

Shifting to Common Core



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Climate of Challenges? Opportunities?

COMPUTER
BASED
ASSESSMENT



HEDI

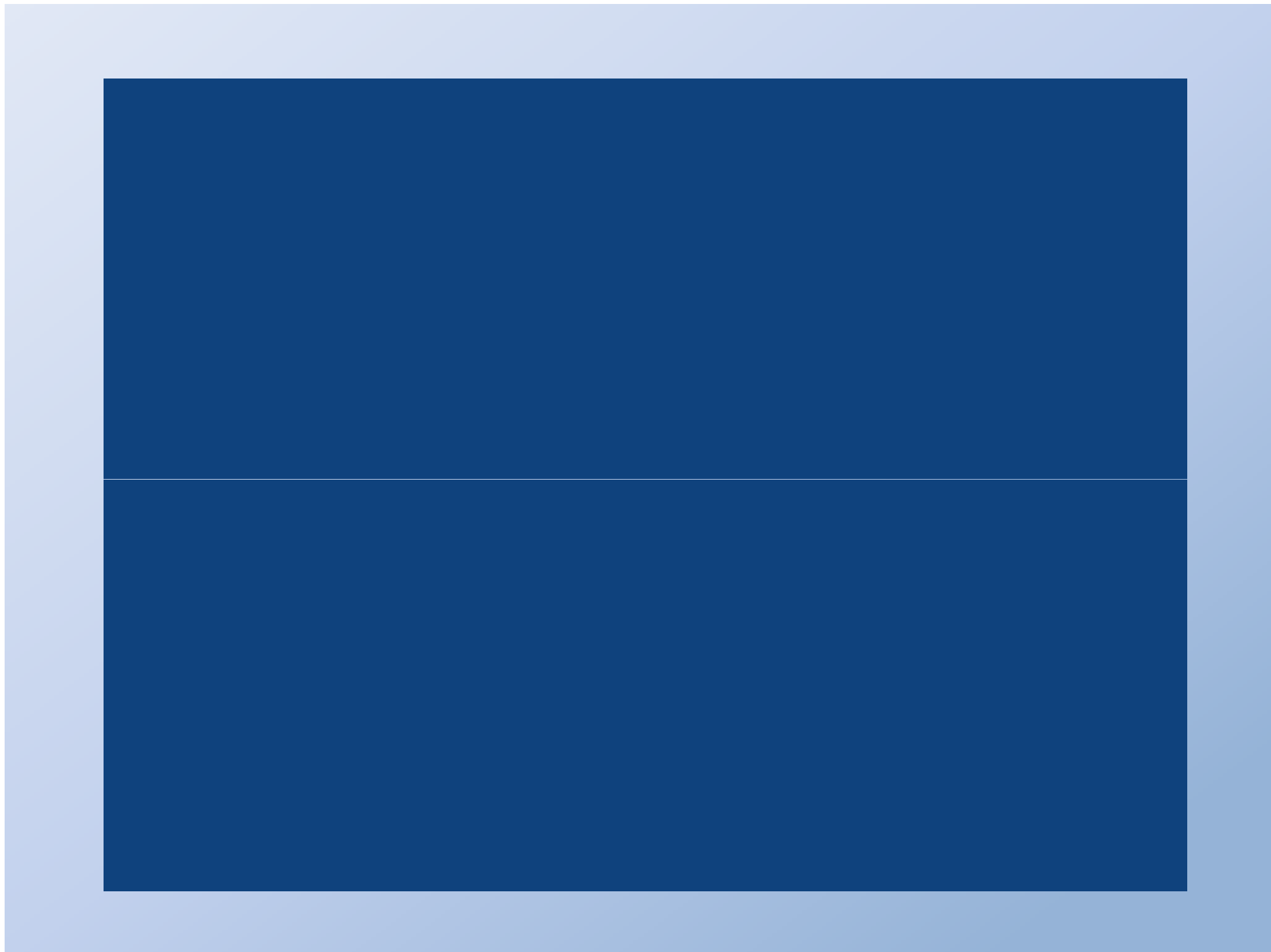
DDI

PARCC

APPR
SLO

Common Core

- **Commitment by NYS : January 2010. Now adopted by 46 States**
- **Common definition of readiness at each grade level, back mapped from College and Career readiness**
- **Rigorous content and application of knowledge**
 - **NYS Adopted ELA and Math Standards: 2010**
- **Intended to cultivate critical thinking and academic independence**
- **Demands significant shifts in Teaching and Learning**
- **Coherence of Content within and across all disciplines and grade levels**



Shift Happens when....

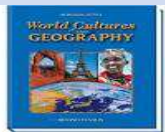
- **Administrators match resources to the priorities of a Common Core Curriculum**
 - **Teachers ensure that students experience a balance of literature and informational texts at all grade levels**
 - **Students experience a dramatic increase in time spent with evidence-based analysis of text**
 - **Students understand math conceptually and solve problems rooted in real world application**
 - **Students are fluent with math facts. (Remember the flash cards?)**
 - **Students decide which tools and formula are appropriate**

COMMON CORE STANDARDS ELA INSTRUCTIONAL SHIFTS



Shift 1 **PK-5, Balancing Informational & Literary Texts**

Students read a true balance of informational and literary texts. **At least 50% of what students read is informational.**



Shift 2 **6-12 Knowledge in the Disciplines**

Content area teachers **outside of the ELA classroom emphasize literacy.** Students are expected to learn from what they read.



Shift 3 **Staircase of Complexity**

Students read the central, grade appropriate text around which instruction is centered. Appropriate and necessary scaffolding and supports make success possible for students reading below grade level.



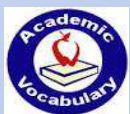
Shift 4 **Text-based Answers**

Classroom experiences stay deeply connected to the text. Students make evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.



Shift 5 **Writing from Sources**

Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative.



Shift 6 **Academic Vocabulary**

Focus strategically on comprehension of pivotal and commonly found words and **less** on esoteric literary terms.

The Shifts Build Toward College and Career Readiness for All Students



- **Complexity:** Regular practice with complex text and its academic language.
- **Evidence:** Reading and writing grounded in evidence from text, literary and informational.
- **Knowledge:** Building knowledge through content rich nonfiction.

Reading Types Across the Grade Levels

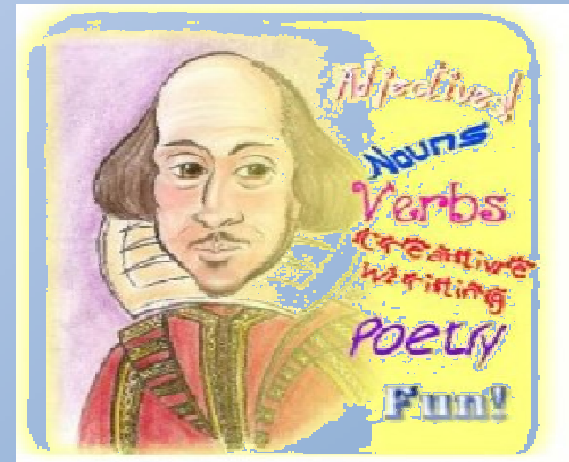
Grades	Literature	Informational
K-2	50%	50%
3-5	50%	50%
6-12	30% -fiction -poetry -drama -Shakespeare	70% “substantially more literary non-fiction” -essays -speeches -opinion pieces -biographies -journalism -historical -scientific -contemporary events -nature -the arts -Founding Documents

Grade 10 Prose Constructed-Response Item

Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus.

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.



Aligns to the Standards and Reflects Good Practice

- Specific CCSS alignment to:
 - RL.10.1 (use of evidence); RI.10.9 (comparison of authors' presentation); RL.10.10 (complex texts).
 - W.10.2 (writing to inform and explain); W.10.4 (writing coherently); W.10.9 (drawing evidence from texts).
 - L10.1-3 (grammar and conventions).
- Measures the ability to explain how *one text transforms ideas from another text* by focusing on a specific concept presented in the texts (the transformation of ideas with regard to the experience of flying).
- Asks students to *write to sources* rather than write to a de-contextualized prompt.
- Focuses on students' rigorously *citing evidence* for their answer.
- Requires students to demonstrate they can apply the *knowledge of language and conventions* when writing.

Levels of Questions

1. When was this picture taken?
2. How would you describe the photograph to others?
3. What caption would you write for this photograph



4. What might they say about their future?
5. What might these boys say about their work in an interview setting?
6. What is the significance of this photo for the time period depicted?
7. How would the picture be different if it was taken today?



Are Your Curriculum and Instructional Practices Aligned to the Common Core Standards?

- Are you aware of your students' current reading levels so you can plan appropriately?
- Are you thoughtfully selecting text for students to read, carefully selecting it based on its appropriate complexity for your students? Are your decisions based on a true belief in the materials and their ability to meet the varied needs of the Common Core Standards or because those materials are what are currently in our inventory?
- Have you been providing students with appropriately complex nonfiction text based on its own merit as well as its ability to complement works of fiction?
- Are students gaining knowledge through their exposure to texts rather than having it solely based on your lecture and instructional activities?
- Have you been asking your students to do "close reading" activities where they read, reread, and annotate text to deeply understand its meaning and purpose?
- Does your classroom have a leveled library and/or do you have a mechanism for recommending excellent texts to students?
- Are students learning, using the writing process, how to create expository, narrative, and argument essays?
- Do you ask students to support their oral or written claims with specific evidence from the source instead of simply relying on background information?
- Are you providing feedback to students using a Common Core Standard-aligned scoring rubric? Is it assisting with students taking greater ownership of their writing and their progress from one writing assignment to the next?
- Have you been collecting and posting student work so students can see both work in progress as well as completed exemplars?

Aligned to the Common Core Standards contd

- Are your students exposed to appropriate vocabulary terms that will benefit them in your class as well as other disciplines? Do you first consider the level of difficulty related to the terms you discuss with your students?
- Are you teaching less units of study in a year but going into greater depth with them? Have you been able to eliminate certain lessons or themes that seem less instructionally vital?
- Are you making students aware of the new level of standards, using items such as “I can...” statements to assist them in taking an active role in their learning?
- Are you frequently asking students to use technology to research information and to present their understanding of it to others?
- Have you been meeting with colleagues, possibly during team or grade-level meetings, to discuss “best practices” and resources?
- Have you attended professional development conferences to learn about current practices and resources?
- Do you visit the website www.engageny.org to see the latest information related to the Common Core Standards?
- Have you revisited modules that have been completed in the past, revising them as necessary?
- Do you provide test preparation in an organic fashion, weaving questions and prompts into your day-to-day lessons that will make students successful on standardized tests?
- Are you meeting with colleagues and supervisors to share student work?

Common Core Standards Fewer...Deeper....Clearer...Higher

- What does the Common Core look like in classrooms?
- What does the Common Core look like in student work?
- What does the Common Core look like in the hallway?

WHOOOO CAN OBSERVE AN OWL'S ADAPTATIONS?



Owls eyes can't move so that's why they can turn their heads 180° ~ Mrs Plunkett's Class

A baby owl is called an owlet. Mrs. Abates 1st Grade Class

The color of an owl's feathers helps him blend into his environment (camouflage). Mrs. Wanner's Second Graders learned that

A group of owls is called a parliament. Mrs. Macdonald's Class - Grade 3

An owl's foot is (zygodactyl) This means that two toes face forward while two face backward. This allows the owl to capture and grasp prey with ease. Mrs. Knuff's Class - Gr. 4

There are about 205 species of owls. Mrs. Goodenough's 4th grade class

Barn owls can be recognized by their heart shaped face. Mrs. Bruner's Class - Gr. 4

Totally silent flight from fringed flight feathers that muffle the sound of air passing through their feathers

The Christmas Hawk-Owl is almost endangered. Mrs. Peltano/Winter's class

Owls can turn their heads 270 degrees. Mrs. Rogers class

An elf owl is 5 inches tall. A great gray owl is 2 feet tall. How many inches taller is the great gray owl than the elf owl? Hint: 12 inches = 1 foot. Mrs. Isaacs 4th grade math class

Mother Owl is a snowy owl. Her large, nocturnal eyes are deceptive as snowy owls usually hunt by day. The Reading Team

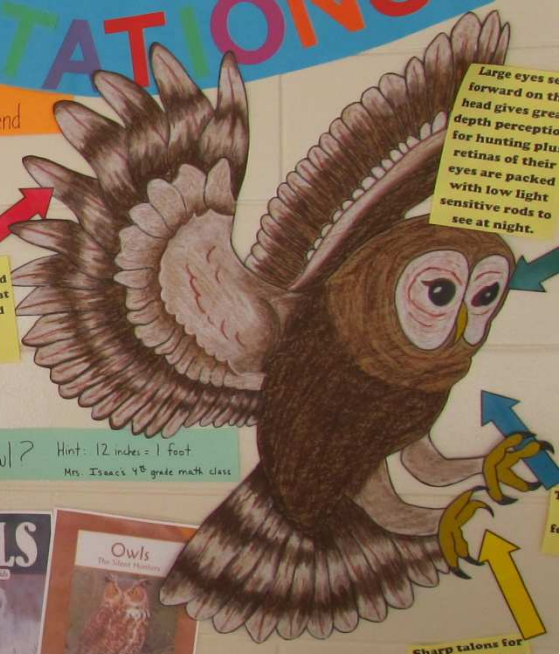
The Snow Owl defends its nest so fiercely that it may even attack a WOLF that gets too close! Mrs. Thompson's 4th Grade class

Most owls hunt insects, small mammals and birds. Mrs. Doherty's Class

Female owls lay one to twelve eggs. Mrs. White, Fall 2008

Owls live 25 to 30 years in the wild. Mrs. Sacks Class, Grade 3

Texture
Texture is the way a surface feels or looks like it feels. Some words used to describe textures are smooth, rough or bumpy.



Large eyes set forward on the head gives great depth perception for hunting plus retinas of their eyes are packed with low light sensitive rods to see at night.

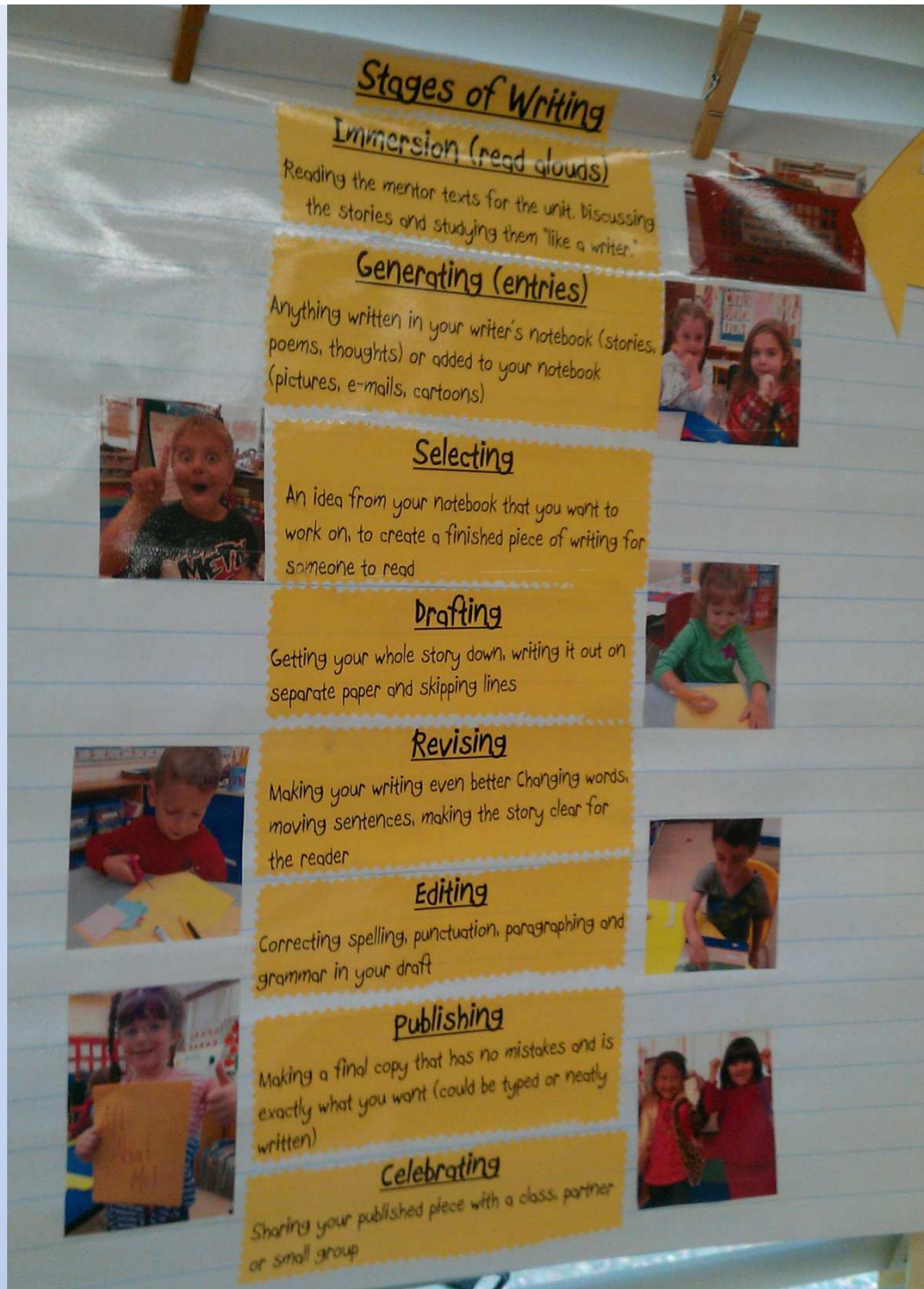
Sharp talons for catching prey on the fly



These nonfiction books about owls are all located in Pasadena's Library, Section 598



Shift : Knowledge In Disciplines



Kindergarten: The Stages of the Writing Process









Writing Standards

Production and Distribution of Writing

K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Kindergarten: Generating ideas to write about

What's Worth Writing?

<p><u>Things I Like to Do</u></p>  	<p><u>Things I Dream About/Wonder</u></p>  
<p><u>People I Love</u></p>  	<p><u>Things I Know A lot About</u></p>  

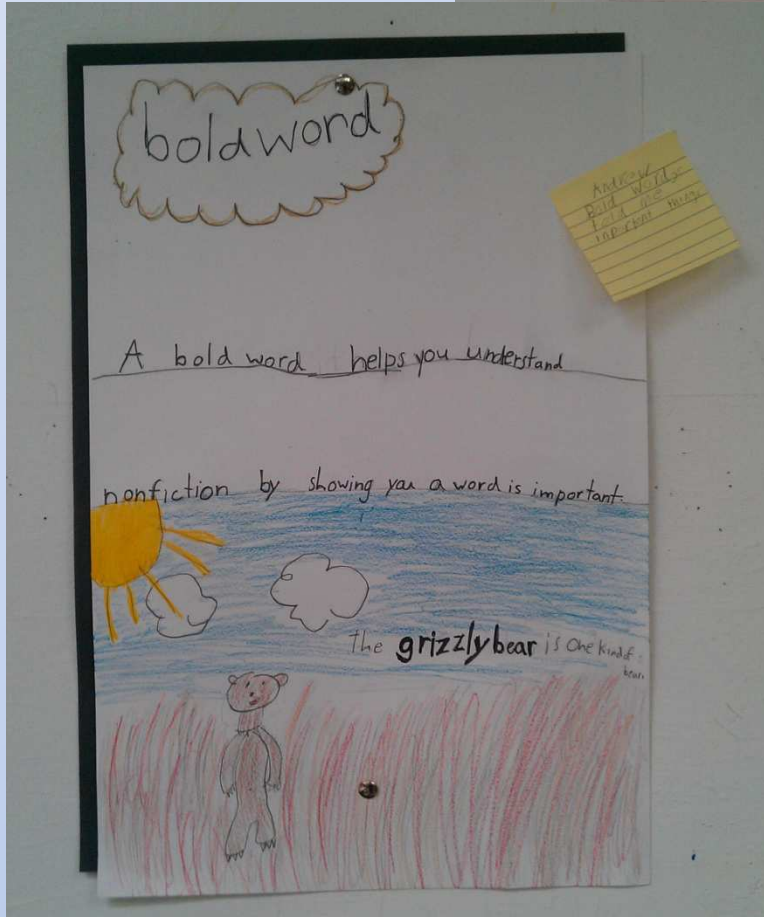
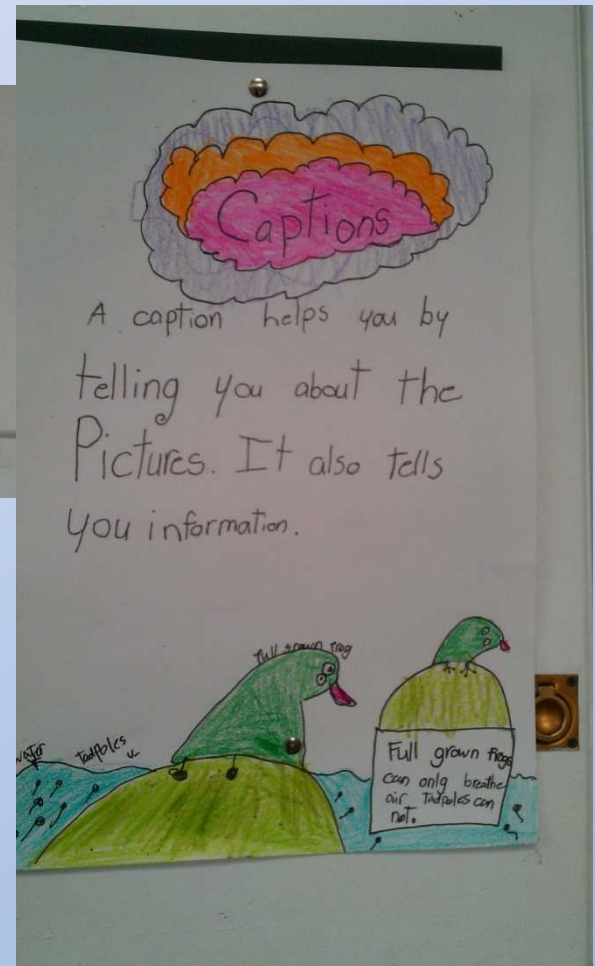
Sarah Cordova
Writing Fundamentals- How Writers Work-K Generating Ideas 1

Writing Standard

Text Types and Purposes

K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.

Studying Non-Fiction Features



Reading Standards for Informational Text:

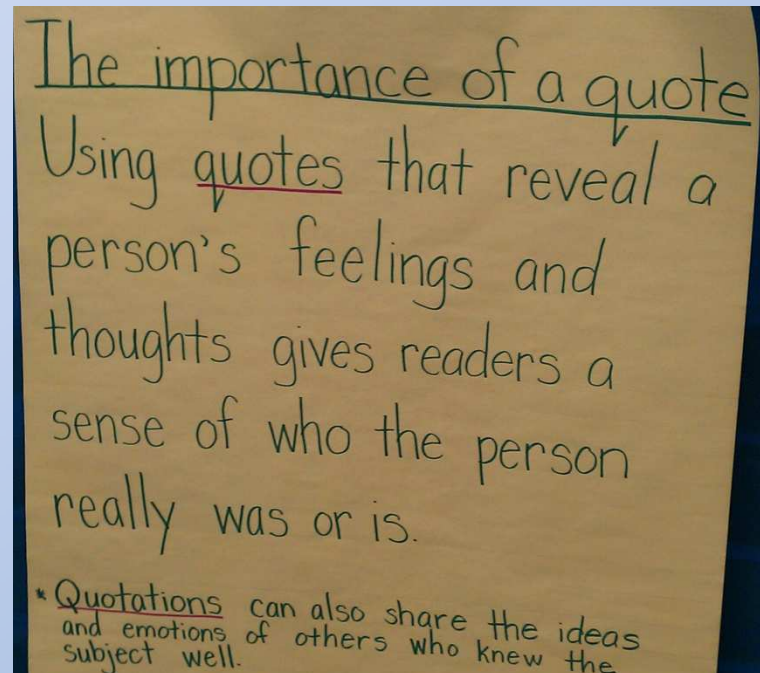
Craft and Structure

2.RIT.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



2nd grade Biography Unit:

After researching their person of interest, students found a quote and inferred what the person might be thinking



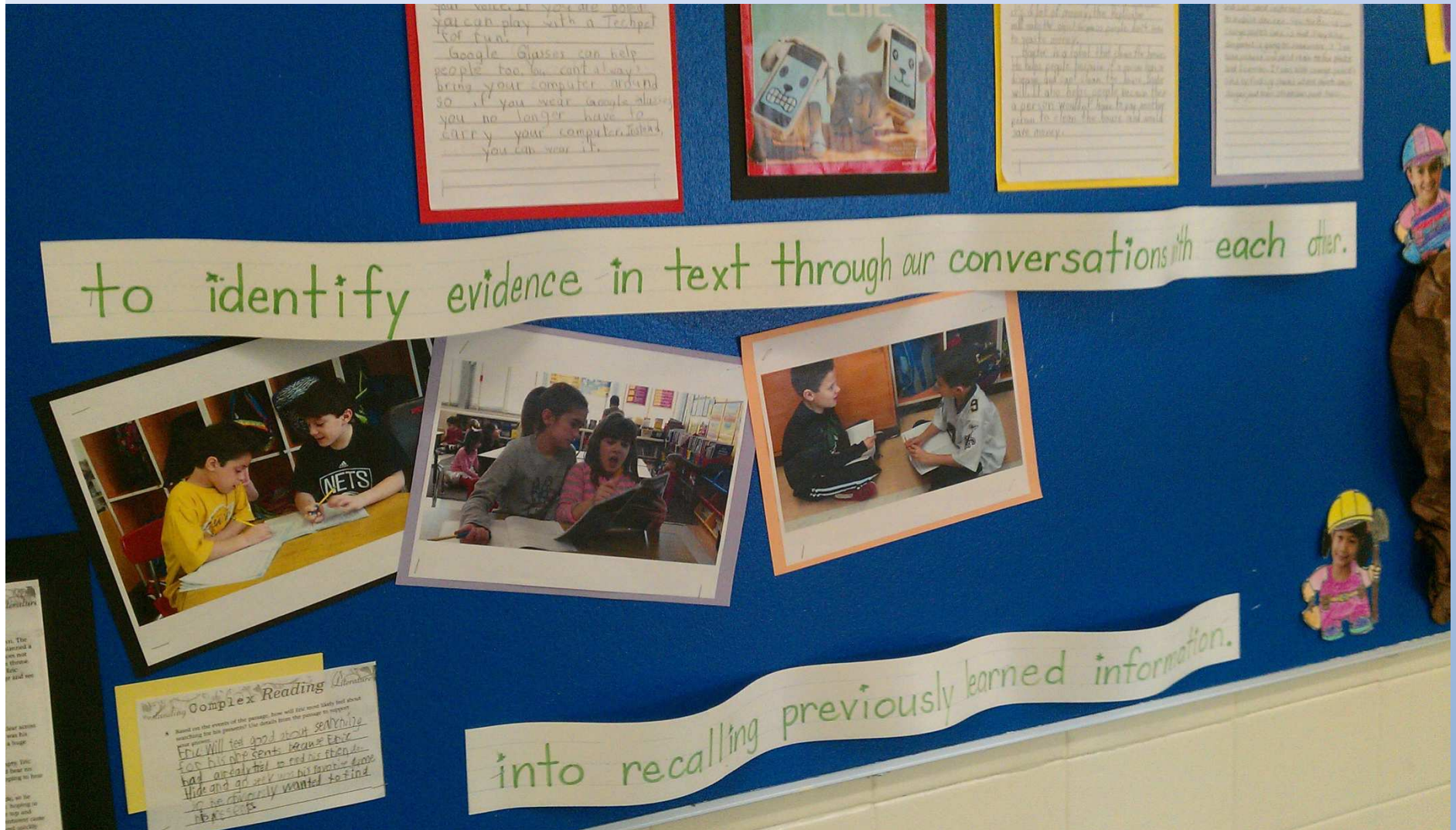
Reading Standards: Key Ideas and Details

2.RL.3 Describe how characters in a story respond to major events and challenges.

3rd Grade



3rd Grade



Speaking and Listening Standards: Comprehension and Collaboration

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

Thinking About My Writing

Things I need to improve are...

- I will write about something I remember well.
- I will focus more on our mentor books to help me.
- I will write "show, don't tell" leads.
- I will write better endings.
- I will use more describing words.
- I will use more strong verbs.
- I will use different transition words whenever possible.
- I will check my spelling more carefully.
- I will check for capitalization & punct. more carefully.
- I will reread to make sure my sentences make sense.

Thinking About My Writing



Things I did well were...

- I wrote about something I remembered well.
- I used our mentor books to help me with my writing.
- I wrote an interesting lead.
- I wrote a circular ending.
- I used many describing words.
- I used dialogue.
- I used strong verbs.
- I checked my spelling.
- I added similes.
- I checked for capitalization & punct.
- I used different transition words.
- I reread to make sure my sentences made sense.

Reflecting on writing 3rd grade

Writing Standards: Range of Writing

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.





What was the author's purpose for writing this book???

Author's Purpose

CCSS RL 4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Author's Purpose

CCSS RI 4.8

Explain how an author uses reasons and evidence to support particular points in a text.



Author's Purpose: To Entertain

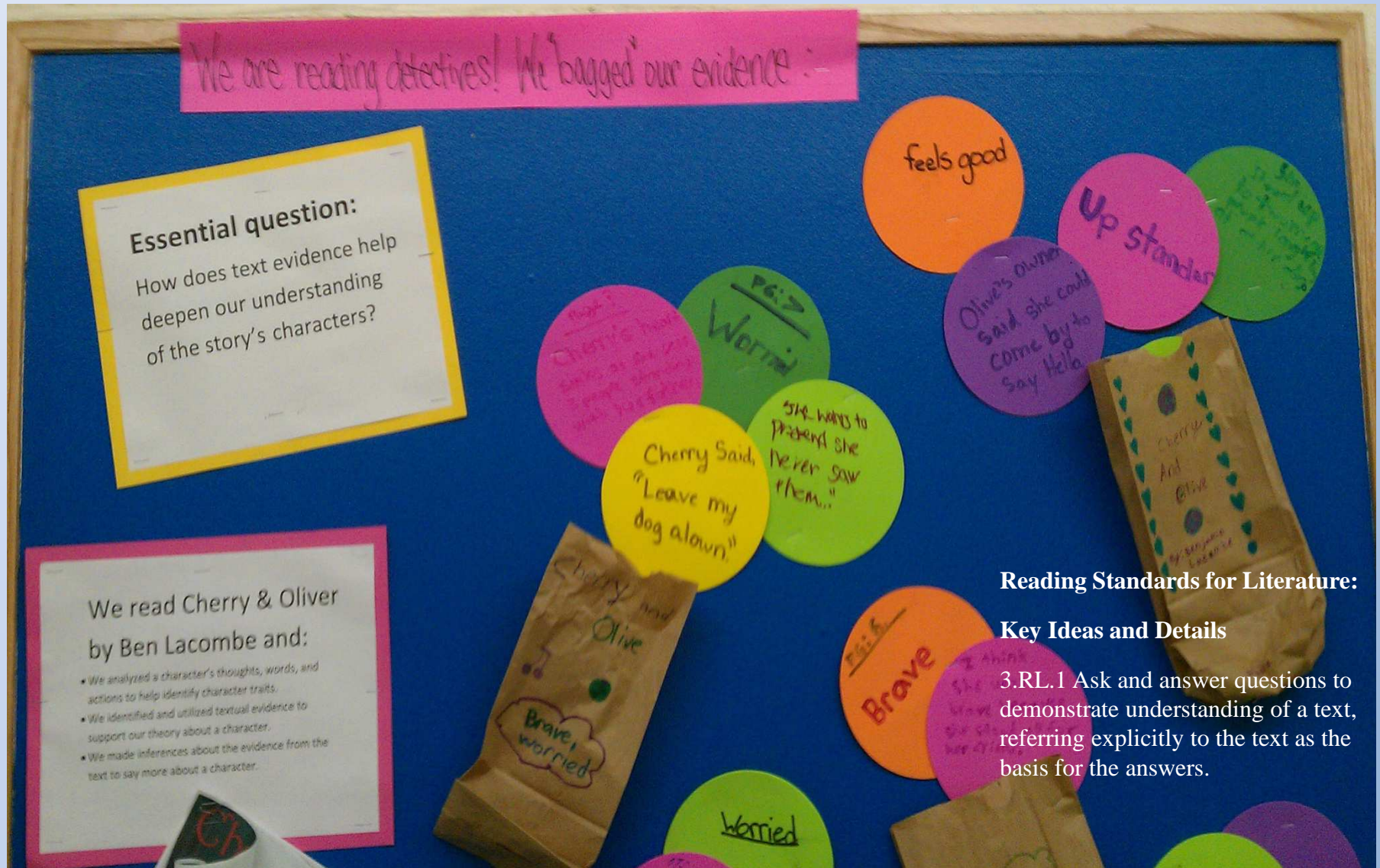
It is the author's goal to tell a story or describe real or imaginary characters, places, and events.

Examples: poems, stories, plays, and comic strips.

Changing an Author's Purpose...

Changing the language in a piece of writing can change the author's purpose. In the text "Students Get Healthy" the author's purpose was to inform. In the text "Students Need to Get Healthy" the author's purpose was to persuade. Change the language of the text made its purpose persuasive.

Essential Question: How does text evidence help deepen our understanding of the story's characters?



**Reading Standards for Literature:
Key Ideas and Details**

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

I CAN ...

Reading

- Explain why a character changed
- Tell the time and place of a story. (Setting)
- Paraphrase
- Find supporting details in the text.
- Identify themes.

4th Grade

Reading Literature

Key Ideas and Details

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text

Science

How is
electricity made
and utilized by
the population?

Social Studies

What were the goals
of the European
explorers?

How did this impact
lives of the Native
Americans?

4th grade Essential Questions

Reading Informational Text Key Ideas and Details

4.RIT.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Reading Informational Text Integration of Knowledge and Ideas

4.RIT.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

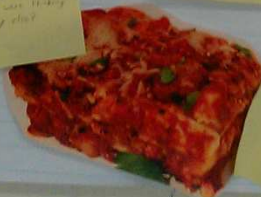
We used "Post-its" to create thin and thick

questions from our independent books.

Thin Questions
Right There

Thick Questions
Make you think

A collection of colorful sticky notes (yellow, blue, pink) with handwritten questions and answers, organized into two columns under the 'Thin Questions' and 'Thick Questions' headers.



What's a Close Read?
It means paying especially close attention to the text on the page. You can focus on a variety of literary skills... from Vocabulary, Themes, or even point of View.
It's Up to You!!

I Notice:

Challenge words

- immigrants
- derived
- twines
- bland
- famine
- refined

Answer: "I Got It!"

Thick Question!
I think "Like Mamma" used to make means to try to make homemade food just like there mamma used to make.

Building Domain Specific Vocabulary





I can use different strategies to solve multiplication and division number stories within 100.



Common Core: 3.OA.3

Partner 1: Badel knee
Write a multiplication story:
Ella has 8 red papers in each bunch. Ella has 5 bunches. How many papers does Ella have?

Partner 2: Emily Riene
Write a multiplication sentence to solve the problem.
 $5 \times 8 = 40$

Partner 2: Write the answer in a complete sentence.
Ella has 40 papers.

Partner 1: Kevin Burke
Write a multiplication story:
Bob had 9 baskets of pie. Each of the baskets had 9 pies in them. How many pies does Bob have in all?

Partner 2: Sophie Heichman
Write a multiplication sentence to solve the problem.
 $9 \times 9 = 81$

Partner 2: Write the answer in a complete sentence.
Bob has 81 pies in all.

Partner 1: Michael Balesh
Write a multiplication story:
Michael had 4 Mario sticks in each of his baskets. How many Mario sticks does he have in all?

Partner 2: Brooke Miller
Write a multiplication sentence to solve the problem.
 $4 \times 2 = 8$
 $8 \div 2 = 4$
My fact family

Partner 1: Brooke Miller
Write a multiplication sentence to solve the problem.
 $4 \times 2 = 8$
 $8 \div 2 = 4$
My fact family

I can use properties of operations to add and subtract

My Fact Family
Jaden F.

$4 + 5 = 9$ $5 + 4 = 9$
 $9 - 4 = 5$ $9 - 5 = 4$

My Fact Family
Jaden F.

$2 + 3 = 5$ $5 - 3 = 2$
 $3 + 2 = 5$ $5 - 2 = 3$

My Fact Family
Kyle

$1 + 3 = 4$ $4 - 3 = 1$
 $3 + 1 = 4$ $4 - 1 = 3$

Ms. Plunkett's Class

I can clearly state my opinion in letter format



Barack Obama

Our President
of
the United States

President Obama
1600 Pennsylvania Avenue NW
Washington DC 20503
January 11, 2009

Dear Mr. President,

I am Michael Fink, a boy sports and I hope you are writing this letter because I want you to do some things.

I think you should try to fix world peace and make people get better jobs.

I think you could solve the problem by giving an award to people who would make money in the new jobs. People you could make a law for your people to get jobs in new areas. You could help our state like Florida to get more money.

I want you to make a law for making my letter help you and fix our problems.

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Sincerely,
Michael Fink

President Obama
1600 Pennsylvania Avenue NW
Washington DC 20503
February 11, 2009

Dear Mr. President,

I am Anthony Lopez, 10 and in 4th grade. I am writing this letter because I think you should solve the problem of people who are getting out of work and are losing their jobs. I think you can fix that by making more jobs and offices.

Thank you for reading my letter. I hope you can fix this big problem.

P.S. we also have the same name, just spelled differently.

Sincerely,
Anthony Lopez

President Obama
1600 Pennsylvania Avenue NW
Washington DC 20503
February 11, 2009

Dear President Obama,

My name is Anthony Lopez, I am 10 years old and I am writing to you because I think the little kids who are getting out of work and are losing their jobs. I think you can fix that by making more jobs and offices.

Thank you for reading my letter. I hope you can fix this big problem.

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Sincerely,
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I can use adjectives to describe nouns.



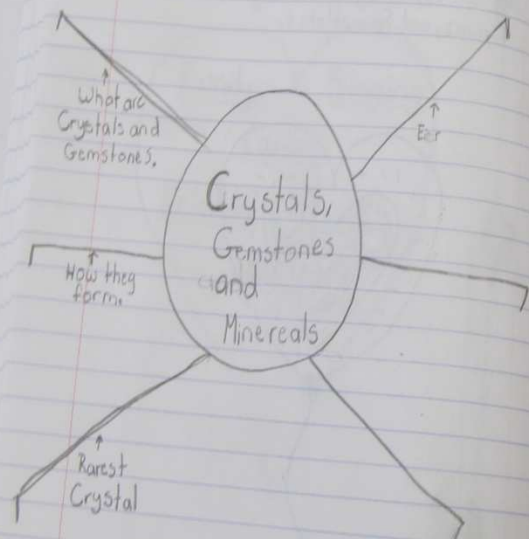


GEMSTONES
ROCK STARS
MINERALS

Seeya

Nonfiction Web

1/30/16



◊ Gemstones, Crystals and Minerals
List of Facts:

- Gypsum crystals are thin and long. They look like needles.
- Naturally formed ice is a kind of crystal. When it melts it turns to liquid. Now it is not a crystal.
- Some crystals are shiny and metallic. Some are brightly colored.
- The earliest humans used minerals in their cave paintings.

Basketball

Joseph Kim

wish, Bam, Crash." That's the sound of the basketball crashing on a net. Basketball is the best sport you can play. If you don't believe me read this article.

History of Basketball

According to the book *Basketball in Action*, basketball was invented in the winter of 1891 in Springfield, Massachusetts. James Naismith, a physical education instructor at the YMCA training school invented it.

Positions in Basketball

There are many positions in the game of basketball. Point guard, shooting guard, small forward, power forward, and the center. The point guard dribbles the ball up the court and mostly looks to

pass. The Shooting guards have the talent to shoot the ball around the court. The small forwards make most of the baskets. The power forward gets rebounds and play tough defense. The center is the tallest player on the team. The center gets a lot of rebounds. Joey Kim, a basketball expert says, "The center is the most important position because they are tall and they have a high percentage to score." I agree.

NBA

The NBA stands for National Basketball Association. It is where all the pros play. You have to get drafted by a team. If you are good you might get to the All Star Game.

Playoffs

To get to the playoffs is every team's goal. If you are a good team you will probably make it to the playoffs. There are different rounds. First the 1st round, the first team to win 3 games goes to the next round.

There are 2 conferences. (West and East) In the 3rd round you have to win 4 games to go to the NBA Finals. The 2 teams that win the 3rd round go against each other in the Finals.

Olympics

If you think team America is the most dominate team you are right. But sometimes other countries beat them but only a few times. It is where all the top players from the NBA play on 1 team and try to get the Gold Medal, but if you play in the NBA and you are born from a different country you play for that country. In the 2012 London Olympics, America won!!!!

Defense

"Defense is more important than offense because offense makes fans happy and defense makes coaches happy" says the basketball expert Joey Kim. The Phoenix Suns (NBA team) coach Mike Dan Toni was an offensive coach but never won the finals. The Detroit Pistons won the

finals and they were a good defensive team.

D-League

There is a D-league in NBA. Many people don't know about it. It is where young players or any player is struggling and get sent down to the D-league. It's like in baseball. In baseball there's a minor league. The D-league is for development. So the full name is development league. So if you are going to basketball player I hope you won't get sent down to the D-league!

I hope you learned and like basketball now!! See you on the court.



Dino-tastic

By Steven Katz

One night up and read something you need to know about dinosaurs.

What are Dinosaurs?

Did you know that the word dinosaur means something? Well it does. It means giant lizard. Dinosaurs are creatures that lived billions of years ago but today they are extinct. That means there are no more dinosaurs roaming the planet. All that is left of them are fossils.

What are Fossils?

Fossils are bones that have been left behind under dirt and rocks for billions of years and have turned into rocks themselves! Paleontologists study these fossils and learn information that teach us today.

How did we find them?

Dinosaurs roamed land and water. Fossils usually in the dinosaurs were better because they were in that hard and had been there. But some began dinosaurs were just feet.

The dinosaurs used the ability of being fast to escape from bigger dinosaurs that wanted to eat or hurt them. Bigger dinosaurs were usually slower because they were heavy and had shorter legs.

What are Predators and Prey?

Predators are living things that hunt other living things for food. A lot of dinosaurs were predators. They had other dinosaurs. Prey are living things that get hunted by predators. Dinosaurs can also be prey.

How big and small are they?

Dinosaurs in what type of dinosaurs, it could have been up to 100 ft tall and 100 ft long! Isn't that amazing? That it is. Only mammals had legs made and legs felt and glabella bodies. Some dinosaurs were on a flat tail and had long, for example the archosaurs.

Are they only one Color?

Well recently we have been the first color of dinosaurs. According to the www.nature.com/news/090101a scientists have discovered the R-R-bird, color patterns of a



dinosaurs. However, that is only for the characteristics.

What is Their Diet?

Some dinosaurs ate plants and some ate meat (ohhh!! The dinosaurs that ate plants are called herbivores. The dinosaurs that ate meat are called carnivores.

The T-Rex

What is a T-Rex? A T-Rex is the most famous dinosaur that ever existed here! They were big, fast and strong. They were good at walking and have very sharp teeth!! Some of them are so big that it would be hard enough to fill a giant T-Rex! They were scary and were called T-Rex! They were scary and were called T-Rex! They were scary and were called T-Rex! They were scary and were called T-Rex!

Well there you have it kids. You're just read something you need to know about dinosaurs.

Grooming Supplies

After your fun ride with your horse, you need to clean your horse after a ride. It could get dirty. You don't want that! There are a lot of things you need to take care of a horse. The following supplies are listed for you. You will need to take care of a horse. It is important, gentle kind, and careful. If you choose this horse, think you will be very very close with this horse.

Gentle Horses

ATTENTION ALL BEGINNERS AND PEOPLE WHO ARE LAME OR HORSES NEVER GET THEM AWAY! ONLY IF YOU WOULD LIKE TO GET THEM AWAY! I suppose you understand the meaning as I see it. You know you shouldn't get. The Allen Road, the Allen Road, the Allen Road, the Allen Road. They are hard to train, you might see quiet, high flying and what you want!

Hard Horses

What do you need to ride a horse? There is a lot of things you will need to take care of a horse. You need a bridle, a saddle, a saddle pad, a saddle blanket, a blanket, a blanket, a blanket, a blanket. If you need the fully helmet, it is the most important. If you need the fully helmet, it is the most important. If you need the fully helmet, it is the most important. If you need the fully helmet, it is the most important.

Tack

What do you need to ride a horse? There is a lot of things you will need to take care of a horse. You need a bridle, a saddle, a saddle pad, a saddle blanket, a blanket, a blanket, a blanket, a blanket. If you need the fully helmet, it is the most important. If you need the fully helmet, it is the most important. If you need the fully helmet, it is the most important. If you need the fully helmet, it is the most important.

First Aid

So when you're riding, let's say your horse gets hurt! Emily Shaver (the MD), another instructor says that "If you or your horse gets hurt, you need immediate care! Are you or your horse getting hurt? Every rider should have a first aid kit. This is what you should have in a first aid kit: a pair of gloves, a pair of gloves, a pair of gloves, a pair of gloves. You need to have a first aid kit. You need to have a first aid kit. You need to have a first aid kit. You need to have a first aid kit.

Food

Well, think the horse to ride every day. I wish the first day to be the best. You need to have a great ride through it. How that horse knows how to take care of a horse, you will make a new friend if you get a horse.

Competitions

There are four types of competitions. Dressage, barrel racing, cutting, and show jumping. The most common competitions are show jumping and cutting. If you want to enter your horse in a competition you need to make sure you have a horse that is healthy, clean, and well taken care of. If your horse is not



Color War

By Kelly Gonsky

Do you go to camp? Do you know what Color War is? Well, welcome to Color War! This article will tell you what you need to know about Color War.

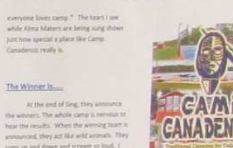
Color War is a competition between two teams of different colors to camp. Color War has been around at Camp Canadensis since it opened in 1945. Each team participates in a variety of activities. Read and learn all about Color War at Camp Canadensis. How get ready for the time of your life!

Two Rules
If you love the spirit of your camp you would be speechless! We had great moments called your colors. If you really want each team meets at a location away from the other team and learns their colors, learn to their colors and gets their colors for hand call.

Band Call
During Color War you must know what's coming. We band call at the end of every game. They give you a band. If you're so good you get a gold band, if you're

Compete a Different Color
Director of Camp Canadensis
Keep your eye on the ball!

Winning Team
At the end of the day, you announce the winners. The whole camp is nervous to hear the results. When the winning team is announced, they all do wild activities. They jump up and down and scream so loud. I did the same when I won. Now you know all about Color War at Camp Canadensis. Maybe I'll see you at camp next time to experience the Color War of your life!



We CAN write a persuasive piece of writing based on research and opinions.

COMMON CORE STANDARDS MATH INSTRUCTIONAL SHIFTS

Shift 1



Focus

Narrow and deep...the scope of how time and energy is spent in the math classroom, to focus deeply on only the concepts that are prioritized in the standards.

Shift 2



Coherence

Carefully connect the learning within and across grades so each standard is not a new event, but an extension of previous learning.

Shift 3



Fluency

Speed and accuracy with simple calculations; students memorize core functions so that they are more able to understand and manipulate more complex concepts.

Shift 4



Deep Understanding

Teachers teach more than “how to get the answer.” Development of deep conceptual understanding of core math concepts by applying them to new situations.

Shift 5



Application

Students are expected to use math and choose the appropriate concept for application even when not prompted to do so. - Math concepts in “real world situations.”

Shift 6



Dual Intensity

Students are practicing and understanding. “Drills” and skills as balanced through extended application of math concepts.

**Instead of going a mile wide and an
inch deep...**

Go an inch wide and a mile deep



Role of Administrators

- **FOCUS: Fewer, higher leverage content**
 - Work with teachers to prioritize content
 - **Provide time for teachers to deepen their knowledge**
 - Help teachers with time management
- **Coherence: Year to Year knowledge building**
 - Allow time for vertical articulation and planning
- **Fluency: Practicing basic skills with intensity**
 - Build school culture around fluencies
- **Deep Understanding: Multiple ways to demonstrate understanding**
 - Professional development on what student mastery looks like
 - Teachers spend time in conversation about student work
- **Application: Real world application across disciplines**
 - Create a culture of collaboration across disciplines
- **Dual Intensity (Fluency and Application)**
 - Look for evidence of fluency and application in classroom visitations

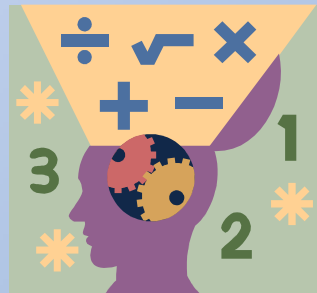
Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20^1 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100^2 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal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

Third Grade – (Properties)

Pre - Common Core

$$(3 \times 4) \times 2 = 3 \times (4 \times 2)$$

This equation is an example of which property?



I can apply properties of operations as strategies to multiply and divide.

Operations & Algebraic Thinking 3.5

$$5 \times 4 = 4 \times 5$$



I can rewrite a multiplication problem in several different ways.

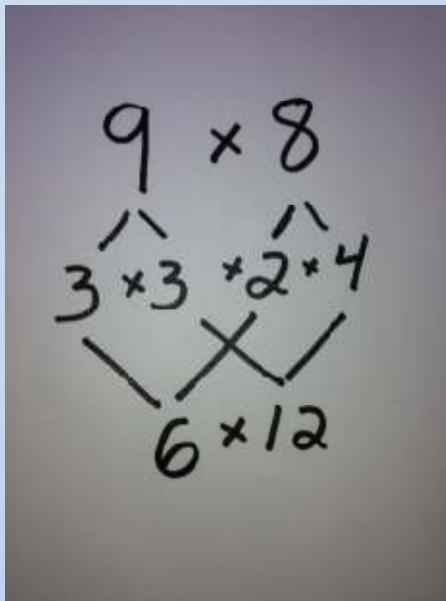
Third Grade – (Properties)

Shift:

Deep
Understanding

Common Core

The teachers write 9×8 on the board. Jill says “that is equal to 12×6 !” The teacher asks Jill to show her work on the board. Jill writes



The image shows a handwritten diagram on a chalkboard. At the top, it says 9×8 . Below this, there are two smaller multiplication problems: 3×3 and 2×4 . Lines connect the 3 from 3×3 to the 6 in 6×12 at the bottom. Lines connect the 2 from 2×4 to the 6 in 6×12 . Lines connect the 3 from 3×3 to the 12 in 6×12 . Lines connect the 4 from 2×4 to the 12 in 6×12 . This illustrates the process of factoring 9 and 8 into their prime factors and then recombining them to form 6 and 12.

The teacher says “That’s excellent!”

A) Use Jill’s method to determine a pair of factors that is equal to 16×6 .

B) Explain how you arrived at your answer.

The picture shows Mark's flower garden.

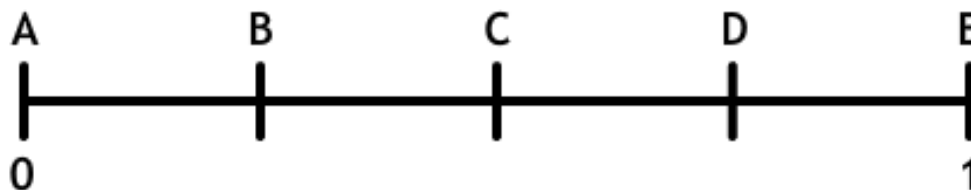
Fill in the blank to make a fraction that represents the part of Mark's garden that is covered with flowers.



Grade 3:

$\frac{6}{\square}$

Which letter represents this fraction's location on the number line?



Your answer:

**Shift:
Dual Intensity**

Sixth Grade – (Ratios)

Pre - Common Core

There are 16 red cubes and 24 blue cubes on a table. What is the ratio of red cubes to blue cubes?



I can understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Ratios and Proportional Relationships 6.1

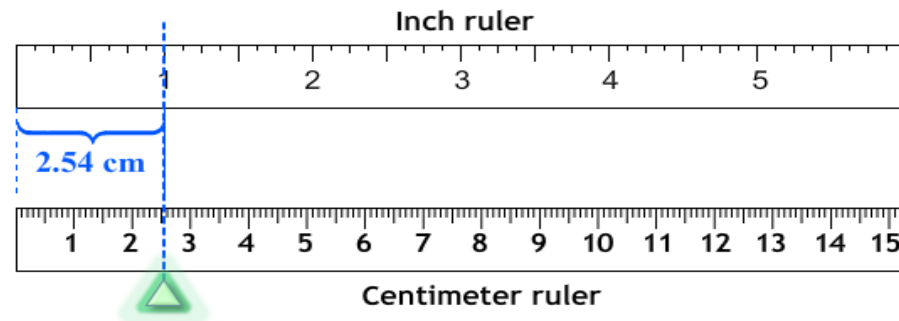


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I can use ratios to describe everyday situations.

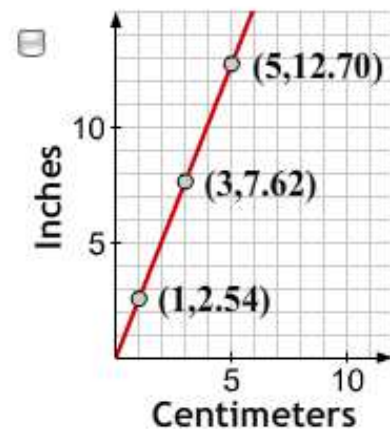
Grade 6

1 inch = 2.54 cm



If we say that the relationship between the number of inches and the number of centimeters is exact, which of the following correctly represents the relationship? Select all that apply.

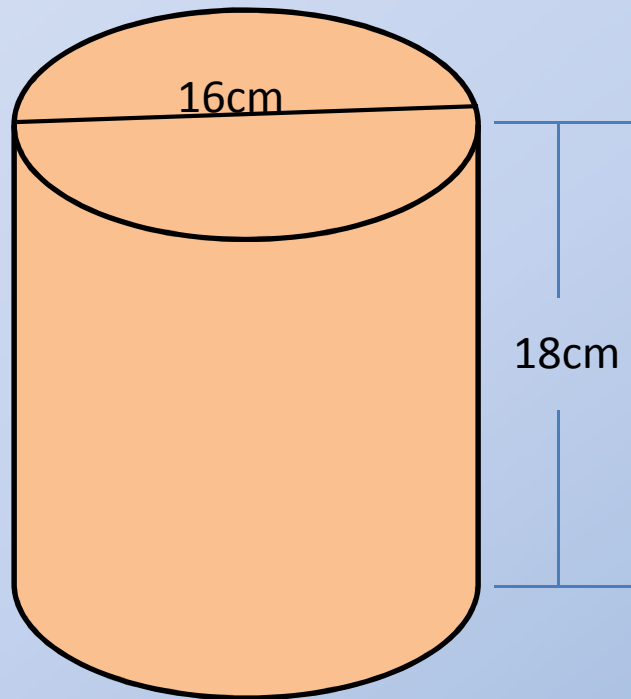
- $i = 2.54c$, where i stands for the number of inches and c stands for the number of centimeters
- $c = 2.54i$, where c stands for the number of centimeters and i stands for the number of inches
- The ratio of centimeters to inches is 1 to 2.54.
- The ratio of centimeters to inches is 2.54 to 1.



Shift:
Deep Understanding

Eighth Grade – (Geometry)

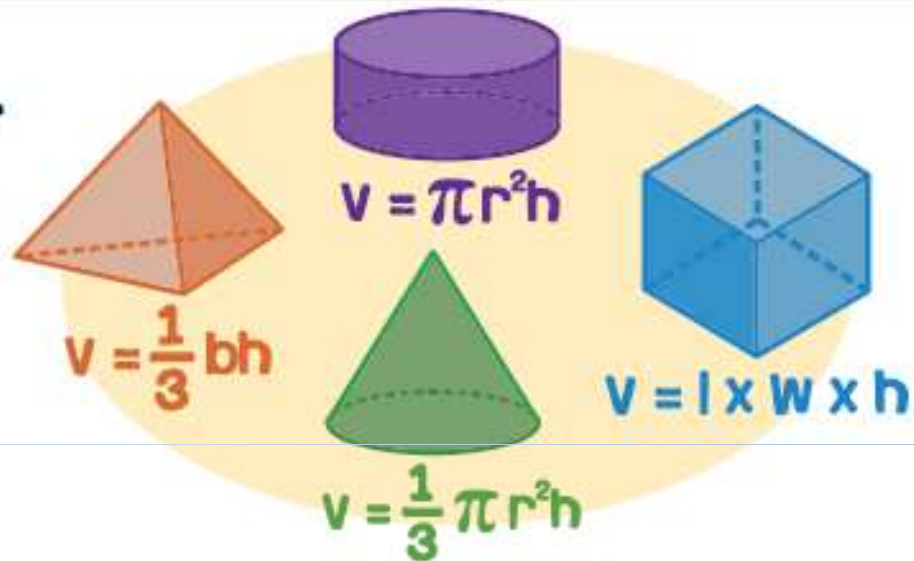
Pre - Common Core



What is the volume of the closed cylinder?

I know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

Geometry 8.9



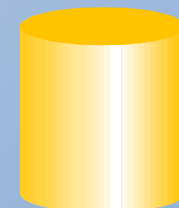
Eighth Grade – (Geometry)

I CAN make sense of problems and persevere in solving them.

Common Core

Shift:
Application

A chessboard has a side length of 16 inches and a thickness of 1.5 inches. A closed cylinder sitting on the chessboard has a height of 6 inches. The volume of the chessboard is equal to the volume of the cylinder. What is the radius of the cylinder?



Algebra – (Linear Functions)

Pre - Common Core

What is the rate of change for the function described below?

X	-2	0	2	4	6
Y	-14	-6	2	10	18



I can compare properties of two functions each represented in a different way.

Functions 8.2

Which equation gives the rule for this table?



x	y
5	12
10	17
15	22
20	27

- $y = x + 7$
- $y = x(7)$
- $y = x - 7$

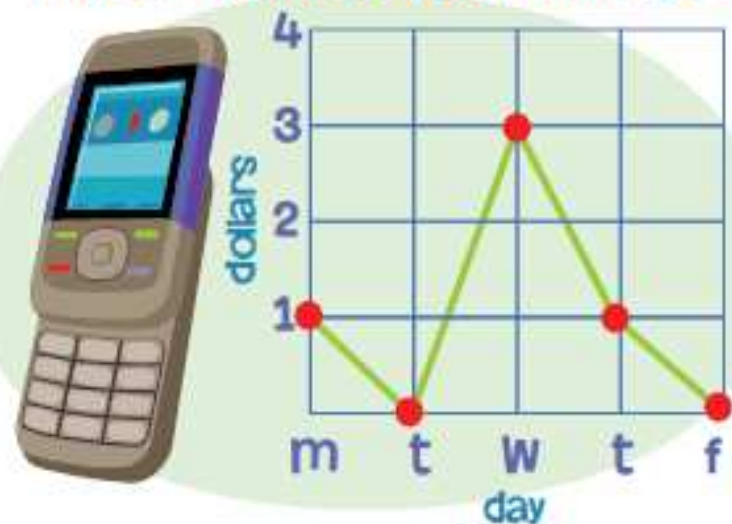
I can construct a function to model a linear relationship between two quantities.

I can determine the rate of change and initial value of the function from a description of a relationship or from two values.

I can interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

Expressions and Equations 8.4

money spent on text messages



Algebra – (Linear Functions)

Common Core

Shift: Deep Understanding

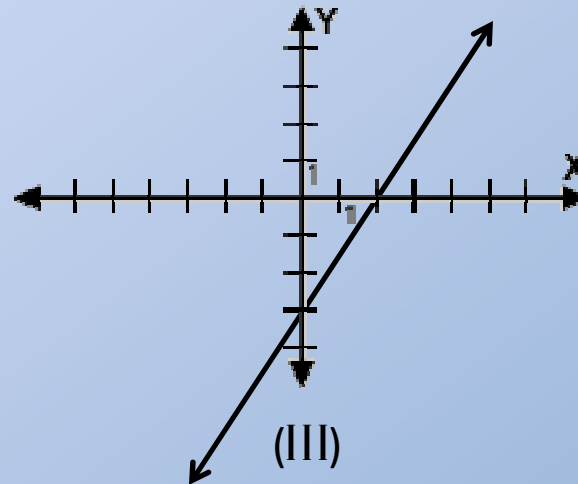
Three different functions are expressed in three different ways:

x	f(x)
-3	-9
3	3
6	9

(I)

$$2y + 3 = 3x$$

(II)



- a) Which function has the greatest rate of change? Justify your response.

Websites

EngageNY

<http://engageny.org/resource/common-core-video-series-grade-k-module-5-mathematics-application-example>

Partnership for Assessment of Readiness for College and Careers

- <http://www.parcconline.org/parcc-content-frameworks>
- http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html
- <http://www.parcconline.org/samples/item-task-prototypes>

The Dana Center

- <http://www.utdanacenter.org/>

Unpacking the CCLS done by the North Carolina Department of Education:

<http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath>

Teaching Channel

<https://www.teachingchannel.org/videos/real-world-geometry-lesson?fd=1>

Other Common Core sites

<https://www.teachingchannel.org/videos/real-world-geometry-lesson?fd=1>

<http://www.commoncore.org/>

<http://vimeo.com/33163602>

<http://www.teacherspayteachers.com/>

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