

COMMON CORE

Lecture 1 Summary, November 29, 2011

Our World is Changing RAPIDLY

- ▣ Implementation of Common Core Standards has begun (Mathematics K-2)
- ▣ Implementation of ELA (K-8) and Mathematics (3-5) will begin: September 2012
- ▣ PARCC Assessments will be administered (2014)

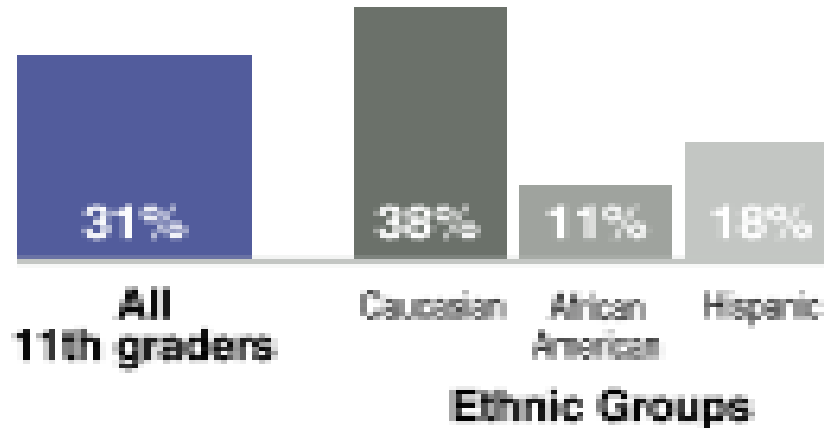
Lecture One

Key Foundations of the Common Core Standards

- Increased text complexity in **all content areas**
- Integration of academic vocabulary
- Text-dependent questions
 - ▣ Read closely and validate using text
- Persuasive writing
 - ▣ Awareness and use of evidence
- Standards for Mathematical Practice

Text Complexity

Range of Reading & Level of Text Complexity



Lexile[®] Levels Today and with Common Core

Rigor Increased 2-3 Grade Levels

Current

Typical text measures
(by grade)

Grade	Text Demand Study 2009 25th percentile to 75th percentile (IQR)
1	230L to 420L
2	450L to 570L
3	600L to 730L
4	640L to 780L
5	730L to 850L
6	860L to 920L
7	880L to 960L
8	900L to 1010L
9	960L to 1110L
10	920L to 1120L
11 and 12	1070L to 1220L

Common Core

Text complexity grade bands
and associated Lexile ranges

Grade Band	Lexile (L) Range
K-1	N/A*
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-CCR	1215-1355

Example of Text Complexity

Robinson Crusoe

- **Lexile score: 880**
- **Currently on Grade 6 level and thought to be too challenging for those students**
- **Should be in the 4/5 band:**

The Giver

- **Lexile score: 760**
- **Currently Grade level**
- **Should be in 2/3 band**

FACT

Workplace and college success require the ability to read, analyze, and use complex **non-fiction text.**

Distribution of Literary and Informational Passages

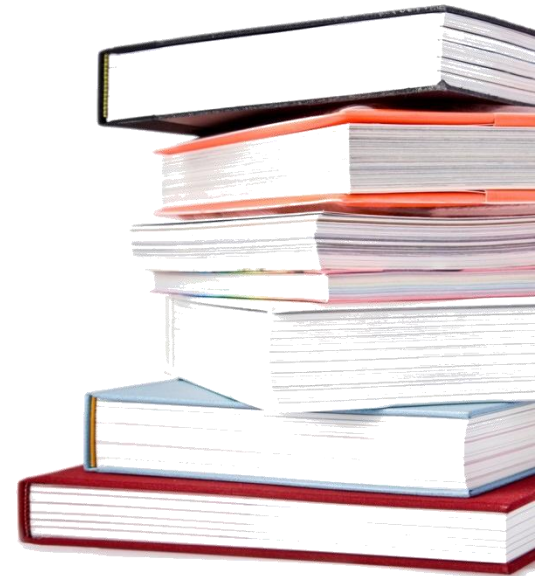
Non Fiction is Key

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

Source: National Assessment Governing Board. *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, D.C.: American Institutes for Research, 2007.

Major Shift: Academic and Domain Specific Vocabulary

- Academic vocabulary is the true language of power
- Not just memorizing terms but using them to express our understanding of the content
- Vocabulary:
 - ▣ Tier 1 - Everyday Words (implicit)
 - ▣ **Tier 2- Academic Vocabulary**
 - ▣ Tier 3 – Domain Specific Words



Kindergarten Essential Vocabulary

ELA

- Stanza
- Preference
- Punctuation
- Collaborate
- Illustrator
- Brainstorm
- Punctuation
- Non-fiction

Math

- Attribute
- Decompose
- Decomposition
- Composition
- Hexagon
- Dimensional
- Vertices
- Category

Major Shift: Text-Dependent Questions

- Far longer amounts of classroom time spent on text worth reading and rereading carefully
- Base answers on what has been read, not opinions or experience
- **Questions should require students to use explicit information from the text to make logical inferences.**
- *Recent study found that 80% of the questions students were asked when they are reading are answerable without direct reference to the text itself .*

Text-Dependent Questions Require Close Reading for Specific Information:

- How did Frederick Douglass' ability to read contribute to his emotional struggle for freedom? Cite examples from the text to support your answer.
- In what ways does America represent the hope for freedom that lived in the heart of Frederick Douglass?

FACT



**Workplace and college success
requires the ability to**

argue and inform in writing.

CCSS Requires Argument / Evidence-based

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

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

Source: National Assessment Governing Board (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA. ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purpose across grades outlined by NAEP.

Argument and Evidence

- Cite text evidence for interpretations.
- Make reasoning clear.
- Evaluate others' use of evidence.
- Question, justify, and test factual or accepted ideas.

Standards for Mathematical Practice

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1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments / 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

Place the value, in cents, next to the coins shown below.



Your mother sends you in to the store to buy something she wants.

She tells you that the item costs somewhere between 1 cent and 99 cents.

You only have pennies, nickels, dimes and quarters in the money jar.

What is the least number of coins you can take with you to make change without going over \$1.00?



Standards for Mathematical Practice in a Classroom

McDonald's Claim

Wikipedia reports that 8% of all Americans eat at McDonalds every day. In the US, there are approximately 310 million Americans and 12,800 McDonalds. The average McDonald's store can serve 1,500 people a day.

Do you believe the Wikipedia report to be true?
Create a mathematical argument to justify your position.

Next Steps?



How Can We Support You?