



INTRODUCTION TO THE COMMON CORE STANDARDS

Forest Glen 101

November 21, 2011

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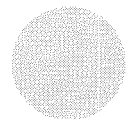
WHAT IS THE PURPOSE OF THE COMMON CORE

- These standards define the knowledge and skills students should have so that they graduate high school able to succeed in the entry-level, credit-bearing academic college courses and in workforce training programs. The standards lay out **what** students need to learn, but do not dictate **how** teachers should teach.



COMMON CORE STANDARDS CRITERIA (FEWER, CLEARER, HIGHER)

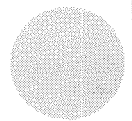
- Rigorous
- Clear and specific (on the what)
- Teachable and learnable
- Measurable
- Coherent
- Grade by grade standards
- Internationally benchmarked



DESIGN AND ORGANIZATION

K–12 standards

- Grade-specific end-of-year expectations
- Developmentally appropriate, cumulative progression of skills and understandings
- One-to-one correspondence with College Career Anchor standards



DESIGN AND ORGANIZATION

Reading - three sections:

1. Literature
2. Informational Text
3. Foundational Skills (K-5)

Writing (includes research)

Listening & Speaking

Language – conventions/grammar/vocabulary

LITERARY/INFORMATIONAL TEXT

Literature	Literature	Literature	Informational Text
Stories	Drama	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

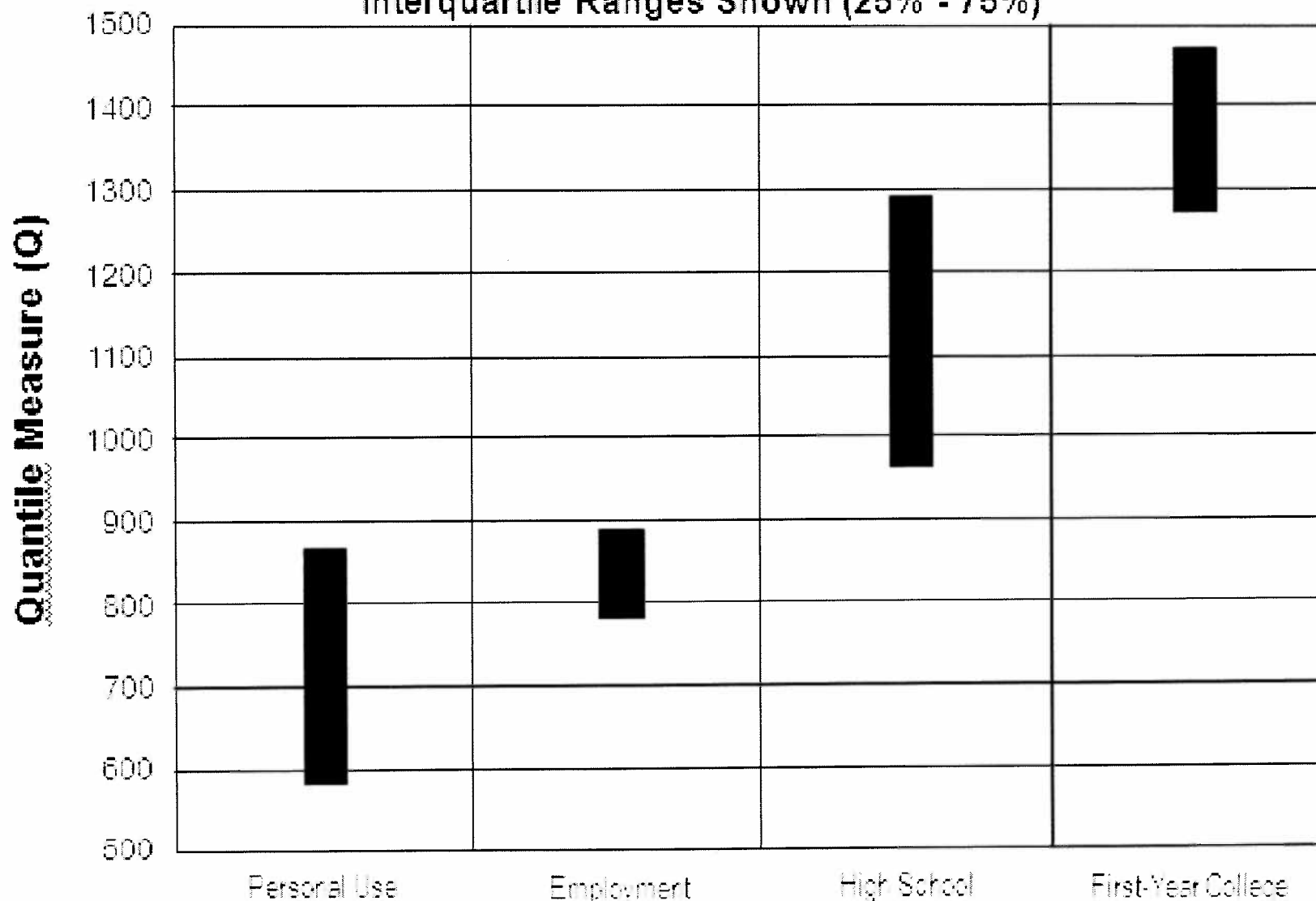
TEXT COMPLEXITY GRADE BANDS AND ASSOCIATED LEXILE RANGES

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

LEXILE FRAMEWORK[®] FOR READING STUDY

SUMMARY OF TEXT LEXILE MEASURES

Interquartile Ranges Shown (25% - 75%)

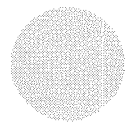


GRADE 4 INFORMATIONAL

Integration of Knowledge and Ideas

Standard 8

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



Informational Texts

Berger, Melvin. *Discovering Mars: The Amazing Story of the Red Planet*. New York: Scholastic, 1992. (1992)

Mars is very cold and very dry. Scattered across the surface are many giant volcanoes. Lava covers much of the land.

In Mars' northern half, or hemisphere, is a huge raised area. It is about 2,500 miles wide. Astronomers call this the Great Tharsis Bulge.

There are four mammoth volcanoes on the Great Tharsis Bulge. The largest one is Mount Olympus, or Olympus Mons. It is the biggest mountain on Mars. Some think it may be the largest mountain in the entire solar system.

Mount Olympus is 15 miles high. At its peak is a 50 mile wide basin. Its base is 375 miles across. That's nearly as big as the state of Texas!

Mauna Loa, in Hawaii, is the largest volcano on earth. Yet, compared to Mount Olympus, Mauna Loa looks like a little hill. The Hawaiian volcano is only 5 miles high. Its base, on the bottom of the Pacific Ocean, is just 124 miles wide.

Each of the three other volcanoes in the Great Tharsis Bulge are over 10 miles high. They are named Arsia Mons, Pavonis Mons, and Ascraeus Mons.

Media Text

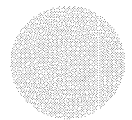
NASA's illustrated fact sheet on Mars: http://www.nasa.gov/worldbook/mars_worldbook.html

PERFORMANCE TASK

Reading Informational Text

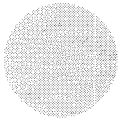
4th Grade Standard 8

- Students explain how Melvin Berger uses **reasons and evidence** in his book *Discovering Mars: The Amazing Story of the Red Planet* **to support particular points** regarding the topology of the planet.

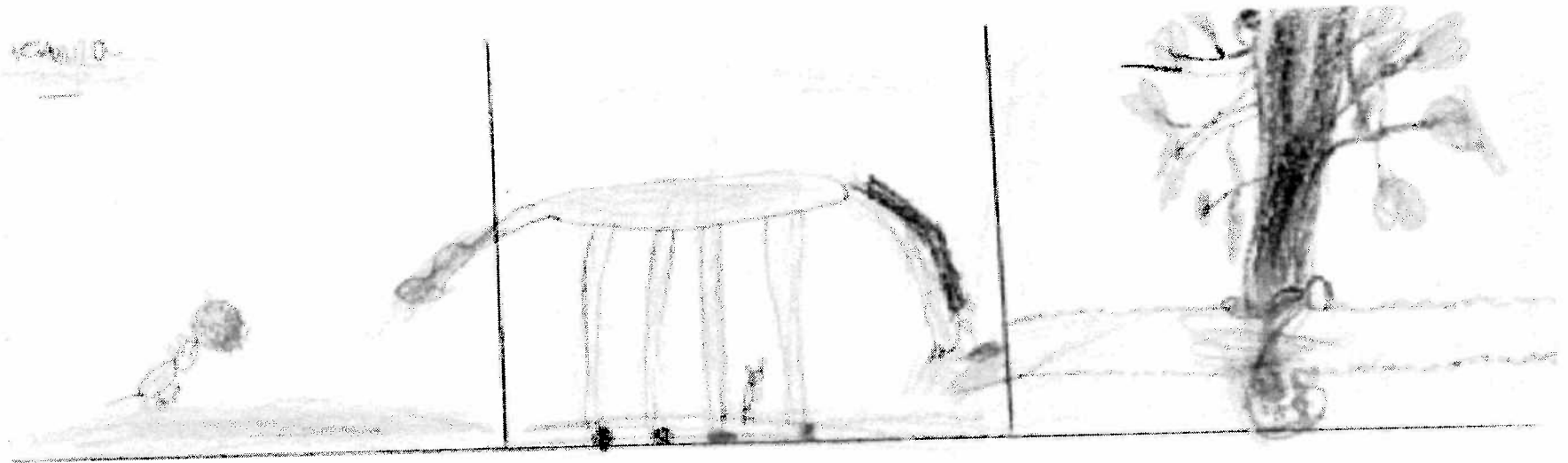


COLLEGE AND CAREER READINESS WRITING STANDARDS

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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his opinion piece about a work of literature was produced in class.

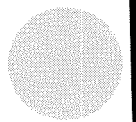


my friend ^{bro} do you want to be my friend
the man at the house if you will
be my friend the has said no the
man is a friend the has a the
with me if you will be my friend
the with man said yes the
big a but in the girl my

When Owl Moon
you don't need words, or worm
or any thing, but hope. This
is the book of Owl Moon.

This book is written by
Jane Yolen. I like that
phrase Because The boy
was happy becaus he got
to go owling and hes been
wonted to go owling for a
long time and he finally
got to go.

When other Kids are
happy that makes me
happy. I like it Because
it makes me feel good
because you don't haf't
to have words to go owling
but you haf't to have
hope to see an owl.



This argument was produced in class, and the writer likely received feedback from her teacher and peers.

Zoo Field Trip

Dear Mr. _____ and Mrs. _____.

We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to _____ to identify the animals and provide information about conservation of endangered wildlife.

If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

Now, you are asking why should I approve a trip to _____? How does this help _____ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,

EXAMPLES OF TEXT

K-1 TEXT EXEMPLARS

Stories

- Minarik, Else Holmelund. *Little Bear*
- Seuss, Dr. *Green Eggs and Ham*

Read-Aloud Stories

- Baum, L. Frank. *The Wonderful Wizard of Oz*
- Wilder, Laura Ingalls. *Little House in the Big Woods*

Informational Texts

- Bulla, Clyde Robert. *A Tree Is a Plant*
- Alike. *My Five Senses*

Read-Aloud Informational Texts

- Provensen, Alice and Martin. *The Year at Maple Hill Farm*
- Gibbons, Gail. *Fire! Fire!*

SAMPLE PERFORMANCE TASKS FOR STORIES AND INFORMATIONAL TEXTS K-1

- Students (*with prompting and support from the teacher*) describe the relationship between key events of the overall story of *Little Bear* by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak. RL.K.7]
- After listening to L. Frank Baum's *The Wonderful Wizard of Oz*, students describe the characters of Dorothy, Auntie Em, and Uncle Henry, the setting of Kansan prairie, and major events such as the arrival of the cyclone. [RL.1.3]
- Students identify the reasons Clyde Robert Bulla gives in his book *A Tree Is a Plant* in support of his point about the function of roots in germination. [RI.1.8]

EXAMPLES OF TEXT

2–3 TEXT EXEMPLARS

Stories

- MacLachlan, Patricia. *Sarah, Plain and Tall*
- Rylant, Cynthia. *Henry and Mudge: The First Book of Their Adventures*

Read-Aloud Stories

- White, E. B. *Charlotte's Web*
- Curtis, Christopher Paul. *Bud, Not Buddy*

Informational Texts

- Thomson, Sarah L. *Where Do Polar Bears Live?*
- Floca, Brian. *Moonshot: The Flight of Apollo 11*

Read-Aloud Informational Texts

- Freedman, Russell. *Lincoln: A Photobiography*
- Coles, Robert. *The Story of Ruby Bridges*

SAMPLE PERFORMANCE TASKS FOR STORIES AND INFORMATIONAL TEXTS 2-3

- When discussing E. B. White's book *Charlotte's Web*, students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator. [RL.3.6]
- Students determine the meanings of words and phrases encountered in Sarah L. Thomson's *Where Do Polar Bears Live?*, such as cub, den, blubber, and the Arctic. [RI.2.4]
- Students explain how the main idea that Lincoln had "many faces" in Russell Freedman's *Lincoln: A Photobiography* is supported by key details in the text. [RI.3.2]

EXAMPLES OF TEXT

4–5 TEXT EXEMPLARS

Stories

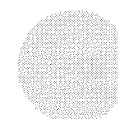
- Carroll, Lewis. *Alice's Adventures in Wonderland*
- Burnett, Frances Hodgson. *The Secret Garden*
- Babbitt, Natalie. *Tuck Everlasting*

Informational Texts

- Hall, Leslie. "Seeing Eye to Eye."
- Wulffson, Don. *Toys!: Amazing Stories Behind Some Great Inventions*
- Buckmaster, Henrietta. "Underground Railroad."

SAMPLE PERFORMANCE TASKS FOR STORIES AND INFORMATIONAL TEXTS 4-5

- Students *explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's *The Secret Garden* by explicitly referring to details and examples from the text. [RL.4.1]*
- Students *quote accurately and explicitly from Leslie Hall's "Seeing Eye to Eye" to explain statements they make and ideas they infer regarding sight and light. [RI.5.1]*



ASSESSMENTS

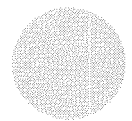
- Formal Assessment (New ISAT)
will begin 2014

- Pinnacle Grading

Students will be *progressing* throughout the year to *meet* the end of the year target (standard).

WEBSITES

- D41 Curriculum Website
Literacy curriculum information for parents
<http://www.d41.org/>
- Partnership for Assessment of Readiness
for College and Careers
<http://parconline.org>



QUESTIONS?

