Shifts of the English Language Arts Common Core State Standards

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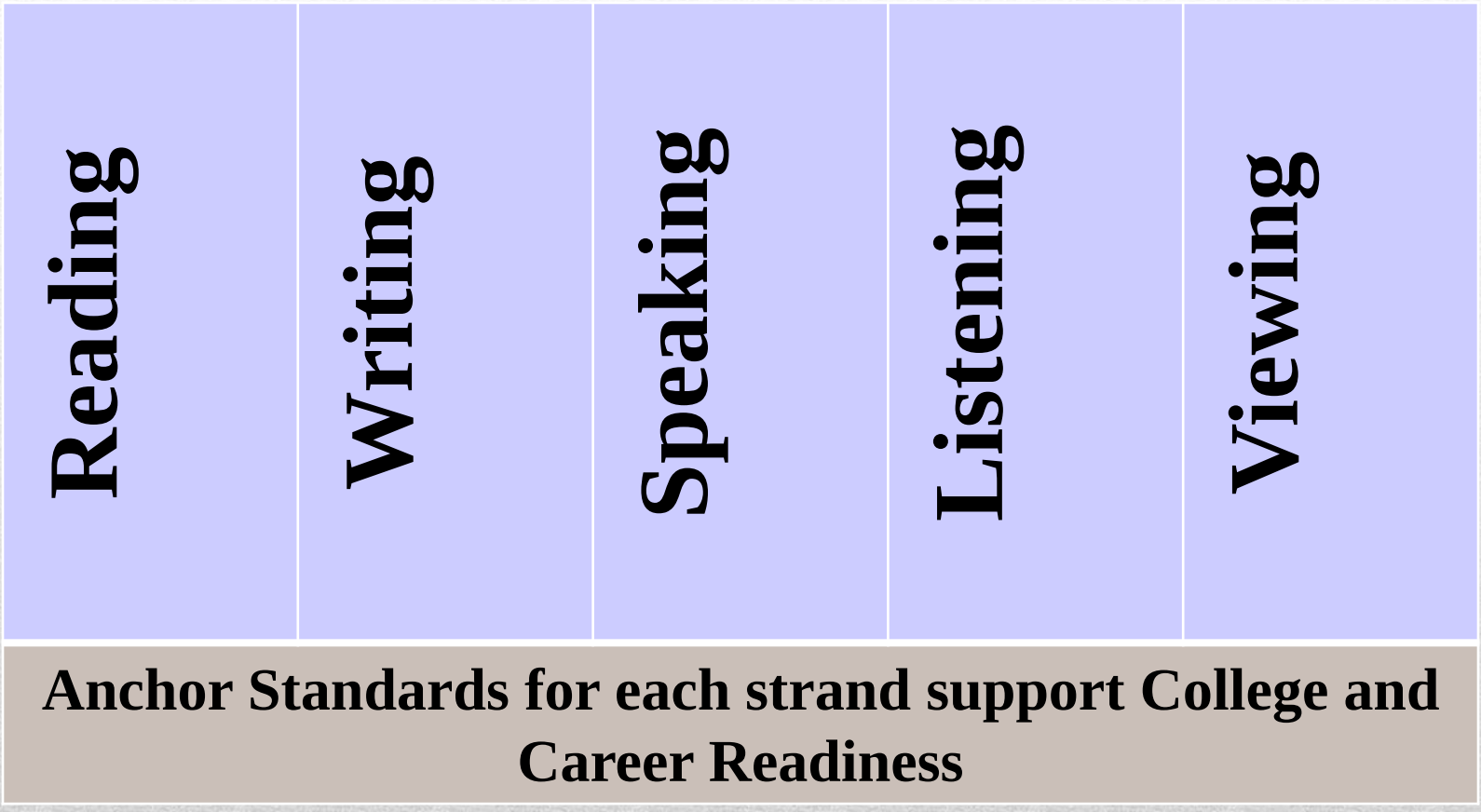


General Structure of the ELA Standards

PREPARING FOR THE CORE:

	K-2nd Grade	3-5th Grade
Reading	Implemented five units of instruction w/20-25 lessons Implemented the DRA2 Reading Assessment Introduced Reading Benchmarks Aligned to CCSS Teachers wrote Reading Strategy Lessons for each Unit of Study Scholastic Leveled Libraries provided opportunities for differentiation	Implemented five units of instruction w/20-25 lessons Incorporated Reading strategies lessons into the curriculum. Introduced Reading Benchmarks Provided additional units of instruction: Analyzing Nonfiction Analyzing Nonfiction Articles Critical Analysis (Poetry) Introduced Teachers College Reading Assessment

PREPARING FOR THE CORE:

	6th-8th Grade	9th-12th Grade
Reading	**New Adoptions!** **Grade 6:** *Alice in Wonderland, Wizard of Oz , When You Reach Me, Boy in the Striped Pajamas, Bat 6* **Grade 7:** *Illustrated Man, Of Beetles and Angels, The Outsiders* **Grade 8:** *The American Plague, Of Mice and Men,* and *The Narrative of the Life of Frederick Douglas*	**New Adoptions!** *Scout, Atticus, & Boo* and *The Brief Wondrous Life of Oscar Wao* (award-winning, high interest text).

PREPARING FOR THE CORE:

	K-2nd Grade	3-5th Grade
Writing	Introduced 5-6 units of Writing instruction with 20-25 lessons (w/rubrics) Introduced Writing Benchmarks aligned to CCSS	Introduced 5 units of Writing instruction with 20-25 lessons (w/rubrics) 3rd-5th Grade: Introduced Grammar books Provided additional units of instruction: 3rd and 4th Gr: Feature Article, Character Study (via Series) 4th Gr: Critical Analysis (Poetry) 5th Gr: Opinion/Editorial and Critical Analysis (Poetry)
	Revisions (1st and 2nd Gr): Writing strategy lessons	Revisions (3rd and 4th Gr): Myths, Fables and Folktales and Tackling Complex Texts

PREPARING FOR THE CORE:

	6th-8th Grade	9th-12th Grade
Writing	**Grade 6 ELA Team** revised their "Courage" thematic unit to explore more interdisciplinary connections with their Social Studies colleagues with a revised summative writing piece that was more authentic and promoted social action. **Grade 7**, teachers collaborated on enhancements to our "Literacy and Power" thematic unit. *Writing Matters* and Folger Shakespeare Library resources were explored resulting in grade level work with contemporary and Shakespearean sonnets. **Grade 8**, teachers worked with district's differentiated instruction consultant, to refine our use of James Murphy's *The American Plague*.	Emphasis was placed on evaluating cited text when responding to teacher-driven, open-ended questions. **Grade 9 and 10** teachers collaborated on a more consistent use of double–entry journals to inform academic discourse with evaluations of student-selected direct citations from literary texts. **Grade 11 and 12 teachers** are piloting their revised elective curriculum this year.

1. Building knowledge through **content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Major ELA Common Core Shifts

Shift #1: Content-Rich Nonfiction

Balance of literary to informational texts

Grade Level	Literary	Informational
K-5	50%	50%
6-8	45%	55%
9-12	70%	30%

What is a Lexile® Measure?

A Lexile® Measure is:

- a valuable piece of information about either an individual's reading ability or the difficulty of a text, like a book or magazine article.

- shown as a number with an "L" after it — 880L is 880 Lexile.

With the Common Core, lexile bands were revised, to be more rigorous. In this case, rigor is defined as students having access to more difficult texts at an earlier age.

Common Core Band	The Lexile Framework®
2nd – 3rd	420 – 820
4th – 5th	740 – 1010
6th – 8th	925 – 1185
9th – 10th	1050 – 1335
11th – CCR	1185 – 1385

Lexile Levels and Grade Bands

Shift #1 and Its Impact in 2013-14

K-5

- Weekly Newspaper subscription for Social Studies – 3rd – *Democracy Studies Weekly* - 4th *New Jersey Studies Weekly* – 5th - *USA Studies Ancient America to the Present*
- Scholastic Leveled Libraries in each classroom incorporating content area nonfiction for independent reading

6-8

- *The New York Times* subscription
- American Reading Company® book baskets in each classroom, incorporating nonfiction into thematic units (6th-8th gr)
- Lexile measures for all students, three times per year

9-12

- Nonfiction "Harvest"
- *The New York Times* subscription
- Reevaluating required texts, by course, for the incorporation of nonfiction

Shift #2: Textual Evidence

<u>Evidence is a major emphasis of the ELA Standards:</u>

Reading Standard 1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing Standard 9 – begins in 4th grade

Draw evidence from literary or informational texts to support analysis, reflection, and research

Speaking and Listening Standards 2, 3, and 4

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Shift #2 and Its Impact in 2013-14

K-5

- Opinion writing introduced in Kindergarten and continues through 5th
- Students engage in rich and rigorous conversations of accountable talk based on evidence through independent reading (book clubs
- Use of close reading of a text

6-8

- Shift from persuasive writing to argument writing, beginning in 6th grade.
- Every claim, spoken and written, is grounded with textual evidence.

9-12

- Personal connections are no longer part of written responses, but, of course, are an innate component to the reading process
- Close reading is no longer specific to *AP Language and Composition*, but for all courses.

Shift #3: Complex Text and Academic Language

- What students can read, in terms of complexity is the greatest predictor of success in college (ACT study).
- Standards focus on building academic vocabulary to improve comprehension.
- Standards include a staircase of text complexity from elementary through high school.

Shift #3 and Its Impact in 2013-14

K-5

- Grade appropriate mentor texts (3rd through 5th grade)
- Enhancing the curriculum with reading series books (2nd & 3rd)
- Vocabulary introduced through Lexiled passages in a variety of genres

6-8

- Vocabulary is no longer "one size fits all"
- While Rev It Up Vocabulary books are in place in the middle schools, domain-specific vocabulary is emphasized
- Piloting literature "compliments"– complex texts w/contemporary fiction

9-12

- Rethinking the implementation of the standardized vocabulary program in an effort to create contextual and domain-specific vocabulary plans
- Considering crafting lists of complex texts (by grade) for read alouds (Listening Standards)

Pre-Common Core	Common Core
From *The Adventures of Tom Sawyer*	**From *The Adventures of Tom Sawyer***
Have the students identify the different methods of removing warts that Tom and Huckleberry talk about. Discuss the charms that they say and the items (i.e. dead cats) they use. Ask students to devise their own charm to remove warts.	Why does Tom hesitate to allow Ben to paint the fence? How does Twain construct his sentences to reflect that hesitation? What effect do Tom's hesitations have on Ben?

Non-Examples and Examples

Not Text-Dependent	Text-Dependent
In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.	What can you infer from King's letter about the letter that he received?

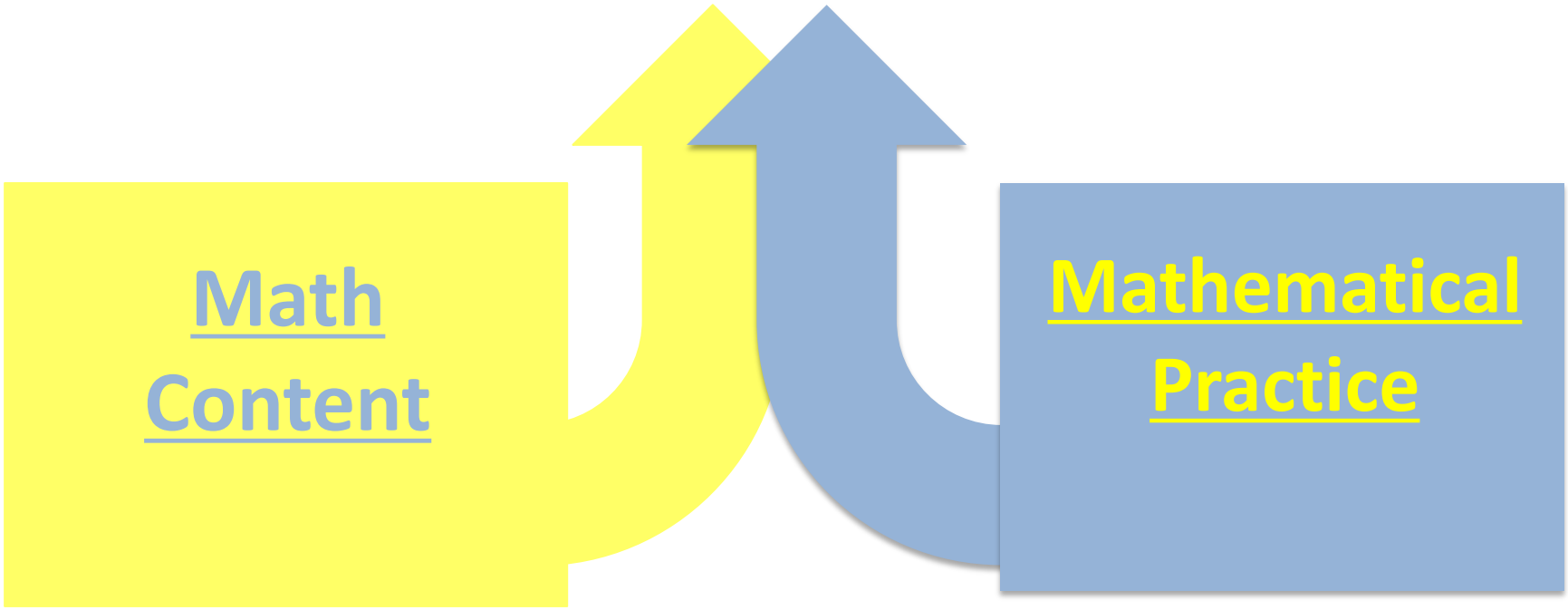
1. Building knowledge through **content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Major ELA Common Core Shifts

Implementation in a nutshell…

- The Common Core State Standards (CCSS) challenge us to foster vibrant and interactive mathematics learning communities in our classrooms, communities in which the student-teacher hierarchy gives way to collective ownership of the mathematics as all work together to generate and refine mathematical ideas. (Allen, 2013)

Math Tasks



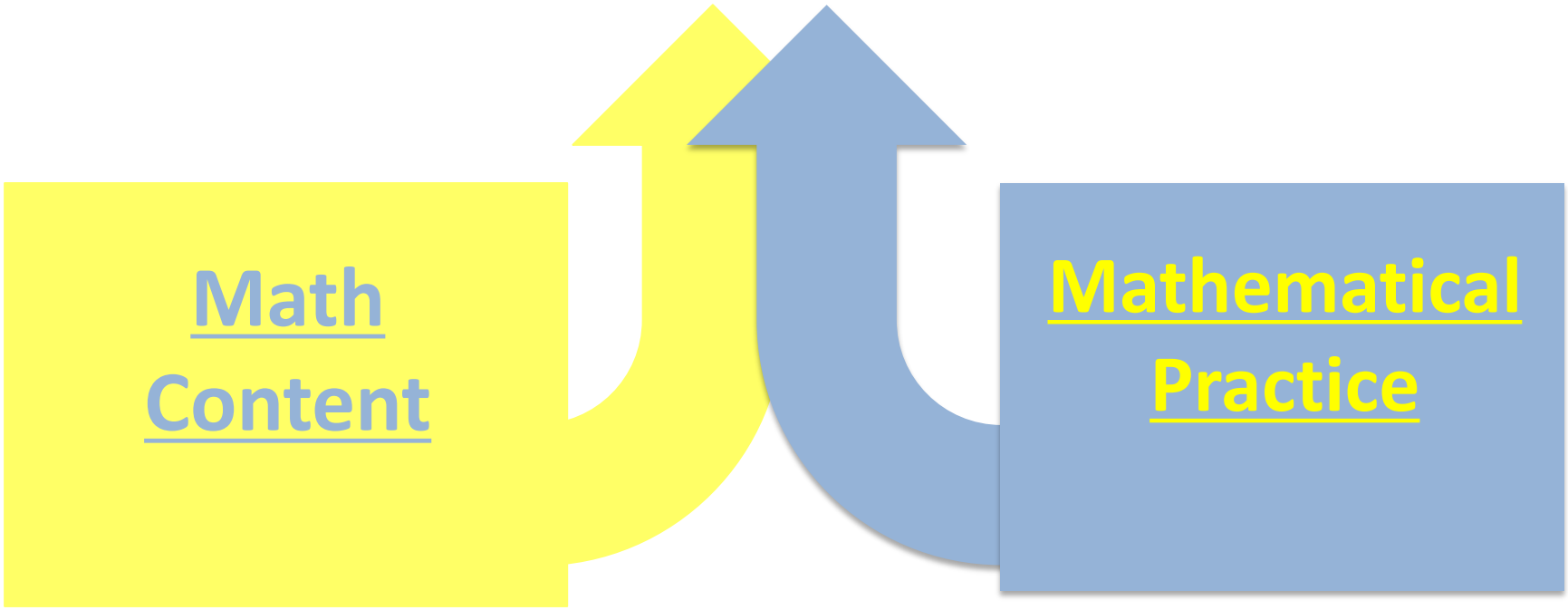
Common Core State Standards
K-5 Mathematics Content

K	1	2	3	4	5
Counting & Cardinality					
Number and Operations in Base Ten					
			Number and Operations with Fractions		
Measurement and Data					
Operations and Algebraic Thinking					
Geometry					

Common Core State Standards for Mathematical Practice

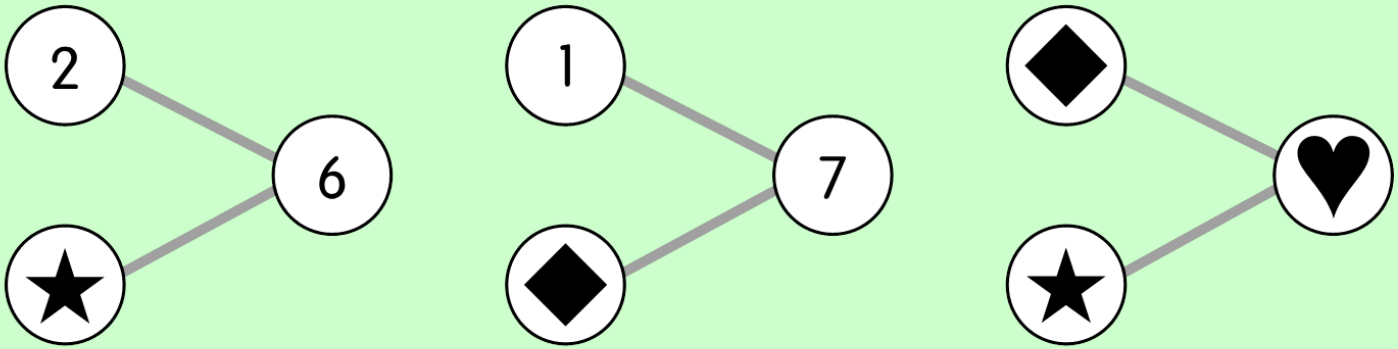
Perseverance	1. Make sense of problems and persevere in solving them.
Reasoning	2. Reason abstractly and quantitatively.
Arguments	3. Construct viable arguments and critique the reasoning of others.
Modeling	4. Model with mathematics.
Tools	5. Use appropriate tools strategically.
Precision	6. Attend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

Math Tasks



Grade 1

Look at the number bonds.



What is ♥?

Content

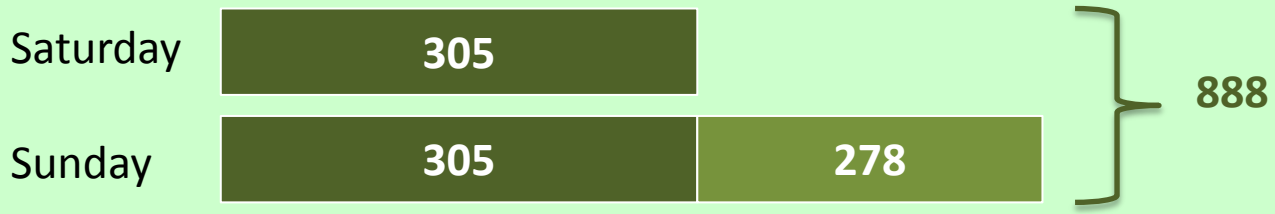
1.OA.A.1 Addition and Subtraction within 20 to solve problems using adding on, taking from, putting together, taking apart, and unknowns in all positions.

Practices

1. Perseverance
2. Reason quantitatively
7. Make use of structure

Grade 2

305 children go to the zoo on Saturday.
278 more children go to the zoo on Sunday than on Saturday.
How many children go to the zoo altogether on Saturday and Sunday?



Content

2.OA.A.1 Addition and Subtraction within 100 to solve problems using one and two-step word problems.

Practices

4. Model with mathematics
7. Make use of structure

Grade 3

The digits in the boxes are the same.
What is the missing digit?

$$\begin{array}{r} \square,435 \\ +\ 2,\square 89 \\ \hline 9,124 \end{array}$$

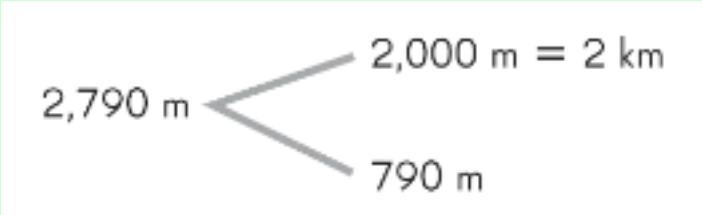
Content

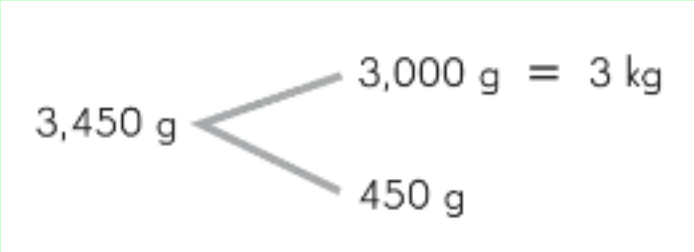
3.NBT.A.1 Fluently add and subtract within 1000 using strategies and algorithms based on place value and properties of operations.

Practices

2. Reason abstractly and quantitatively

Grade 3





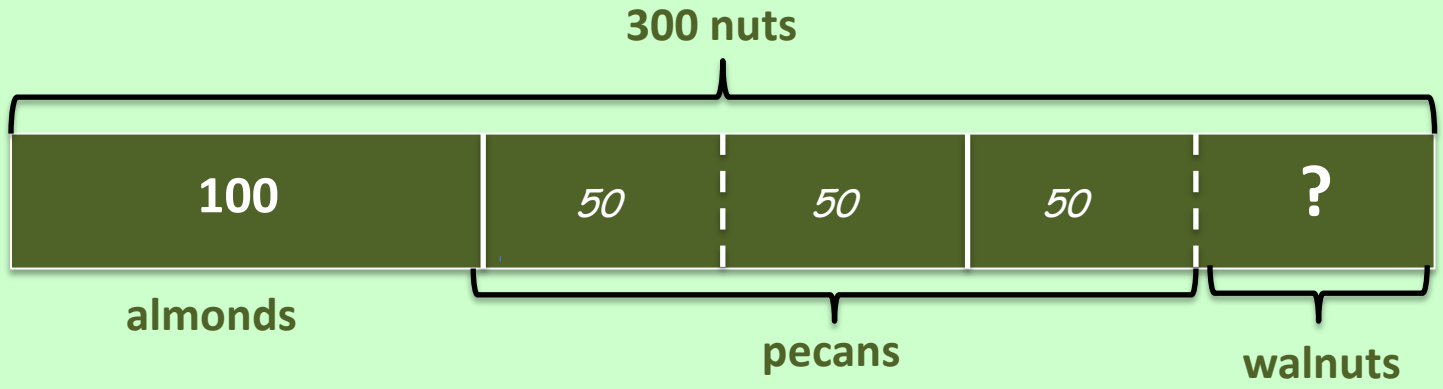
Content

3.MD.A.2 Add, subtract, multiply, or divide to solve word problems involving mass, volume, linear measure, and time.

Practices

8. Look for regularity in repeated reasoning.

Grade 4: **Ms. Sanchez has a bag of assorted nuts that contain almonds, pecans, and walnuts. 1/3 of the nuts are almonds and ¾ of the remainder are pecans. There are 300 nuts in the bag. How many walnuts are in the bag? (Draw a model to solve.)**



Content

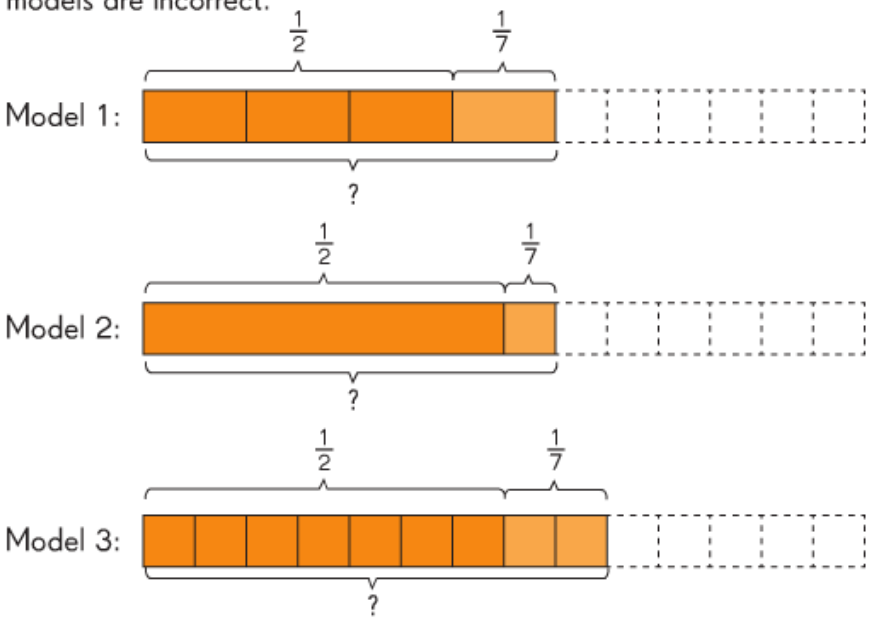
4.NF.B.4c Solve word problems involving multiplication of a fraction by a whole number using visual fraction models or equations to represent the problem

Practices

4. Model with mathematics
7. Make use of structure

Grade 5

One of the three models shows the sum of $\frac{1}{2}$ and $\frac{1}{7}$. The other two models are incorrect.



a. Identify the correct one of the three.

b. Explain why the other two are incorrect.

Content

5. NF.A.1 Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions…

Practices

3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.

SOMSD 4th Grade Math Pacing Guide

Chapter 1: Place Value of Whole Numbers

Prerequisites/IMI Focus:

- Counting and comparing numbers to 10,000 (Grade 3 Chapter 1)
- Comparing number in various forms including standard, word, and expanded forms to 10,000 (Grade 3 Chapter 1)

Mathematical Practice Standards: (**bold** = emphasized)

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

Chap. 1 Place Value of Whole numbers	**10 days**	**September-4a**		
Objective/Standard	Pacing	Teacher Modeling	Guided Practice	Independent Practice
Prior Knowledge & Pretest	1 day	Big Idea p.1 Opener p. 1	p.1-4	Assessment Book p.1-3
1. Write numbers to 100,000 in standard form, word form, and expanded form. 4.NBT.1, 4.NBT.2, 4.OA.5, CC.K-12.MP.3, CC.K-12.MP.5, CC.K-12.MP.6, CC.K-12.MP.7	2 days	**Lesson 1:Numbers to 100,000** Day 1: 5-minute Warm Up p.5 Teach/Learn p. 5-6, 8 Materials: place-value chips, place value chart, TRO2, TRO3	p.7-9	Let's Practice p.9 Workbook p.1-2 ST Math District Cumulative Review
		Day 2: Teach/Learn p. 10-11 Materials: place-value chips, place value chart	p.10-12	Let's Practice p.13 Workbook p.3-6 ST Math District Cumulative Review
1. Compare and order numbers to 100,000 2. Identify how much more or less one number is than another number. 3. Find the rule in a number pattern 4.NBT.1, 4.NBT.2, 4.OA.5, CC.K-12.MP.1,	2 days	**Lesson 2:Comparing Numbers to 100,000** Day 1: 5-minute Warm Up p.14 Teach/Learn p. 14-15 Materials: number cards	p.15	ST Math District Cumulative Review

Aligned Progress Report

2nd Grade	Nov.	Mar	June
Instruction All Year			
Explain or show the process used to find an answer*			
Instruction September-October			
Break apart and combine numbers (to 20)			
Read, write, and represent numbers to 1000 using place value			
Compare and order numbers up to 1000			
Solve 2- and 3-digit addition problems up to 1000			
Instruction November-February			
Solve 2- and 3-digit subtraction problems up to 1000			
Solve addition word problems up to 100			
Solve subtraction word problems up to 100			
Add and subtract mentally using mental math strategies			
Instruction March-June			
Solve word problems involving money			
Show fractions as equal parts of a whole			
Compare simple fractions			
Measure and compare length using metric and U.S. customary units			
Tell and write time to the nearest 5 minutes			
Add equal groups or skip count to show multiplication			
Recognize and draw shapes with given attributes (sides, angles)			

Aligned Assessments

3rd Grade	N	M	June
Instruction All Year			
Explain or model the process used to find an answer*	All problems		
Instruction September-October			
Understand place value to 10,000	Ch 1 Test Prep All		
Use number facts and mental math strategies for addition and subtraction	Ch 2 Test Prep Items #1,2,3,6,7,8		
Round numbers and makes reasonable estimates (add/subtract)	Ch 2 Test Prep Items #4,5,9,10, 11		
Instruction November-February			
Add whole numbers up to 10,000		Ch 3 Test Prep All	
Subtract whole numbers up to 10,000		Ch 4 Test Prep All	
Solve two-step word problems with addition and subtraction		Ch 5 Test Prep All	
Fluently recall multiplication facts up to 100 (10 x 10)		Fact Quizzes	
Multiply 2-digit by 1-digit numbers		Ch 7 Test Prep All	
Divide sets into equal groups with and without remainders		Ch 8 Test Prep All	
Solve two-step word problems with multiplication and division		Ch 9 Test Prep All Ch 9 Assess p. 160	
Instruction March-June			
Represent fractions of a shape, set, or number line			Ch 14 Test Prep Items#2,3,10,11
Compare simple fractions, including equal fractions			Ch 14 Test Prep Items#1,4,6,7,8,9,12
Measure length to the nearest quarter inch (fractions)			Ch 15 Focus p163 Write actual
Solve real world problems with measurement (length, capacity, time, temperature)			Ch 12 Test Prep All Ch 15 Test Prep Items# 10-12 Ch 16 Test Prep Items# 6-12
Compare shapes by shared and different attributes			Ch 18 Test Prep Items# 1,2,3,6,7,12
Solve problems involving perimeter and area			Ch 19 Test Prep All

Alignment with CCSS
K-5 Mathematics

		2010-2011	2011-2012	2012-2013	2013-2014
Professional Development	K-2	Intro to Common Core Grade Level Content Review 3 Math Programs	New Grade Level Content Foundational Content PreRequisite Content Common Core Strategies	Lesson Structure New Models and Methods New Questions/Tasks	Using Supplement Data SGO Develop & Assess
	3-5	Intro to Common Core Grade Level Content Review 3 Math Programs	New Grade Level Content Foundational Content PreRequisite Content Common Core Strategies	New Methods Models for Problem Solving New Questions/Tasks NJASK New Content	Lesson Structure Usage of Supplement Data SGO Develop & Assess Models for Prob Solving
Curriculum & Instruction	K-2	Individual. Math Instruct. Tools & Resources	Individual. Math Instruct.	New Instruct. Materials Draft Curriculum	New Supplement Materials
	3-5	Individual. Math Instruct. Tools & Resources	Individual. Math Instruct. Tech. Tools for IMI	New Instruct. Materials	Draft Curriculum New Supplement Materials
Assessment	K-2	Revised Progress Report Revised Assessments	Diagnostics for IMI	New Progress Report New Assessments PreRequisite Test for Inst.	
	3-5	Revised Progress Report Revised Assessments	Diagnostics for IMI		New Progress Report New Assessments PreRequisite Test for Inst.
		2010-2011	2011-2012	2012-2013	2013-2014

CCSS - Mathematics
The Vertical Progression Comprised of K-8 Domains and 9-12 Conceptual Categories

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>HS</th></tr>
<tr><td>Counting & Cardinality</td><td colspan="8"></td><td rowspan="3">Number & Quantity</td></tr>
<tr><td colspan="6">Number & Operations in Base Ten</td><td colspan="3">Proportional Reasoning</td></tr>
<tr><td colspan="3"></td><td colspan="3">Number & Operations - Fractions</td><td colspan="3">Number Systems –
Whole Numbers
Rational Numbers
Integers</td></tr>
<tr><td colspan="6" rowspan="2">Operations & Algebraic Thinking</td><td colspan="3">Expressions & Equations</td><td>Algebra</td></tr>
<tr><td colspan="2"></td><td>Functions</td><td>Functions</td></tr>
<tr><td colspan="9">Geometry</td><td>Geometry</td></tr>
<tr><td colspan="6">Measurement & Data</td><td colspan="3">Statistics & Probability</td><td>Statistics & Probability</td></tr>
</table>

CCSS High School Categories and Content Clusters

Number & Quantity	Algebra	Functions	Geometry	Statistics & Probability
The Real Number System	Seeing Structure in Expressions	Interpreting Functions	Congruence	Interpreting Categorical & Quantitative Data
Quantities (*)	Arithmetic with Polynomials & Rational Expressions	Building Functions	Similarity, Right Triangles, & Trigonometry	Making Inferences & Justifying Conclusions
The Complex Number System	Creating Equations (*)	Linear, Quadratic, & Exponential Models (*)	Circles	Conditional Probability & the Rules of Probability
Vector & Matrix Quantities	Reasoning with Equations & Inequalities	Trigonometric Functions	Expressing Geometric Properties with Equations	Using Probability to Make Decisions
			Geometric Measurement & Dimension	
			Modeling with Geometry (*)	

Standards of Mathematical Practice

- Within the CCSS, the Standards of Mathematical Practice (SMP) portray a vision of content-rich classes in which students are engaged in:
  - Frequent problem solving experiences that compel them to
  - Reason abstractly and quantitatively,
  - Persevere,
  - Model,
  - Use a variety of tools, and
  - Develop powerful arguments that include not only their own ideas but also those of others, all with
    - Precision,
    - Strategic thinking, and
    - Growing awareness of the powerful structures underlying mathematics as a discipline.

Design Principles to Enact CCSS and SMP

(Excerpted from Math Assessment Project's design principles and features, Swan et al, 2013)

- Use rich, collaborative tasks.
- Develop mathematical language through communicative activities.
- Build on the knowledge learners already have.
- Confront difficulties rather than seek to avoid or preempt them.
- Expose and discuss common misconceptions and other surprising phenomena.
- Use higher-order questions.
- Make appropriate use of individual work, cooperative small group work, and whole class interactive teaching.
- Encourage reasoning rather than 'answer getting.'
- Create connections between topics both within and beyond mathematics.
- Recognize both what has been learned and how it has been learned.

Features of a Lesson that Develop Mathematical Practice Standards with CCSS Mathematical Content

Translation: Linking multiple representations

- Example: What is another way of showing this?

Testing assertions and 'misconceptions'

- Example: Always, Sometimes, or Never True?

Classifying objects & challenging definitions

- Example: What is the same and what is different?

Modifying problems and exploring structure

- Example: What happens if I change this? How will it affect this?

Professional Development Activity Related to CCSS

- Three years of Department-based, collaborative preparation focused on assimilating new content and SMP;
- The purchase, dissemination, and use of *Adding It Up*;
- Professional goals and related activity to integrate and enhance practices;
- The inclusion of emphasized SMP in recently adopted curricula;
- Tasks and assessments added or revised to include CCSS content and SMP;
- NCTM documents
  - Publication of foundational research and related resources;
  - Books that provide frames of reference and instructional suggestions;
  - Monthly publications with featured articles that focus on implementation of the SMP
  - Conference participation and turn-key activity that enable continually updated resources and insights and unpublished support materials and collaboration.

Grade 7 Class Starter

Class Starter

Answer the following questions. Explain your reasoning and support your thinking.

1. If **x** and **y** are integers and their sum is zero, what do you know about the values of x and y?

2. If **x** + 7 is an odd integer, then…

   x -2 is _____ I know this because

   $\mathbf{x^2}$ + 1 is _____ I know this because

   xy is _____ I know this because

Grappling with Mathematical Structure

1) If $(2 + a) = (2 – a)$, what is the value of a?

2) If $3x-5 = 4$, what is the value of $9x-15$?

3) If $12/4 = x$, what is the value of $4x+2$?

4) If n is an even integer, which of the following must be an odd integer?

   a) $3n-2$ b) $3(n+1)$ c) $n-2$ d) $n/3$ e) n^2

5) When *k* is subtracted from 10, and the difference is divided by 2, the result is 3. What is the value of *k?*

Absolute Value- Grade 8

1. Consider two numbers A and B on a number line. It is always, sometimes, or never true that the distance between A and B equals the distance between $|A|$ and $|B|$? Explain your reasoning.

2. If x and y are opposite integers, what do you know is true about the value of $-x / y$? Explain your thinking.

3. If x is a negative integer and y is a positive integer, then…What do you know is true about the sum of x and y?

4. What do you know is true about the difference of x and y?

5. If x is a negative integer and y is a positive integer, tell what you know about the expression $-|x|-|y|$?

6. If x is any integer and y is less than 0, is it always, sometimes, or never true that xy is less than y? Explain your thinking.

To sum it up…

The CCSS for Mathematics is a call to educators to build on lessons learned from two decades of Standards-based reform.

The SMP cause a shift in the instructional paradigm, changing the actions teachers take and the learning students evidence.

The SMP sustain an environment in which CCSS content standards are enacted and framed, using the specific expertise students develop to support their understanding, and application of mathematics.