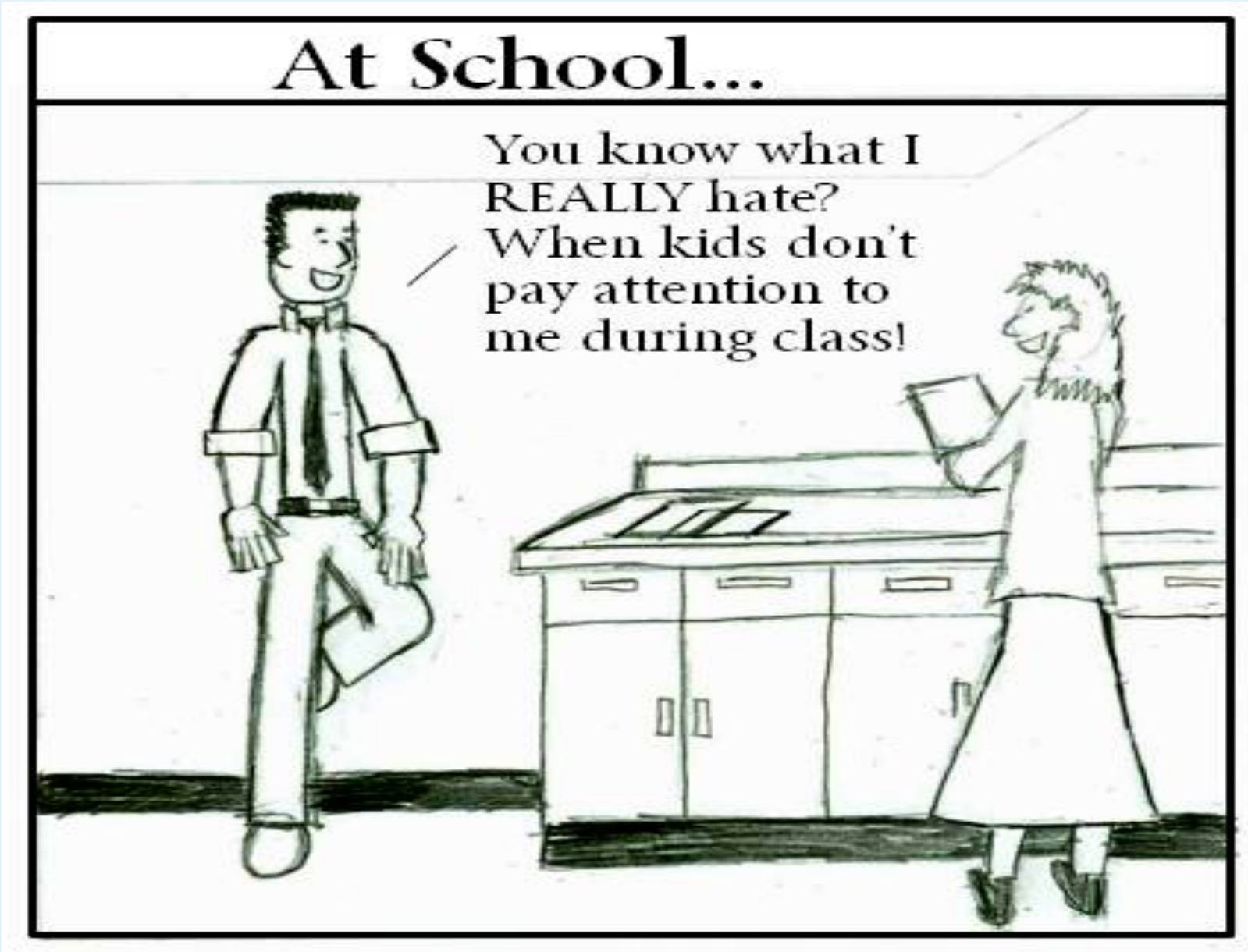
COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

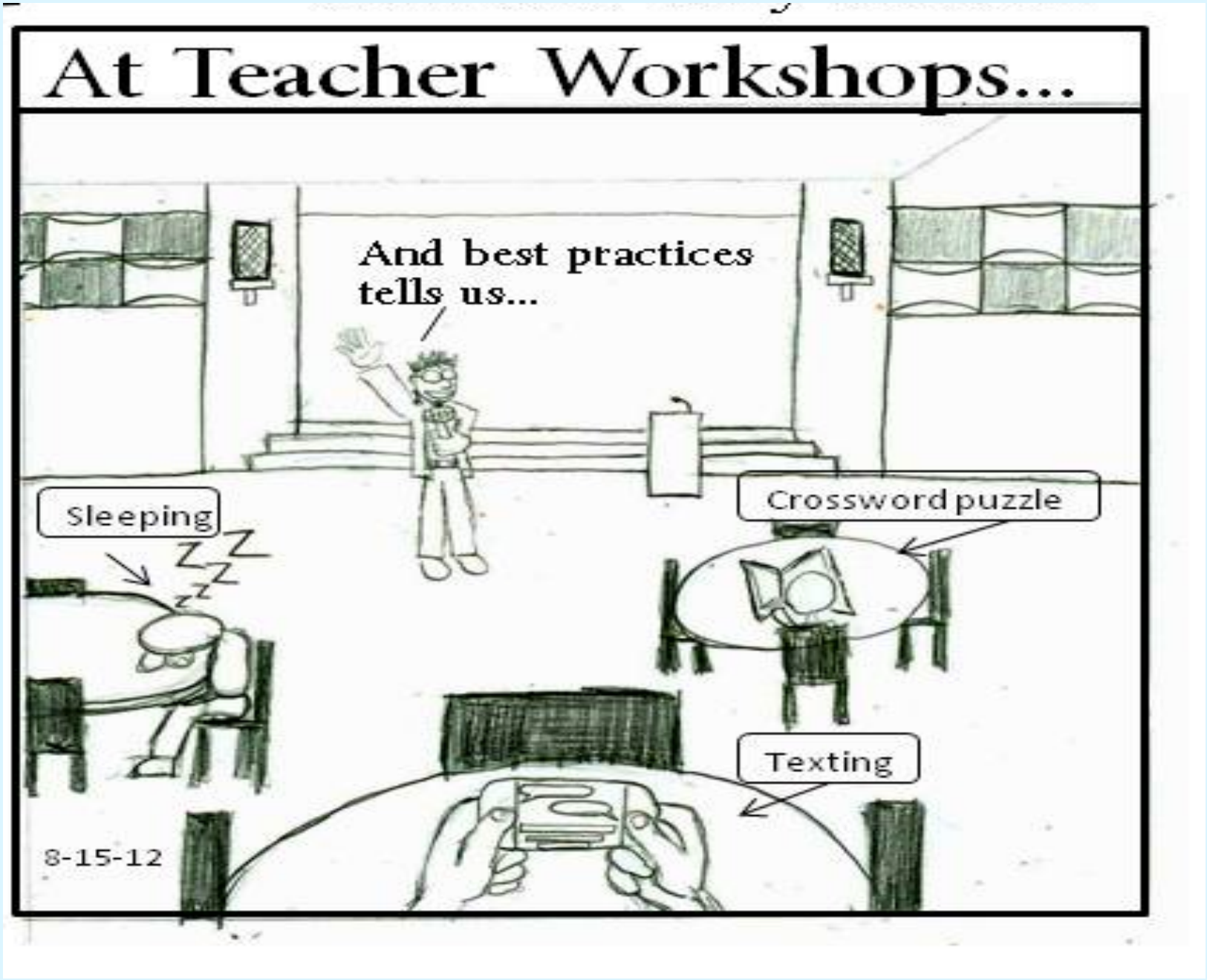
Shifts in Instruction and Student Learning



Learn Me Good

John and Tony Pearson



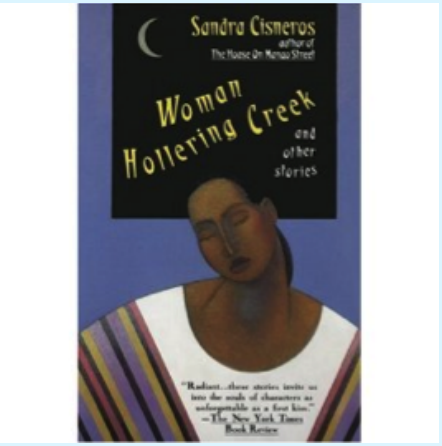

At Teacher Workshops...
And best practices tells us...
Sleeping
Crossword puzzle
Texting
8-15-12

Norms



- Be respectful of one another
  - Stay focused on meeting content and objectives
  - Electronics away unless it's an emergency or for an activity
- Be a learner - actively participate in readings, discussions and activities.

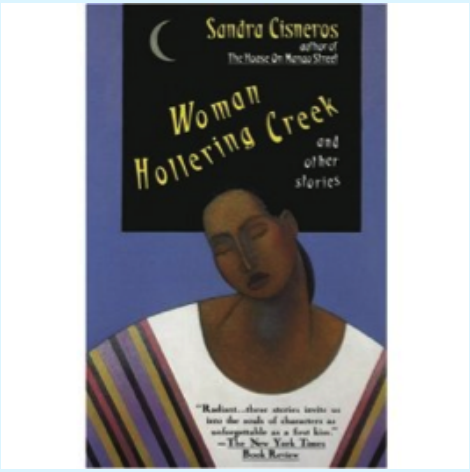
Close Reading Activity



- *Salvador Late or Early*
- Read the text quietly.
- Read with a pencil in hand.

Close Reading Activity

- What makes this text difficult?
- What do we know about Salvador?
- Use evidence from the text to support your thinking.



Clock Appointments



- At the signal you will make an appointment with **4 different people** from **4 different tables**.
- Be sure you have an appointment for each time slot.
- Please be seated once you have made all of your appointments.

Meet with 12 o’clock partner

Recap your learning from the last session.



Let's Revisit the Outcomes from Module 1

- What is the state/national timeline?
- How are the Common Core State Standards different from the previous California Standards?
- How will the assessments change?
- What is HUSD doing?



Outcomes for Today

- What are the instructional shifts in ELA and Math?
- How will these shifts impact classroom practice?



What is a shift?



Shift generally means **<u>to change.</u>**

…For educators this means a shift in pedagogy.

…For students this means a shift in their role as an active participant in their learning.

Instructional shifts in ELA and Literacy

- Balancing informational and literary text
- Building Knowledge in the disciplines
- Staircase of Text Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary



Shift 1: Balancing information and Literacy Texts: PK-5

- Students read a true balance of informational and literary texts.

- At least 50% of what students read is informational by 4th grade.



Emphasis on Informational Text

- The Standards aim to align instruction with this National Assessment of Educational Progress (NAEP) framework

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework		
Grade	**Literary**	**Information**
4	50%	50%
8	45%	55%
12	30%	70%

- Percentages do not imply that high school ELA teachers must teach 70% informational text; they demand instead that a great deal of reading should occur in other disciplines

ELA/Literacy Shift 1:
Balancing Informational and Literary Text

Student	Teacher	Principal
▪Build **background knowledge** to increase reading skill ▪Apply **strategies** to reading informational text	▪Provide students **equal numbers** of informational and literary texts ▪Teach **strategies for informational texts**	▪**Purchase and provide** equal amounts of informational and literacy text to students ▪Provide **PD and co-planning** opportunities for **teachers**

Shift 2:
Building Knowledge in the Disciplines: 6-12

Content area teachers **outside** of the ELA classroom emphasize literacy experiences in their planning and instruction.



ELA/Literacy Shift 2:
6-12 Knowledge in the Disciplines

Student	Teacher	Principal
▪Handle **primary source** documents with confidence ▪Treat the text itself as a **source of evidence** ▪**Infer,** like a detective, where the **evidence** is in a text to support an argument or opinion	▪Shift identity: "**I teach reading**." ▪Teach students to **write about evidence from** the text ▪Teach students to support their **opinion with evidence** ▪Ask : "How do you know? Why do you think that? **Show me in the text** where you see evidence for your opinion. "	▪Support and demand the role of **all teachers** in **advancing students' literacy** ▪Provide **guidance** and **support** to ensure the shift to **informational texts** for 6-12 ▪Give teachers **permission** to **slow down** and **deeply** study texts with students

Shift 3: Staircase of Complexity

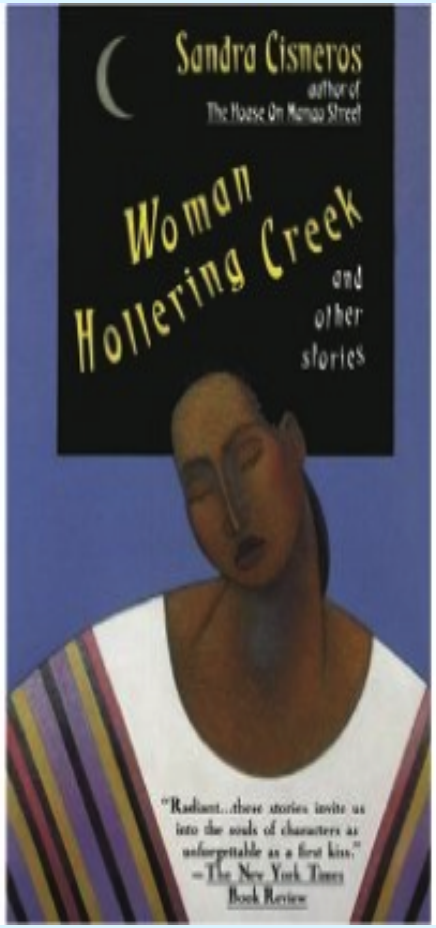


- Each grade level requires a "step" of growth on the "staircase."
- Students read the central, grade appropriate text around which instruction is centered.
- Teachers create more time and space in the curriculum for this close and careful reading.
- Provide appropriate and necessary scaffolding and supports.

New Text Complexity Expectations

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355



ELA/Literacy Shift 3: Staircase of Complexity

Student	Teacher	Principal
▪Read to see what more they can find and learn as they **re-read** texts again and again ▪Read material at **own level to build joy** of reading and pleasure in the world ▪Be persistent despite challenges when reading; good readers **tolerate frustration**	▪Give students **more time** to be engaged in more **complex texts** at every grade level ▪Give students **less to read**, let them re-read ▪Use **leveled texts** carefully to build independence in struggling readers ▪Get kids **inspired and excited** about the beauty of language	▪Ensure that complexity of text **builds from grade to grade.** ▪Allow teachers time to **review current materials and resources** to determine where/how to incorporate greater text complexity ▪Allow and encourage teachers to build a **unit** in a way that has students **scaffold to more complex texts over time**

Shift 4: Text-Based Questions & Answers

- Students have rich and rigorous conversations which are dependent on a common text.
- Teachers insist that classroom experiences stay deeply connected to the text on the page
- Students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.



ELA/Literacy Shift 4:
Text Based Answers

Student	Teacher	Principal
▪Go back to text to find evidence to **support their argument i**n a thoughtful, careful, precise way. ▪Develop a **fascination with reading** ▪Create own **judgments and become scholars**, rather than witnesses of the text. ▪Conducting reading as a close reading of the text and engaging with the author and what the **author is trying to say.**	▪Facilitate **evidence based conversations** with students, dependent on the text. ▪**Keep students in the text** ▪Identify questions that are text-dependent. ▪Provide students the **opportunity to read** the text, encounter references to another text, another event and to dig in more deeply into the text to try and figure out what is going on.	▪**Allow teachers the time** to spend more time with students **writing** about the texts they read- and to **revisit the texts** to find more **evidence** to write stronger arguments.

Shift 5: Writing From Sources

- Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of de-contextualized prompts.

- While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.



Writing

Shifts focus of student writing to:

-Argumentative and informative writing, using evidence from sources as support

-Short, focused research projects

Three types and purposes:

- Opinions/Arguments
- Informative/Explanatory
- Narratives

	Grade 4	Grade 8	Grade 12
To Persuade	30%	35%	40%
To Explain	35%	35%	40%
To Convey Experience	35%	30%	20%

Source: NAEP 2011 Writing Framework

ELA/Literacy Shift 5: Writing from Sources

Student	Teacher	Principal
▪Begin to **generate own informational** texts.	▪Expect that students will generate their own informational texts (spending much less time on **personal narratives**). ▪Present opportunities to write from **multiple sources** about a single topic. ▪Give **opportunities to analyze, synthesize** ideas across many texts to draw an opinion or conclusion.	▪Build teacher capacity and hold teachers accountable to move students towards **informational writing.**

Shift 6: Academic Vocabulary

- Students constantly build the vocabulary they need to access grade level complex texts.
- More time spent on **Tier Two** words that are found across many types of texts and are precise ways to say simple things

  (ex: *saunter* instead of ***walk*)**



ELA/Literacy Shift 6: Academic Vocabulary

Student	Teacher	Principal
▪Spend more time learning **Tier 2 Words that commonly appear across texts** instead of learning individual, isolated vocabulary words.	▪Develop students' ability to **use and access words** that show up in everyday text and that may be slightly out of reach. ▪Determine the words that students are going to read most frequently and spend time mostly on those words. ▪Teach fewer words but teach the "webs" of words around it.	▪**Provide training** to teachers on the shift for teaching vocabulary in a more meaningful, effective manner.

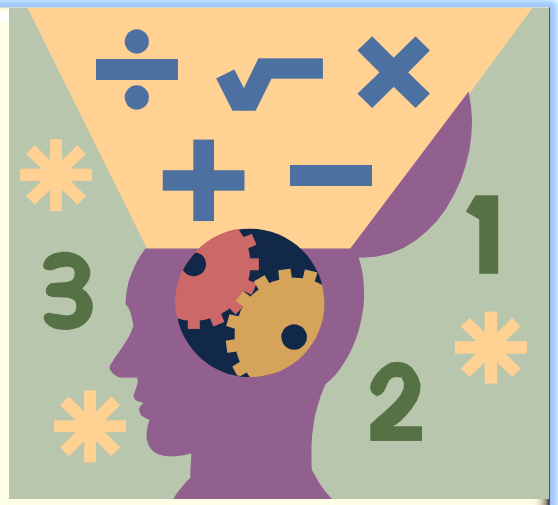
Meet with your 3 o'clock partner

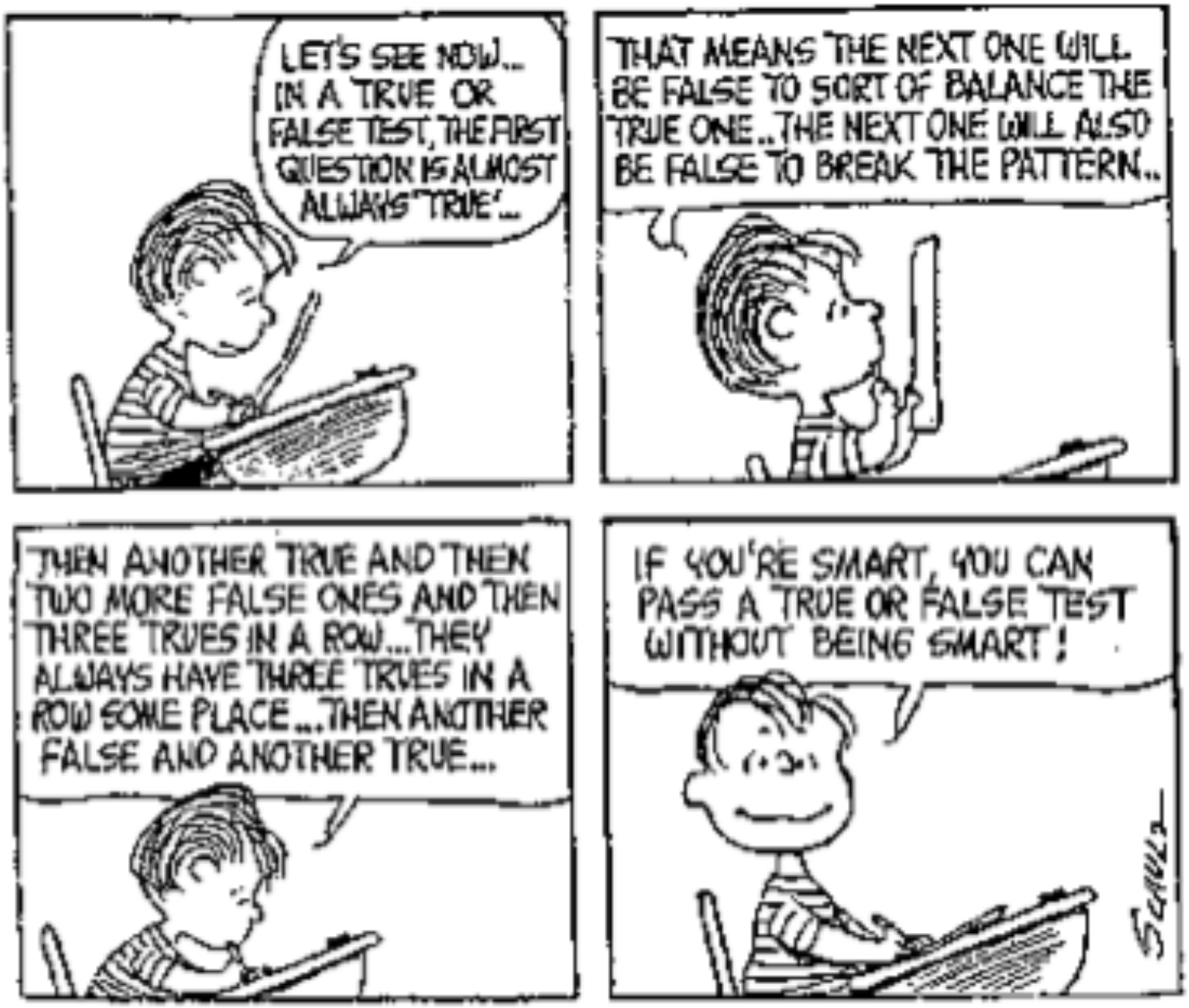


What learning and support do you need to help facilitate the ELA shifts to the Common Core State Standards (CCSS)?

Mathematical Shifts

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Application
6. Dual Intensity





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Mathematics Shift 1: Focus

- Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom
- Focus deeply only on what is emphasized in the standards, so that students gain strong foundations

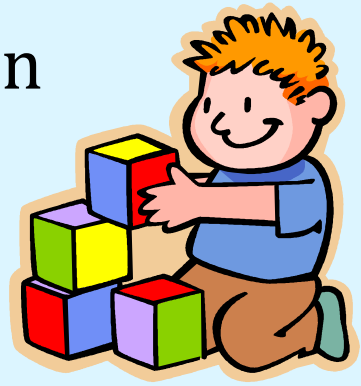


Mathematics Shift 1: Focus

Student	Teacher	Principal
Spend **more time** on **fewer concepts**	**Excise content** from the curriculum Focus instructional time on **priority concepts** Give students the **gift of time**	Help prioritize content Determine areas of **intensive focus (fluency)** Give teachers enough **time** to build their own **depth of knowledge**

Mathematics Shift 2: Coherence

- Carefully connect the learning within and across grades so that students can build new understanding onto foundations built previous years.
- Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.



Priorities in Math

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K-2	Addition and subtraction, measurement using whole number quantities
3-5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear Algebra

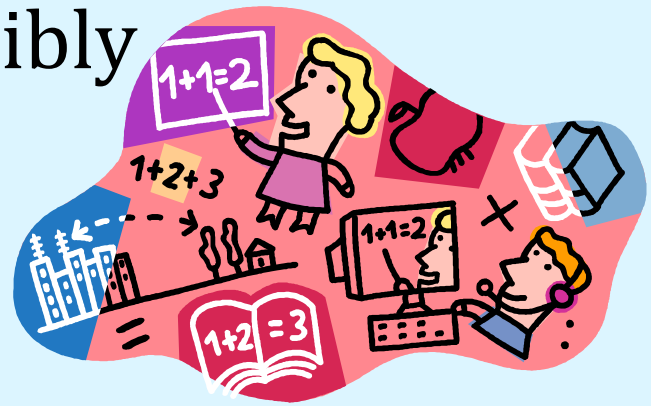
Mathematics Shift 2: Coherence

Student	Teacher	Principal
Build on knowledge from year to year, in a coherent learning progression	Connect the threads of math focus **across grade levels** **Connect to the way content was taught the year before** and will be taught in the future Focus on **priority progressions**	Ensure that teachers of the same content area **have time for discussion and planning** to ensure there is coherence across the grade levels

Mathematics Shift 3: Fluency

- Students are efficient and accurate in performing foundational computational procedures

- Students are able to apply a variety of appropriate procedures flexibly



Mathematics Shift 3: Fluency

Student	Teacher	Principal
Spend **time practicing** with intensity, skills.	Push students to know basic skills at a **greater level of fluency** Focus on the **listed fluencies** by grade level **Create high quality problems**	Take on fluencies as a stand alone CC activity and **build school culture around them**

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

Mathematics Shift 4: Deep Understanding

- Students know more than isolated facts and methods
- Students understand why a mathematical idea is important and the contexts in which it is useful



Mathematics Shift 4: Deep Understanding

Student	Teacher	Principal
Show **mastery of material** at a deep level **Articulate** mathematical reasoning Demonstrate deep conceptual understanding of **priority concepts**	Create opportunities for students to understand the "answer" from a **variety of access points** **Become flexible and comfortable** in own depth of content knowledge	Allow time for teachers to build their own content knowledge Provide meaningful PD on what **students mastery and proficiency looks like**

Mathematics Shift 5: Application

- Apply math concepts in “real world” situations
- Use appropriate mathematics flexibly for situations



Mathematics Shift 5: Applications

Student	Teacher	Principal
Apply math in other content areas **Choose the correct math for the situation**	**Apply math** in areas where it is not directly required (i.e. science) Provide students with **real world** experiences and opportunities	Create a **culture of math application** across the school

Mathematics Shift 6: Dual Intensity

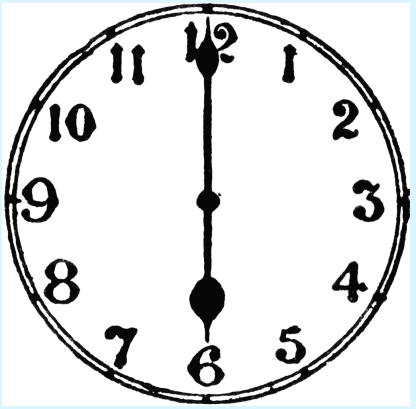
- Students need to both practice and understand mathematics
- Students are engaged in authentic practice and make use of skills through extended application of math concepts



Mathematics Shift 6: Dual Intensity

Student	Teacher	Principal
Students practice math with intensity that results in **fluency** and correct use of **application**	Create a balance between **understanding and practice**	Provide enough math class time for teachers **to focus and spend time on both fluency and application** of concepts and key ideas

Meet with your 6 o'clock partner



What learning and support do you need to help facilitate the Math shifts to the Common Core State Standards (CCSS)?

Outcomes for Today

- What are the instructional shifts in ELA and Math?
- How will these shifts impact classroom practice?



And let's face it….

Shift happens….



Resources

- California Department of Education
- Delaware Department of Education
- www.engageny.org
- Achievethecore.com
- CCSS with appendices