California's Common Core State Standards (CCSS) Toolkit

Module 1: Overview

- *English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*
- *Mathematics*

CISC
Curriculum and Instruction Steering Committee
A Committee of the California County Superintendents Educational Services Association

Agenda

- Overview of the Common Core State Standards
- Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS for ELA)
- Common Core State Standards for Mathematics (CCSS for Mathematics)
- Assessment and Closing

English Learners and the

Common Core State Standards

- The toolkit is an introduction and guide to initial implementation.
- Additional intentional support for English learners is critical.
- Work grounded in the revised English Language Development (ELD) standards will be necessary.

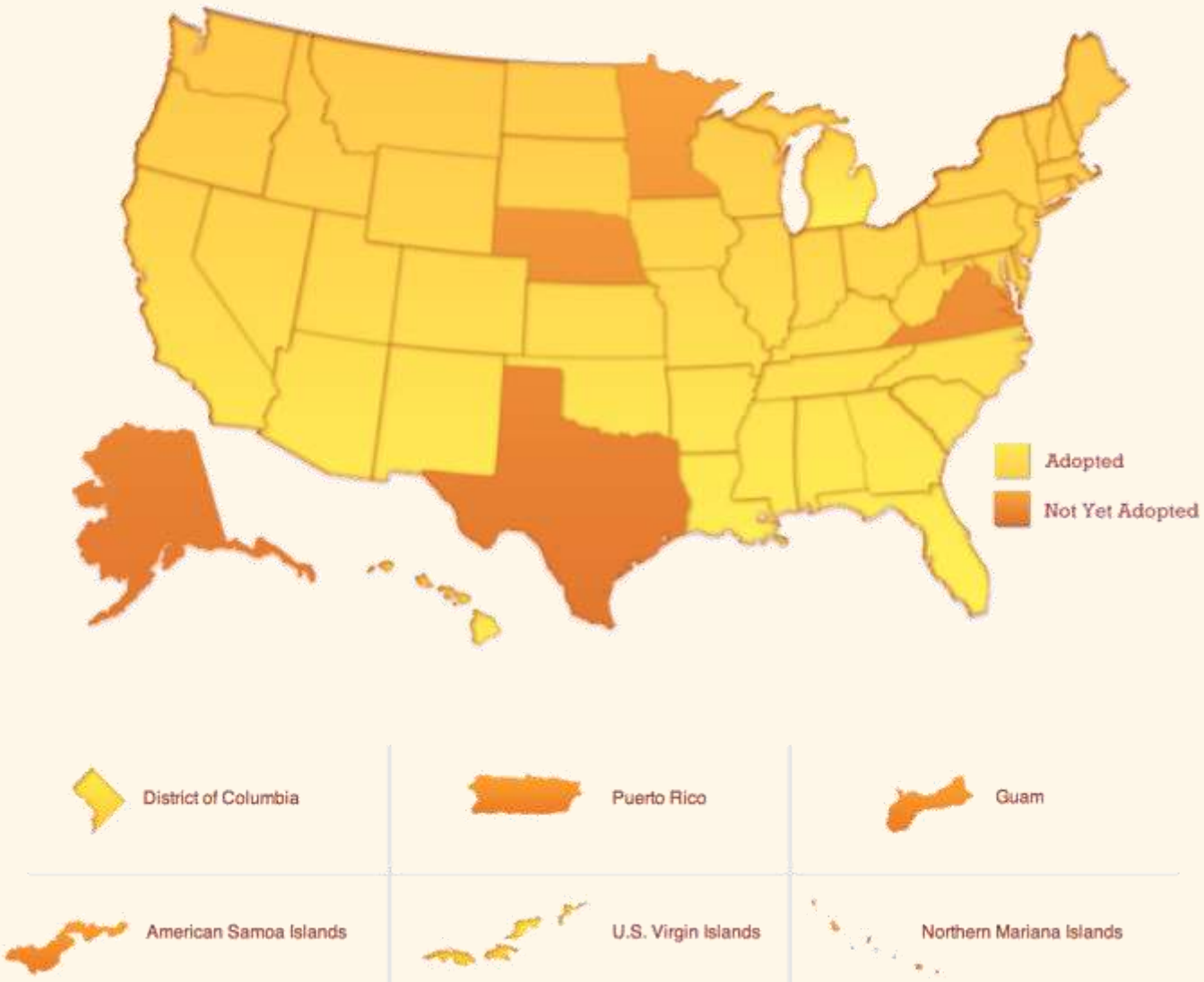
KWL Chart

What I already KNOW about the Common Core State Standards	What I WOULD like to learn about the Common Core State Standards	What I LEARNED about the Common Core State Standards

Hunt Institute Video:

http://www.youtube.com/watch?v=9IGD9oLofks&list=UUF0pa3nE3aZAfBMT8pqM5PA&safe=active

States that Adopted



Why?

To ensure that our students are…

- meeting college and career expectations (Text Complexity needs to be increased K-12);
- provided a vision of what it means to be an academically literate person in the twenty-first century;
- prepared to succeed in our global economy and society; and
- provided with rigorous content and applications of higher knowledge through higher order thinking skills.

Benefits

- Internationally benchmarked
- Evidence and research-based
- Expectations clear to students, parents, teachers, and the general public
- Consistent expectations for all

Heart and Soul

ELA

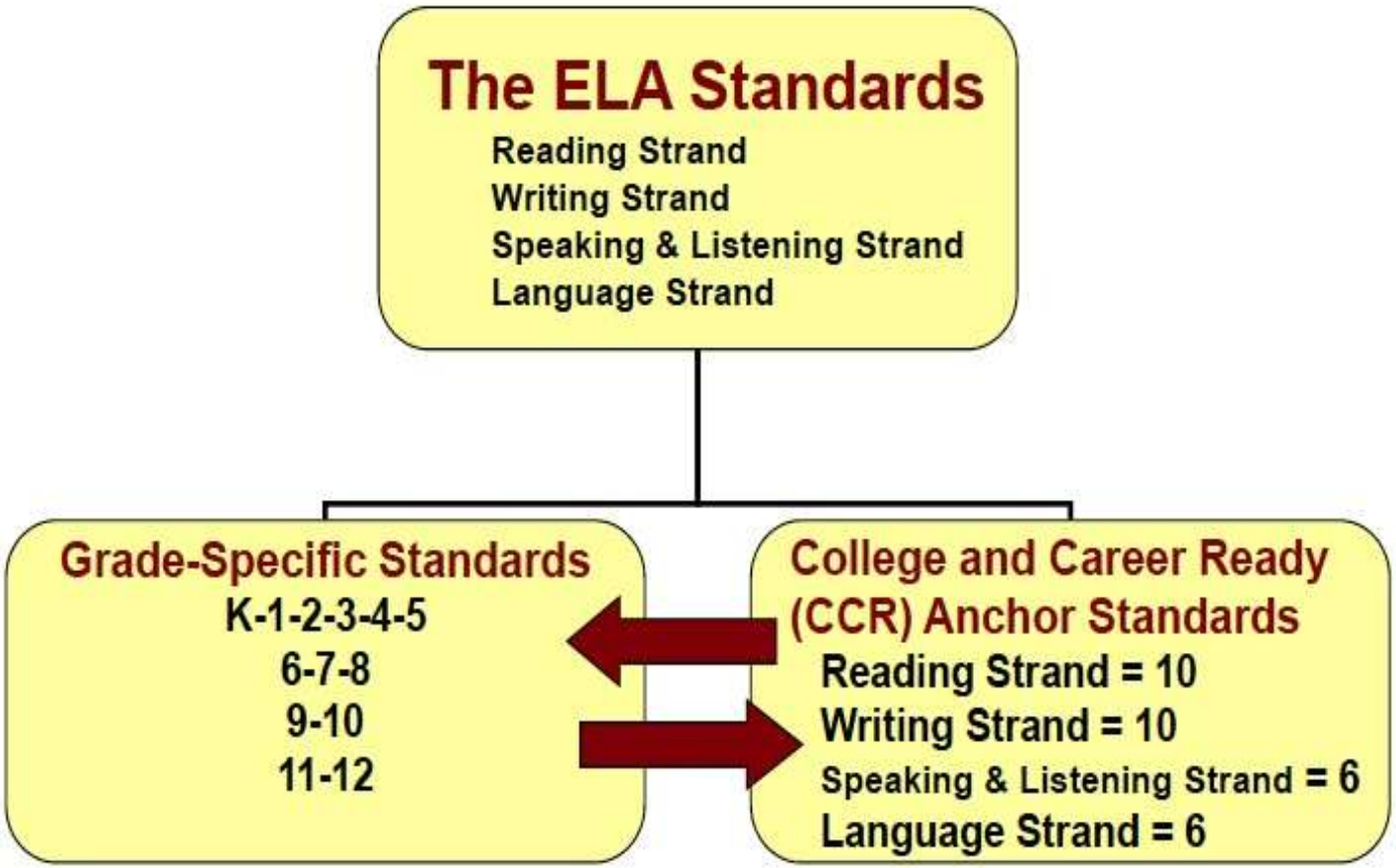
- College and Career Readiness Anchor Standards

Mathematics

- Standards for Mathematical Practice

Common Core State Standards
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

The Big Picture
CCSS: English & Literacy



College/Career Readiness Anchor for the Common Core

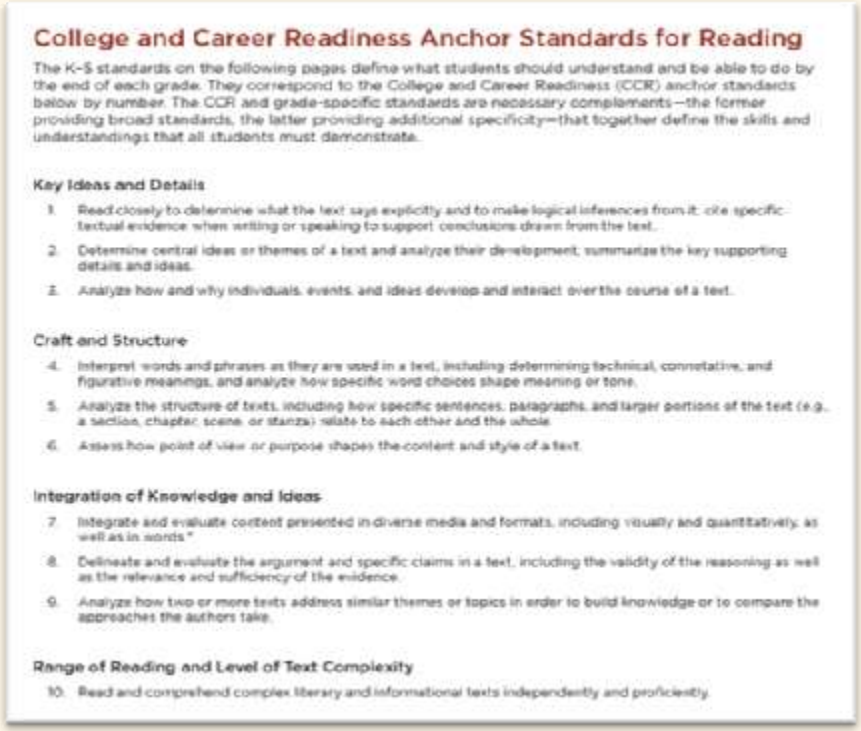
GAP

- ½ of grads prepared for postsecondary ed
- Career-readiness and college readiness
- K-12 standards backwards mapped

College and Career Readiness (CCR)

Anchor Standards for Reading

- Locate the CCSS for ELA: CCR Anchor Standards handout.
- Briefly scan the CCR Anchor Standards for Reading (p. 10)



College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

CCR Anchor Standards

Stand Up / Hand Up / Pair Up

- Read and reflect on the contents of a CCR Anchor Standards card.
- **Stand Up**, put your **Hand Up**, and **Pair Up** with someone in the room.
- Discuss each card and answer these questions.
  - What does the implementation of this anchor standard look like in your grade or subject area?
  - How might you be addressing this Anchor Standard currently in your classroom or subject area?
  - What are the benefits of being familiar with these Anchor Stds?

An Overview of the CCR's

Reading	Writing	Speaking/ Listening	Language
Key Ideas and Details	Text Types and Purposes	Comprehension and Collaboration	Conventions of Standard English
Craft and Structure	Production and Distribution of Writing	Presentation of Knowledge and Ideas	Knowledge of Language
Integration of Knowledge and Ideas	Research to Build Present Knowledge		Vocabulary Acquisition and Use
Range of Reading and Level of Text Complexity	Range of Writing		

Set Requirements

- **English Language Arts**
  - Reading
  - Writing
  - Speaking and Listening
  - Language
- **Literacy in History/Social Studies, Science, and Technical Subjects**
  - K-5: Embedded in ELA
  - 6-12: Separate Section (Reading and Writing only)

Shifts in Organization

Standard	Previous Domains	CCSS Strands
Vocabulary	Reading	Language
Conventions/ Grammar	Written and Oral English Language Conventions	Language

Key Advances

Greater clarity and coherency across grade spans

- Reading
  - Attention to text complexity
  - Balance of literature and informational texts
- Writing
  - Emphasis on argument and informative/explanatory writing
- Speaking and Listening
  - Inclusion of formal and informal communication
  - Integrates media sources across the standards

Coding

- R.CCR.6 = Reading Strand, CCR Anchor, Standard 6
- RL.8.5 = Reading, Literature, Grade 8, Standard 5
- W.5.1a = Writing, Grade 5, Standard 1a
- WHST.9-10.6 = Writing for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10, Standard 6

Standards in Grade Spans

Reading Standards for Informational Text 6-12

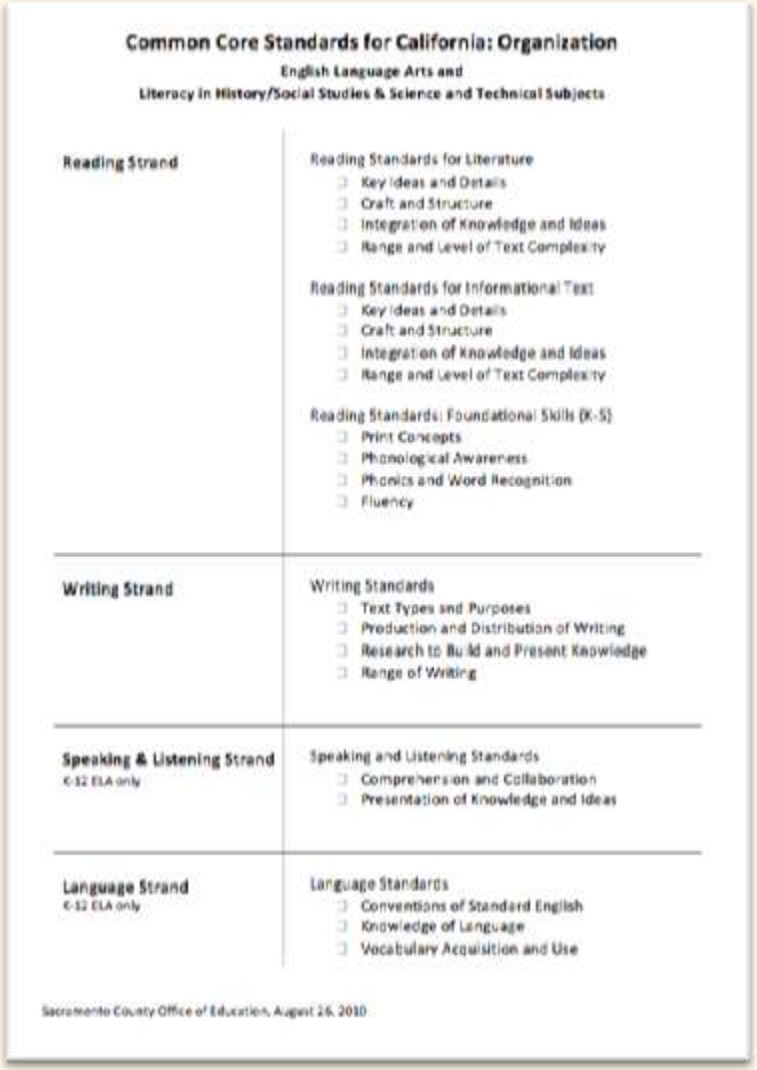
Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4-6 on page 44 for additional expectations.)**	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 7 Language standards 4-6 on page 44 for additional expectations.)**	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4-6 on page 44 for additional expectations.)**
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. a. **Analyze the use of text features (e.g., graphics, headers, captions) in popular media.**	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. a. **Analyze the use of text features (e.g., graphics, headers, captions) in public documents.**	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. a. **Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.**
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Tracing the Standards

- Locate the Standards for Informational Text for Kindergarten in the CCSS for ELA handout.
- Select and trace one standard from Kindergarten through 12th grade.
- Record notes about how format and language change across grade levels.
- Share out with the whole group.

Strand Organization

- Each strand has one or more standards.
- Each standard has subheadings that are consistent across grade levels.



Common Core Standards for California: Organization

English Language Arts and Literacy in History/Social Studies & Science and Technical Subjects

Reading Strand	Reading Standards for Literature - Key Ideas and Details - Craft and Structure - Integration of Knowledge and Ideas - Range and Level of Text Complexity Reading Standards for Informational Text - Key Ideas and Details - Craft and Structure - Integration of Knowledge and Ideas - Range and Level of Text Complexity Reading Standards: Foundational Skills (K-5) - Print Concepts - Phonological Awareness - Phonics and Word Recognition - Fluency
Writing Strand	Writing Standards - Text Types and Purposes - Production and Distribution of Writing - Research to Build and Present Knowledge - Range of Writing
Speaking & Listening Strand K-12 ELA only	Speaking and Listening Standards - Comprehension and Collaboration - Presentation of Knowledge and Ideas
Language Strand K-12 ELA only	Language Standards - Conventions of Standard English - Knowledge of Language - Vocabulary Acquisition and Use

Sacramento County Office of Education, August 26, 2010

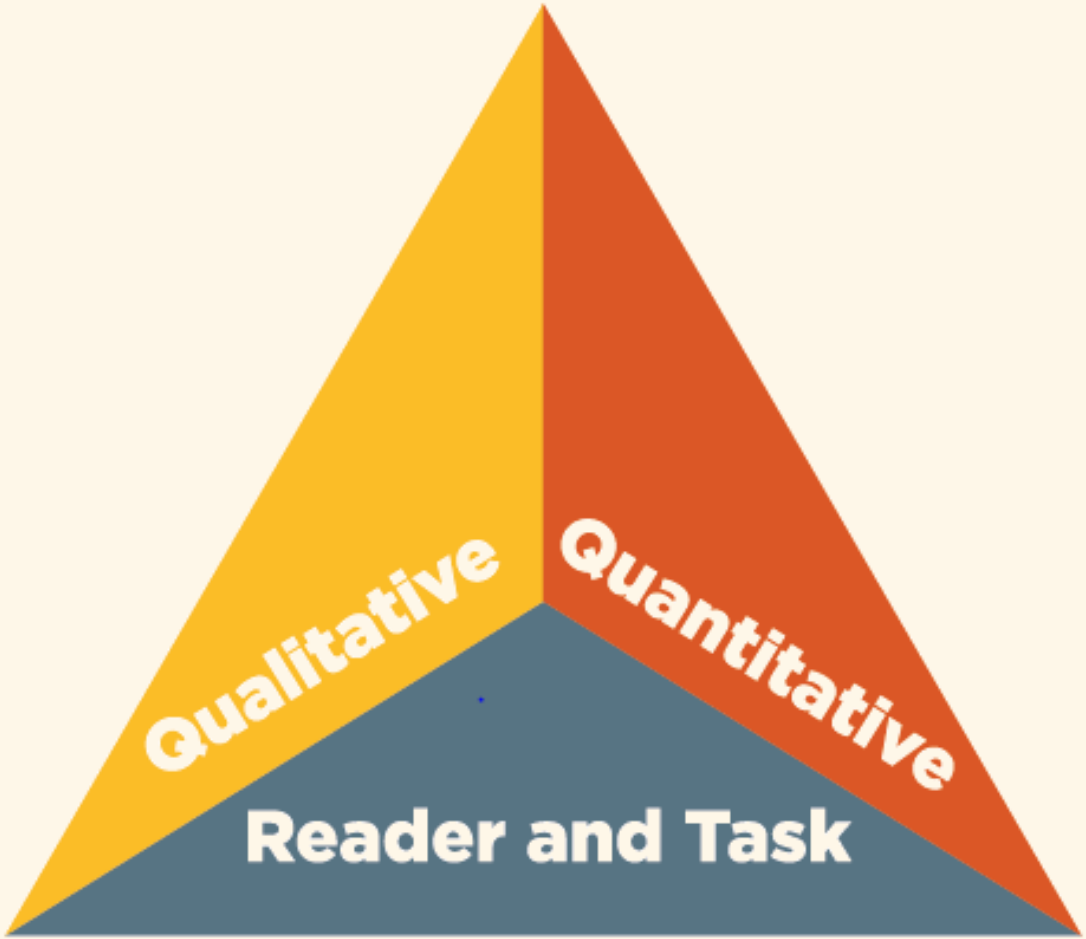
Key Advances

Greater clarity and coherency across grade spans

- **Reading**
  - **Attention to text complexity**
  - Balance of literature and informational texts
- Writing
  - Emphasis on argument and informative/explanatory writing
- Speaking and Listening
  - Inclusion of formal and informal communication
  - Integrates media sources across the standards

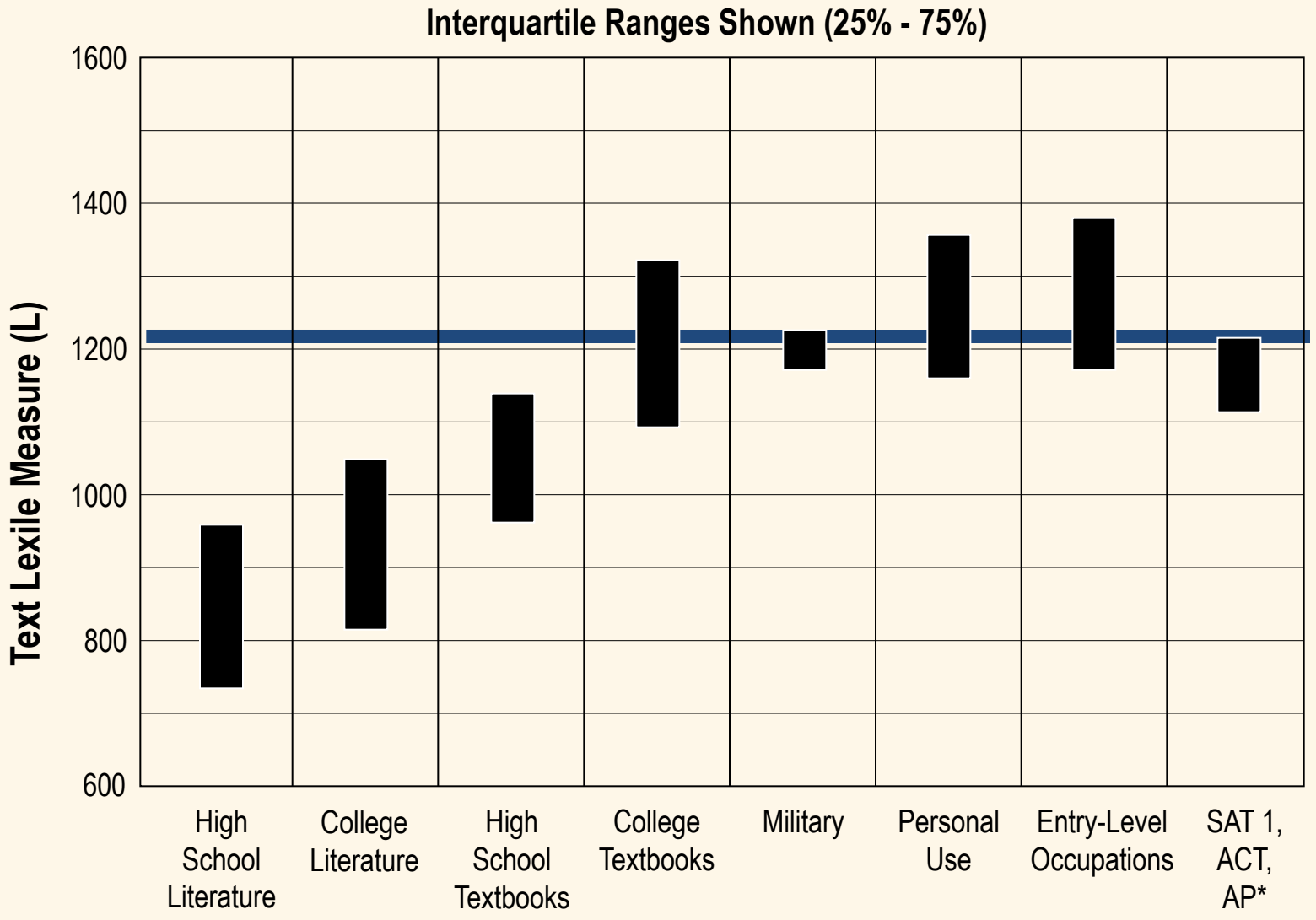
The Standards'

Model of Text Complexity



Lexile Framework © for Reading Study Summary of

Text Lexile Measures



* Source of National Test Data: MetaMetrics

Key Advances

Greater clarity and coherency across grade spans

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NAEP Alignment in Reading

Grade	Literature	Information
4	50%	50%
8	45%	55%
12	30%	70%

Percentages do not imply that high school ELA teachers must teach 70% informational text; they demand instead that a great deal of reading should occur in other disciplines.

Integrated Model of Literacy

Reading and writing are not the same in every content area, but serve specific purposes.

7th Grade

Integrated Model of Literacy

	Reading for Informational Text 6
English Language Arts	Determine an **author's point of view or purpose** in a text and analyze how the author distinguishes his or her **position** from that of others.
History/ Social Studies	Identify aspects of a text that reveal an **author's point of view or purpose** (e.g., loaded language, inclusion or avoidance of particular facts).
Science and Technical Subjects	Analyze the **author's purpose** in providing an explanation, describing a procedure, or discussing an experiment in a text.

Science and History/Social Studies

What's New?

- Current Standards in Science and History/Social Studies remain in place.
- The CCSS describes what the reading and writing should look like in subject matter classes.

Key Advances

Greater clarity and coherency across grade spans

- Reading
  - Attention to text complexity
  - Balance of literature and informational texts
- **Writing**
  - **Emphasis on argument and informative/explanatory writing**
- Speaking and Listening
  - Inclusion of formal and informal communication
  - Integrates media sources across the standards

The 3 Big Buckets of Writing

Opinion/Argument

Informative/Explanatory

Narrative

NAEP Alignment in Writing

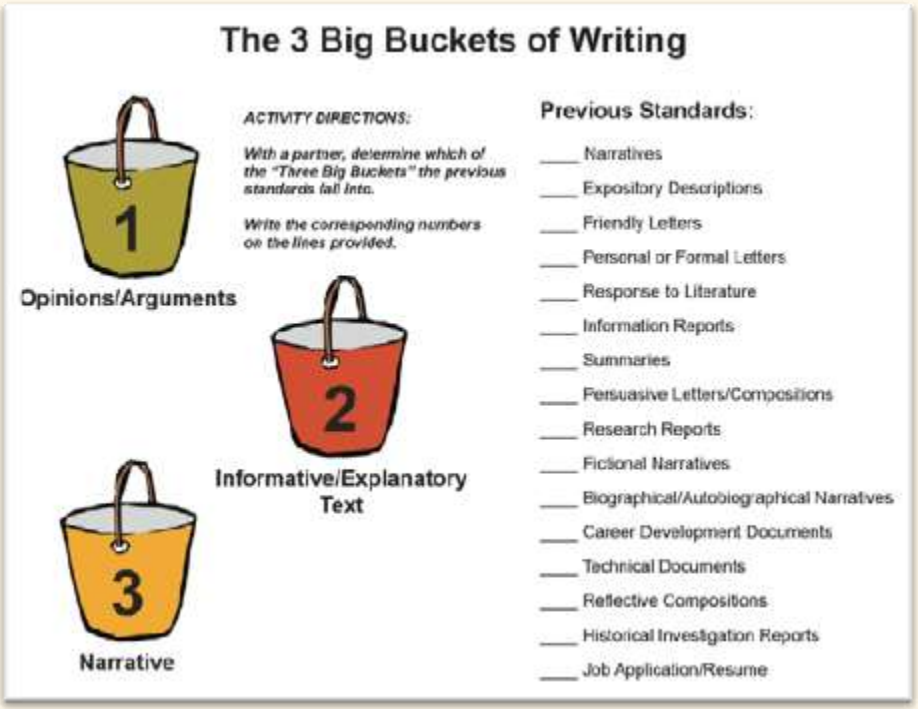
Three mutually reinforcing writing capacities:

- To persuade
- To explain
- To convey real or imagined experience

Grade	Persuade	Explain	Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Streamlined Writing Applications

With a partner, use the The 3 Big Buckets of Writing handout to determine which bucket the previous standards fall into.



The 3 Big Buckets of Writing

1

Opinions/Arguments

2

Informative/Explanatory Text

3

Narrative

ACTIVITY DIRECTIONS:

With a partner, determine which of the "Three Big Buckets" the previous standards fall into.

Write the corresponding numbers on the lines provided.

Previous Standards:

___ Narratives
___ Expository Descriptions
___ Friendly Letters
___ Personal or Formal Letters
___ Response to Literature
___ Information Reports
___ Summaries
___ Persuasive Letters/Compositions
___ Research Reports
___ Fictional Narratives
___ Biographical/Autobiographical Narratives
___ Career Development Documents
___ Technical Documents
___ Reflective Compositions
___ Historical Investigation Reports
___ Job Application/Resume

Key Advances

Greater clarity and coherency across grade spans

- Reading
  - Attention to text complexity
  - Balance of literature and informational texts
- Writing
  - Emphasis on argument and informative/explanatory writing
- **Speaking and Listening**
  - **Inclusion of formal and informal communication**
  - Integrates media sources across the standards
- Video Link- The Teaching Channel

5th Grade

Collaborative Conversations

- Engage effectively in **collaborative discussions (one-on-one, in groups, and teacher-led)** with diverse partners, building on others' ideas and expressing one's own clearly.
- **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.
- **Follow agreed-upon rules** for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and **elaborate on the remarks of others**.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussions.

Key Advances

Greater clarity and coherency across grade spans

- Reading
  - Attention to text complexity
  - Balance of literature and informational texts
- Writing
  - Emphasis on argument and informative/explanatory writing
- **Speaking and Listening**
  - Inclusion of formal and informal communication
  - **Integrates media sources across the standards**

Integrating Media Sources

Reading Standards for Informational Text, Grade 6

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing Standards, Grade 6

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SBAC Sample Task:
Informational Essay on Pollution

Steps:

1. Watch a video and read two articles. Then, answer three questions about these sources. [35 minutes]

   Watch Video:

   Tracking Space Debris

   by Objectivity Web

   http://www.youtube.com/watch?v=EIsubVLN9uE

   4 minutes 30 seconds

   Courtesy of European Space Agency

2. Plan and write an essay. [70 minutes]

More Examples at http://dese.mo.gov/divimprove/assess/sbac.html

Common Core State Standards
Mathematics

Standards for

Mathematical Practice

"The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important 'processes and proficiencies' with longstanding importance in mathematics education."

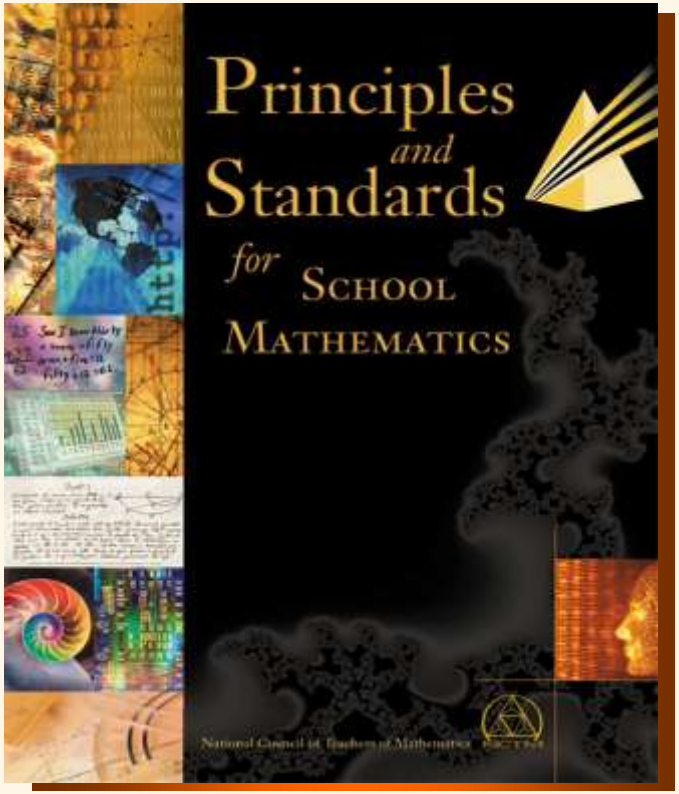
National Governors Association Center for Best Practices and Council of Chief State School Officers (2010)
Common Core State Standards for Mathematics

Underlying Frameworks

National Council of Teachers of Mathematics

Five Process Standards

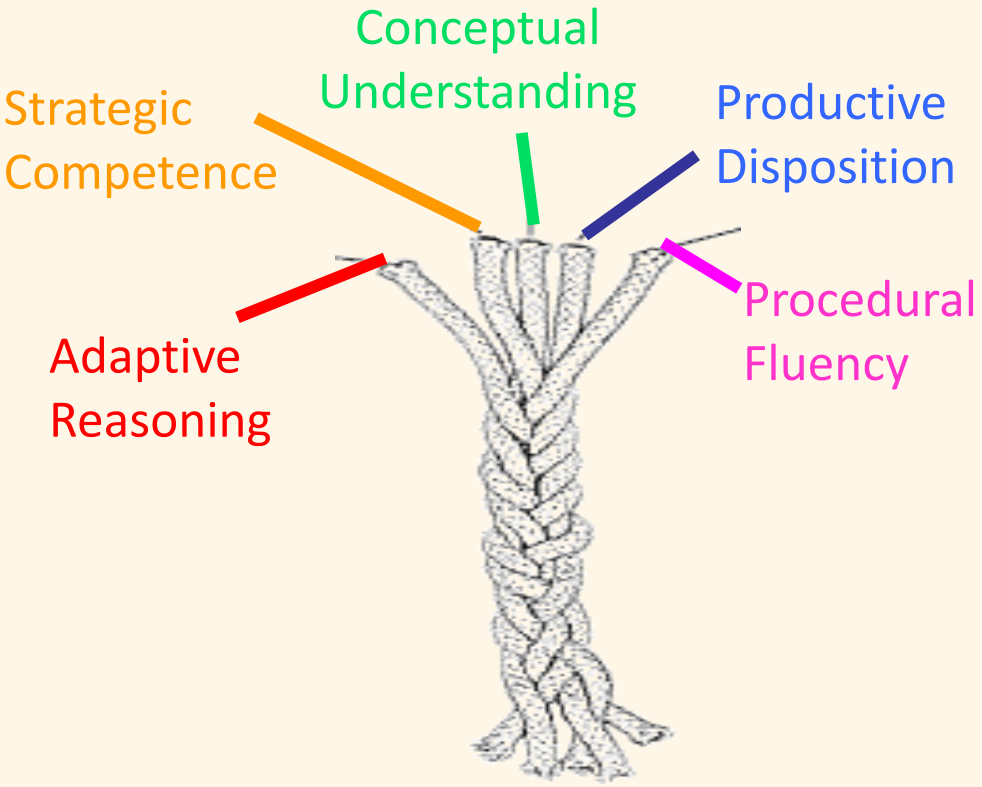
- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representations

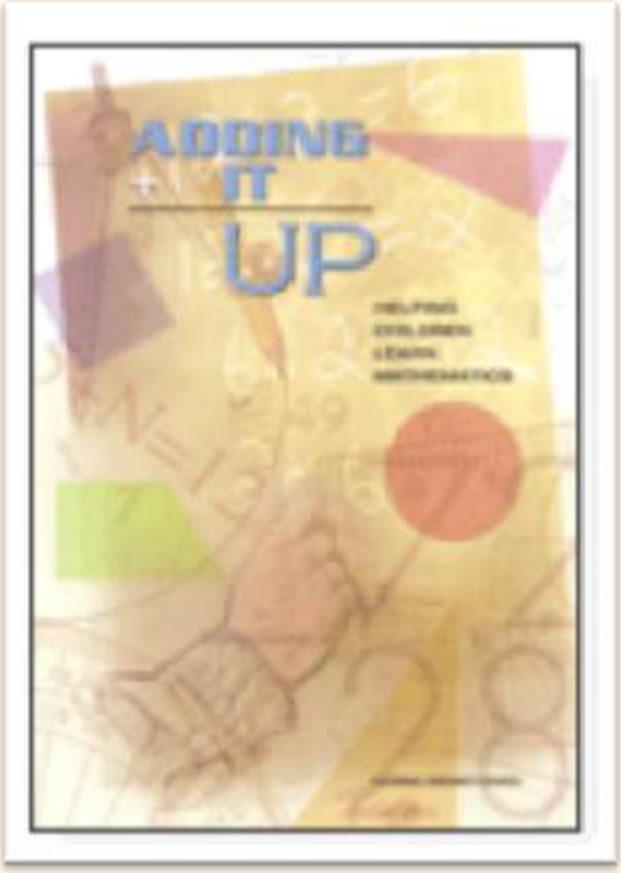


National Council of Teachers of Mathematics (2000)
Principles and Standards for School Mathematics

Underlying Frameworks

Strands of Mathematical Proficiency





National Research Council (2001)
Adding It Up

Part 1: Standards for

Mathematical Practice

1. Make sense of problems and persevere in solving them

   …start by explaining the meaning of a problem and looking for entry points to its solution

2. Reason abstractly and quantitatively

   …make sense of quantities and their relationships to problem situations

3. Construct viable arguments and critique the reasoning of others

   …understand and use stated assumptions, definitions, and previously established results in constructing arguments

4. Model with mathematics

   …can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace

Part 2: Standards for

Mathematical Practice

5. Use appropriate tools strategically

   …consider the available tools when solving a mathematical problem

6. Attend to precision

   …communicate precisely using clear definitions and calculate accurately and efficiently

7. Look for and make use of structure

   …look closely to discern a pattern or structure

8. Look for and express regularity in repeated reasoning

   …notice if calculations are repeated, and look for both general methods and for shortcuts

Standards for

Mathematical Practice

Locate the CCSS for Mathematics and read the first three words for each mathematical practice and notice the similarities.

What do they begin with?

Mathematically proficient students…

Using the Unpacking the SMP Document-
What do you notice for your grade level that is specific to your age students?

CHECK OUT WHAT EVERYDAY MATH ALREADY HAS DONE- http://vlc.cemseprojects.org
A Virtual Learning Community with videos and SMP Questions!

Standards for

Mathematical Practice

The Eight Standards for Mathematical Practice place an emphasis on student demonstrations of learning that describe the thinking processes, habits of mind, and dispositions that students need to develop.

Dan Meyer says it better

Math Class Needs a Makeover

Domains Distribution (K-8)

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr><td>Counting & Cardinality</td><td colspan="8"></td></tr>
<tr><td colspan="6">Number & Operations Base Ten</td><td colspan="2">Ratios & Proportional Relationships</td><td></td></tr>
<tr><td colspan="3"></td><td colspan="3">Number & Operations Fractions</td><td colspan="3">The Number System</td></tr>
<tr><td colspan="6" rowspan="2">Operations & Algebraic Thinking</td><td colspan="3">Expressions & Equations</td></tr>
<tr><td colspan="2"></td><td>Functions</td></tr>
<tr><td colspan="9">Geometry</td></tr>
<tr><td colspan="6">Measurement & Data</td><td colspan="3">Statistics & Probability</td></tr>
</table>

Findell & Foughty (2011)

College and Career-Readiness through the Common Core State Standards for Mathematics

Focusing Attention Within The Domains

- With your table you will receive one of the domains to look at on a horizontal paper.
- Please write down what this domain will look like and the span of grades it covers.
- Together we will build a flow chart of these big ideas from the domains.

- Let's take a Gallery Walk to see what differences we notice.

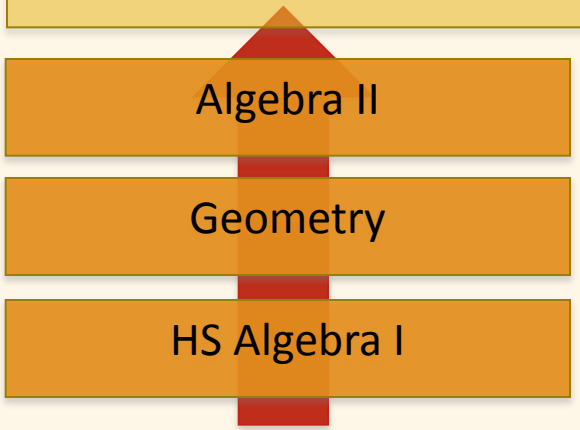
California Grade 8 Options

- Two sets of standards for 8th grade
  - Standards for Algebra 1 or Integrated Math 1(CA addition to the CCSS)
    - 8th grade Common Core Standards for Mathematics
  - 8th grade Common Core
    - Finalize preparation for students in high school.

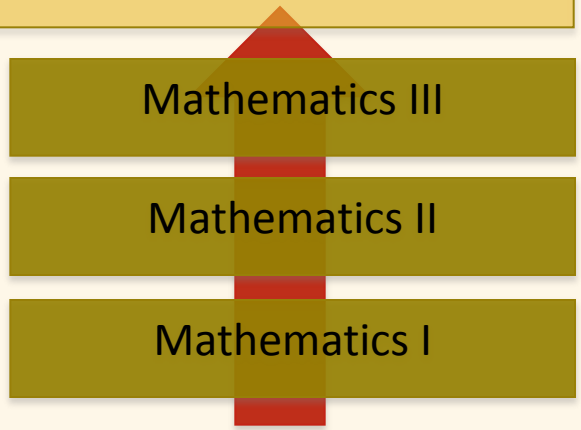
High School

Two Mathematics Pathways

Courses in higher level mathematics:
Precalculus, Calculus*, Advanced Statistics, Discrete Mathematics, Advanced Quantitative Reasoning, or courses designed for career technical programs of study.



TRADITIONAL Pathway
(Typical *in* U.S.)
2 Algebra courses, 1 Geometry course, with Probability and Statistics interwoven



INTEGRATED Pathway
(Typical *outside* of U.S.)
3 courses that attend to Algebra, Geometry, and Probability and Statistics each year

Two Pathways for College Readiness

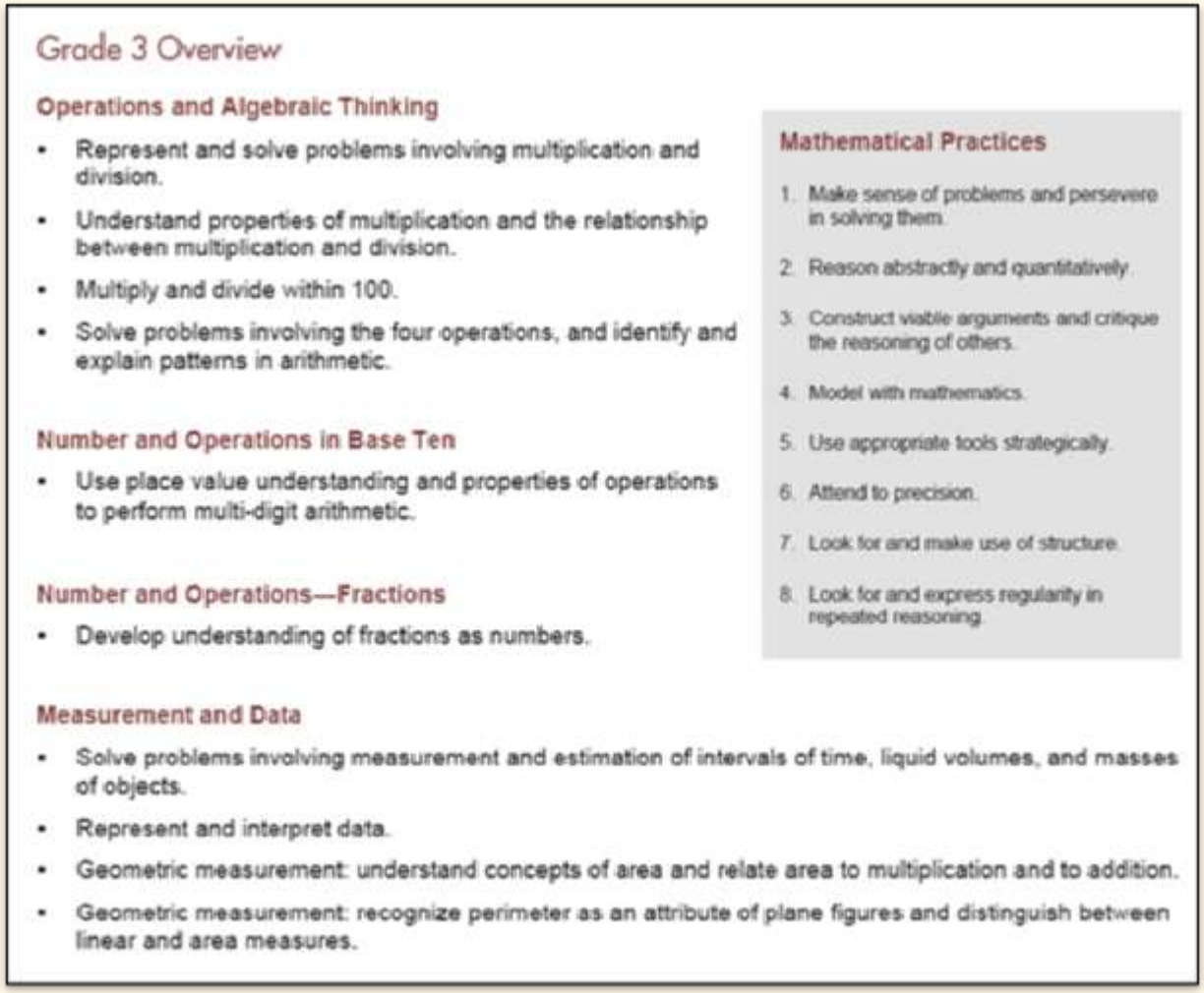
- Colleges look for students to have taken Algebra 2 in 11th grade.
- Research shows that success in Algebra 2 is the gateway to success in college.
- Three years of high school math is required by most colleges & universities.

GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Grade 8 Math	Algebra 1	Geometry	Algebra 2	Pre-Calculus or Statistics
Algebra 1	Geometry	Algebra 2	Pre-Calculus or Statistics	Calculus or Statistics

Format of the Overview

Domains: → Overarching ideas that connect topics across the grades

Clusters: → Illustrate the progression of increasing → complexity from grade to grade



Grade 3 Overview

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

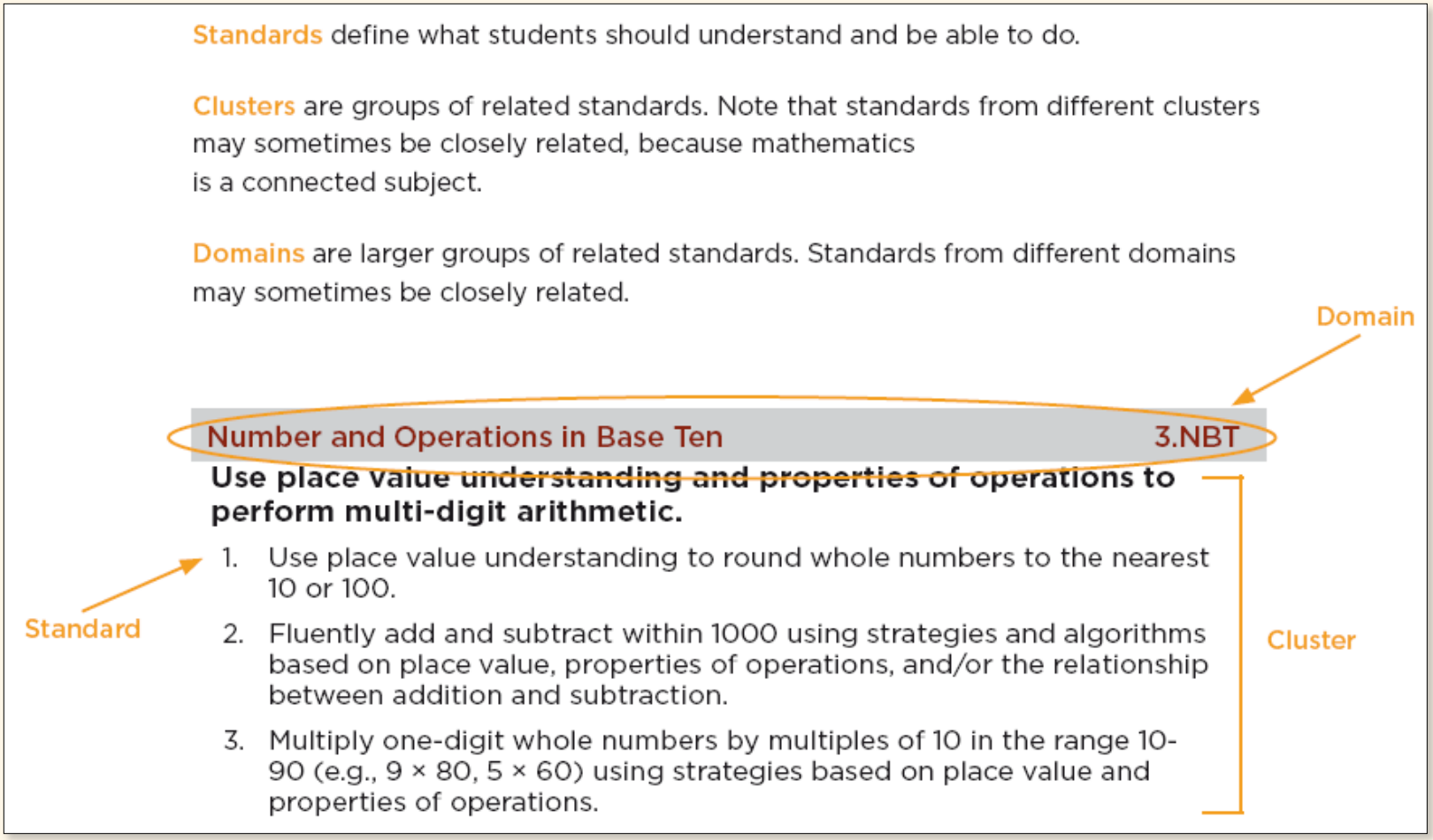
Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Mathematical Practices

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.

Format of the Standards



Let's Do the Math

- www.insidemathematics.org
  - Tools for Educators
  - MARS TASKS
  - Problems of the Month – Level by Group Ability
  - Practice- Party Time

Common Core State Standards
Assessment and Closing

Assessment: What We Know

- Assessments will begin in 2014-15.
- California is a governing state in the SMARTER Balanced Assessment Consortium.
- Assessments will include:
  - Computer Adaptive Assessments (interim & summative)
  - Performance Assessments (interim & summative)
    - Selected Response
    - Constructed Response
    - Extended Performance Assessments
  - Re-take option (summative)

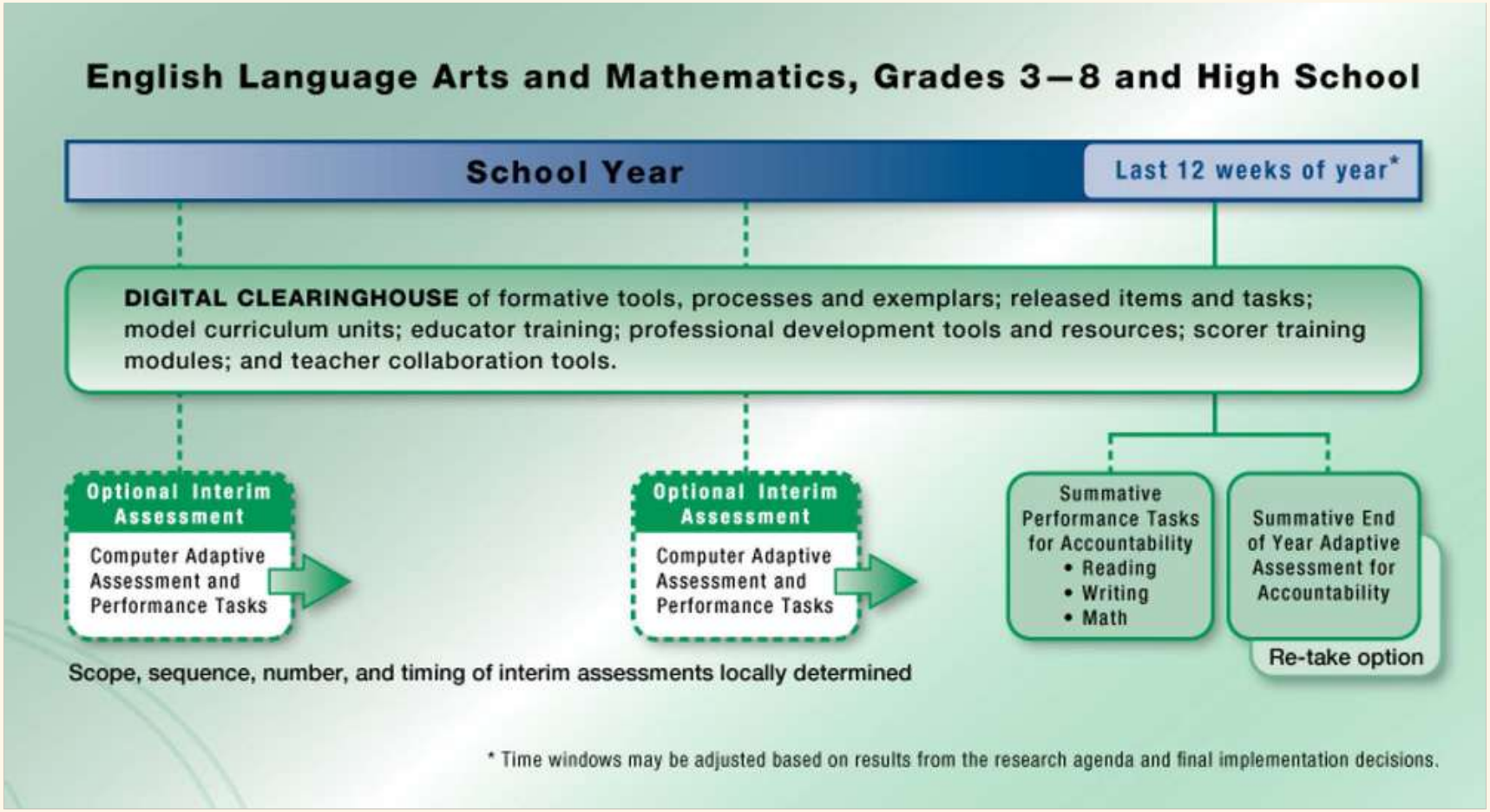
Common Core State Standards

Implementation Considerations

- **All Teachers**
  - Scaffold comprehension of increasingly complex texts
  - Integrate media sources into instructional activities
  - Support/monitor informal talk
- **ELA Teachers**
  - Teach more informational text
  - Teach how a wide variety of forms fall into three overarching modes of writing: Argument, Expository, and Narrative
- **Science and History Teachers**
  - Teach Reading and Writing skills in their content areas explicitly
- **Mathematics Teachers**
  - Teach the habits of mind that students need to develop a deep, flexible, and enduring understanding of mathematics

http://www.smarterbalanced.org

SBAC Balanced System



Summative Assessments Today

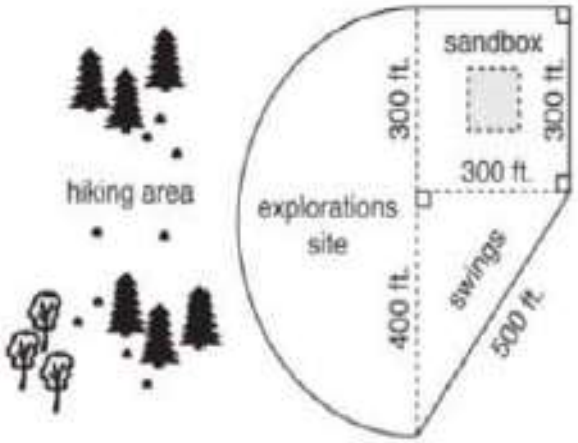
Each state procures its own assessment system	• Each state bears the burden of test development; no economies of scale
Measure proficiency against state standards, not agreed-upon standards	• Students often leave high school unprepared to succeed in entry-level college courses
Usually heavy reliance on multiple choice questions	• Inadequate measures of demonstration of skills and complex cognitive performance
Results often delivered months after tests are given	• Tests cannot be used to immediately inform instruction or affect program decisions
Accommodations for special education and ELL students vary	• Difficult to interpret meaning of scores; access and fairness
Most administered on paper	• Costly, time consuming, and challenging to maintain security

Using Computer Adaptive Technology for Summative and Interim Assessments

Faster results	• Turnaround in weeks compared to months today
Shorter test length	• Fewer questions compared to fixed form tests
Increased precision	• Provides accurate measurements of student growth over time
Tailored to student ability	• Item difficulty based on student responses
Greater security	• Larger item banks mean that not all students receive the same questions
Mature technology	• GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)

Sample Items: Technology Enhanced and Constructed Response

All City Park



The All City Recreation Committee plans to put a fence around a playground area in All City Park. The solid line in the diagram above outlines the sections in the park that the committee wants to surround with a fence. Information about fencing prices is shown below:

FENCE-ALL COMPANY Fencing: $0.30 per foot	ACME FENCE COMPANY Fencing: $0.32 per foot Orders totaling $500 or more will receive a 10% discount.

Sample Items (cont.)

a. How much fencing will the committee need to buy? Show your work.

Enter response here

Submit

b. Based on the information above, determine which fencing company offers the best deal for this project. Explain your reasoning and show all your work.

Enter response here

Submit

Sample Items (cont.)

- **Item a** – Geometry – 7.4 – Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

- **Item b** – Ratios and Proportional Relationships - 7.3 - Use proportional relationships to solve multistep ratio and percent problems.

Pedagogical Shifts

- Please take a few moments to look at your paper from Engage NY
- What do you notice as a major difference?

Standards do not….

- Prescribe teaching strategies
- Cover all that can be taught
- Define advanced work
- Prescribe needed interventions and supports
- Cover everything for college and or career readiness

- But the Common Core put us on a better track...

Reflection

- Locate the KWL chart you began earlier in the training.
- Complete the third column.
- Discuss with a partner.