TRANSITION TO THE COMMON CORE STATE STANDARDS (CCSS)

EVERGREEN SCHOOL DISTRICT
Parent Advisory Committee
December 3, 2014
How familiar are you with the Common Core?

<table>
<thead>
<tr>
<th>level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Common Core? What is that?</td>
</tr>
<tr>
<td>2</td>
<td>I have heard about the transition to the Common Core.</td>
</tr>
<tr>
<td>3</td>
<td>I have a good understanding of Common Core teaching and learning.</td>
</tr>
<tr>
<td>4</td>
<td>I have an understanding of how Common Core instruction will impact my child.</td>
</tr>
<tr>
<td>5</td>
<td>I am a Common Core expert and could teach this workshop!</td>
</tr>
</tbody>
</table>
Outcomes

- To deepen the understanding of Common Core State Standards
- To identify and elaborate upon the 21st century student support systems of communication, collaboration, critical thinking and creativity (4 Cs) to teaching and learning
- To identify the relationship between depth of knowledge and assessment systems
- To expand upon Evergreen School District’s Common Core math acceleration pathways for grades 6-8
- To understand the alignment of Units of Study, materials, and professional development
Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; more than 40 states have adopted
- Provide clear, consistent standards in English language arts/literacy and mathematics

Source: www.corestandards.org
The Common Core focus is on . . .

- The need to be college/career ready
- The need to set consistent expectations for students
- The need to read increasingly complex materials

What are the critics saying?

- Intrusive computer tracking
- Loss of local control
- Creation of a national curriculum
- Government takeover of schools
- Lack of input from parents
- Standards are not affordable
With Common Core, you will see...

- **Less** lecturing and **more** modeling.
- **Less of** students listening and **more of** students constructing meaning together.
- **Less of** students recalling (although sometimes this is necessary) and **more of** students transferring their learning to new experiences.
- **Less** hurrying to cover more content and **more** slowing down to ensure deep understanding and application.
- **Less of** students reading just stories and **more of** students wrestling with informational texts in every subject area.
21st Century Student Outcomes & Support Systems

- Learning and Innovation Skills – 4Cs
  - Critical thinking
  - Communication
  - Collaboration
  - Creativity
- Core Subjects – 3Rs and 21st Century Themes
- Information, Media, and Technology Skills
- Life and Career Skills

Foundational Layers:
- Standards and Assessments
- Curriculum and Instruction
- Professional Development
- Learning Environments
The 4Cs and 21st Century Education

4 Cs: Communication, Collaboration, Creativity, Critical Thinking

**student**

COLLEGE & CAREER READY:
- I critically think,
- I communicate, I collaborate
- and I create and innovate

**teacher**

FACILITATOR:
- I facilitate my students’ ability to use the 4Cs

ROLE MODEL:
- I demonstrate for my students
- my ability to use the 4Cs

**administrator**

FACILITATOR:
- I provide professional development to facilitate my staff's use of the 4Cs

ROLE MODEL:
- I demonstrate the 4Cs for my faculty and staff

TRANSFORMER:
- I use the 4Cs to transform my school and district
Communication

- Use effective interpersonal skills during conversations to promote collaborative learning.
- Communicate interactively and effectively to support individual learning and contribute to the learning of others.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

Creativity

- Think creatively using a wide range of idea creation techniques (such as brainstorming)
- Work creatively with others to develop, implement and communicate new ideas to others effectively
- Implement innovations and act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

*Definition from EdLeader 21 and the Partnership for 21st Century Skills
Critical Thinking

- Reason effectively
- Use systems thinking to analyze how parts of a whole interact
- Make judgments and decisions to effectively identify, analyze and evaluate information
- Identify, define and solve authentic problems and essential questions

Collaboration

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

*Definition from EdLeader 21 and the Partnership for 21st Century Skills*
Depth of Knowledge

The complexity or depth of understanding required to answer or explain an assessment related item.

*Low-Cognitive Demand*
Level 1: Recalling and Recognizing
Level 2: Using Procedures

*High-Cognitive Demand*
Level 3: Explaining and Concluding
Level 4: Making Connections, Extending and Justifying
## Depth of Knowledge

<table>
<thead>
<tr>
<th>Level One Activity</th>
<th>Level Two Activity</th>
<th>Level Three Activity</th>
<th>Level Four Activity</th>
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</thead>
<tbody>
<tr>
<td>Students will identify essential information needed to accomplish a task</td>
<td>Students will identify information in a passage that is supported by fact</td>
<td>Students will identify the appropriateness of an argument using supporting evidence</td>
<td>Students will identify interrelationships (themes, ideas, concepts) developed in more than one literary work.</td>
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### Common Core Big Ideas
#### Depth of Knowledge (DOKs)

<table>
<thead>
<tr>
<th></th>
<th>Mathematics</th>
<th>ELA/Literacy</th>
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<tbody>
<tr>
<td></td>
<td>DOK3</td>
<td>DOK4</td>
</tr>
<tr>
<td>Current Assessments</td>
<td>&lt;2%</td>
<td>0%</td>
</tr>
<tr>
<td>New SBAC Assessments</td>
<td>49%</td>
<td>21%</td>
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</table>

Yuan & Le (2012); Herman & Linn (2013) from Linda Darling-Hammond, Assembly Hearing, 3.6.13
Common Core
English Language Arts
## Shifts in ELA Literacy

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Balancing Informational &amp; Literary Text</td>
<td>Students read a true balance of informational text and literary texts.</td>
</tr>
<tr>
<td>2</td>
<td>Knowledge in the Disciplines</td>
<td>Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities.</td>
</tr>
<tr>
<td>3</td>
<td>Staircase of Complexity</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>Text-Based Answers</td>
<td>Students engage in rich and rigorous evidence based conversations about text.</td>
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<tr>
<td>5</td>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make an argument.</td>
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<tr>
<td>6</td>
<td>Academic Vocabulary</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Relationship Between ELD/ELA

<table>
<thead>
<tr>
<th>ELD Standard</th>
<th>1.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding in short phrases</td>
</tr>
<tr>
<td>Expanding</td>
<td>Contribute to class, group and partner discussions, including sustained dialogue by following turn taking rules, asking relevant questions, affirming others and adding relevant information.</td>
</tr>
<tr>
<td>Bridging</td>
<td>Contribute to class, group and partner discussions, including sustained dialogue, by following turn taking rules, asking relevant questions, affirming others, adding relevant information building on response and providing useful feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA Standard</th>
<th>[SL.1] Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
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<tr>
<td></td>
<td>b. Follow agreed-upon rules for discussions and carry out assigned roles.</td>
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<tr>
<td></td>
<td>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
</tr>
<tr>
<td></td>
<td>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
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</tbody>
</table>
Common Core Mathematics
Mathematics Rigor

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

http://www.corestandards.org/other-resources/key-shifts-in-mathematics/
## Shifts in Mathematics

<table>
<thead>
<tr>
<th></th>
<th>Focus</th>
<th>Description</th>
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<tr>
<td>1</td>
<td>Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Coherence</td>
<td>Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.</td>
</tr>
<tr>
<td>3</td>
<td>Fluency</td>
<td>Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.</td>
</tr>
<tr>
<td>4</td>
<td>Deep Understanding</td>
<td>Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.</td>
</tr>
<tr>
<td>5</td>
<td>Application</td>
<td>Students are practicing and understanding. There is more than a balance between two things in the classroom - both are occurring with intensity.</td>
</tr>
<tr>
<td>6</td>
<td>Dual Intensity</td>
<td>Teachers significantly narrow and deepen the scope of how time and energy are spent in the math classroom. They focus deeply on only the concepts that are a priority in the standards.</td>
</tr>
</tbody>
</table>
Both Evergreen School District and East Side Union High School District will support an integrated approach to teaching mathematics.

Evergreen and East Side will offer accelerated pathways to enable all students the opportunity to take calculus.
The Coffee Problem: An exercise in Surfacing our knowledge of arithmetic

Consider the following two coffee mixes:

```
  M  C
  M  C
  M  C
  C

  M  C
  C
  M  C
  C
```
The Coffee Problem

- Is one coffee mix “milkier” than the other? Or are the mixes the same “milkiness”?

- Step 1: Individually, attempt the problem **without** using fractions, percentages, or decimals. (3 minutes)

- Step 2: At your tables, share the different strategies that you used to solve the problem. (5 minutes)
• Share your experience as a learner? Participant? Emotions?
The “traditional” algorithm . . .
East Side Union High School District

Common Core Math Pathways Implementation

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>2014/15</td>
<td>2015/16</td>
<td>2016/17</td>
<td>2017/18</td>
</tr>
<tr>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Math Analysis</td>
<td>AP Calculus AB</td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>CCSS 8 OR OTHER 8TH GRADE COURSES</td>
<td>Common Core Math 1</td>
<td>Common Core Math 2</td>
<td>Common Core Math 3</td>
<td>Math Analysis AP Calculus AB* AP Statistics</td>
</tr>
</tbody>
</table>
Evergreen School District

Revised Accelerated Pathway
7th Graders

2014-15

Traditional Pathway

7th Grade Common Core

Accelerated Pathway*

7th Grade Common Core

7th/8th Grade Common Core

9th Grade H.S. CCSS Math I

2015-16

* Acceleration Criteria:
  • Score on 5th grade CST
  • Score on 6th grade Math Diagnostic Testing Project Assessment
  • Score on 7th grade diagnostic assessment
Evergreen School District

Math Pathways for 2015-16 & Beyond

6th Grade

Traditional Pathway

6th Grade Common Core Math 6

Accelerated Pathway*

6th Grade Common Core Math 6

7th Grade

7th Grade Common Core Math 7

8th Grade

8th Grade Common Core Math 8

9th Grade

9th Grade H.S. CCSS Math 1

*Acceleration Criteria:
• 6th Grade Smarter Balanced (CAASPP) Assessment
• Math Diagnostic Placement Exam
• Course Diagnostic Exam
Common Core
Materials & Resources

Curriculum
National
Subjects
Education
Learning
Mathematics Unit Design

- We believe that we have the internal capacity and ability to problem solve, design instruction, and tailor outcomes and experiences that lead to student success.
  - CTA recognizes, “they [Common Core Standards] put teachers back in control of crafting and tailoring the education of their students.”
    - California Teachers Association
  - States and local school districts must place teachers at the center of efforts to develop aligned curriculum, assessments, and professional development that are relevant to their students and local communities.
    - National Education Association

- Units contain:
  - Learning objectives
  - Criteria for success
  - Essential and relevant questions
  - Assessment
Let’s Look at A Unit…

Introduction

UNIT 1: Number & Operations in Base 10

Unit Overview:
This unit covers the topics of place value to the thousands place, rounding whole numbers to the nearest 10 or 100, fluently adding and subtracting numbers with regrouping, using properties of addition and subtraction, and solving related word problems.

- Students will investigate, understand, and use place value to manipulate numbers.
- Students will build on understanding of place value to round whole numbers.
- Students will continue to develop understanding of addition and subtraction and using strategies and properties to do so proficiently and fluently.
- Students will investigate, understand, and use place value to manipulate numbers.
- Students will continue to develop understanding of addition and subtraction and using strategies to solve real-world word problems.

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UNIT 2: Fraction & Decimals

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UNIT 3: Rectangular Arrays & Area

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Learning Objectives

Instructional Days: 25

In this unit, students will:
- Investigate, understand, and use place value to manipulate numbers.
- Build on understanding of place value to round whole numbers.
- Continue to develop understanding of addition and subtraction and using strategies and properties to do so proficiently and fluently.
- Be able to add addition and subtraction strategies to solve real-world word problems.

Chapter Overview: This unit covers the topics of place value to the thousands place, rounding whole numbers to the nearest 10 or 100, fluently adding and subtracting numbers with regrouping, using properties of addition and subtraction, and solving related word problems.

- Students will investigate, understand, and use place value to manipulate numbers.
- Students will build on understanding of place value to round whole numbers.
- Students will continue to develop understanding of addition and subtraction and using strategies to solve real-world word problems.

Appendix.

UNIT 2: Fraction & Decimals

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UNIT 3: Rectangular Arrays & Area

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Learning Objectives

Instructional Days: 25

In this unit, students will:
- Investigate, understand, and use place value to manipulate numbers.
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- Students will continue to develop understanding of addition and subtraction and using strategies to solve real-world word problems.

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UNIT 2: Fraction & Decimals

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UNIT 3: Rectangular Arrays & Area

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Learning Objectives

Instructional Days: 25

In this unit, students will:
- Investigate, understand, and use place value to manipulate numbers.
- Build on understanding of place value to round whole numbers.
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- Students will investigate, understand, and use place value to manipulate numbers.
- Students will build on understanding of place value to round whole numbers.
- Students will continue to develop understanding of addition and subtraction and using strategies to solve real-world word problems.

Appendix.
Let's Look at A Unit…

Essential Questions & Chaptering

**Grade: 3rd**

**Unit Number: 2**

**Instructional Days: 25**

**Chapter 2 of 3: Addition & Subtraction within 1,000**

**Pre-requisite Knowledge & Skills**

- Students are expected to have mastered the following concepts:
  - Mental addition to 1000 and subtraction to 1000

**Enduring Understandings**

- Students will be able to identify and apply properties of operations (eg: the inverse relationship between addition and subtraction property)

**Vocabulary**

- operation
- add
- difference
- regroup
- inverse operation
- commutative property
- associative property
- zero property

**Essential Questions & Chaptering**

- How do properties work in addition and subtraction?
- How is zero different from any other whole number?
- When would you use addition and subtraction strategies to solve addition and subtraction problems?
- What strategies will help you add numbers easily?
- How can you use the number line to show addition and subtraction?
- How can you round a two-digit number to the nearest 10 and 100?
- By examining its digits, how can you read and write numbers in standard, word, and expanded form?
- How can you show numbers in different ways to compare and order numbers?
- What is the effect of rounding numbers?
- How can you use the number line to show numbers near 1000?

**Enduring Understandings & Essential Questions**

- Students will be able to identify and apply properties of operations (eg: the inverse relationship between addition and subtraction property)
- Students will be able to identify and apply properties of operations (eg: the inverse relationship between addition and subtraction property)

**Instructional Chapters**

**MATH Curriculum Map aligned to the California Common Core State Standards**

**Mathematical Practice and Essential Questions**

- Students utilize a number line to assist with addition and subtraction.
- Students demonstrate abstract reasoning by comparing and contrasting different strategies for addition and subtraction.
- Students attend to the language of real-world problems.

**Mathematical Practice and Essential Questions**

- Students relate the properties of addition and subtraction (eg: the inverse relationship between addition and subtraction property) to solve addition and subtraction problems.
- Students use appropriate tools strategically to solve real-world problems.
- Students explain their reasoning using words, pictures, and numbers to further explain their thinking.
- Students determine appropriate ways to organize data using mental computation and estimation strategies including rounding.
Let’s Look at A Unit…
Assessment

3rd Grade

A Mixed-Up School
Unit 1 - Number and Operations in Base 10 Performance Task

Lakeside Elementary School is all mixed-up. Can you help them fix the problems at their school?

1. Mrs. Taft came into her classroom this morning and saw that someone had knocked over her class’s marble jar. There were 147 marbles in the jar, but she could only find 129 marbles on the floor. How many marbles are still missing? _______________
Show your work.

2. Mrs. Taft also noticed that parts of the math problems she had written on the board had been erased. Can you help her put the missing numbers back into the problems?

2 4 3
+ 1 3
7 8

9 8
3 9
1 2 9

6 5
2 0 2
3 5 0

3 7 2
4 1

Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Section</th>
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<tbody>
<tr>
<td>1</td>
<td>Points</td>
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</table>

Total points: 25
Unit Support Materials

- Support teacher developed units of study
- Embedded approaches and universal access to meet the needs of differentiated populations including those in special education and/or those identified as “at-risk”
- Professional development opportunities for staff

Pearson Investigations Grades K-5 Investigations in Number, Data, and Space

College Preparatory Mathematics, Core Connections
Driving Question: “How can we support teachers as they implement common core standards utilizing units of study and accompanying support materials?"

Ideas expressed involved:

- vision for common core implementation
- the idea of teachers as “curriculum developers”
- the need for “foundational materials”
- time
For More Information

- California Department of Education
  http://www.cde.ca.gov/re/cc/tl/whatareccss.asp
  http://www.cde.ca.gov/re/cc/ccssinfoflyers.asp
  http://www.cde.ca.gov/core

- Common Core Standards Initiative
  http://corestandards.org

- California County Superintendents Association
  http://www.ccsesa.org/index/sp_CommonCoreStandards.cfm

- National Parent Teacher Association
  http://www.pta.org/4446.htm

- Council of Great City Schools
  http://www.cgcs.org/Domain/36
Questions
Dan Deguara  
Assistant Superintendent  
408-270-6827  
ddeguara@eesd.org