

Huntington UFSD  
Board of Education Meeting  
Monday, January 7, 2013  
Implementing the Common Core State  
Standards



# Common Core State standards (CCSS)

The essence of the Common Core initiative can be induced from its name. The nature of the **core** is of an essential, irreducible set of knowledge and skills, while **common** suggests a social contract and all that it implies: shared benefit and equitable treatment.\*

\* from Understanding Common Core State Standards, by John Kendall



## **Why Standards? Why Common Core Standards?**

- Standards provide a shared vision of what students should know and be able to do
- Standards provide a shared vision for teachers and administrators
- Common Core State Standards establish consistency across the states



# Making the case for the Common Core State Standards...



# Some Good News

## Graduation Rates Rise Despite Tougher Standards

- Requirements tightened: 5 Regents
- Passing grade – 55 to 65
- Statewide graduation rate has grown from 69%- 74%



# Our Challenge

## Graduating *All* Students College & Career Ready

New York's 4-year high school graduation rate is 74% for All Students  
However, the gaps are disturbing.

### June 2011 Graduation Rate

#### Graduation under Current Requirements

	% Graduating
<b>All Students</b>	74.0
American Indian	59.6
Asian/Pacific Islander	82.4
Black	58.4
Hispanic	58.0
White	85.1
English Language Learners	38.2
Students with Disabilities	44.6

#### Calculated College and Career Ready\*

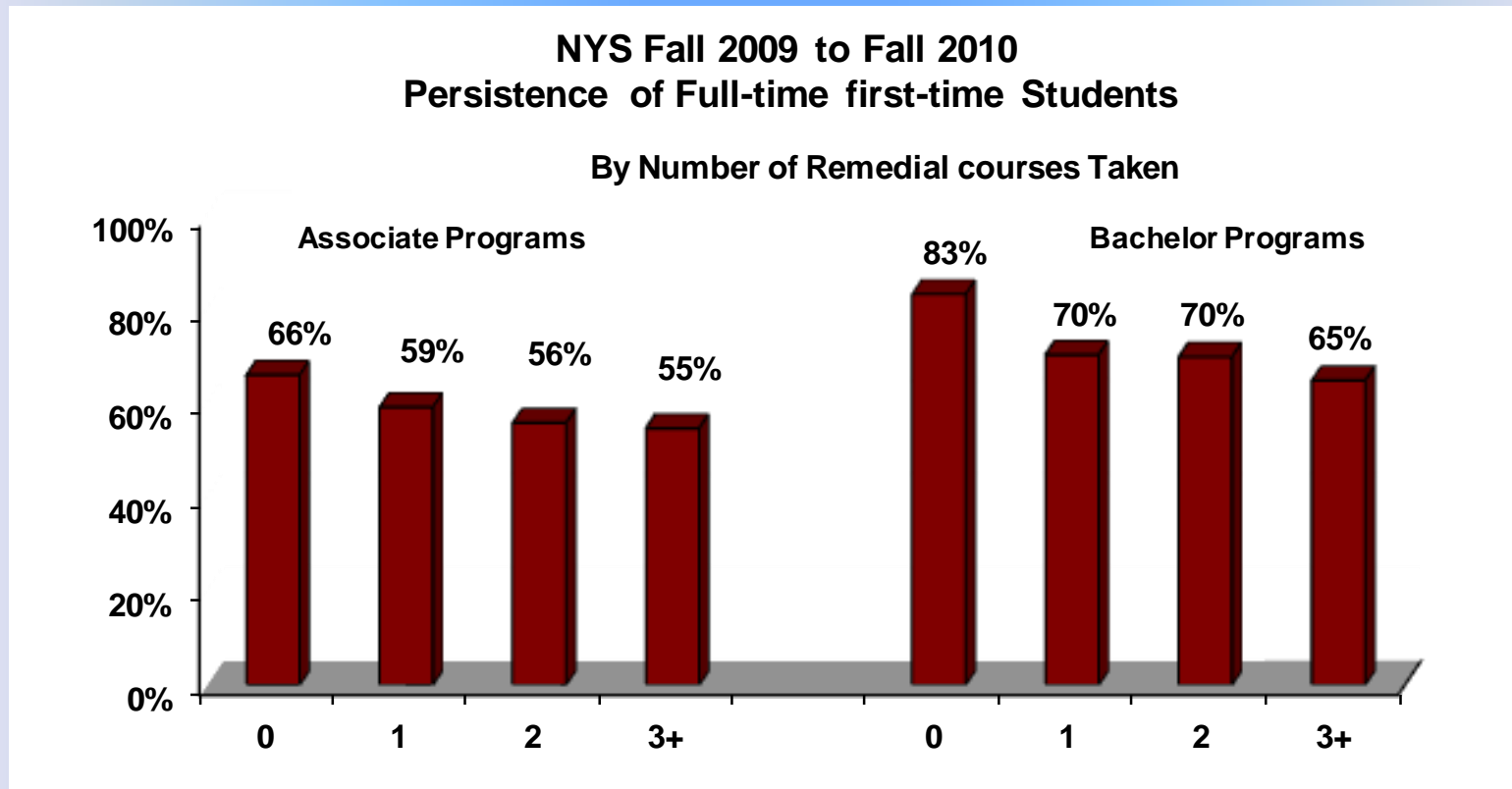
	% Graduating
<b>All Students</b>	34.7
American Indian	16.8
Asian/Pacific Islander	55.9
Black	11.5
Hispanic	14.5
White	48.1
English Language Learners	6.5
Students with Disabilities	4.4

\*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

# College Remediation Rates

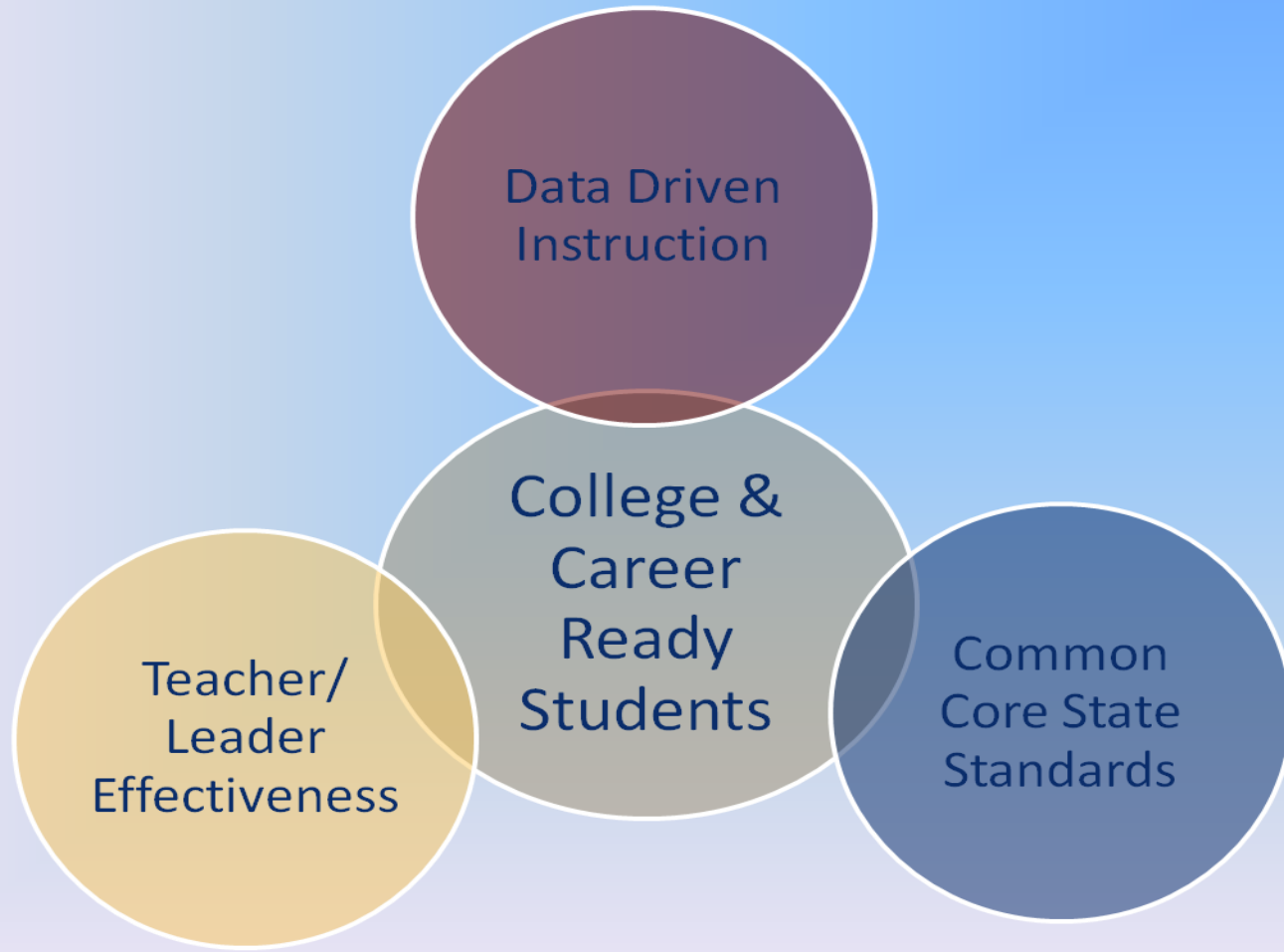
Is the Current Model Meeting Our Expectations?



45% of students in Associate Degree programs who take 3+ remedial courses do not continue their college education

# 3 Key Strategies to Raise Student Achievement

## Raising Expectations for all



# What is a Standard?

A statement of a desired outcome, which in education is usually a description of student learning



# Example of “back mapping” design

- Reading CCR #5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text ... relate to each other and the whole.
- 9-10.RI.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text ....
- 6-8.H.5: (History/Social Studies) Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 4.RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- K.RI.5: Identify the front cover, back cover, and title page of a book.

# Benefits of the Common Core

- Intentional Instruction
- A Manageable Number of Standards
- A Greater Pool of Resources
- Increased Collegiality
- Increased Professionalism
- A More Consistent, Equitable Learning Experience
- The End of the Carnegie Unit
- Customized Learning and Multiple Pathways



# Shifts for Students Demanded by the Core

## 6 Shifts in ELA/Literacy

**Read as much non fiction as fiction**  
**Learn about the world by reading**  
**Read more challenging material**  
**closely**  
**Discuss reading using evidence**  
**Write non-fiction using evidence**  
**Increase academic vocabulary**

## 6 Shifts in Mathematics

**Focus: learn more about less**  
**Build skills across grades**  
**Develop speed and accuracy**  
**Really know it, Really do it**  
**Use it in the real world**  
**Think fast AND solve**  
**problems**

# Preparing for CCLS Implementation

- Attendance at NTI trainings in Albany
  - August 2012, Dr. Card, Marybeth Robinette
  - November 2012, Marybeth Robinette, Joe Leavy and several teachers
  - February 2013, directors and chairs to attend
- Professional Development Activities District-wide for both teachers and administrators
  - Book Discussion Collegial Circle for Secondary Teachers, *Teaching Reading in the Content Areas* by Urquhart & Frazee (2012)
- Curriculum Writing in summer of 2012 using Atlas Rubicon (K-8)



# Preparing for CCLS Implementation – Professional Development

- Attendance at ASCD Institutes and Online PD sessions, Western Suffolk BOCES workshops
- **Turnkey Trainings by staff members:**
  - Kim Schiller & Lauren Amendola, **Unpacking the Common Core Standards in Literacy for Secondary Teachers of English, Social Studies, and Science**
  - Keith Meyers & Martha Reilly, Sheltered Instructional Observational Protocol for English Language Learners
- Specific foundational skills training for Elementary teachers provided by Angela Berner (ELA Coordinator), and Donna O’Shaunessy (Reading Specialists from Flower Hill)
  - Phonological Awareness
  - Fluency
  - The Importance of Academic Vocabulary K-6
- Math Common Core workshops for Elementary and middle school teachers
- Month of January, half-day staff development sessions on Modules developed by NYSED for both Math and Literacy/English Language Arts, provided by
  - Marybeth Robinette, Christine Lofaro (AIS Math Teacher)
  - Angela Berner, ELA Coordinator
  - Building Principals

# Curriculum Writing in summer of 2012 using Atlas Rubicon



## Consensus Curriculum Map 2012-2013

Huntington Union Free School District

Collaboration / Language Arts 5\* (Consensus) / Grade 5 (District Maps)

Wednesday, January 2, 2013, 12:29PM



### Unit 1: Taking a Stand (Week 2, 7 Weeks)

#### Essential Questions

**Theme Question:** Why do people take action to support what they believe in?

#### Week 1: Fighting Back

**What rights** do you think all citizens of the United States should have? What does discrimination mean to you? How does seeing an unfair situation make people stand up for something they believe in? (p.7)

#### Week 2: Stand up for What's Right

What do you think the people in this photograph are doing? How are they taking a stand? What are some possible results when people take a stand in what they believe? (p.35)

#### Week 3: Remembering the Past

How do we pay tribute to those who stand up for what they believe? Why is it important to remember those who have made sacrifices for others? (p.61)

#### Week 4: Helping a Friend

What are some ways friends can help one another? How do you know someone is a friend? (p.73)

#### Week 5: Heroes Young and Old

What do you know about the American Revolution? Why did the colonists decide to fight the British? Why do you think people participate in a revolution, even with the risks? How can a person try to change others' minds? (p.97)

#### Language Objectives

**Students** will study, use, and apply vocabulary for both general academic and domain-specific words.

#### Oral Language/General Word Meaning:

**Week 1:** scold, permission, autograph, *face*, blurted, clenched, approached, spectacular

**Week 2:** injury, couple, mournful, sympathy, delivering, shrieks, decency

**Week 3:** dedicated, equality, artifacts, exhibits, site

**Week 4:** purchased, forbidden, reluctant, gossiped, irresistible, elegant, mischievous, hesitation

**Week 5:** navigation, instruct, patriots, tyrant, stark, governor, inspect

#### Academic Language/ Domain-Specific:

**Note:** All academic language/domain-specific language is reviewed each week and builds throughout the unit.

**Week 1:** story structure, major character, minor character, setting (time, location), homophone, context clues, text structure (time line)

**Week 2:** Analyze, inferences, infer, story structure, theme, foreshadow, idiom, adage, text feature (photo, caption)

**Week 3:** summarizing, main idea, details (explicit vs. implicit), inflectional ending

**Week 4:** summarize, plot, problem, solution, signal words, prefix, suffix, text feature (diagram)

**Week 5:** summarize, draw conclusions, Literary Elements (meter, alliteration)

#### Content

##### Week 1

- Analyze Story Structure
- Character and Setting
- Spelling Principle: Multi-syllabic words with short vowels
- Vocabulary: Context Clues: Homophones
- Text Feature: Time line
- Grammar: Sentences (punctuation, capitalization)

##### Week 2

- Analyze story structure
- Make inferences
- Character and Setting (Review)
- Spelling Principle: Long Vowels
- Vocabulary: Idioms and Adages
- Text Feature: Photographs and Captions
- Grammar: Subjects and Predicates

##### Week 3:

- Summarize
- Main Idea and Details
- Making Inferences (Review)
- Spelling Principle: Words with /u/
- Vocabulary: Inflectional endings
- Grammar: Sentence combining (conjunctions)

##### Week 4:

- Summarize
- Problem and Solution
- Character and Setting (Review)
- Spelling Principle: r-controlled vowels
- Vocabulary: suffixes
- Grammar: Sentence combining, complex sentences (commas, colons, and capital letters)

##### Week 5:

- Summarize
- Draw conclusions
- Problem and Solution (Review)
- Spelling Principle: r-controlled vowels
- Vocabulary: Word families
- Grammar: Run-on sentences

#### Skills

##### Week 1: SWBAT

- Analyze story structure in order to identify the setting and understand characters' interactions.
- Decode multi-syllabic words with short vowels in context and independent of context.
- Use context clues to identify unfamiliar words, including homophones.
- Identify types of sentences: command, statement, question, exclamation.
- Apply standard English conventions for each type of sentence.

##### Week 2: SWBAT

- Analyze story structure to understand how plot events are organized and how they may advance, or foreshadow future events.
- Make inferences about story events and characters' actions that are not stated directly in the text.
- Decode multi-syllabic words with long vowels in context and independent of context.
- Recognize and explain the meaning of idioms and adages in context.
- Use text features (photographs and captions) to gain additional information from the text.
- Identify and write sentences with simple and compound subjects and predicates.

##### Week 3: SWBAT

- Determine the main idea and key supporting details in order to summarize the text.
- Make inferences by citing specific textual evidence to support their conclusion.
- Decode multi-syllabic words with /u/ spellings in context and independent of context.
- Understand and apply inflectional endings to base words in order to clarify meaning.
- Apply conjunctions to create compound sentences.

##### Week 4: SWBAT

- Analyze story structure by summarizing the main problem and solution in literature.
- Decode multi-syllabic words with r-controlled vowels in context and independent of context.
- Determine or clarify the meaning of

#### Resources

**Week 1:**  
Lunch Counter  
Encounter  
Gain!  
Someplace  
Special  
Through My  
Eyes  
Guided Reading  
Selections  
**Week 2:**  
A Real Survivor  
Shiloh  
Love at First  
Sight  
Guided Reading  
Selections  
**Week 3:**  
Toward  
Freedom  
Maya  
Lin: Architect of  
Memory  
A Salute to  
Service Women  
Guided Reading  
Selections  
**Week 4:**  
Johanna in  
Jamaica  
The Night of  
San Juan  
Phases of the  
Moon  
Guided Reading  
Selections  
**Week 5:**  
Letters from  
the Revolution  
Studs on  
Boston  
Common  
Paul Revere's  
Ride  
Guided Reading  
Selections

# Curriculum Writing in summer of 2012 using Atlas Rubicon – (Cont'd)

The screenshot displays the Atlas Rubicon web application interface. At the top, the Atlas logo is on the left, and the navigation menu includes Search, Develop, Browse, Analyze, References, Info, Communities, and Admin. The user is logged in as "Hello, Kenneth Card" and is viewing the "Huntington Union Free School District" page. The breadcrumb trail is "Atlas > Develop > Grade 6 (District Maps), Math 6\* (Consensus) > Fractions, Decimals, and Percents".

The main content area is titled "Unit Planner" and "Learning Plan". It shows a unit named "Fractions, Decimals, and Percents" with options to "Rename Unit", "Add New Unit", and "Delete Unit". Below this, there are buttons for "Notes", "View", "Submit to Exemplar", and "Save Unit".

The "Stage 1: Desired Results" section is titled "NY Learning Standards & Common Core" and includes an "Add New" button. It lists "NYS: CCLS:Mathematics NYS: 6th Grade Mathematical Practice" and "The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students." The standards are listed as follows:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Below this, it lists "NYS: CCLS:Mathematics NYS: 6th Grade Ratios & Proportional Relationships" and "6.RP Understand ratio concepts and use ratio reasoning to solve problems." The standards are listed as follows:

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- 3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.

The "Essential Questions" section includes a "Links" button and a list of questions:

- What is the relationship between fractions and decimals?
- Why is it helpful to write a fraction as a percent?
- What is the relationship between percents and decimals?
- How are percents greater than 100% used in real-world contexts?
- When is an estimate more useful than an exact answer?
- How do you find the percent of a number?
- How can you use proportions to solve percent problems?

The "Language Objectives" section includes a "Links" button and a list of objectives:

- least common denominator
- percent
- percent proportion
- proportion
- rational number

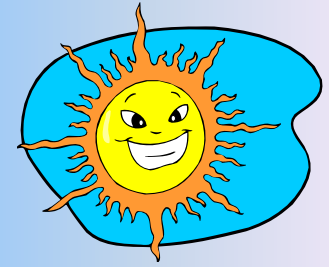
The bottom of the page shows a taskbar with the Internet browser icon and a 75% zoom level.

# Concerns about the common core

- It's a Free Country!
- Down with the Progressive Tense!
- Accountability and Assessment
- One Size Fits All?
- Ready for Whose College?



# And yet...



- ✘ Kendall (2011) suggests that despite the legitimate concerns, the Common Core offers more opportunity for improvement than the system we have now, and we appear to be determined to get it as right as we can this time (pg. 40)



# Questions

