

The Core of the Core:

What matters most in Curriculum & Assessment



Our Challenge

Graduating *All* Students College & Career Ready

New York's 4-year high school graduation rate is 74% for All Students
However, the gaps are disturbing.

June 2011 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	59.6
Asian/Pacific Islander	82.4
Black	58.4
Hispanic	58.0
White	85.1
English Language Learners	38.2
Students with Disabilities	44.6

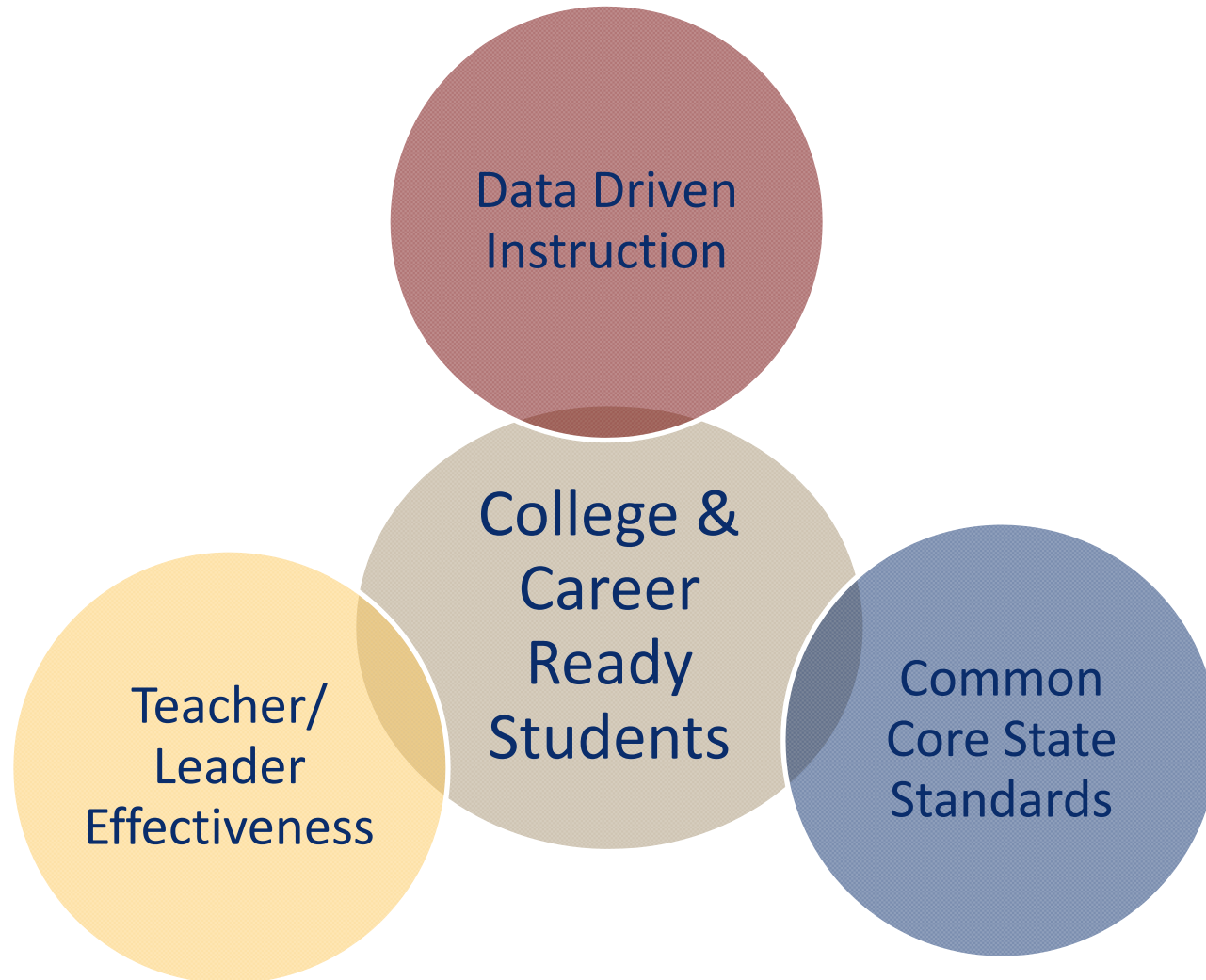
Calculated College and Career Ready*

	% Graduating
All Students	34.7
American Indian	16.8
Asian/Pacific Islander	55.9
Black	11.5
Hispanic	14.5
White	48.1
English Language Learners	6.5
Students with Disabilities	4.4

*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

Source: NYSED Office of Information and Reporting Services

Translating Theory to Action



Early Childhood Literacy:

.....setting the stage for C& CR in grades P-2



The High Stakes of Early Literacy

- 42% of 3rd grade boys and 34% of third grade girls in third grade read below grade level*
- one in six children who are not reading proficiently in third grade will not graduate high school*

* Hernandez, D. (2011). *Double Jeopardy: How third grade reading skills and poverty influence high school graduation*. Annie E Casey Foundation.

5.6 students of this 3rd grade class will not graduate from High School



What the core demands by 3rd grade:

Skills & Knowledge

- Foundational Skills: phonics, decoding, fluency, comprehension
- Academic Language Comprehension with a focus on syntax
- Background knowledge critical to understanding complex text

Instruction

- grade appropriate complex text exposure and practice for all students with appropriate scaffolding
- Opportunities for Practice through Guided Reading and individual choice
- Volume of text to foster confidence and enjoyment

The Double Deficit

Rapid Naming Deficit

- How quickly we link stimuli to words

Phonological Deficit

- Connecting letters and letter combos to sounds

Solving for these Deficits:

- **frequent** opportunities for students to learn and **reinforce the spelling/sound patterns** necessary for proficient decoding in these early grades
- **frequent** opportunities for **oral comprehension, rich language** experiences, **background knowledge** to keep students' comprehension progressing
- **Frequent** exposures to **coherent texts** which are connected to the **primary materials**.

Poverty: Make that a Triple Deficit

Rapid Naming Deficit

- How quickly we link stimuli to words

Phonological Deficit

- Connecting letters and letter combos to sounds

Poverty

- Massive Language Gap

Solving for these Deficits:

- **frequent** opportunities for students to learn and **reinforce the spelling/sound patterns** necessary for proficient decoding in these early grades
- **frequent** opportunities for **oral comprehension, rich language** experiences, **background knowledge** to keep students' comprehension progressing
- **Frequent** exposures to **coherent texts** which are connected to the **primary materials**.
- **Students with a triple deficit cannot build a rich vocabulary by reading independently.** All students must be exposed to **varied and sophisticated syntax and vocabulary** through excellent text read aloud

What matters most?

- balance of texts
- spiraling skills based curriculum with built in assessment
- building appreciation, enjoyment and confidence in approaches to learning
- ensuring students have opportunities to explore and write about the text they read
- preparing for the reading to learn transition in upper elementary grades

Measuring the Core

You will need:

- Green and White ELA items
- Green and White Math items

In pairs, work with either Math or ELA

- Name 3 ways the green and white items are different

When you're done

- Get to work on the second content area

Implementation Supports: 3-8 ELA & Math



**New York State
Testing Program**

ELA

Common Core Sample Questions



**New York State
Testing Program**

Mathematics

Common Core Sample Questions

Grade 6

<http://www.p12.nysed.gov/assessment/common-core-sample-questions/>

NYSED provided **Common Core sample questions** in Grades 3-8 ELA and math.

Educators can use these teaching tools to:

- Better understand the shifts needed in classroom instruction;
- Better understand how student knowledge and skills will be assessed beginning in 2012-13.

New York State Assessment Transition Plan: ELA and Mathematics

As of October 12, 2012 (Subject to Revision)

Assessment	2011–12	2012–13	2013–14	2014–15	
ELA					
Grades 3–8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ¹	
Grades 9–10			Aligned to the Common Core ²		
Grade 11 Regents	Aligned to 2005 Standards		Regents Exam Aligned to the Common Core ³	Regents Exam Aligned to the Common Core / PARCC ^{1, 3}	
Math					
Grades 3–8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ¹	
Algebra I		Aligned to 2005 Standards	Regents Exams Aligned to the Common Core ^{3, 4}		Regents Exams Aligned to the Common Core / PARCC ^{1, 3, 4}
Geometry					
Algebra II				Aligned to the 2005 Standards	
Additional State Assessments					
NYSAA⁵	Aligned to 2005 Standards		Aligned to the Common Core	NCSC ⁶	
NYSESLAT	Aligned to 1996 Standards			Aligned to Common Core	

¹ The PARCC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents. The PARCC assessments are still in development. All PARCC assessments will be aligned to the Common Core.

² Funding Pending.

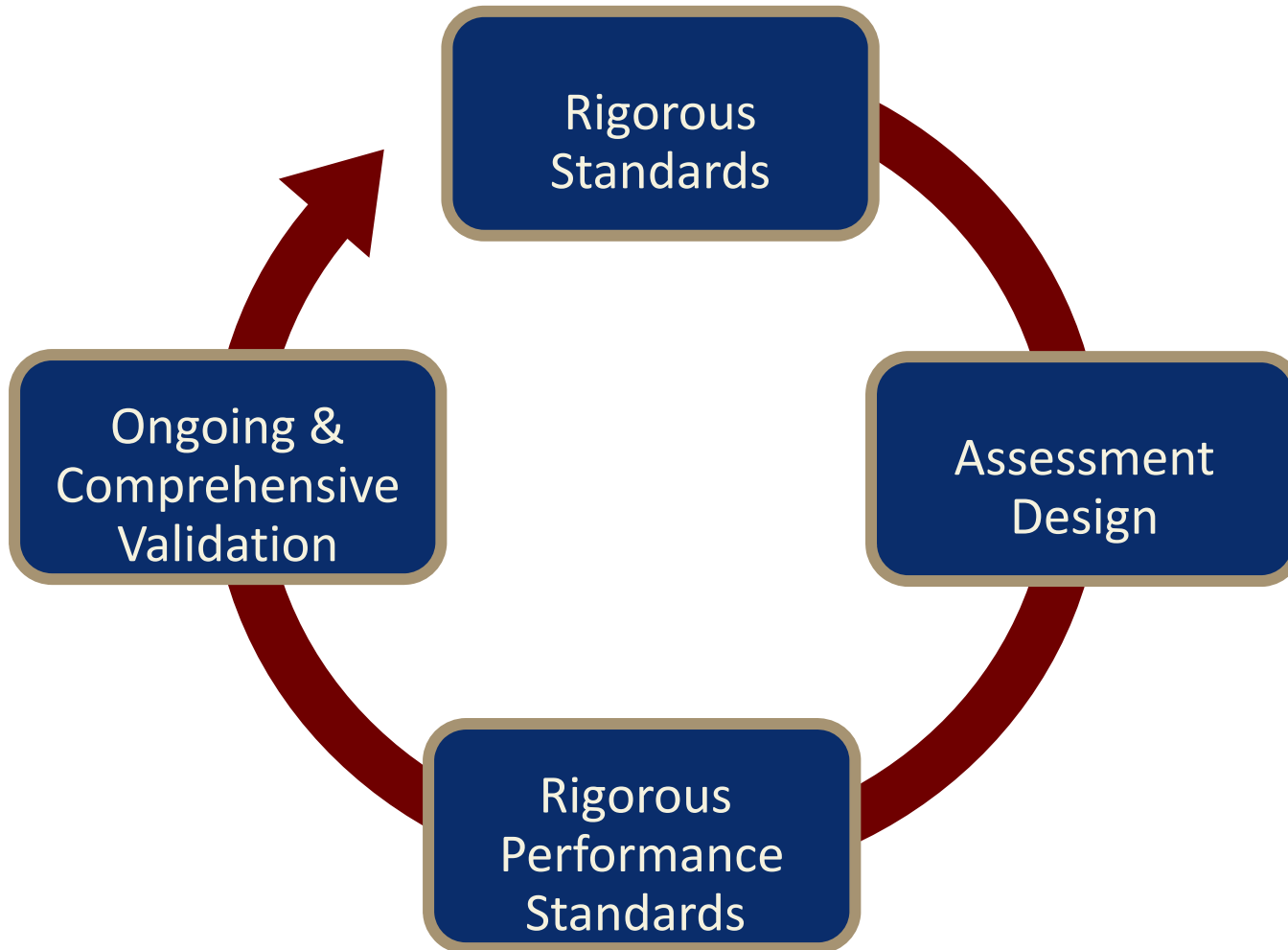
³ The PARCC consortium is developing ELA and mathematics assessments that will cover grades 3-11. New York State will continue to monitor the development of these assessments to determine how the PARCC assessments might intersect with the Regents Exams. Note that all new Regents Exams and PARCC assessments will be implemented starting with the end-of-year administration, rather than the winter or summer administrations.

⁴ The names of New York State's Mathematics Regents Exams are expected to change to reflect the new alignment of these assessments to the Common Core. For additional information about the upper-level mathematics course sequence and related standards, see the "Traditional Pathway" section of Common Core Mathematics Appendix A (<http://engageNY.org/news/traditional-course-pathway-for-high-school-mathematics-courses-approved/>).

⁵ This transition plan is specific to the NYSAA in ELA and mathematics.

⁶ New York State is a member of the NCSC national alternate assessment consortium that is engaged in research and development of new alternate assessments for alternate achievement standards. The NCSC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents.

Assessment Design Cycle



Assessments: Setting Performance Standards

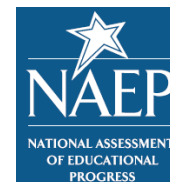
Goal: Rigorous Performance Standards informed by Educator Judgment and Empirical Data

Content
Advisory Panels

Technical
Advisory Panel

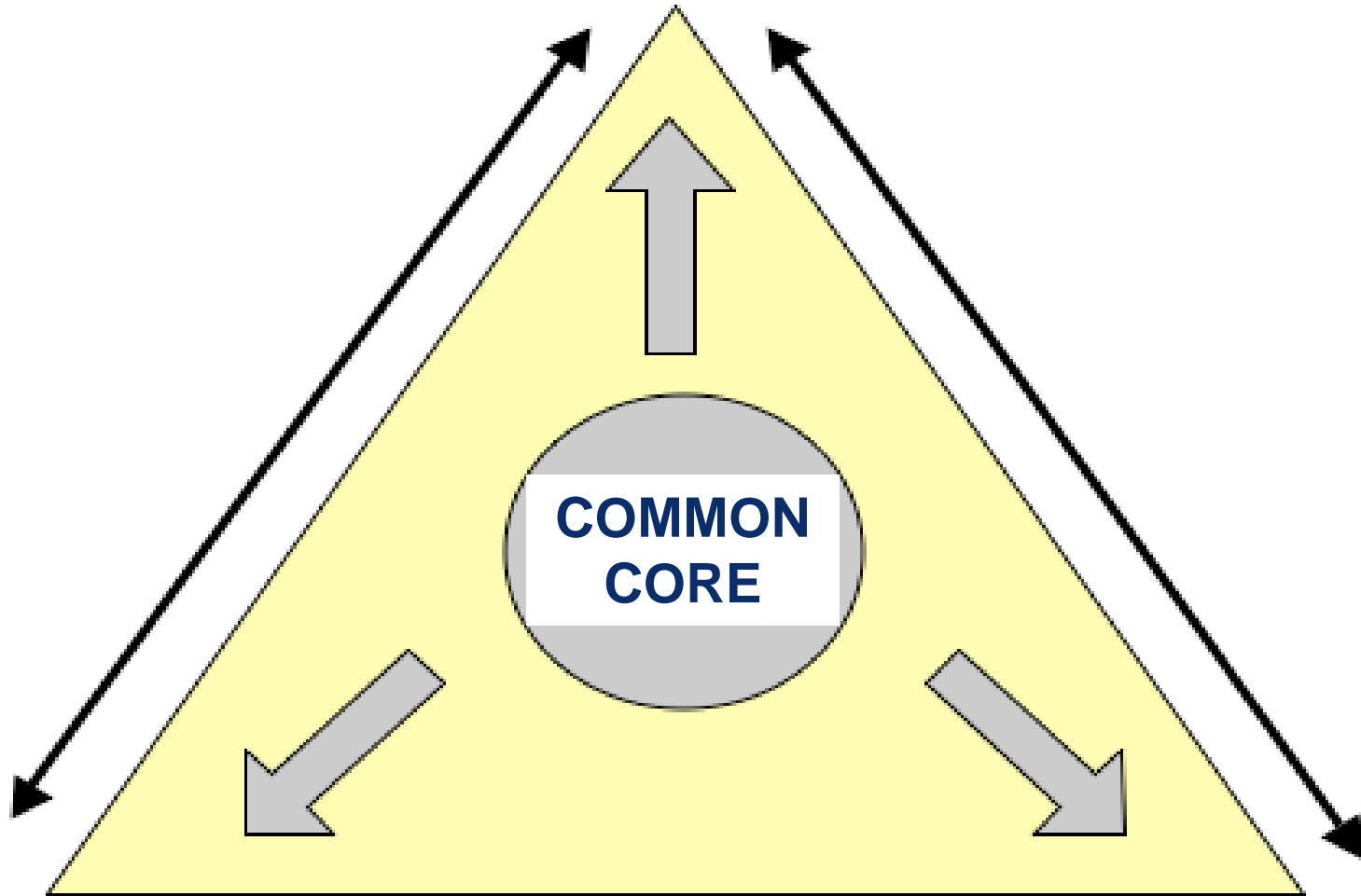
Performance
Standard Setting
Panels

College and Career Readiness Measures



GOAL: Transparency and Coherence

Assessment



Curriculum

Instruction

Shifts in Assessments

Six Shifts in ELA Assessments

Shift 1: Balancing Informational & Literary Texts	Passages will be authentic, and will be balanced between informational and literary texts.
Shift 2: Knowledge in the Disciplines	Assessments will contain knowledge-based questions about the informational text; students will not need outside knowledge to respond.
Shift 3: Staircase of Complexity	Passage selection will be based on text complexity that is appropriate to grade level per Common Core.
Shift 4: Text-Based Answers Shift 5: Writing from Sources	Questions will require students to marshal evidence from the text, including paired passages.
Shift 6: Academic Vocabulary	Students will be tested directly on the meaning of pivotal, common terms, the definition of which can be discerned from the text. Academic vocabulary will also be tested indirectly through general comprehension of the text.

Shifts in Assessments

Six Shifts in Mathematics Assessments

Shift 1: Focus	Priority standards will be the focus of assessments. Other standards will be deemphasized.
Shift 2: Coherence	Assessments will reflect the progression of content and concepts as depicted in the standards across grade levels.
Shift 3: Fluency	It will be assumed that students possess the required fluencies as articulated through grade 8; as such, students will be allowed use to use four-function or scientific calculators in grade 6 and scientific calculators in grades 7-8.
Shift 4: Deep Understanding	Each standard will be assessed from multiple perspectives, while not veering from the primary target of measurement for the standard.
Shift 5: Application Shift 6: Dual Intensity	Students will be expected to know grade-level mathematical content with fluency and to know which mathematical concepts to employ to solve real-world mathematics problems.

So what now what

What are the instructional therefores?

What is the Work?

Implementing the Common Core

Instructional Shifts Demanded by the Core

6 *Shifts* in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 *Shifts* in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

ELA/Literacy Shift 4: Text Based Answers

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•find evidence to support their argument•Form own judgments and become scholars•Conducting reading as a close reading of the text• engage with the author and his/her choices	<ul style="list-style-type: none">•Facilitate evidence based conversations about text•Plan and conduct rich conversations•Keep students in the text•Identify questions that are text-dependent, worth asking/exploring, deliver richly•Spend much more time preparing for instruction by reading deeply.

Principal's Role:

Support and demand that teachers work through and tolerate student frustration with complex texts and learn to chunk and scaffold that text

Provide planning time for teachers to engage with the text to prepare and identify appropriate text-dependent questions.

Hold teachers accountable for fostering evidence based conversations about texts with and amongst students.

ELA/Literacy Shift 5: Writing from Sources

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•generate informational texts•Make arguments using evidence•Organize for persuasion•Compare multiple sources	<ul style="list-style-type: none">•Spending much less time on personal narratives•Present opportunities to write from multiple sources•Give opportunities to analyze, synthesize ideas.•Develop students' voice so that they can argue a point with evidence•Give permission to reach and articulate their own conclusions about what they read

Principal's Role:

Support , enable, and demand that teachers spend more time with students writing about the texts they read – building strong arguments using evidence from the text.

Mathematics Shift 1: Focus

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Spend more time on fewer concepts.	<ul style="list-style-type: none">•excise content from the curriculum•Focus instructional time on priority concepts•Give students the gift of time

Principal's Role:

Work with groups of math teachers to determine what content to prioritize most deeply and what content can be removed (or decrease attention).

Give teachers permission and hold teachers accountable for focusing on the priority standards immediately

Ensure that teachers have enough time, with a focused body of material, to build their own depth of knowledge

Major Areas of Work: P-2

Grade	Major Areas of Work
K	<p>Counting and Cardinality</p> <ul style="list-style-type: none"> • Know number names and count sequence • Count to tell the number of objects. • Compare numbers. <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Work with numbers 11-19 to gain foundations for place value.
1	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract. <p>Measurement and Data</p> <ul style="list-style-type: none"> • Measure lengths indirectly by iterating length units.
2	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Understand place value. • Use place value understanding and properties of operations to add and subtract. <p>Measurement and Data</p> <ul style="list-style-type: none"> • Measure and estimate lengths in standard units. • Relate addition and subtraction to length.

Major Areas of Work: 3-5

Grade	Major Areas of Work
3	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> •Represent and solve problems involving multiplication and division. •Understand the 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. <p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> •Develop understanding of fractions as numbers. <p>Measurement and Data</p> <ul style="list-style-type: none"> •Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. •Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
4	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> •Use the four operations with whole numbers to solve problems. <p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> •Generalize place value understanding for multi-digit whole numbers. •Use place value understanding and properties of operations to perform multi-digit arithmetic. <p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> •Extend understanding of fraction equivalence and ordering. •Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. •Understand decimal notation for fractions, and compare decimal fractions.
5	<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> •Understand the place value system. •Perform operations with multi-digit whole numbers and with decimals to hundredths. <p>Number and Operations - Fractions</p> <ul style="list-style-type: none"> •Use equivalent fractions as a strategy to add and subtract fractions. •Apply and extend previous understandings of multiplication and division to multiply and divide fractions. <p>Measurement and Data</p> <ul style="list-style-type: none"> •Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Major Areas of Work: 6-8

Grade	Major Areas of Work
6	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> • Understand ratio concepts and use ratio reasoning to solve problems. <p>The Number System</p> <ul style="list-style-type: none"> • Apply and extend previous understandings of numbers to the system of rational numbers. • Apply and extend previous understandings of multiplication and division to divide fractions by fractions. <p>Expressions and Equations</p> <ul style="list-style-type: none"> • Apply and extend previous understandings of arithmetic to algebraic expressions. • Reason about and solve one variable equations and inequalities. • Represent and analyze quantitative relationships between dependent and independent variables.
7	<p>Ratios and Proportional Relationships</p> <ul style="list-style-type: none"> • Analyze proportional relationships and use them to solve real-world and mathematical problems. <p>The Number System</p> <ul style="list-style-type: none"> • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. <p>Expressions and Equations</p> <ul style="list-style-type: none"> • Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
8	<p>Expressions and Equations</p> <ul style="list-style-type: none"> • Work with radicals and integer exponents. • Understand the connections between proportional relationships, lines, and linear equations. • Analyze and solve linear equations and pairs of simultaneous linear equations. <p>Functions</p> <ul style="list-style-type: none"> • Define, evaluate, and compare functions. <p>Geometry</p> <ul style="list-style-type: none"> • Understand and apply the Pythagorean theorem. • Understand congruence and similarity using physical models, transparencies, or geometry software.

Sample Grade 5

Grade 5

Major	Supporting	Additional
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> ▪ Understand the place value system. ▪ Perform operations with multi-digit whole numbers and with decimals to hundredths. <p>Number and Operations – Fractions</p> <ul style="list-style-type: none"> ▪ Use equivalent fractions as a strategy to add and subtract fractions. ▪ Apply and extend previous understandings of multiplication and division to multiply and divide fractions. <p>Measurement and Data</p> <ul style="list-style-type: none"> ▪ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. 	<p>Measurement and Data</p> <ul style="list-style-type: none"> □ Represent and interpret data.⁵ □ Convert like measurement units within a given measurement system.⁶ 	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> ○ Write and interpret numerical expressions. ○ Analyze patterns and relationships. <p>Geometry</p> <ul style="list-style-type: none"> ○ Graph points on the coordinate plane to solve real-world and mathematical problems. ○ Classify two-dimensional figures into categories based on their properties.

Depth Opportunities:

NBT 1, 6; NF 2, 4; MD 5

Mathematics Shift 4: Deep Understanding

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• Show mastery of material at a deep level• Articulate mathematical reasoning• demonstrate deep conceptual understanding of priority concepts	<ul style="list-style-type: none">• Create opportunities for students to understand the “answer” from a variety of access points• Ensure that EVERY student GETS IT before moving on• Get smarter in concepts being taught

Principal's Role:

Allow teachers to spend time developing their own content knowledge

Provide meaningful professional development on what student mastery and proficiency really should look like at every grade level by analyzing exemplary student work

Let's get started...

Capturing the Shifts on Video

NTInstitute@mail.nysed.gov

CCSS & APPR

- What, in your Rubric, is observable?
- What role are the SHIFTS playing in your observations and feedback conversations?
- What role are the SHIFTS playing in your conversations with your peers?
- Where are YOU in your DEVELOPMENT around implementation of the SHIFTS?

EVIDENT IN EACH LESSON

1. A high quality text or texts is at the center of the lesson.

A. The majority of class time is spent reading, writing or speaking directly about a text.	Yes	No	<i>Notes:</i>
B. The text is at or above the complexity level expected for the grade and point in the school year.	Yes	No	
C. The text exhibits exceptional craft and thought and/or provides useful information.	Yes	No	
D. Every student is given extensive opportunity to work with the grade-level text.	Evident	Not Fully Evident	
<i>All of the above are true or evident:</i>	Yes	No	

2. Questions and tasks are text dependent and text specific.

A. Questions and tasks address the specific text being read by attending to its particular dimensions, concepts, ideas, and details.	Evident	Not Fully Evident	<i>Notes:</i>
B. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.	Evident	Not Fully Evident	
C. Questions and tasks require students to draw evidence from the text to support their responses.	Evident	Not Fully Evident	

EVIDENT IN EACH LESSON

1. Materials and instruction support the focus and coherence of the Standards.

A. All of the mathematical topics in the lesson are explicitly found in the Standards for Mathematical Content (and, more often than not, are in the major work of the grade).	Yes	No	<i>Notes:</i>
B. All students are given extensive opportunity to work with grade-level problems and exercises.	Evident	Not Fully Evident	
C. The lesson relates new concepts explicitly to students' prior knowledge and skills.	Evident	Not Fully Evident	
<i>All of the above are true or evident:</i>	Yes	No	

2. All students grow in their capacity for the three aspects of rigor in mathematics.


A. <i>Conceptual understanding</i> : Students develop their conceptual understanding of key mathematical concepts, where called for in specific content standards or cluster headings.	Evident	Not Fully Evident	<i>Notes:</i>
B. <i>Procedural skills & fluency</i> : Students learn or practice procedures required by the Standards, and/or work toward fluency in arithmetic.	Evident	Not Fully Evident	

Oh, she'll be ok. She just fainted from exhaustion after aligning her curriculum to CCSS.



somee cards
user card

Curriculum Modules: P-2 ELA

 **Basic Code Sound Spelling Review: Short Vowels, Consonants, & Consonant Digraphs**
Skills Strand: First Grade – Unit 1 of 8

Summary

Unit 1 reviews the majority of sounds and spellings taught in the ten kindergarten units. These sound-spelling correspondences are reviewed in sets. The pace is designed for students who already know most of these letter-sound correspondences and just need a review after the summer break. In the early lessons, students will review the sound (e.g., /b/), the letter name ("bee"), the lower-case letter ("b"), and the upper-case letter ("B"). Students will also practice blending and segmenting during daily lesson warm-ups.

In addition to the sound spelling correspondences, students will review tricky words taught in the kindergarten units. A tricky word is a word that cannot be sounded out using the sound-spelling correspondences that the students have been taught so far. They will also read decodable stories which are written using only those words containing the sound spellings that they have been taught, along with a few previously taught tricky words. After reading each story, students will discuss and answer both literal and inferential comprehension questions.

Students also will begin learning about the structure of the English language, grammar and the parts of speech; in this unit they will learn to identify nouns.

Language Arts Objectives

Core Knowledge	CCSS ELA
READING FOUNDATIONAL SKILLS Print Awareness	READING FOUNDATIONAL SKILLS Print Concepts
<ul style="list-style-type: none"> Demonstrate understanding that what is said can be written and that the writing system represents spoken language. Demonstrate understanding of directionality: writing starts at the top of the page and moves downward, and that words are written from left to right, return sweep, top to bottom. Identify the parts of books and folders (front cover, back cover, title page). Demonstrate correct book orientation and turning pages. Recognize that sentences in print are separate words. Understand that words are separate. Distinguish letters, words, and sentences. Demonstrate understanding of basic conventions by tracking and following word when listening to text read. Demonstrate understanding that letters in a written word represent sounds in the spoken word. Recognize and name the 26 letters of the alphabet, both their upper-case and lower-case forms. Say the letters of the alphabet in order or recitation. 	RF.1.1 Demonstrate understanding of the organization and basic features of the print world.

NYSED is partnering with **Core Knowledge**


Phased implementation:

Year 1:

- Listening and Learning modules
- Ongoing professional development with educators

Year 2:

- Student skills development modules
- Ongoing professional development with educators

 **Fables and Stories**
Listening and Learning Strand: Grade 1 – Domain 1 of 12
Day-by-Day Lessons

Day-by-Day Lessons
Read Aloud Lessons (one per day)

It is recommended that each lesson be composed of two distinct parts presented at different intervals during the day. In Grade 1, each entire lesson should take a total of sixty minutes. In each lesson, the read-aloud should be the focus of the entire lesson. Students should be introduced to, listen to, and then discuss the read-aloud during the first part of the lesson (a recommended forty minutes). During the second part of the lesson (a recommended twenty minutes), students should extend their understanding of the read-aloud using the types of exercises and assessments recommended below. A teacher might choose to pause during the natural breaks in a domain, based on the students' performance, to spend one to two days reviewing, reinforcing, or extending the material taught thus far as noted by the Pausing Points below.
(Minimum Number of Days: 12; Maximum Number of Days: 10)

Lesson 1			
The Boy Who Cried Wolf (Literary Text)	Core Vocabulary		
	company	prank	shepherd
	startled	tended	
Lesson 2			
The Maid and the Milk Pail (Literary Text)	Core Vocabulary		
	balanced	jealous	milkmaid
	plumpest		
Lesson 3			
The Goose and the Golden Eggs (Literary Text)	Core Vocabulary		
	delight	golden	goose
	greedy	handsome sum	
Lesson 4			
The Dog in the Manger (Literary Text)	Core Vocabulary		
	budge	manger	oxen
	plow	stingy	

Curriculum Modules 3-12 ELA

NYSED is partnering with **Expeditionary Learning** to develop comprehensive materials in Grades 3-5 that progress across the school year and across the grades.

NYSED is partnering with **Public Consulting Group** to develop comprehensive materials in Grades 6-12 that are aligned with those in Grades 3-5.

EXPEDITIONARY LEARNING						
GRADE 3 NYS COMMON CORE ALIGNED CURRICULUM MAP						
	MODULE 1	MODULE 2A	MODULE 2B	MODULE 3A	MODULE 3B	MODULE 4
TITLE	Becoming a Close Reader and Writing to Learn: The Power of Reading	Researching to Build Knowledge and Teaching Others: Origins, Adaptations and the Wide World of Frog	Researching to Build Knowledge and Teaching Others: Explorers and Countries around the World	Considering Perspectives and Supporting Opinions: Staging Stories	Considering Perspectives and Supporting Opinions: Animals in Myth and the World	Challenges Endure
END OF MODULE PERFORMANCE TASK	Opinion Writing: Bookmark about a Superhero of Reading	Informative Writing: Peaky Frog Trading Cards	Informative Writing: Audio Report about a Country (using VoiceThread)	Opinion Writing: Book Review Narrative Writing: Plot for Script	Opinion Writing: Comparing Nations and I	
GUIDING QUESTIONS AND BIG IDEAS	How do people around the world access reading and books? How does reading give us power? Powerful readers have and continue to develop a variety of skills. Readers can learn about different cultures (people and places) through a variety of texts.	How do frogs survive? How do I build expertise about a topic? Experts build knowledge by studying a topic in depth. Animals have unique adaptations that help them to survive in various environments.	What can we learn about other countries through reading? What makes someone an explorer? Explorers seek the unknown. Cultures share similarities and demonstrate differences. Reading helps us explore the world.	Why are some stories told many times in different ways? Authors make deliberate choices to impact readers.	What do we learn about wolves? How do we tell fiction and non-fiction? Wolves have significance a time and call. Folktales and information each teach us ways.	
CONTENT CONNECTIONS: SOCIAL STUDIES	THD	THD	THD	THD	THD	

EXPEDITIONARY LEARNING	
MODULE 3.1: ASSESSMENTS	
MID-UNIT 1 ASSESSMENT	<p>Talk About It! Group Discussions</p> <p>This assessment centers on NYSP12 ELA CCLS SL.3.1.b and SL.3.1.c. Students will engage in multiple group discussions culminating in a discussion based on the question: "Why will you seek the power of reading this year?" To prepare for this assessment, students will determine the criteria for a good conversation, and participate in partner and small-group discussions. Throughout these talks, the teacher will use a simple Conversation Criteria checklist to monitor and record students' mastery of discussion skills. Since the assessment is about the students' ability to speak in complete sentences and use class norms, teachers may choose to track students' use of these criteria over the course of multiple lessons. Lesson 4 includes specific time for teachers to pull any students for whom teachers do not already have ample assessment evidence.</p>
END OF UNIT 1 ASSESSMENT	<p>Powerful Note-Taking</p> <p>This on-demand assessment centers on NYSP12 ELA CCLS RL.3.2 and W.3.8. The teacher will read aloud a new story about a person who seeks the power to read. Students will recount the story by sorting key details into set categories and then identify the main idea. This assessment measures students' note-taking ability as well as how well they can determine main ideas (officially a reading standard, although it is assessed through listening in this task).</p> <p>Note: Since the purpose of the assessment is to measure students' note-taking, not their listening skills, the teacher may choose whether to read the story aloud, provide the text, or both.</p>
MID-UNIT 2 ASSESSMENT	<p>Using Your Reading Superpowers: Making Connections</p> <p>This assessment centers on NYSP12 ELA CCLS RL.3.2 and RL.3.11. Students will read a short piece of literature about a character who has built his or her reading power. The first question will ask students to identify the central message and recount key details of the story using the "Somebody ... in ... wanted ... but ... so ..." format taught in Unit 1. The second task will ask students to connect this new reading with a familiar story and/or theme from earlier in the unit to better understand the main idea. While most children will write to respond, writing is not the standard being assessed. Consider offering multiple modes of response in order to accommodate your students (e.g., graphic organizers, verbal response, picture with captions, etc).</p>

Curricular Support: 6-12 ELA

LESSON OUTLINE

READING SKILLS DEVELOPMENT

PART 1: INTRODUCING EVIDENCE-BASED CLAIMS

- Students are introduced to the lesson focus on making evidence-based claims about texts.
- Students independently read part of the text with a text-dependent question to guide them.
- Students follow along as they listen to part of the text read aloud and discuss a series of text-dependent questions.
- The teacher models making evidence-based claims based on the class discussion.

PART 2: MAKING EVIDENCE-BASED CLAIMS

- Students independently read part of the text and look for evidence to support a claim made by the teacher.*
- Students follow along as they listen part of the text read aloud and discuss a series of text-dependent questions.
- In pairs, students look for evidence to support claims.
- The class discusses the student pairs.
- In pairs, students claim of their own.

PART 3: DEVELOPING EVIDENCE-BASED CLAIMS

- Students independently read part of the text and make an evidence-based claim with general guidance from the teacher.*
- Students follow along as they listen to part of the text read aloud.
- The teacher explains organizing evidence to develop a claim using student evidence.

WRITING SKILLS

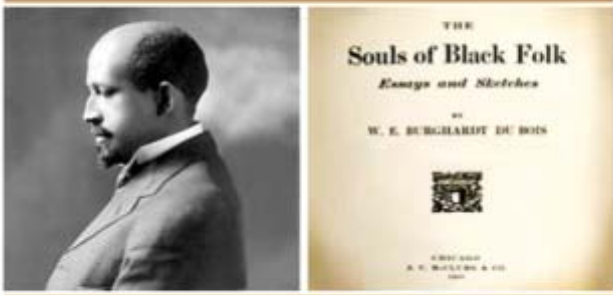
PART 1: EVIDENCE

- Students independently read and develop evidence.
- The teacher models writing evidence.
- In pairs, students write evidence.
- The class discusses evidence-based claims of their own.
- The class discusses evidence-based claims and portions of the text.
- Students independently write evidence-based claims.

MAKING EVIDENCE-BASED CLAIMS

**COMMON CORE STATE STANDARDS
ENGLISH LANGUAGE ARTS / LITERACY LESSON**

~ GRADES 11-12 ~



NYSED has published a **series** of exemplary units for use in secondary English language arts classrooms.

These units **model** at each grade level: text selection, increasing complexity, supports for evidence-based conversations, and rigorous writing.

P-12 Mathematics

COMMON CORE CURRICULUM MAPS IN MATHEMATICS - A Story of Units • PreK-5
Year-Long Curriculum Map PK-5 Academic Year Distribution: Draft

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
9/8	Module 1: Analyze, Sort, Classify and Count to 5 (45 days)	M1: Classify and count Numbers to 10 (43 days)	M1: Addition and Subtraction of Numbers to 10 with Fluency (45 days)	M1: ...Fluency (10 days)	M1: Rounding, Word Problems (20 days)	M1: Place Value, Rounding, +/- Algorithms (25 days)	M1: Whole Number/ Decimal Place Value, Decimal Operations (30 days)	20 days
10/10				M2: Add/ Subtract Measurements (15 days)				
11/8	Module 2: Shapes (15 days)	M2: (7 days)	M2: Place Value, Comparison, Addition and Subtraction of Numbers to 1000 (80 days)	M3: Place Value, Comparison, Addition and Subtraction of Numbers to 1000 (80 days)	M3: Add/Subtract Measurements (15 days)	M3: Multiplication and Division of up to a 4 Digit by 1 Digit using Place Value (43 days)	M2: Multi-Digit Whole Number Operations (30 days)	20 days
12/11								
	Module 3: Count and Answer "How many?" Questions							20 days

A Sequence Towards Mastery of Making Ten from Numbers 1 – 9.

Concept 1: How much more to make ten? (1 day. See lesson exemplar.)

Concrete ten-frame

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Grade 2 • Module 1

Mastery of Sums and Differences to 20 and Word Problems to 100

Overview

This 2 ½ -5 week module sets the foundation for students to master the sums and differences to 20 and subsequently apply these skills to add 1 digit to 2 digit numbers at least through 100 using ten. For example, as they know $12 + 3 = 10 + 2 + 3$, they see its relationship to $92 + 3 = 90 + 2 + 3$. As they know $8 + 6 = 10 + 4$, so too do they know $48 + 6 = 50 + 4$. The also apply their skill with smaller numbers to subtract larger numbers. $12 - 8 = 2 + 2$ just as $72 - 8 = 62 + 2$.

Students arrive in grade 2 having an extensive background working with numbers to 10. They have a systematic view of their acquisition of addition and subtraction facts, just as upper elementary students have of multiplication and division facts. Part of the gratification of observable growth is "getting good at" a defined set of skills that immediately are applicable to more challenging and sophisticated problems. Since the amount of practice required by each student to achieve mastery will vary, a motivating, differentiated fluency program needs to be established in these first weeks to set the tone for the rest of the year.

Focus Standards

Represent and solve problems involving addition and subtraction.

2.OA.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Add and subtract within 20.

2.OA.2. Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.

s to 10?
give you 2 minutes.

NYSED is partnering with **Common Core, Inc** to develop high quality, rigorous, and aligned materials in P-12 mathematics that progress across the school year and across the grades.

Tri-State Rubrics – Math & ELA/ Literacy

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p>The lesson/unit aligns with the letter and spirit of the CCSS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards.** <input type="checkbox"/> Makes close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning.** <input type="checkbox"/> Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.** <input type="checkbox"/> Focuses on quality text selections that measure within the grade-level text complexity band (i.e., present vocabulary, syntax, and levels of meaning/analysis) and are characterized by the following: 	<p>The lesson/unit addresses key areas of focus in the CCSS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).** <input type="checkbox"/> Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).** <input type="checkbox"/> Academic Vocabulary: Focuses on building academic vocabulary through analysis of strategically selected, discipline-specific texts. <input type="checkbox"/> Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects. 	<p>The lesson/unit is responsive to varied student learning needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts.** <input type="checkbox"/> Provides <i>all</i> students with multiple opportunities to engage with texts of appropriate complexity for the grade level, using scaffolding so that students demonstrate understanding of text.** <input type="checkbox"/> Focuses on building students' capacity to: <p>...and/or skills</p> <p>...requiring students to demonstrate their ... capacities.</p> <p>Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates targeted instruction in such areas as grammar and conventions, writing strategies, fluency, and all aspects of foundational reading for grades 3-5. <input type="checkbox"/> Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation. <input type="checkbox"/> Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>The lesson/unit regularly assesses student learning using methods that are unbiased and accessible to all students.**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures
<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>

collaboratively built tools
 informed and approved by the authors of the CCSS,
 which evaluate the Common Core alignment of curricular materials

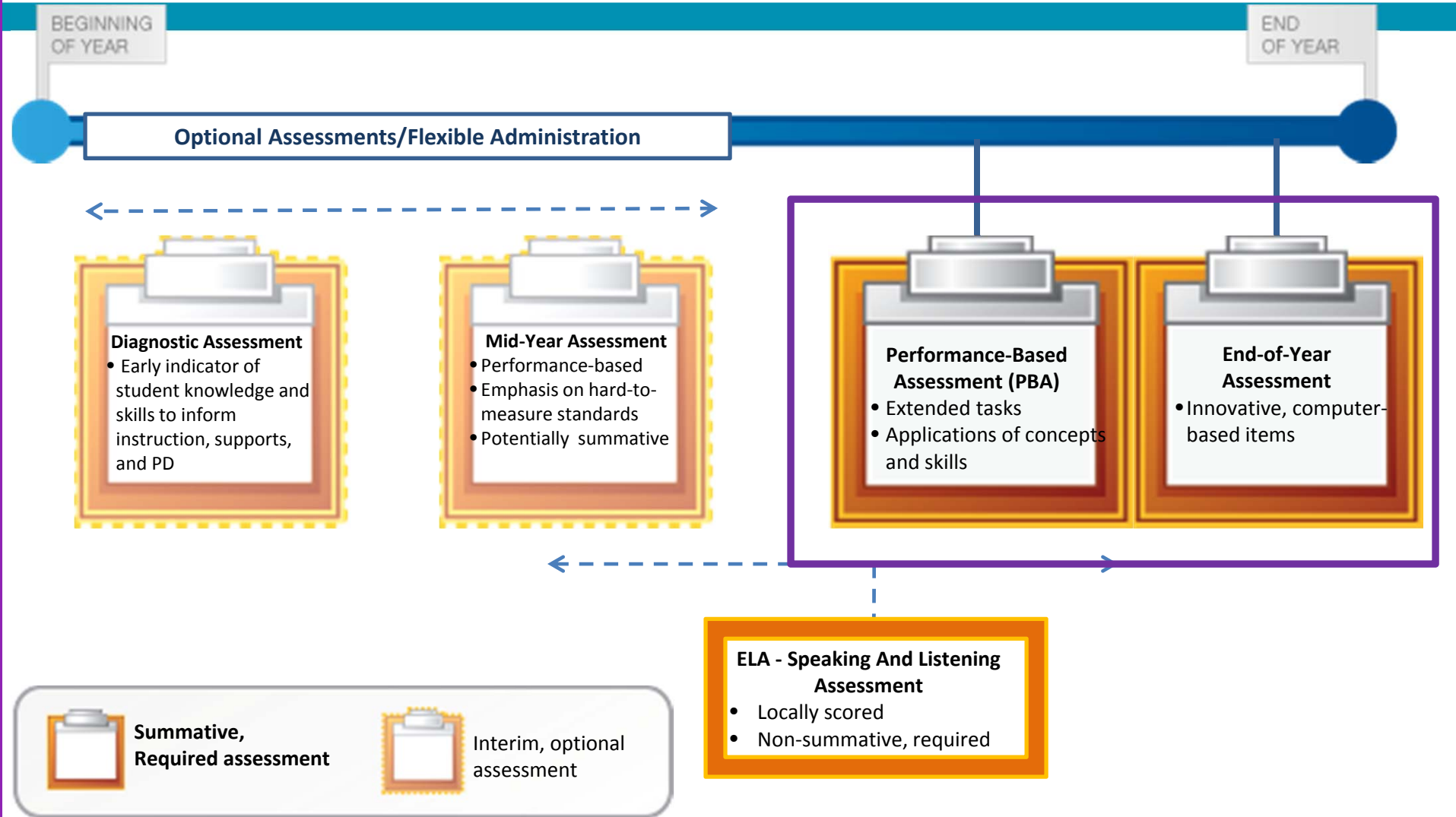
<http://engageny.org/resource/tri-state-quality-review-rubric-and-rating-process/>

Your work with CCSS Curriculum

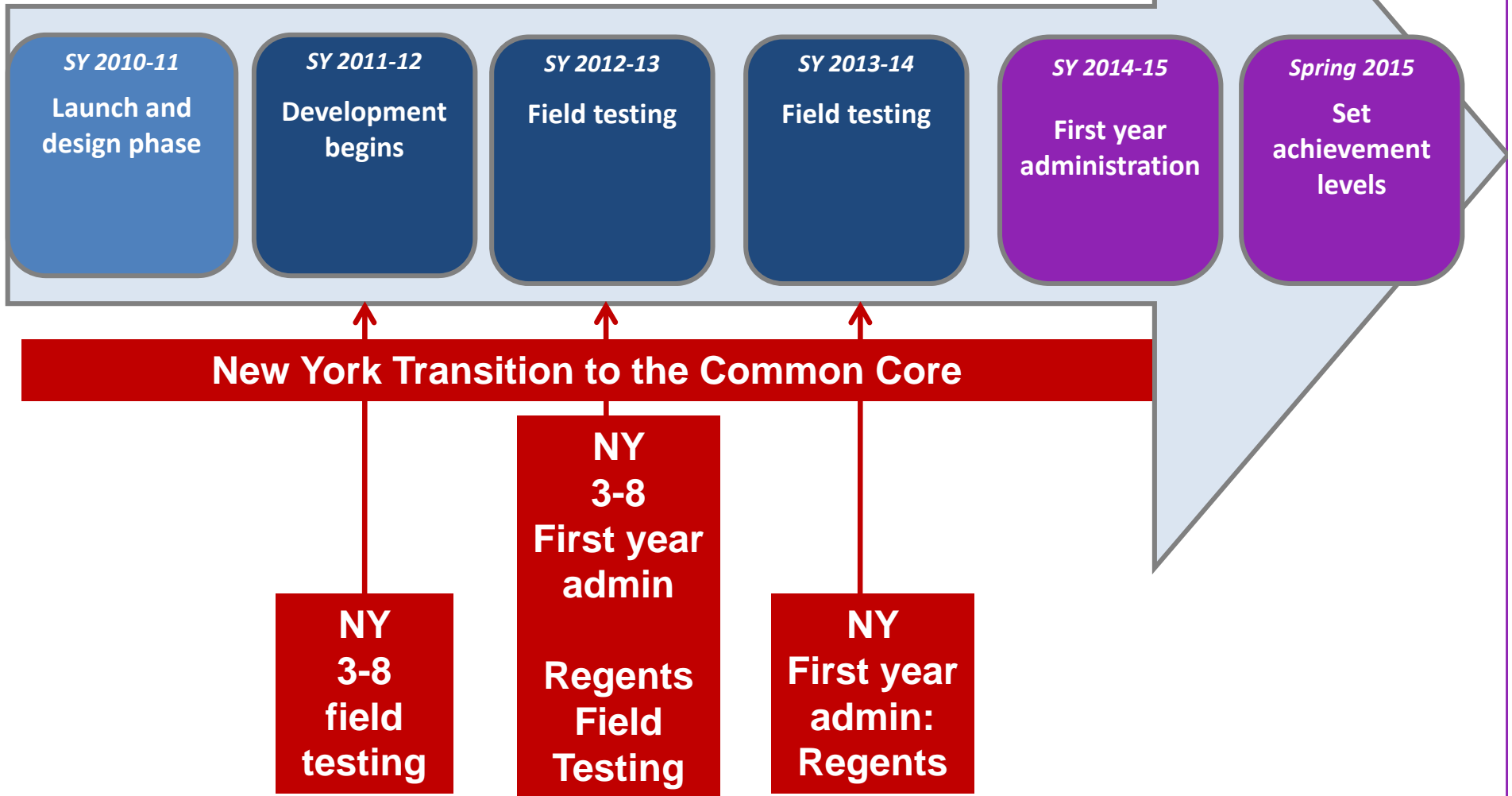
- Are you adopting, adapting, or ignoring the modules?
- If you are ignoring, how are you insuring quality, rigor, and alignment?

PARCC Assessment Design

English Language Arts/Literacy and Mathematics



PARCC Timeline



PARCC Resources

www.parcconline.org

- Sample questions
- Model content frameworks
- College and career readiness determination
- Performance level descriptions
- Updates on tech readiness

New York State Assessment Transition Plan: ELA and Mathematics

As of October 12, 2012 (Subject to Revision)

Assessment	2011–12	2012–13	2013–14	2014–15	
ELA					
Grades 3–8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ¹	
Grades 9–10		Aligned to the Common Core ²			
Grade 11 Regents	Aligned to 2005 Standards		Regents Exam Aligned to the Common Core ³	Regents Exam Aligned to the Common Core / PARCC ^{1, 3}	
Math					
Grades 3–8	Aligned to 2005 Standards	Aligned to the Common Core		PARCC ¹	
Algebra I		Aligned to 2005 Standards	Regents Exams Aligned to the Common Core ^{3, 4}		Regents Exams Aligned to the Common Core / PARCC ^{1, 3, 4}
Geometry			Aligned to the 2005 Standards		
Algebra II			Aligned to the 2005 Standards		
Additional State Assessments					
NYSAA⁵	Aligned to 2005 Standards		Aligned to the Common Core	NCSC ⁶	
NYSESLAT	Aligned to 1996 Standards			Aligned to Common Core	

¹ The PARCC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents. The PARCC assessments are still in development. All PARCC assessments will be aligned to the Common Core.

² Funding Pending.

³ The PARCC consortium is developing ELA and mathematics assessments that will cover grades 3-11. New York State will continue to monitor the development of these assessments to determine how the PARCC assessments might intersect with the Regents Exams. Note that all new Regents Exams and PARCC assessments will be implemented starting with the end-of-year administration, rather than the winter or summer administrations.

⁴ The names of New York State's Mathematics Regents Exams are expected to change to reflect the new alignment of these assessments to the Common Core. For additional information about the upper-level mathematics course sequence and related standards, see the "Traditional Pathway" section of Common Core Mathematics Appendix A (<http://engageNY.org/news/traditional-course-pathway-for-high-school-mathematics-courses-approved/>).

⁵ This transition plan is specific to the NYSAA in ELA and mathematics.

⁶ New York State is a member of the NCSC national alternate assessment consortium that is engaged in research and development of new alternate assessments for alternate achievement standards. The NCSC assessments are scheduled to be operational in 2014-15 and are subject to adoption by the New York State Board of Regents.

Common Core Regents

Spring 2014:
English
Algebra I
Geometry

Spring 2015:
Algebra II

