Pocantico Hills

Introduction to the Common Core State Standards

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A Brief History of the CCSS

- Released in 2010
- Adopted by 45 states and DC
- New York adopted them in 2011, adding Pre-K and an anchor standard tied to cultural connections and perspectives
- New York began releasing curriculum modules the following year – ELA and then Math
- New York began testing students based on the Common Core Standards in 2013

Goals of the CCSS

- Ensure that every student is "**college and career ready**"
- Create consistency of expectations across states
- Enable our students to keep up with (and surpass) their peers around the world
- Provide teachers and parents with clear expectations of what children should know and be able to do at each grade level

College and Career Readiness

- What does it mean to be “college and career ready”? What are some key skills?
  - Independence and Reflection
  - Research Skills and Evidence-Based Arguments
  - Interpretation and Evaluation
  - Communication and Collaboration
  - Strategic and Effective Use of Technology
  - Precision and Accuracy
  - Understanding of Perspectives and Cultures

Pocantico Hills' Guiding Principles

- The Common Core Standards are only the first step toward academic achievement and student growth.
- Technology should be a tool that supports the growth of reasoning skills and critical thinking.
- Joyful and passionate teaching and learning should set the tone for our school environment.
- Collaborative teams must promote personal accountability, broad skill exposure, and cohort understanding and acceptance.
- Perseverance and determination are essential characteristics of student growth and should be fostered thoughtfully and with support.
- Community partnerships provide opportunities to promote communication and global awareness.
- A strong sense of ethics must ultimately come from within, and we must develop and nurture that growth.

Pocantico Hills' Essential Skills

- Self-Advocacy and Self-Direction
- Critical Thinking and Problem-Solving
- Communication, Relationships, and Socialization
- Global and Community Awareness
- Ethical Learning and Decision-Making

Key Features of the ELA Standards

- **Reading**: Text complexity and the growth of comprehension
- **Writing**: Text types, responding to reading, and research
- **Speaking and Listening**: Flexible communication and collaboration
- **Language**: Conventions, effective use, and vocabulary

  (Appendices A, B, and C: Research and glossary, text exemplars, and writing samples)

Critical ELA Skills for Students

- **Analyze** how and why individuals, events, and ideas develop and interact over the course of a text.
- **Integrate** and **evaluate** content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- **Read** and **comprehend** complex literary and informational text independently and proficiently.

Critical ELA Skills for Students

- **Develop** and **strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use **technology**, including the Internet, to produce and publish writing and to **interact** and **collaborate** with others.
- Conduct short as well as more sustained **research** projects based on focused questions, demonstrating **understanding** of the subject under investigation.

Shifts in ELA/Literacy

Shift 1	**Balancing Informational & Literary Text**	**Students read a true balance of informational and literary texts.**
Shift 2	**Knowledge in the Disciplines**	**Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities**
Shift 3	**Staircase of Complexity**	**Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.**
Shift 4	**Text-based Answers**	**Students engage in rich and rigorous evidence based conversations about text.**
Shift 5	**Writing from Sources**	**Writing emphasizes use of evidence from sources to inform or make an argument.**
Shift 6	**Academic Vocabulary**	**Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.**

What Parents Can Do

- Talk to, read to, listen to, and sing with your children
- Read often and regularly together
- Model the joy of reading/exploring books
- Read non-fiction text aloud or together
- Find multiple texts on the same topic
- Discuss ideas within and between texts – with evidence
- “Push the envelope” **together**
- Demand evidence in everyday discussions
- Encourage writing and write together

Standards for Mathematical Practice

- **Make sense** of problems and **persevere** in solving them.
- **Reason** abstractly and quantitatively.
- **Construct** viable **arguments** and **critique** the reasoning of others.
- **Model** with mathematics.
- Use appropriate tools **strategically**.
- Attend to **precision**.
- Look for and make use of **structure**.
- Look for and express **regularity** in repeated reasoning.

Shifts in Mathematics

Shift 1	**Focus**	**Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.**
Shift 2	**Coherence**	**Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.**
Shift 3	**Fluency**	**Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.**
Shift 4	**Deep Understanding**	**Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.**
Shift 5	**Application**	**Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.**
Shift 6	**Dual Intensity**	**Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.**

What Parents Can Do

- Explore numbers, patterns and relationships – early number sense is KEY!
- Reinforce concepts at home and find math connections in your “real world”
- Communicate with your child’s teacher about what is being explored in class
- Have your child try to explain his/her thinking

A Look at a Reading Standard

Anchor Standard 3 (Key Ideas and Details) for Reading

- **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

In the context of literature:

- K: With prompting and support, **identify** characters, settings, and major events in a story.
- 1: **Describe** characters, settings, and major events in a story, **using key details**.
- 2: **Describe how characters in a story respond** to major events and challenges.
- 3: **Describe** characters in a story (e.g., their traits, motivations, or feelings) and **explain how their actions contribute** to the sequence of events.
- 4: **Describe in depth** a character, setting, or event in a story or drama, **drawing on specific details** in the text (e.g., a character's thoughts, words, or actions).

A Look at a Reading Standard (ctd)

- 5: **Compare and contrast** two or more characters, settings, or events in a story or drama, **drawing on specific details** in the text (e.g., how characters interact).
- 6: **Describe how** a particular story's or drama's plot **unfolds** in a series of episodes as well as **how the characters respond or change** as the plot moves toward a resolution.
- 7: **Analyze how particular elements** of a story or drama **interact** (e.g., how setting shapes the characters or plot).
- 8: **Analyze how** particular lines of **dialogue** or **incidents** in a story or drama **propel** the action, **reveal** aspects of a character, or **provoke** a decision.

Sample Question – 3 ELA

Read the sentence from the article.

It turned out that Mlaika was copying the sounds of the trucks driving by. (paragraph 3)

How does paragraph 7 support this sentence?

A It gives a new example of Mlaika copying sounds.

B It shows how Mlaika enjoyed studying the trucks.

C It gives a possible reason for Mlaika copying sounds.

D It shows how Mlaika learned to make the truck sounds.

Sample Question – 7 ELA

Read the last sentence of the passage.

> **He hoped that the meteorite would stay at the bottom of the Thinking Pond forever, in a place where the earth, the water, and a piece of the sky all touched each other.**

Which sentence from the passage **best** matches this characterization of David?

A “David couldn’t understand why he seemed to be the only one who saw how amazing it was for a squirrel to run down a tree head first, or how unique each day’s sky full of clouds was.” (lines 6 through 8)

B “His mom said he was more sensitive and thoughtful than other kids his age, but David just felt lonely and left out most of the time.” (lines 8 and 9)

C “About a quarter of a mile from the pond, David caught sight of the huge, gnarled oak tree he’d nicknamed the Old Giant for its rough, craggy bark and tall, thick trunk.” (lines 10 through 14)

D “By now David could usually see the shine of sunlight on the gently rippling water, but today something was different.” (lines 35 and 36)

Sample Question – 4 Math

Ms. Turner drove 825 miles in March. She drove 3 times as many miles in March as she did in January. She drove 4 times as many miles in February as she did in January. What was the total number of miles Ms. Turner drove in February?

A 1,100
B 1,925
C 5,775
D 9,900

Sample Question – 7 Math

Last week Len spent $18 to bowl 4 games. This week he spent $27 to bowl 6 games. Len owns his bowling ball and shoes, so he only has to pay for each game that he bowls. If each of these bowling games costs the same amount of money, what is the constant of proportionality between the money spent and the number of games played?

A 1.5

B 2.0

C 4.5

D 9.0

EngageNY Resources

- ELA Standards:
  http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf
- Math Standards:
  http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsmath.pdf
- Annotated Questions:
  http://www.engageny.org/resource/new-york-state-common-core-sample-questions
- Parent Resources:
  http://www.engageny.org/parent-and-family-resources

Thank You!


LEARNING ★ ACHIEVEMENT ★ GROWTH ★ DIRECTION
Pocantico Hills Central School District
Established 1931