

Common Core Community Forum

Informational Session- Dodge Intermediate School

February 11, 2014

The Common Core

The Common Core State Standards (CCSS) are a set of voluntary K-12 standards in English language arts/literacy and mathematics. The goal of the CCSS is to provide a clear, consistent understanding of what students are expected to learn. The Standards reflect the knowledge and skills required for successful entry into college and careers.

<http://vimeo.com/51933492> (Video to explain Common Core State Standards)

Vision and Goal: The CCSS have the potential to provide access to a complete and challenging education for all children. Broad range cooperation in developing these voluntary standards provides educators with more manageable curriculum goals and greater opportunities to use their professional judgment in ways that promote student success.

What are the teachers doing to “build” their Common Core Toolkit?

1. Common Core State Standards
2. Curriculum and Instruction
3. Professional Development
4. Assessment and Reflection
5. English Language Learners
6. Students with Disabilities

Links

English/Language Arts http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Common Core offers a focus for instruction each year and helps ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

- An emphasis on Informational Text: Grade 4 (Literary Text 50%; Informational Text 50%) Grade 8 (Literary Text 45%; Informational Text 55%).
- An emphasis on Close Reading: Interpreting text, observing facts and details, & interpreting your observations
- Texts are becoming more rigorous: Grades 4-5 Old Lexile Level- 645-845; Lexile Level Aligned to CCR- 770-980
- Four modules that include skills and knowledge students will learn and apply over the course of the school year: Grade 6: Reading Complex Texts; Writing About Texts; Research Project; Narrative Writing

Math http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

The Common Core specifies critical areas for instructional emphasis at each grade level.

Grade 4:

- Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends
- Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers
- Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

Grade 5:

- Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fraction divided by whole numbers and whole numbers divided by unit fractions)
- Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations
- Developing understanding of volume

Grade 6:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
- Writing, interpreting, and using expressions and equations
- Developing understanding of statistical thinking

Study Tips

www.studyisland.com Practice answering Common Core questions

<http://practice.parcc.testnav.com/#> Practice using the technology and get a feel for the type of questions and the format of the test

<http://www.parconline.org/computer-based-samples> Computer-based sample test questions

PARCC Assessment Sample Questions ELA and Math

tions.

kira. I pronounced it means "glittering" in she used to take me on our backs and look say '*kira-kira*, used *kira-kira* to puppies, kittens,

you could not call a n-Japanese we were are where she sent

when I was a little girl, keep her diary in a

Part A

How are the events in paragraphs 1 and 2 important to the theme of the story?

- A. They list the many lessons that Lynn taught her younger sister, Katie.
- B. They explain that Katie's family had very high expectations of her when she was young.
- C. They show how long the relationship is between Katie and Lynn.
- D. They introduce the idea that Katie and Lynn want to learn more about the Japanese language.

Part B

Which sentence from the story provides the **best** support for the answer in Part A?

- A. "My sister, Lynn, taught me my first word: *kira-kira*."
- B. "When I grew older, I used *kira-kira* to describe everything I liked: the beautiful blue sky, puppies, kittens, butterflies, colored Kleenex."
- C. "She was dismayed over how un-Japanese we were and vowed to send us to Japan one day."
- D. "I didn't care where she sent me, so long as Lynn came along."

Cricket and Cougar

Kira-Kira

Read the passage from "The Cricket and the Cougar" and answer the questions.

from "The Cricket and the Cougar"
by Katherine Chandler

- 1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."
- 2 The cougar looked down and saw a little cricket sitting on the log. He roared, "And is it you, weak little creature, that dares to tell me where to step? Don't you know that I am king of the beasts?"
- 3 "You may be king of the beasts, but I am king of my house, and I don't want you to break it down, king or no king."
- 4 The cougar was amazed at such daring. "Don't you know, you weakling, that I could kill you and your house and all your relatives with

You have read two stories in which one family member saves another. Write an essay describing the mosquito from "The Cricket and the Cougar" and one of the main characters from "Kira-Kira." For each character described:

- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain why the character chooses to save his or her family member

Be sure to include specific details from each story to support your ideas.

Rich text editor toolbar: Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Undo, Redo, Copy, Paste, Undo, Redo.

Read the article titled *Life in the Limbs*. Then answer the questions.

Life in the Limbs

by Heather Kaufman-Peters

- 1 Imagine stepping out your front door to find yourself 40 feet above the ground overlooking a dense forest and a winding stream. Instead of hopping on your bike, you grab the handles of your very own zipline and fly 1000 yards over a pond, landing safely on the far bank.
- 2 Sound crazy? Not to Jonathan Fairoaks, who lives in a four-story tree house that he designed and built! In fact, as a tree house architect, Jonathan has built more than 380 custom tree houses across the United States.
- 3 Jonathan's love of tree-house living began when he was a kid. He started climbing trees when he was 10 years old, and he became an arborist (a person who cares for trees) in high school. He built his first tree house and lived in it while he was in college.
- 4 "It was delightful—like being on a ship because it moved with the wind," Jonathan says. "It was the most fun I ever had."

Select the **two** main ideas and drag them to the two empty idea. Then choose **one** detail that best supports **each** main detail into the empty box labeled Supporting Detail under th supports.

Possible Main Ideas

- Jonathan has his own 1000-yard zipline.
- Jonathan is an experienced tree house builder.
- Jonathan works carefully so that the tree houses do not hurt
- Jonathan lived in a tree house when he was in college.
- Jonathan advises readers to learn the names of trees.
- Jonathan once built a house in a crab apple tree.

Possible Supporting Details

- "In fact, as a tree house architect, Jonathan has built more than 380 custom tree houses across the United States."
- "Jonathan's love of tree-house living began when he was a kid."
- "It was the most fun I ever had."
- "I build a tree house so it helps the tree," he says."
- "Walk in the woods and learn the different trees. Spend time how to do it safely."
- "One of his favorite names is 'Ups and Downs.'"

Main Idea 1

Empty box for Main Idea 1

Supporting Detail

Empty box for Supporting Detail

An art teacher will tile a section of the wall with painted tiles made by students in three art classes.

- Class A made 18 tiles
- Class B made 14 tiles
- Class C made 16 tiles

Part A

What is the total number of tiles that are to be used?

Enter your answer in the box.

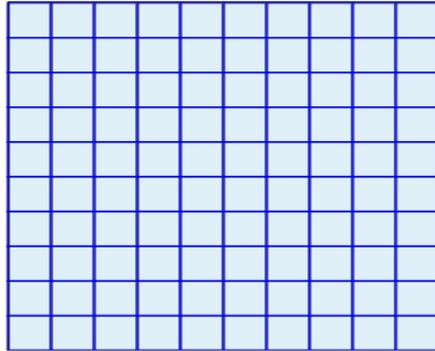
 tiles

Part B

The grid shows how much wall space the art teacher can use. Use the grid to create a rectangular array showing how the art teacher might arrange the tiles on the wall.

Select the boxes to shade them. Each tile should be shown by one shaded box.

10 x 10 Grid



Part C

Andy created a rectangular array showing how he would place 56 small tiles on the wall. He placed 7 tiles in each row. He wrote a multiplication equation using the ? symbol to stand for the number of rows he used.

Using the ? symbol to stand for the unknown number, write an equation that Andy could have written.



▾ Numbers

0	1	2	3
4	5	6	7
8	9	,	.

▾ Arithmetic and Units

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How do the new PARCC questions compare to the current OAA questions?

Reading OAA Extended Response Questions

6. In the **Answer Document**, complete the chart with two main ideas from the selection and one detail to support each main idea. (4 points)

8. In the **Answer Document**, write a summary of the selection. Remember to include the main idea. Use the subheadings as a guide. (4 points)

Math OAA Multiple Choice

20. The dimensions of Mike's garden are shown.



Which expression shows how Mike could find the number of square meters in his garden?

- A. $3 + 5$
- B. 3×5
- C. $3 + 5 + 3 + 5$
- D. $3 \times 5 \times 3 \times 5$

What can I do as a parent to help my child be prepared?

- Practice tests
- Computer skills
 - Drag and drop
 - Highlight important text
 - Online calculator
 - Click inside an answer box
 - Capital letters, punctuation, space between words and sentences
 - Use bullet points to make a list
- Proper typing skills
 - Students will benefit from learning to type correctly. "Hunt and peck" typing will take a long time and discourage students from answering to their full potential.
 - Students should be able to formulate an answer and type the answer directly. No paper/pencil is permitted.