ◆ 3. Construct viable arguments and critique the reasoning of others.
- ◆ 4. Model with mathematics.
- ◆ 5. Use appropriate tools strategically.
- ◆ 6. Attend to precision.
- ◆ 7. Look for and make use of structure.
- ◆ 8. Look for and express regularity in repeated reasoning.

Lesson (Instruction) 4th Grade

Standard: 4.OA.2 Multiply and divide to solve word problems involving multiplicative comparison
4.OA.3 Solve multistep word problems using the four operations

Last night Demetrius read 17 pages. Edward read twice as many pages as Demetrius. Frederick read 5 more than 3 times as many pages as Demetrius.

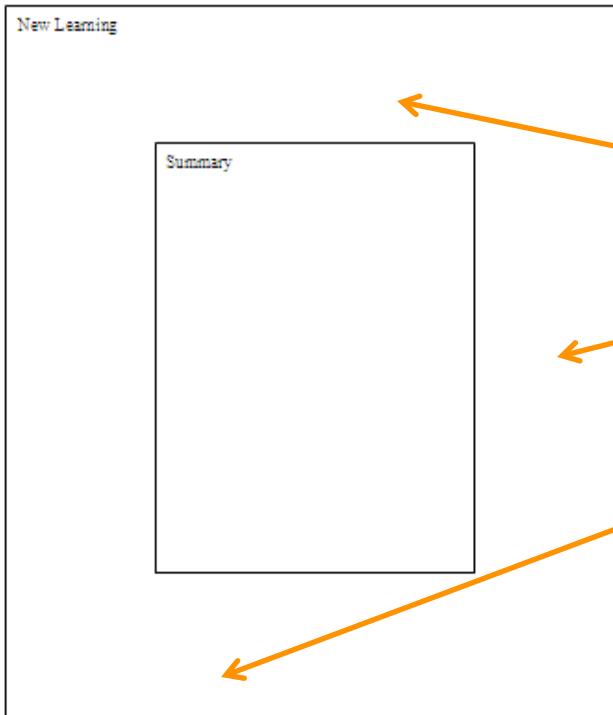
How many total pages did the 3 boys read last night?

Show your work.



Common Core State Standards New Learnings

Prior Knowledge What you want to learn!



The diagram shows a large rectangular box labeled "New Learning" at its top-left corner. Inside this box, there is a smaller rectangular box labeled "Summary" at its top-left corner. Three orange arrows point from the right side of the slide towards the "New Learning" box: one points to the top-right corner, one points to the right side, and one points to the bottom-left corner.

Please take a minute to record your new learnings of the Common Core State Standards.

Record anywhere in the outer part of the boxes.

Parent Backpacks

Backpacks: What you should see

Real-world examples that makes what students learn in English and math make more sense



Books that are both fiction and non-fiction

Writing assignments that require students to use evidence instead of opinion

Math homework that asks students to write out how they got their answer

Math homework that asks students to use different methods to solve the same problem

SAMPLE: FULL PRESENTATIONS
AVAILABLE ON ENGAGENCY.ORG

Some questions to ask your child

Did you talk about anything you read in class today? Did you use evidence when you talk about what you read?

Tell me something you learned in your reading. How did you learn it?



How did you use math today? Can you show me an example?

Did you learn any new words in class today? What do they mean? How do you spell them?

What math problems did you do today? How did you get your answer?

SAMPLE: FULL PRESENTATIONS
AVAILABLE ON ENGAGENCY.ORG

CCSS Video



Common Core State Standards Summarize

Prior Knowledge: What you want to learn!

New Learning

Summary



Please discuss knowledge and new learnings and summarize.

Parent Handouts ? Use?

What Parents Can Do to Help their Children



Working with the "Shifts"

What Parents Can Do to Help their Children Learn

The Common Core State Standards ask teachers to make 12 major "shifts" or (changes) in their classrooms – six shifts in English language arts and six shifts in Mathematics. These changes may be tough at first as students and teachers adjust to higher expectations.

As a parent, you can help and learn more by talking with your child about what they are learning. Ask open-ended questions about what they learned in school each day, read their homework and attend school events to learn about what their teachers expect.

This document explains some of the ways that your child's classroom is changing and how you can help; for more information, check out www.engageny.org.

THE 12 SHIFTS

English Language Arts/Literacy	Mathematics
<ul style="list-style-type: none">• Read as much non-fiction as fiction	<ul style="list-style-type: none">• Build skills across grade levels
<ul style="list-style-type: none">• Learn about the world by reading	<ul style="list-style-type: none">• Learn more about less
<ul style="list-style-type: none">• Read more challenging material	<ul style="list-style-type: none">• Use math facts easily
<ul style="list-style-type: none">• Talk about reading using "evidence"	<ul style="list-style-type: none">• Think fast AND solve problems
<ul style="list-style-type: none">• Write about texts using "evidence"	<ul style="list-style-type: none">• Really know it, really do it
<ul style="list-style-type: none">• Know more vocab words	<ul style="list-style-type: none">• Use math in the real world



Learning Targets



- ◆ I can identify the instructional shifts of the Common Core State Standards in English Language Arts (ELA) and Math.
- ◆ I can communicate to others the What? & Why now? Of the Common Core State Standards.