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DEVELOP MINDS...

DELIVER DREAMS

TEACH

Common Core State Standards Foundation

Moseka Medlock

Common Core Success Coach

TQRP 2015

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AGREEMENTS

- Be respectful at all times
- Participate fully
- Pay close attention
- Work collaboratively with your groups
- Learn, reflect, implement and HAVE FUN!
- Limit comments to 30 seconds or less

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AGENDA

- Word Scramble (*Engage*)
- K-W-L (*Explore*)
- Background & Emergence of CCSS *(Explain)*
- 3 CCSS Shifts *(Elaborate)*
- Assessment *(Evaluate)*

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K-W-L

http://padlet.com/moseka_medlock/CCSSKWL

- K- What do you know about the Common Core State Standards?
- W- What do you want to know about the Common Core State Standards?
- L- What have you learned about the Common Core State Standards?

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Background of the Common Core

Initiated by the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO) with the following design principles:

- Result in College and Career Readiness
- Research and evidence based
- Fewer, clearer and higher

How did CCSS emerge?

- State led initiative - not national standards
- Took best of state standards and internationally benchmarked them
- 2009 College and Career Anchor Standards released
- 2010 CCSS released
- Different states are at different levels of implementation.

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Why were these standards created?

Before Common Core State Standards we had standards, but rarely did we have **standards-based instruction**.

- ✓ Long lists of broad, vague statements
- ✓ Mysterious assessments
- ✓ Coverage mentality
- ✓ Focused on teacher behaviors – "the inputs"

CCSS Requires 3 Shifts in ELA/Literacy

1. Building knowledge through content-rich nonfiction

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational

3. Regular practice with complex text and its academic language

Power of the Shifts

- **Know** them – both the *what* and the *why*
- **Internalize** them
- **Apply** them to your decisions about
  - ✓ Time
  - ✓ Energy
  - ✓ Resources
  - ✓ Assessments
  - ✓ Conversations with parents, students, colleagues
- Continue to **engage** with them:
  - ✓ www.achievethecore.org
  - ✓ Follow @achievethecore on Twitter

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ELA/Literacy Shifts in action

https://www.teachingchannel.org/videos/ninth-grade-biology-lesson

Shift #1: Building Knowledge Through Content-Rich Nonfiction

http://padlet.com/moseka_medlock/DISCUSS_CCSS

Building Knowledge Through Content-rich Nonfiction – Why?

- Students are required to read very little informational text in elementary and middle school.
- Non-fiction makes up the vast majority of required reading in college/workplace.
- Informational text is harder for students to comprehend than narrative text.
- Supports students learning how to read different types of informational text.

Distribution of Literacy and Informational Texts

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

Shared Responsibility

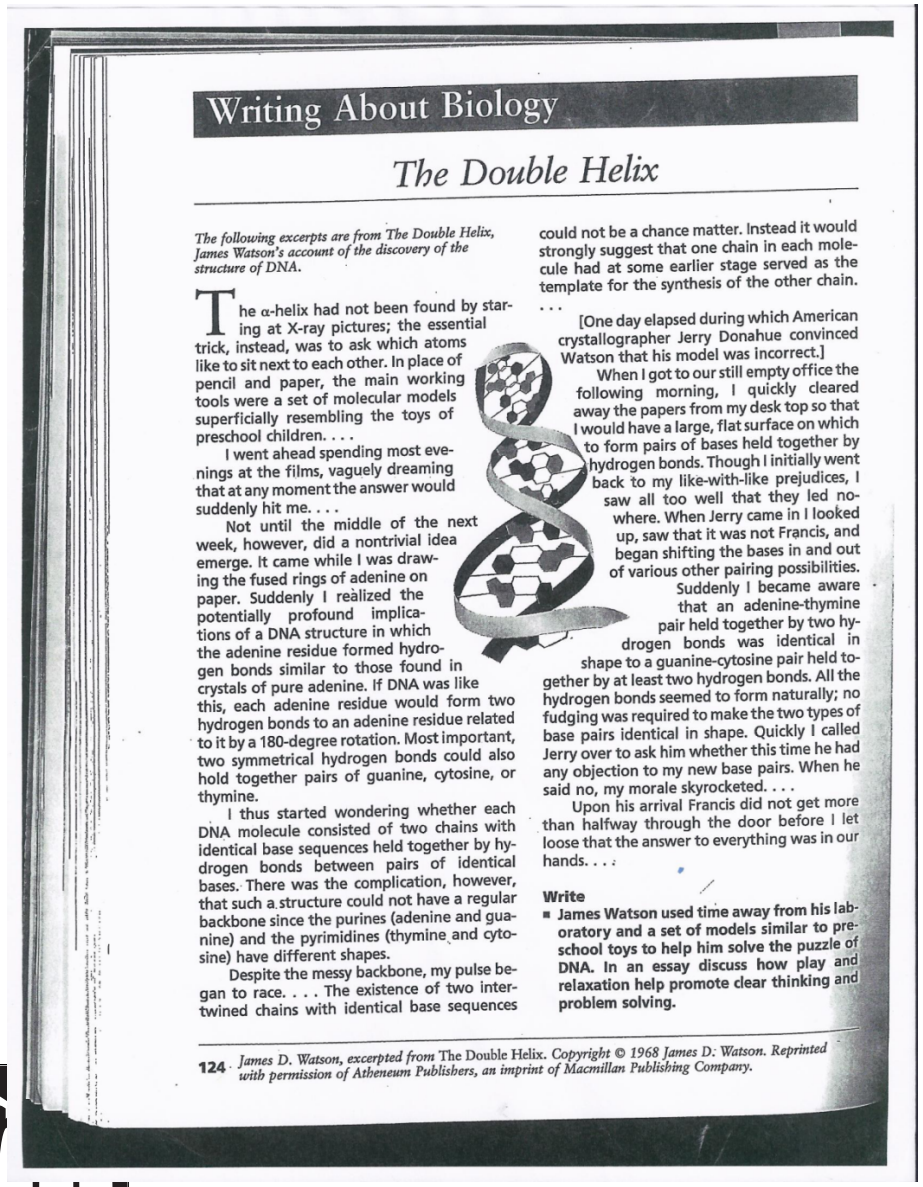
- "The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well."

from the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, page 4.

Shift #2: Reading, Writing and Speaking - Grounded in Evidence From Text, Both Literary and Informational

Reading, Writing and Speaking - Grounded in Evidence from Text: Why?

- Most college and workplace writing requires evidence.
- Ability to cite evidence differentiates strong from weak student performance on NAEP.
- Being able to locate and deploy evidence are hallmarks of strong readers and writers.



Writing About Biology

The Double Helix

The following excerpts are from The Double Helix, James Watson's account of the discovery of the structure of DNA.

The α-helix had not been found by staring at X-ray pictures; the essential trick, instead, was to ask which atoms like to sit next to each other. In place of pencil and paper, the main working tools were a set of molecular models superficially resembling the toys of preschool children. . . .

I went ahead spending most evenings at the films, vaguely dreaming that at any moment the answer would suddenly hit me. . . .

Not until the middle of the next week, however, did a nontrivial idea emerge. It came while I was drawing the fused rings of adenine on paper. Suddenly I realized the potentially profound implications of a DNA structure in which the adenine residue formed hydrogen bonds similar to those found in crystals of pure adenine. If DNA was like this, each adenine residue would form two hydrogen bonds to an adenine residue related to it by a 180-degree rotation. Most important, two symmetrical hydrogen bonds could also hold together pairs of guanine, cytosine, or thymine.

I thus started wondering whether each DNA molecule consisted of two chains with identical base sequences held together by hydrogen bonds between pairs of identical bases. There was the complication, however, that such a structure could not have a regular backbone since the purines (adenine and guanine) and the pyrimidines (thymine and cytosine) have different shapes.

Despite the messy backbone, my pulse began to race. . . . The existence of two intertwined chains with identical base sequences could not be a chance matter. Instead it would strongly suggest that one chain in each molecule had at some earlier stage served as the template for the synthesis of the other chain. . . .

[One day elapsed during which American crystallographer Jerry Donahue convinced Watson that his model was incorrect.]

When I got to our still empty office the following morning, I quickly cleared away the papers from my desk top so that I would have a large, flat surface on which to form pairs of bases held together by hydrogen bonds. Though I initially went back to my like-with-like prejudices, I saw all too well that they led nowhere. When Jerry came in I looked up, saw that it was not Francis, and began shifting the bases in and out of various other pairing possibilities.

Suddenly I became aware that an adenine-thymine pair held together by two hydrogen bonds was identical in shape to a guanine-cytosine pair held together by at least two hydrogen bonds. All the hydrogen bonds seemed to form naturally; no fudging was required to make the two types of base pairs identical in shape. Quickly I called Jerry over to ask him whether this time he had any objection to my new base pairs. When he said no, my morale skyrocketed. . . .

Upon his arrival Francis did not get more than halfway through the door before I let loose that the answer to everything was in our hands. . . .

Write

- **James Watson used time away from his laboratory and a set of models similar to preschool toys to help him solve the puzzle of DNA. In an essay discuss how play and relaxation help promote clear thinking and problem solving.**

124 *James D. Watson, excerpted from* The Double Helix. *Copyright © 1968 James D. Watson. Reprinted with permission of Atheneum Publishers, an imprint of Macmillan Publishing Company.*

Example?

James Watson used time away from his laboratory and a set of models similar to preschool toys to help him solve the puzzle of DNA. In an essay discuss how play and relaxation help promote clear thinking and problem solving.

Text-Dependent Question… Yes or No?

Text **LIMBERMOON835** to 22333 once to join, then text A or B

Sample Assessment Question:

Pre-Common Core State Standards

High school students read an excerpt of James D. Watson's *The Double Helix* and respond to the following:

James Watson used time away from his laboratory and a set of models similar to preschool toys to help him solve the puzzle of DNA. In an essay discuss how play and relaxation help promote clear thinking and problem solving

Common Core State Standards

High school students read an excerpt of James D. Watson's *The Double Helix* and respond to the following:

By the end of this article, James Watson felt that "the answer to everything was in our hands."

What was the answer? What problem was Watson trying to solve? What steps or process did he use to discover the answer? What mistakes did he make along the way to his discovery? What was his response to this mistake?

Shift #3:Regular Practice with Complex Text and Its Academic Language

http://padlet.com/moseka_medlock/ELAshift3

Regular Practice With Complex text and Its Academic Language: Why?

- Gap between complexity of college and high school texts is huge.
- What students can read, in terms of complexity, is greatest predictor of success in college (2006 ACT study).
- Too many students are reading at too low a level.
- Standards include a staircase of increasing text complexity from elementary through high school.
- Standards also focus on building general academic vocabulary so critical to comprehension.

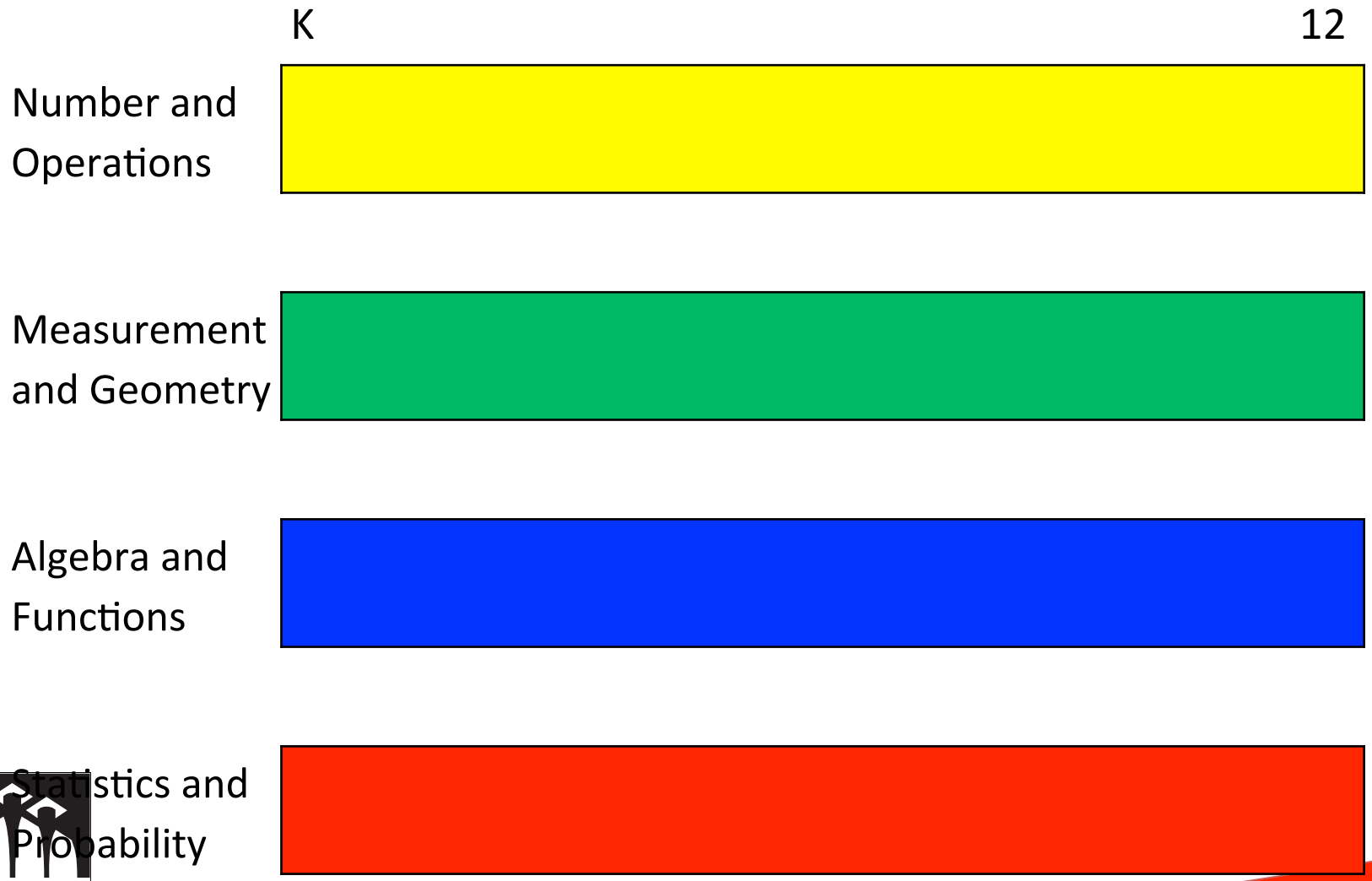
The CCSS requires 3 Shifts in Math

- Nationwide, many students in two-year and four-year colleges need remediation in math.
- Remedial classes lower the odds of finishing the degree or program.
- We need to set the agenda in high school math to prepare more students for postsecondary education and training.

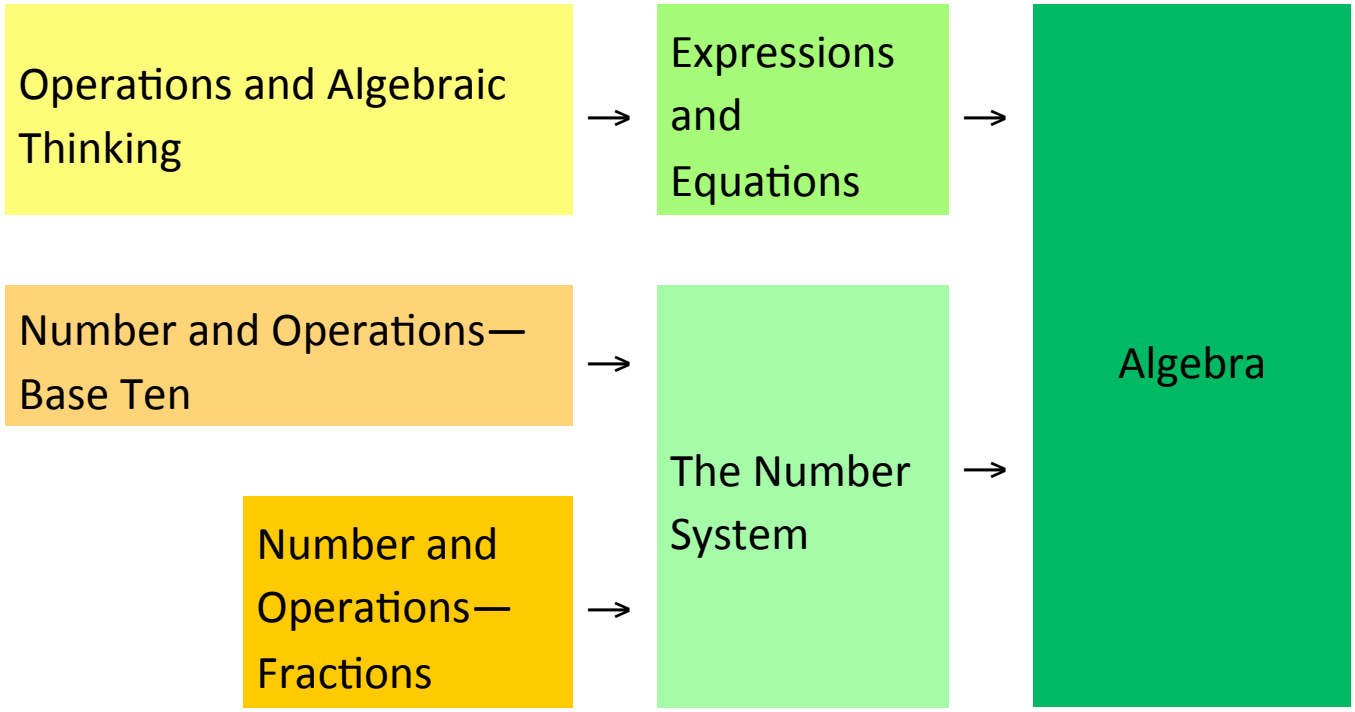
3 Math Shifts

1. **Focus:** Focus strongly where the standards focus.
2. **Coherence**: *Think* across grades, and *link* to major topics.
3. **Rigor:** In major topics, pursue *conceptual* **understanding,** procedural skill and *fluency*, and *application.*

Traditional U.S. Approach



Focusing attention within Number and Operations



K 1 2 3 4 5 6 7 8 High School

Shifts Mean a Change in Practice!

- From…

- Content knowledge *primarily from teacher-led lecture*

- To…

- Content knowledge comes from a *balance* of **reading**, **writing,** lecture, and hands-on experience

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Assessment

app.gosoapbox.com

Access code: TQRP2015!

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QUESTIONS

&

ANSWERS

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Thank you for your time!

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