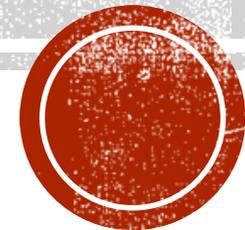


# COMMON CORE

Making Common Sense  
of the

Common Core State Standards (CCSS)

By: Amy Ezhaya & Kelsey Ritzel

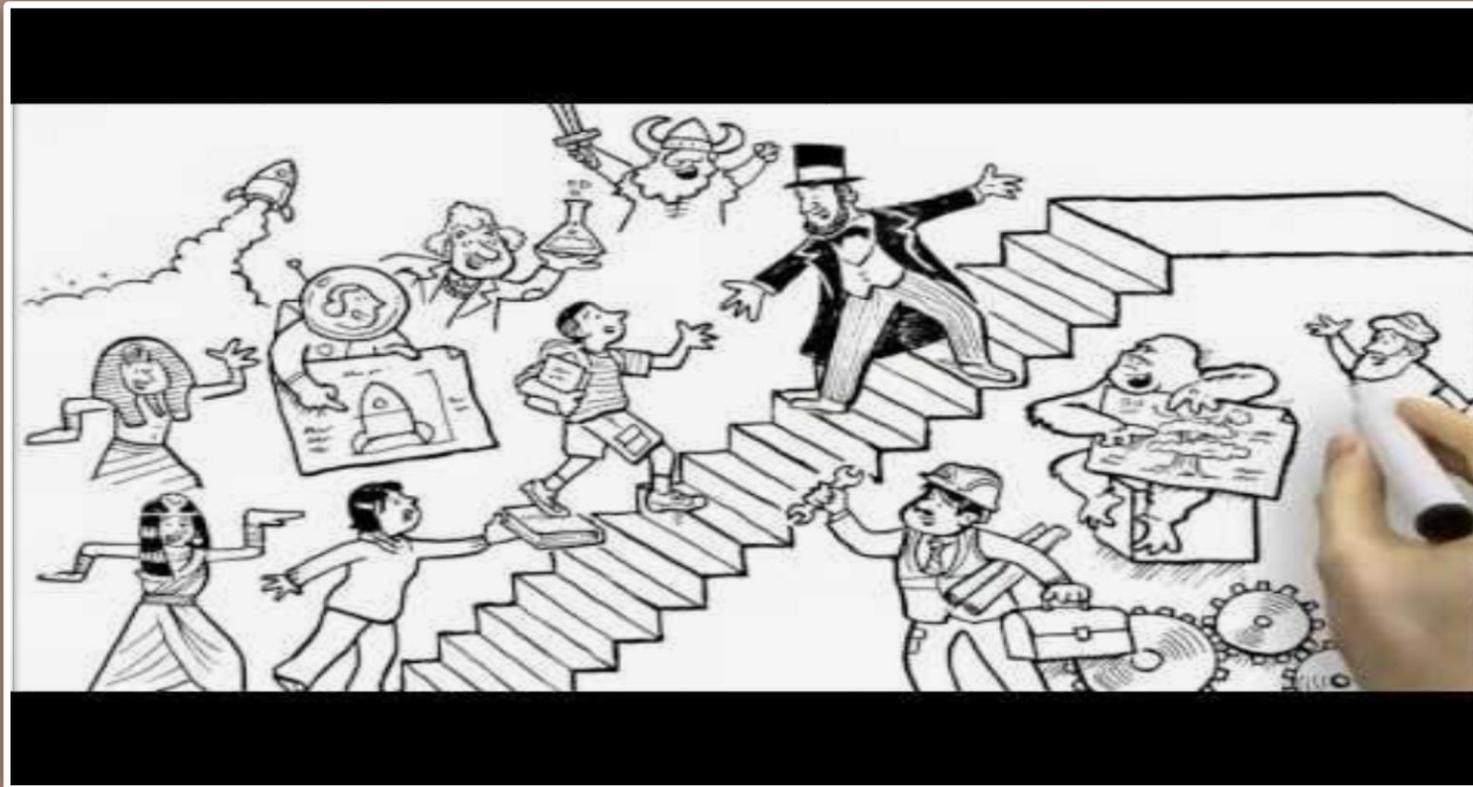


# PRESENTATION OVERVIEW

- ❑ Common Core Background and Statistics
- ❑ Why the switch to Common Core
- ❑ The way Common Core is Structured
- ❑ School on Wheels and Common Core
- ❑ Differentiation: What is it?
- ❑ What does Common Core look like: ELA/Math
- ❑ Resources



# THE COMMON CORE BACKGROUND





# COMMON CORE

## STATE STANDARDS INITIATIVE

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PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

### **DEFINE**

The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA).

These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.

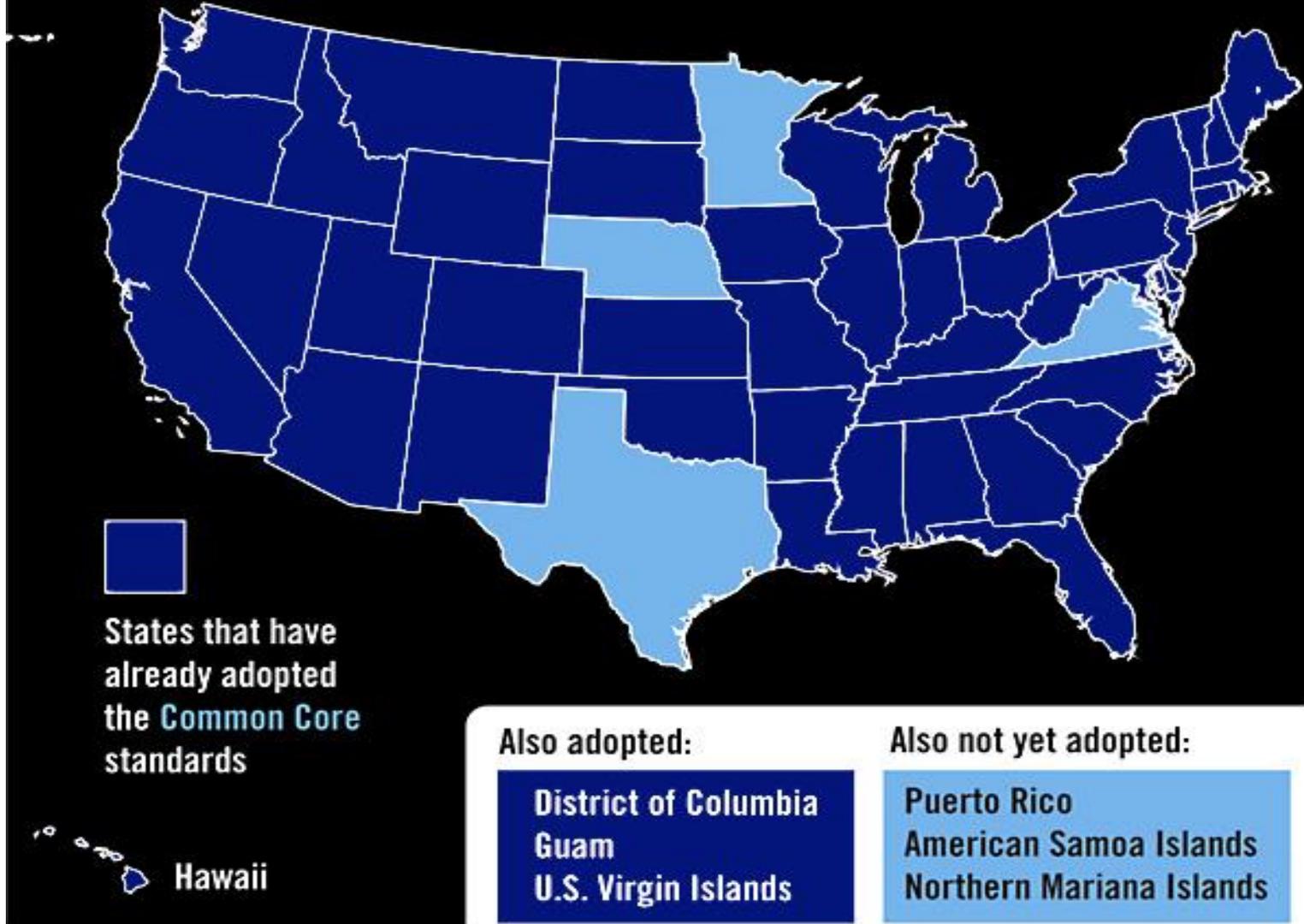


# THE STATISTICS

- A. State led effort, not federal mandate
- B. Internationally benchmarked
- C. Incorporates 21<sup>st</sup> century learning styles
- D. The standards are consistent from state to state
- E. Created by collaborative group
- F. The goal is to help create students who are equally college and career ready

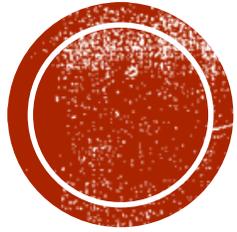


# The State of the Common Core

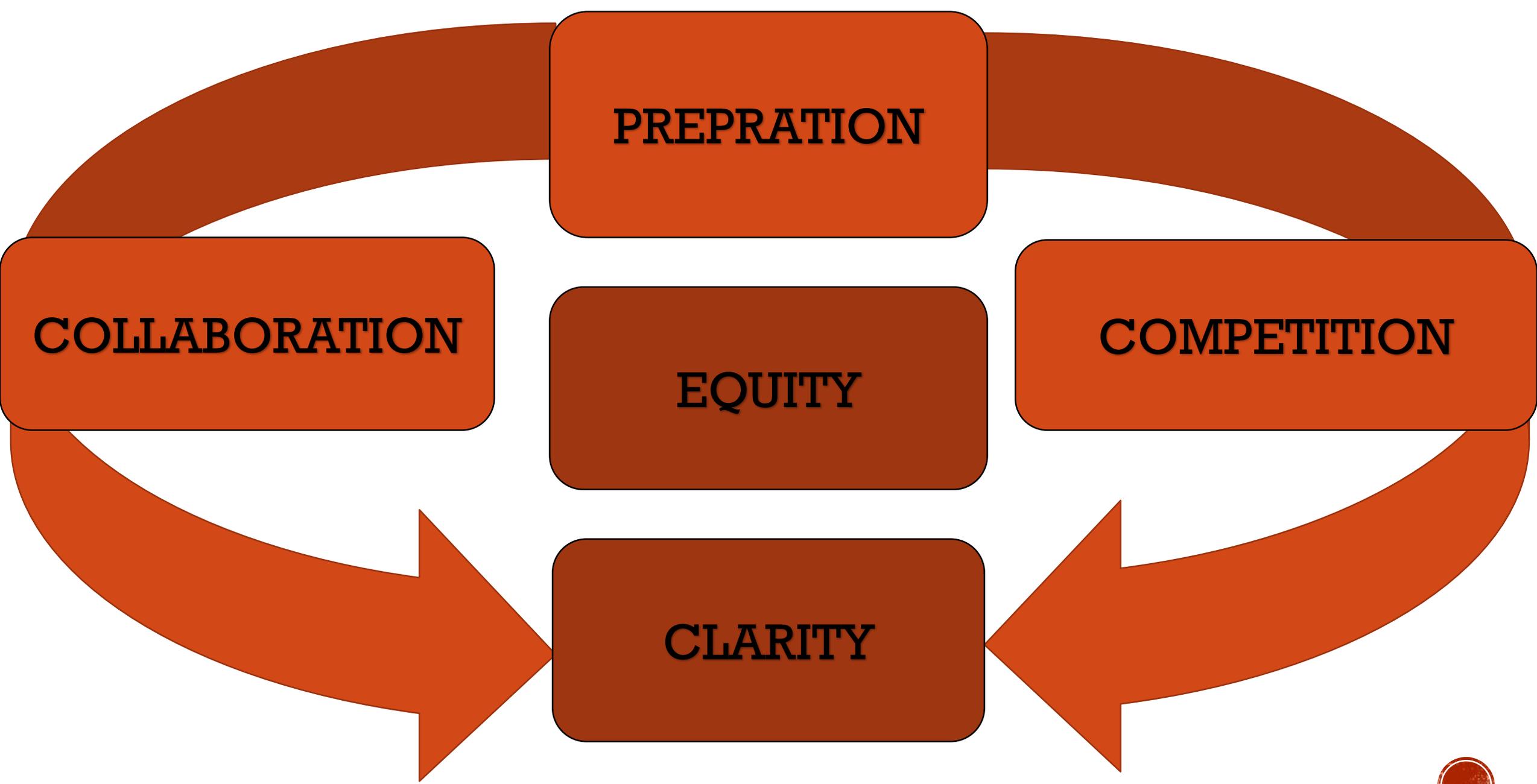


Source: <http://www.corestandards.org/in-the-states>





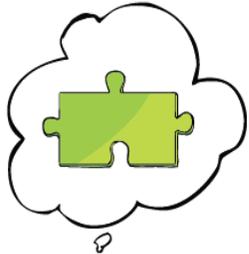
**WHY???**



## What every **STUDENT** needs to know:

THE COMMON CORE WILL CHALLENGE STUDENTS to take learning to new levels.

Don't just keep me busy,  
make me care.



Point me in the right  
direction, then let me  
prove my point.



Show me how  
to research  
and analyze.



Get me ready to  
take on the world.

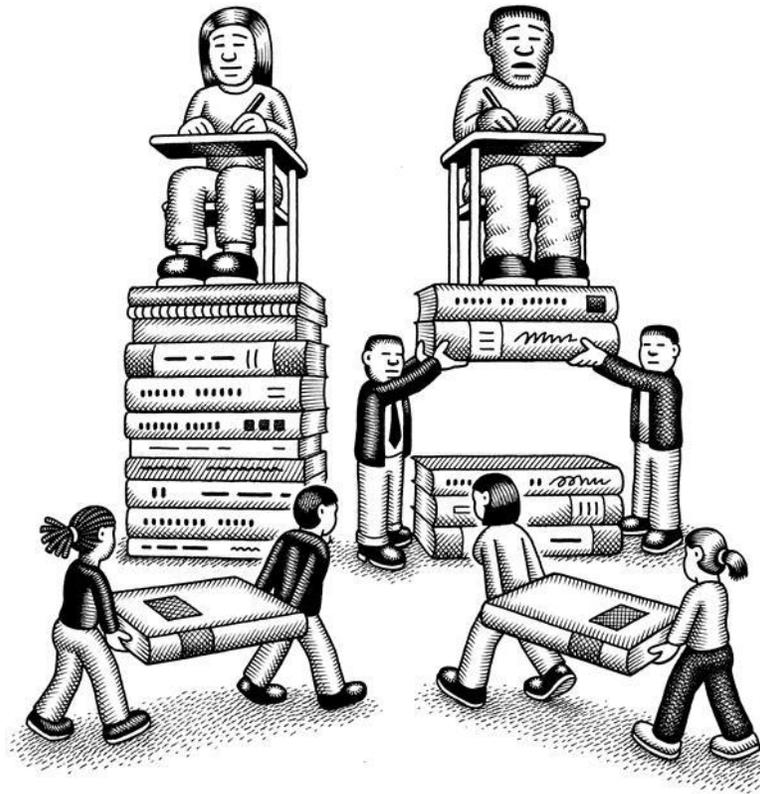


## THE FUTURE

- By 2018, **61%** of jobs in California will require postsecondary education.
- This is **2** percentage points below the national average of **63%**.
- California ranks **29th** in postsecondary education intensity for 2018.



# THE ACHIEVEMENT GAP



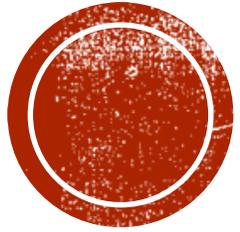
# TEACHING REVAMPED

**Traditional Classroom**



**Common Core Classroom**

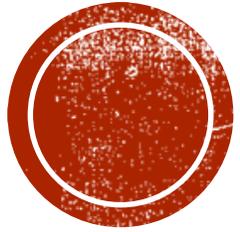




# **BREAK IT DOWN**

How the standards are structured.





# CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

# ENGLISH LANGUAGE ARTS (ELA)

- Reading
- Writing
- Speaking & Listening
- Language

<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>



## Grade 3 students:

## Grade 4 students:

## Grade 5 students:

### Key Ideas and Details

1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### Craft and Structure

4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6.	Distinguish their own point of view from that of the narrator or those of the characters.	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6.	Describe how a narrator's or speaker's point of view influences how events are described.

### Integration of Knowledge and Ideas

7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### Range of Reading and Level of Text Complexity

10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
-----	---	-----	--	-----	---



Part 1  
**KEY IDEAS AND DETAILS**

**Standard 2.** *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

**Kindergarten  
(RL.K.2)**

With prompting and support, retell familiar stories, including key details.

**Grade 1  
(RL.1.2)**

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**Grade 2  
(RL.2.2)**

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

We want students to know that retelling is not something they do just for the teacher to check up on their comprehension, but it is a strategy that helps them as readers and thinkers. Discuss with students all the times in their daily lives that they are involved with retelling.

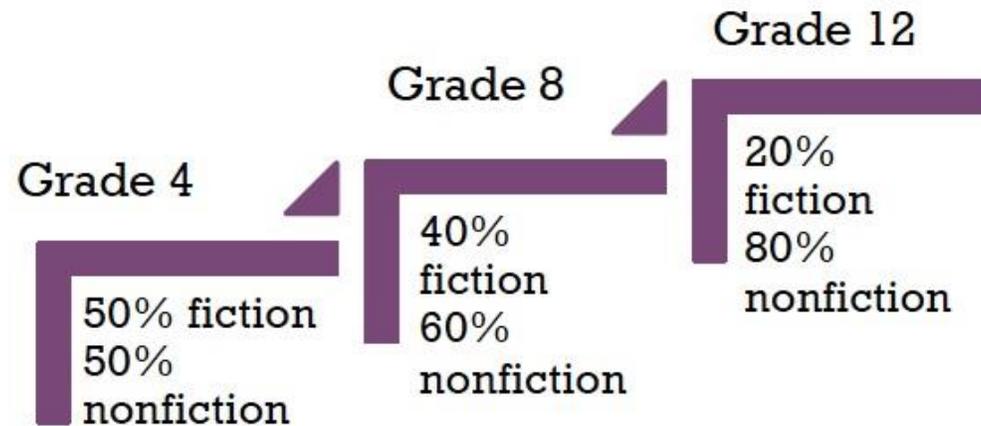
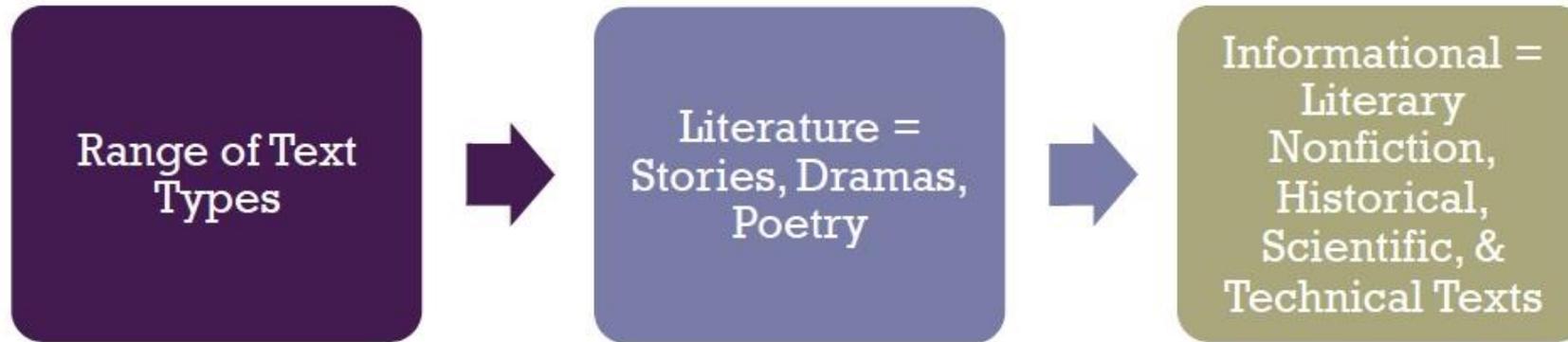
For example, retelling could be . . .

- About trips and vacations
- About what they did over the weekend
- After watching a movie
- About favorite parts
- About places where they were surprised, excited, or confused
- After watching a television show
- By grandparents or family members about the past

Students retelling stories allows us to see their organization of ideas and comprehension of the story. Retellings help internalize story elements. As students practice retelling, they begin to see the story elements of characters, settings, and events as parts of all stories. They learn to begin their retellings with characters and setting. They continue with initial problems and events that are happening. They retell the events in order and understand that each story has a beginning, middle, and end. With daily practice, we begin to see an increase in explicit story recall, as well as development of story and character interpretations.



# + Balancing Informational & Literary Texts – Increase in teaching and learning with non-fiction text



# MATH

- Counting and Cardinality
  - Number & Operations in Base Ten
  - Geometry
  - Measurement & Data
- 
- <http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandaug2013.pdf>



## K-8 Domain Progressions in the CCSSM

Domains	K	1	2	3	4	5	6	7	8
Counting and Cardinality									
Operations and Algebraic Thinking									
Number and Operations in Base Ten									
Number and Operations-Fractions									
Ratio and Proportional Relationships									
The Number System									
Expressions and Equations									
Functions									
Measurement and Data									
Geometry									
Statistics and Probability									



## Common Core Math Standards Grade 2

Measurement & Data	<b>Measure and estimate lengths in standard units.</b>	
	2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
	2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
	2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
	<b>Relate addition and subtraction to length.</b>	
	2.MD.5	Use addition and subtraction within 100 to solve word problems involving length that are given in the same units; (e.g., by using drawings (such as drawing of rulers) and equations with a symbol for the unknown number to represent the problems).
	2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally space points corresponding to the numbers 0, 1, 2... and represent whole-number sums and differences within 100 on a number line diagram.
	<b>Work with time and money.</b>	
	2.MD.7	Tell and write time from analog and digital clock to the nearest five minutes, using a.m. and p.m.
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	
<b>Represent and interpret data.</b>		
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	
2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	
Geometry	<b>Reason with shapes and their attributes.</b>	
	2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
	2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
2.G.3	Partition circles, and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc. and describe the whole as two halves, three thirds, and four fourths. Recognize that equal shares of identical wholes need not have the same shape.	



# Common Core Math Shifts

- Narrow and deepen the curriculum
- Develop strong foundations

Focus



- Each standard is not an new event but an extension

Coherence



- Master with speed simple calculations so that more complex topics can be addressed

Fluency



- Teach more on how to get the answers
- Demonstrate understanding in new situations

Deep Understanding



- More math in Science
- Connected to real life problems and situations

Application



- Practicing and understanding are occurring at the same time
- Balance both drills and application

Dual Intensity



# KINDERGARTEN EXAMPLES

I can explain MY thinking about a problem.



I can explain my strategy using objects, drawings, or actions.

I can compare my strategy with others.

Mathematical Practice 3

This illustration shows two young girls sitting at a table. On the table are several colorful blocks (red, yellow, green) and a large number '3'. The girl on the left is pointing at the blocks, and the girl on the right is holding a yellow block. The background is orange with white polka dots.

I can model everyday problems in different ways.



PICTURES:  
3 frogs, 1 crossed out.

OBJECTS:  
3 blue blocks, 1 crossed out.

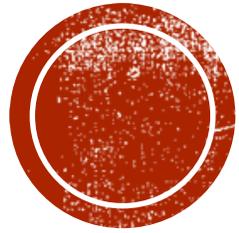
WORDS:  
There were 3 frogs. 1 hopped away. There are 2 left.

NUMBERS:  
 $3-1=2$

Mathematical Practice 4

This illustration shows a young girl in a pink dress standing in the center. She has four thought bubbles around her. The top-left bubble shows three green frogs with one crossed out. The top-right bubble shows three blue blocks with one crossed out. The bottom-left bubble contains the text 'There were 3 frogs. 1 hopped away. There are 2 left.' The bottom-right bubble contains the equation  $3-1=2$ . The background is pink with white polka dots.





# **SOW & COMMON CORE**

How and why are we doing this?

What resources are available to our tutors?

# ~~BARRIERS TO STUDENT SUCCESS~~

- Mobility from school district to school district no longer an issue
- Able to use assessments to identify exact gaps
- Consistency between what student is learning in school and after school
- Similar lessons with similar approaches to teaching and learning
- New websites tailored just to common core curriculum
- Streamlined approach across all learning modalities



# SOW NEW APPROACH TO CURRICULUM

## Google Folder: ELA

- Each grade
- ELA
  - Reading
    - Book List
    - Reading Informational Texts
    - Reading Literature
    - Reading Foundational Skill
  - Writing
  - Language
  - Speaking and Listening
  - Worksheets
  - Assessments

## Google Folder: Math

- Each Grade
- Math
  - Counting and Cardinality
  - Number & Operations in Base Ten
  - Operations & Algebraic Thinking
  - Geometry
  - Measurement & Data
  - Worksheets
  - Assessments



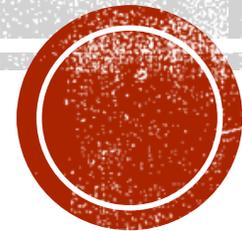
# EXAMPLE: KINDERGARTEN LANGUAGE FOLDER

- Kindergarten
  - ELA
    - Subjects
    - Materials List
    - Assessments
    - Worksheets
      - Language
        - Common Core Standards
        - Lesson Plans
          - One lesson demonstrating each standard
          - Example L.K.1



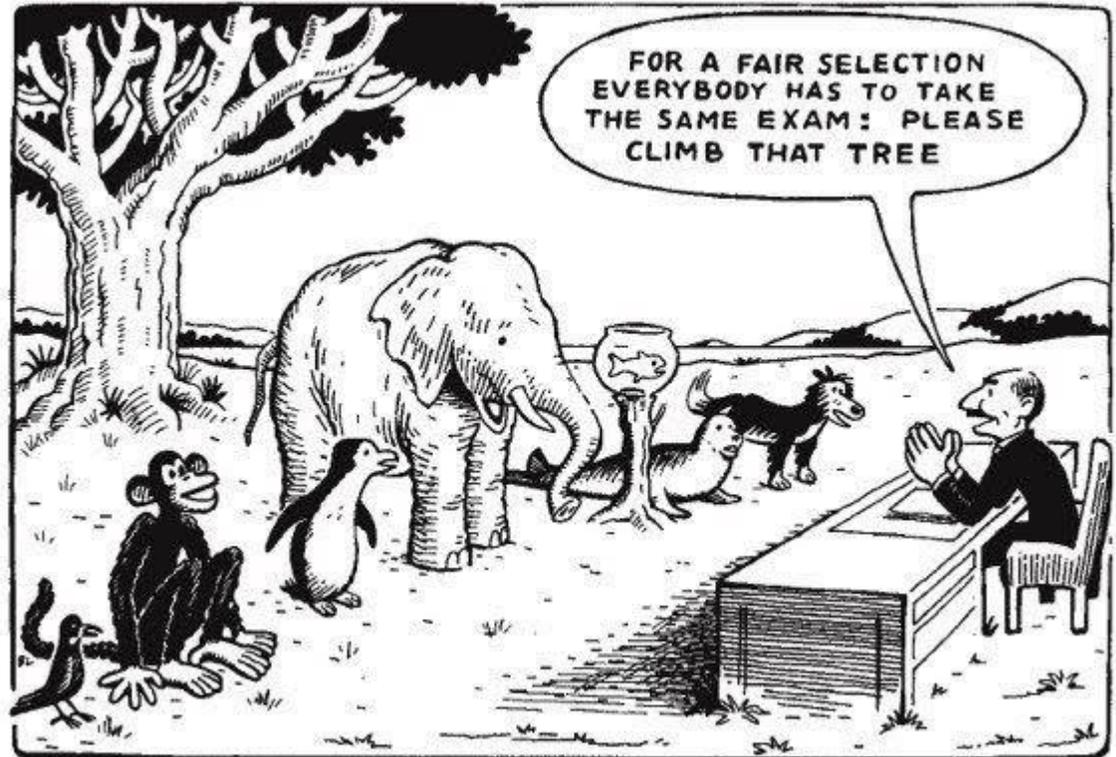
# DIFFERENTIATION

How can we help our student's achieve more rigorous standards when they are below grade level or challenged by a disability?



# WHAT IS DIFFERENTIATION?

- Breaking down a concept into more manageable parts; also referred to as scaffolding or chunking



# Differentiation

is a teacher's response to learners' needs

**Guided by mindset and general principles of differentiation**

Respectful tasks

Quality curriculum

Teaching up

Flexible grouping

Continual assessment

Building community

**Teachers can differentiate through**

Content

Process

Product

Affect

Learning environment

**According to students'**

Readiness

Interest

Learning profile

**Using instructional strategies such as:**

RAFTS, Graphic Organizers, Scaffolded Reading, Cubing, Think-Tac-Toe, Learning Contracts, Tiering, Learning/Interest Centers, Independent Studies, Intelligence Preferences, Orbitals, Complex Instruction, 4MAT, Web Quests & Web Inquiry, **ETC.**



# MATH

- Student centered approach
- Hands on
- Manipulatives
- Real world examples (Why is this important?)

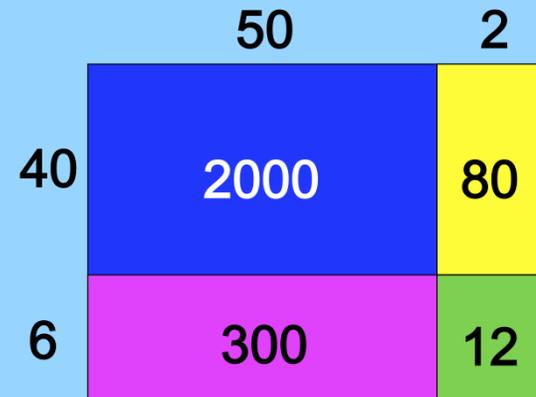
## Standard Algorithm ("Caveman Way")

$$\begin{array}{r} 2 \\ \cancel{5} \\ 67 \\ \times 48 \\ \hline 536 \\ 2680 \\ \hline 3216 \end{array}$$

### Steps:

1. Do  $8 \times 67$   $8 \times 7 = 56$ , write down the 6 and carry the five.  
 $8 \times 6 = 48$ , add the 5 and write down 53.
2. Cross out any carrying.
3. Write down a zero. You are multiplying by 40, not 4, so the zero is a placeholder.
4. Do  $4 \times 67$   $4 \times 7 = 28$ , write down the 8 and carry the 2.  
 $4 \times 6 = 24$ , add the 2 and write down 26.
5. Add the numbers.

## A Geometrical Representation of Partial Products (Area Model)



$$\begin{array}{r} 52 \\ \times 46 \\ \hline \end{array}$$

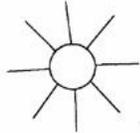
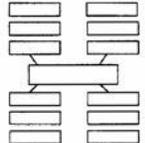
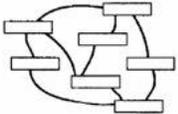
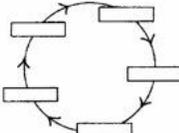
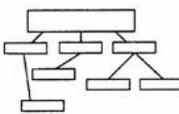
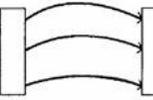
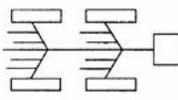
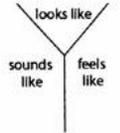
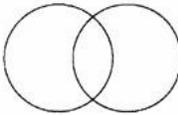
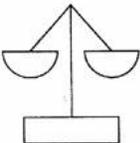
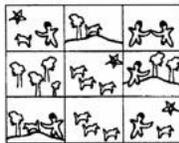
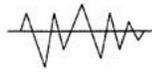
$$\begin{array}{r} 2,000 \\ 300 \\ 80 \\ 12 \\ \hline \end{array}$$

$$\begin{array}{r} 2,392 \end{array}$$



# ELA AND WRITING

- Graphic organizers
- Discussion of text “Close Reading”
- Connections
- Vocabulary

Making Thinking Visual with Graphic Organisers			
KEY PURPOSE OF THE ORGANISER	SAMPLE GRAPHIC ORGANISERS		
Recalling, grouping, classifying, summarising ideas	 Spider diagram	 Affinity/cluster web	 Concept map
Sequencing events, ordering ideas	 Cycle circle	 Flow chart	 Twister
Showing causal links (cause and effect)	 Futures wheel	 Bridge	 Fishbone
Deeper analysis—dissecting an idea into specific components and exploring different attributes	 Y chart	 T chart	 Venn diagram
Planning and decision making or reviewing	 Scales	 Comic strip	 ECG graph



# CLOSE READING

- Focus on text-dependent questions
  - Can only be answered with evidence from the text
  - Can be literal but can also involve analysis, synthesis, and evaluation
  - Focus on words, sentences and paragraphs, as well as larger ideas, themes, or events
  - Focus on difficult portions of the text in order to enhance reading proficiency

- Examples

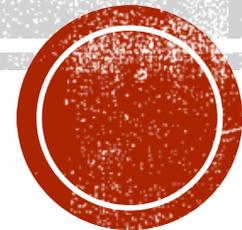
- What does the character mean when they say...?
- What do the character's words and actions tell you about them as a person? Use specific examples from the text to support your answer.
- In the story why does the character...?

- More why and how questions



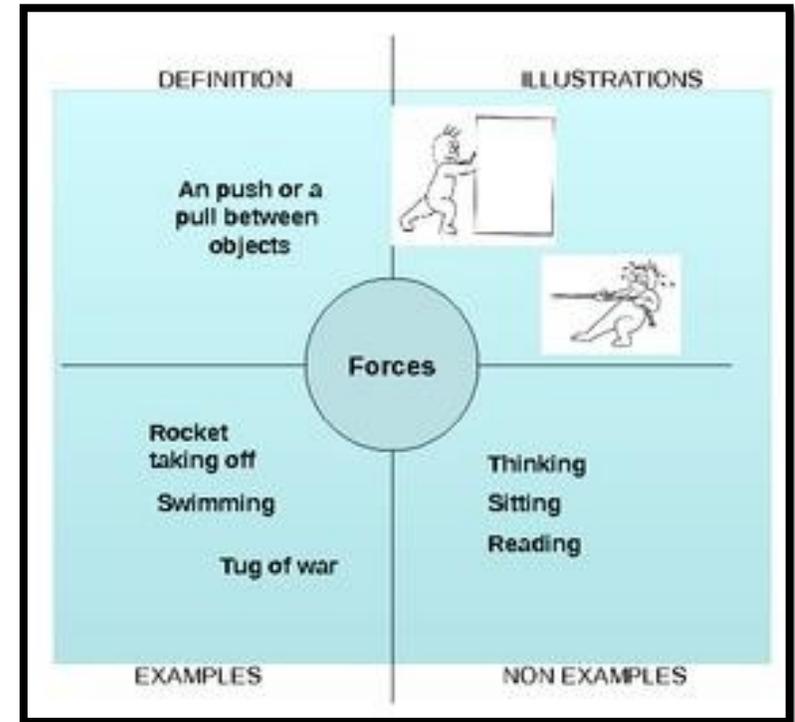
# WHAT DOES COMMON CORE LOOK LIKE?

Specific activities you can use with your students to help them gain mastery of common core standards.



# ELA

- Reading and discussion (close reading)
- Graphic organizers
- Vocabulary activities
  - Context clues
  - Frayer model
  - Create a representation
  - Word and definition match
  - Highlight prefixes and suffixes
- Florida Center for Reading Research



# FLORIDA CENTER FOR READING RESEARCH

## FCCR

## Advanced Phonics



### Variant Correspondences

AP.005

#### Star Search

##### Objective

The student will identify variant correspondences in words.

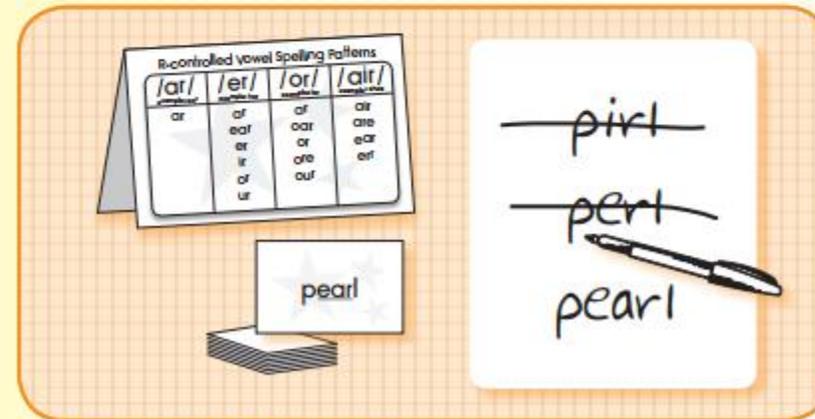
##### Materials

- ▶ R-controlled vowel spelling patterns tent card (Activity Master AP:005.AM1)  
*Copy on card stock, cut out, and fold in half.*
- ▶ Word cards (Activity Master AP:005.AM2a - AP:005.AM2b)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers

##### Activity

Students write words with r-controlled vowel sounds using the correct spelling pattern.

1. Place the word cards face down in a stack. Place the tent card so each student can see it. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Taking turns, student one selects top card (without revealing it) and reads the word to student two (e.g., pearl).
3. Student two repeats the word and identifies the r-controlled vowel sound (i.e., /er/).
4. Uses the whiteboard to try various r-controlled patterns, if necessary. Spells the word orally to student one.
5. Student one checks the spelling. If incorrect, student one prompts student two to try again.
6. Reverse roles until all word cards are used.
7. Peer evaluation



##### Extensions and Adaptations

- ▶ Record words or write other words with same spelling patterns (Activity Master AP:005.SS1)
- ▶ Use multisyllabic word cards (Activity Master AP:005.AM3a - AP:005.AM3b). Record using student sheet (Activity Master AP:005.SS1).



# MATH EXAMPLES

- Counting and cardinality (Scavenger hunt, I Spy)
- Classifying Shapes (give students different shaped objects and have them count the number of sides, match alike shapes, etc.)
- Newspaper hunt- have your student look for and cut out specific numbers (1-10 or 1-20) from an old newspaper or magazine, then put them in numerical order
- Basic facts practice (Flash cards, Dice game)
- What coins do I have? Game- Chose some coins and hold them so that your student cannot see them then give clues such as “I have three coins that are worth 7 cents?” and have the child use reasoning to figure out which coins your have.



# RESOURCES

- Council of the Great City Schools- Parent Roadmaps  
<http://www.cgcs.org/Domain/36>
- Florida Center for Reading Research  
[http://www.fcrr.org/curriculum/SCA\\_CCSS\\_index.shtm](http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm)
- Common Core State Standards Initiative  
<http://www.corestandards.org/>
- Achieve the Core [achievethecore.org](http://achievethecore.org)
- Teach Thought 50 Resources  
<http://www.teachthought.com/teaching/50-common-core-resources-for-teachers/>

