



Agenda

1. What is Common Core?
2. Let's do some math!
3. Let's do some reading!
4. Smarter Balanced testing
5. Resources for support





Outcomes

Participants will:

- Increase their knowledge and understanding of Common Core
- Know how and where to access resources for clarification and support



What do you know about Common Core?

1. Write down everything you know about Common Core and/or your questions about Common Core.
2. Share with someone at least two items (what you know or questions) from your list.
3. Whole group share-out.

Teaching The Common Core





Common Core Instructional Shifts for Mathematics

- **FOCUS** strongly where the Standards focus
- **COHERENCE: Think** across grades, and **link** to major topics within grades
- **RIGOR:** In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**



The Standards for Mathematical Practice

(a.k.a. “practice standards” or “SMPs”)

**1. Make sense of problems and persevere
in solving them *****

6. Attend to precision ***

2. Reason abstractly and quantitatively
**3. Construct viable arguments and
critique the reasoning of others**

4. Model with mathematics ***
5. Use appropriate tools strategically

7. Look for and make use of structure
**8. Look for and express regularity in
repeated reasoning**

Legend



Reasoning &
Explaining



Modeling &
Using Tools



Seeing
Structure &
Generalizing



Overarching
Habits of Mind
of a Productive
Mathematical
Thinker



Common Core Mathematics

Coherence of Content Standards






K	1	2	3	4	5	6	7	8	9-12
Counting & Cardinality									
Number and Operations in Base Ten						Ratios and Proportional Relationships		Number & Quantity	
			Number and Operations – Fractions			The Number System			
Operations and Algebraic Thinking						Expressions and Equations		Algebra	
								Functions	Functions
Geometry									Geometry
Measurement and Data						Statistics and Probability			Statistics & Probability



Let's do some math!

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown.

Seconds

	23.42
	23.18
	23.21
	23.35
	23.24

Explain how the results of the race would change if the race used a clock that rounded to the **nearest tenth**.

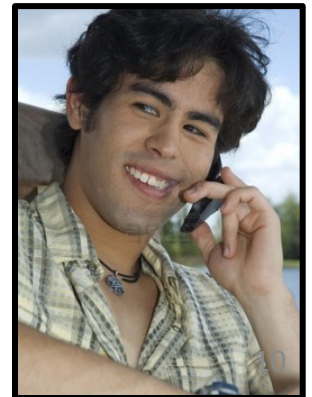
Let's do some more math!

Chris has a choice of two cell phone plans.

Plan A charges a flat fee of \$20 per month for 300 minutes and \$0.20 for every minute over 300.

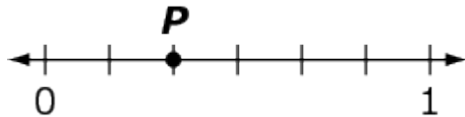
Plan B charges \$0.10 per minute with no fee.

Which plan would be cheaper for 442 minutes?

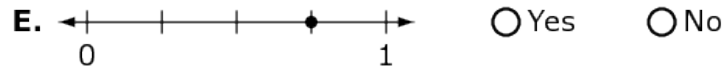
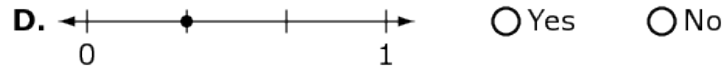
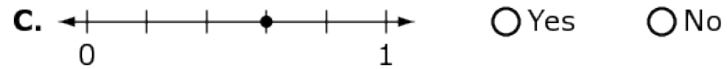
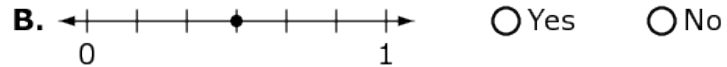
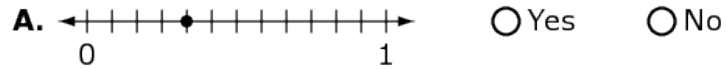


Let's do some more math!

Look at point P on the number line.



Look at number lines A – E. Is the point on each number line equal to the number shown by P ? Choose Yes or No.



Teaching The Common Core

English Language Arts





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.



Key ideas and Details

OLD

In the story “The Captive” the author shows that Bessie is:

- a) Mean
- b) Caring
- c) Selfish
- d) Understanding

NEW

After Reading “The Captive,” students respond to this question in writing:

The author shows that Bessie is a caring person. Write a paragraph telling how Bessie is caring. Use specific details from the story to support your answer.

Pre- CCSS: Grade Four Practice Test in English Language Arts

- Students read a short story and answered questions
- Most questions were the kind that you could get from a basic understanding of the story, like
 - “Who followed Ana?” or “Why didn’t Hector eat?”
 - A few questions required deeper thinking.

CCSS: Grade Four Practice Test in English Language Arts

- **Students read a short story and answer questions.**
- **Students read a poem and answer questions.**
- **Students answer questions that compare both texts.**
- **Students write an essay on the themes of both texts.**



SCUSD Website Resources



<http://www.scusd.edu/common-core>

2014-15 Reclassification

Reclassification

Four requirements for reclassification

- Reasonable fluency in English (Overall score of Early Advanced or Advanced on the CLEDT, with no sub-skill lower than Intermediate)
- **Mastery of basic skills in English Language Arts**
- Teacher Recommendation
- Parent Consultation

CST

2014-15 Reclassification

Four requirements for reclassification

- ✓ • Reasonable fluency in English (Overall score of Early Advanced or Advanced on the CLEDT, with no sub-skill lower than Intermediate)
- Mastery of basic skills in English Language Arts
- ✓ • Teacher Recommendation
- ✓ • Parent Consultation

Gr2-8 CST-like
assessment form

2014-15 Reclassification

Substitute CST Assessments for 2014-15

- **Grades 2-8:** Benchmark Assessments used regularly in the district
- **Grade 9:** Benchmark Assessment developed by a district high school and reviewed by others for purposes of reclassification
- **Grades 10-12:** CA High School Exit Exam (CAHSEE)

After this year: SBAC will be used