

# Charlotte Sidway School Parent University



## **COMMON CORE LEARNING STANDARDS**

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ASSISTANT SUPERINTENDENT

# Common Core Learning Standards

- Adopted by New York State Education Department in 2010
- Focus on College and Career Readiness

At the primary level –

- English Language Arts
- Mathematics



# English Language Arts



“6 Shifts” in teaching in  
ELA

For our incoming  
students, this is really  
the “focus” of  
instruction

Pre-K-5, Balancing  
Informational & Literary  
Texts

6-12, Knowledge in the  
Disciplines

Staircase of Complexity

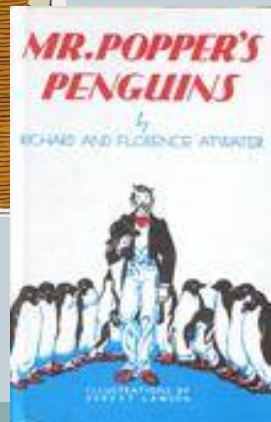
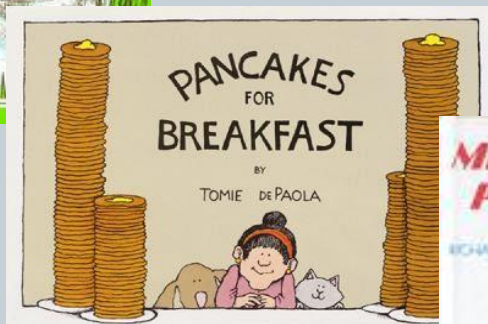
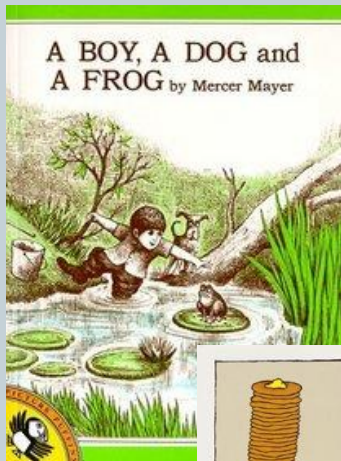
Text-based Answers

Writing from Sources

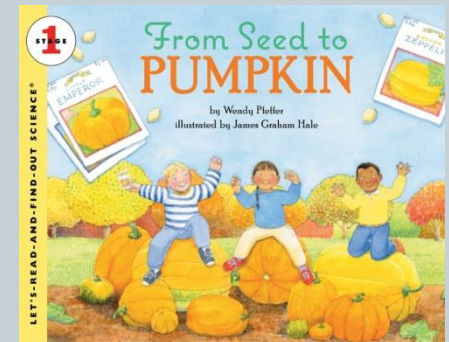
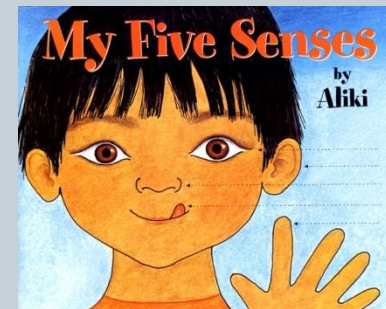
Academic Vocabulary

# Balancing Informational & Literary Texts

Literature:  
(Literary Text – Stories)



Informational Text:  
(Non-fiction, Historical,  
Scientific, Technical Texts)



# Staircase of Complexity: Text Complexity

## Qualitative dimensions :

- meaning or purpose of the words
- structure
- language conventionality
- clarity
- knowledge demands

## Quantitative dimensions of text complexity:

- word length or frequency
- sentence length

## Reader & task considerations

- Student motivation  
(interest in reading on this topic)
- Knowledge & experiences (familiarity with dogs or plants, farm animals or ocean mammals)
- Questions posed (What is the reading being asked to do with the information – give it back or interpret?)
- Knowledge of their students and the subject (what is each student interested in? What knowledge does each student bring to the classroom?)

# Text-Based Answers

When interacting with text:

Read-aloud

Poetry

Shared Reading

Guided Reading

Independent Reading

“Students engage in deep, evidence-based conversations about text”

With prompting and support:

- questions that require making **interpretations**, judgments, or giving **opinions** about what is heard
- **recognize** a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems
- **Science and Social studies:** answer questions about connections
- Non-fiction or informational texts - (e.g., who, what, where, when) requiring literal recall and understanding of the details

# Writing from Sources



- Use information from provided sources to answer a question; Describe people, places, things, and events
- Using nonfiction/informational read-aloud; Retell (orally or in writing) important facts and information from a fiction or nonfiction book
- Participate in shared research & writing projects (e.g., explore a number of books by a favorite author & express opinions about them)
- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)

# Academic Vocabulary

## Academic Vocabulary

- **Tier 1:** common words with little instructional meaning (house, door)
- **Tier 2:** High Frequency Words – used across learning domains (coincidence, analysis, reluctant)
- **Tier 3:** Low Frequency – but important meaning within specific subjects (pitchers, bleachers, bases/isotope, reconstruction, commutative)

## Background Knowledge

- **Critical for comprehension**
  - “Stealing” third base vs. “stealing” an apple
  - Familiarity with farms, animals

## Syntax

- **Sentence length – using longer sentences with more complex meaning**
  - John often comes late to class.
  - My friend and I both have a dog named Spot.
  - The old hotel at the end of the street is going to be knocked down to make way for a new supermarket.



# Mathematics



“6 Shifts” in teaching in  
Mathematics

For our incoming  
students, this is really  
the “focus” of  
instruction

Focus

Coherence

Fluency

Deep Understanding

Application

Dual Intensity

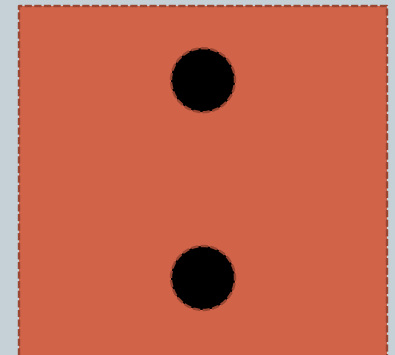
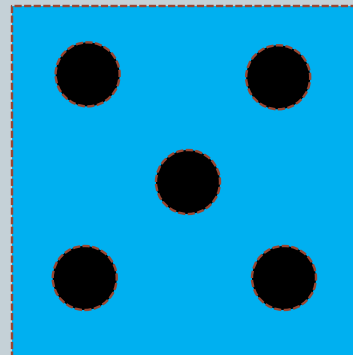
# Focus



- Focus on fewer instructional goals in order to DEEPEN the conceptual understanding of “priorities”
- Tens Frames Games – <http://illuminations.nctm.org/Activity.aspx?id=3565>

## *SUBITIZING*

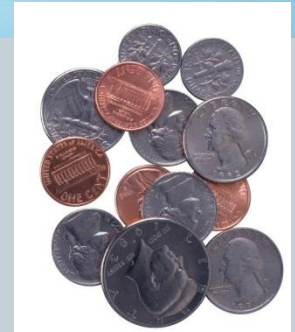
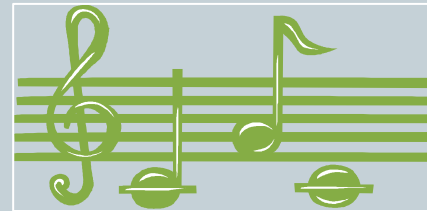
*“instantly seeing how many”*



# Coherence

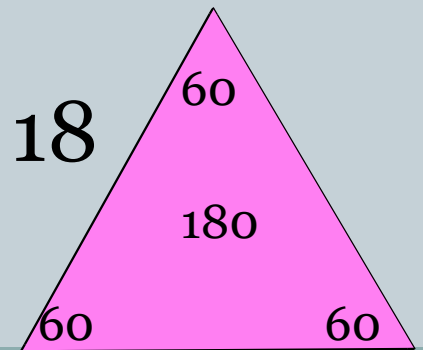
Carefully **connecting the learning** within and across grades so that students can **build new understanding** onto **foundations** from previous years.

$$\frac{1}{4}$$



$$6 + 6 + 6 = 18$$

$$6 \times 3 = 18$$



# Fluency



Speed and  
accuracy with  
simple  
calculations

- ❖ Flashcards
- ❖ Games
- ❖ Games
- ❖ Games
- ❖ Meaning
- ❖ Connections
- ❖ Games
- ❖ Dice

# Deep Understanding

Students can operate easily within a math concept before moving on to another area of study.

They learn “the math” (*the math thinking*) – not just the trick to get the right answer.

Donovan had 19 balloons. Then 5 of the balloons popped. How many balloons does Donovan have now?

1 Audy - circles



(14)

2 Keimar - circles



(14)

3 Tatiana - Tens and Ones



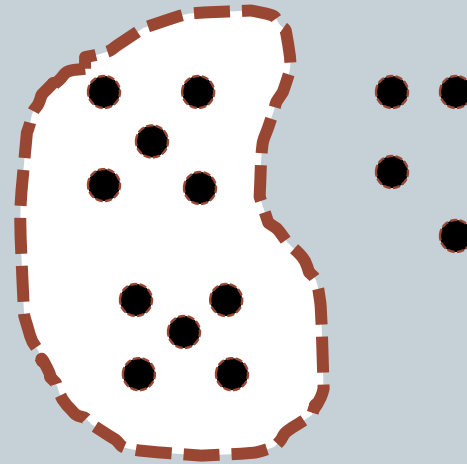
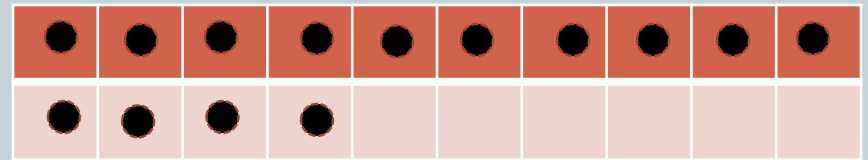
(14)

$$19 - 5 = 14$$

# Application



Students are expected to use math and choose the **appropriate concept** for the application – even when they are **not prompted**



# Dual Intensity



## Practicing and Understanding

- This is more than a balance - **both are occurring** with intensity

$$3 + 2 = 5$$



Procedures **and** Problem Solving...