

engage^{ny}

Our Students. Their Moment.

Common Core Implementation



Common Core Curriculum & Assessment Implementation Timeline

January 2010, May 2010	NYS 1 st and 2 nd round RttT applications submitted and commitment to standards reasserted by BOR and NYSED
December 2010	Starting in the 2012-13 school year, the assessments will test the Common Core State Standards plus recommended additions http://www.regents.nysed.gov/meetings/2010Meetings/December2010/1210p12swd1.pdf
January 2011	In school year 2012-2013, classroom instruction is expected to be fully aligned and assessments will test to the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy and Mathematics http://www.regents.nysed.gov/meetings/2011Meetings/January2011/1111p12swa1.html
Summer 2011	EngageNY.org + first NTI
Summer 2012	Ambassadors/1 st PD w/ RFP Partners

Comprehensive Supports for Implementation

Professional Development

- Began Summer 2011
- Monthly institute held in Albany, intensive training on standards with turn-key materials, implementation resources

Engageny.org

- Launched Summer 2011
- Provides comprehensive supports for schools/educators:
 - Professional Development Kits
 - Professional Development videos
 - Tri-State Rubric
 - Curricular Modules
 - Video

Summer 2012 Curricular Resources

- **Professional Development Videos** developed with authors of **Common Core and PBS**
- **Tri-State Rubric** developed with **Massachusetts and Rhode Island** to evaluate district curricular materials against the **Common Core**
- **Content Frameworks** developed by **PARCC** in collaboration with the authors of the **Common Core**
- **Curricular Exemplars** (sample lessons and instructional materials) developed with feedback from the authors of **Common Core**
- **Sample Assessment Items** developed with feedback from the authors of **Common Core**
- **Network Team Institutes / Teacher & Principal Common Core Ambassadors Program**

NYS Curriculum – 1st and Only

- **Exemplary, Comprehensive, Optional, Free**
- **High Quality, Rigorous, Deeply Aligned to CCSS**
- **Addresses Needs of Students Performing Above & Below Grade Level, Students with Disabilities, English Language Learners**
- **Includes Performance Tasks and other assessments which measure student growth – daily, weekly, at the end of each unit & module**
- **Ensures Diversity of Voices & Perspectives in Text Selection**
- **Contains notes for teachers, templates, handouts, homework, problem sets, overviews, etc**
- **Innovative Creative Commons License Approach**

Network Team Institutes



Professional Learning Experiences for:

- Teacher and Principal “Ambassadors”
- District staff
- Coaches
- Network Teams

Network Team Institutes: Day

Comprehensive Professional
Development



Common Core: Shifts, Content, Modules

Teacher/ Principal Evaluation: Evidence
Based Observation, Inter-rater reliability

Data Driven Instruction: Systems and Tools

Network Team Institute: Night

Coaching, strategic planning, and change management -



- ✓The role of beliefs & expectations
- ✓Data Collection
- ✓Critical Moves
- ✓Timelines
- ✓Coalition building

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	
9/6	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)				M2: Multiplication and Division w/ Factors 2-5 & 10 (25 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: Add/Subtract Measurements (15 days)	M3: Multiplication and Division of up to a 4 Digit by 1 Digit using Place Value (43 days)	M3: Add/Subtract, Multiply/Divide Fractions	M2: Multi Digit Whole Number Operations (30 days)	20 days
12/11		M3: Comparison with Length, Weight and Numbers to 10 (50 days)						M4: Multiplication and Division w/ Factors 6-9,

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

Grade 2 • Module 1

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

Overview

This 2 1/2 -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 $72 - 8 = 62 + 2$.

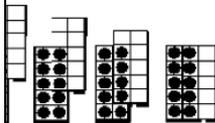
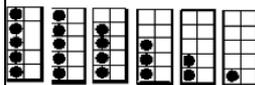
Students arrive in grade 2 having an extensive background working with numbers to 10. They have a systematic view of their acquisition of addition and subtraction facts, just as upper elementary students have of multiplication and division facts. Part of the gratification of observable growth is "getting 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.^a 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.

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 by writing down sounds. Demonstrate understanding of directionality: writing 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: front cover, back cover, title page. Recognize that sentences in print are written one at a time on separate lines. Understand that words are separated by spaces. Distinguish letters, words, sentences, and paragraphs. Demonstrate understanding of basic conventions by tracking and following word when listening to text read aloud. 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, both forward and backward, or recitation. 	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p>

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: 16)

Lesson 1			
The Boy Who Cried Wolf (Literary Text)	Core Vocabulary		
	company	prank	shepherd
	started	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 and Public Consulting Group** to develop comprehensive materials in Grades 3-5 that progress across the school year and across the grades.

 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: Adaptations and the Wide World of Frogs	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 Folk Myths, and the World	Gathering Evidence
END OF MODULE PERFORMANCE TASK	Opinion Writing: Bookmark about a Superhero of Reading	Informative Writing: Freaky Frog Trading Cards	Informative Writing: Audio Report about a Country (using VoiceThread)	Opinion Writing: Book Review Narrative Writing: <i>Peter Pan</i> Script	Opinion Writing: Comparing Nature and Folk	
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 fact? Wolves have significance in time and culture. Folktales and information each teach in ways.	
CONTENT CONNECTIONS: SOCIAL STUDIES	TBD	TBD	TBD	TBD	TBD	

 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 make a 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

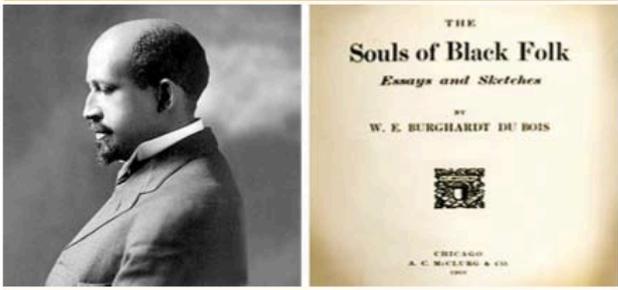
PART 1: EVIDENCE

- Students independently read text and develop evidence.
- The teacher introduces 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 partnered with Odell Education to publish 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.

Implementation Supports: Workbook



Our Students. Their Moment.

New York's Vision and Metrics for Implementing CCSS, APPR and DDI for SY2012-2013

Vision: Instruction in our schools is changing dramatically and the Common Core instructional shifts are visible and observable in all classrooms

	2012-2013 Metrics	LEA Superintendent Metrics	NT/NTE Metrics	District Superintendent Metrics
CCSS Implementation	All teachers in grades P-8 are implementing CCSS-aligned instruction	<ul style="list-style-type: none"> Implementation of fully-aligned CCSS instruction in grades P-8 and clear plan for adopting or adapting NYSED voluntary curricular materials¹ or using other materials that align to the tri-state rubric Plan for leveraging educator ambassadors to assist with implementation 	<ul style="list-style-type: none"> Clear description of each component district's needs/wishes for support around CCSS and district's approach to using NYSED CCSS curricular materials² Clear description of each district's current status of CCSS implementation³ Plan co-developed with districts to provide professional development on CCSS for all teachers and principals in your districts 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS components of the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly yellow and red status Plan for supporting districts in moving from red or yellow to green on the CCSS components of the CCSS, APPR and DDI: District Implementation Readiness Rubric⁴
	All Teachers in grades 9-12 are in the process of implementing CCSS-aligned units and are building content capacity	<ul style="list-style-type: none"> Implementation of at least 2 CCSS-aligned units per semester in grades 9-12 		

New York's Vision and Metrics for Implementing CCSS, APPR and DDI for SY2012-2013

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CCSS/APPR Alignment	Evaluators look for the 12 CCSS instructional shifts in their classroom observations	<ul style="list-style-type: none"> Evidence that district observation rubric identifies points of alignment with instructional shifts⁵ Evidence that principal evaluation system incorporates identification and observation of instructional shifts Percentage of schools that use analysis meetings to analyze the results of student work against the instructional shifts 	<ul style="list-style-type: none"> Plan for supporting districts and principals in implementing evidence-based observations and student learning objectives Plan for follow up with districts to ensure evidence-based observations are occurring consistently 	<ul style="list-style-type: none"> Number of and which districts in mostly green status on the CCSS, APPR and DDI: District Implementation Readiness Rubric, and which ones are in mostly red and yellow status Number of, which and the degree to which districts are using the instructional shifts to evaluate teacher effectiveness

and data implementation materials following these steps:

Step 1: Internalize metrics:

- NTs/NTEs, District

Step 2: Assess district and request:

- NTs/NTEs request Survey online by A
- District Superintendent Implementation R1
- Superintendent c Implementation R1
- Superintendent n
- Superintendent s1
- District Superintendent R1

Step 3: Build regional turnkey:

- NTs/NTEs, inform Turnkey Plan Template and the NT/NTE Sample Plan for guidance and examples to develop a turnkey implementation and support plan for their districts
- NTs/NTEs assess the quality of their plans using the NT/NTE Turnkey Plan Checklist

Step 4: Build district plans:

- Superintendents, NTs/NTEs and teacher/principal ambassadors (if relevant) use the District Roadmap to develop an implementation plan for their schools, using the District Plan Template if desired

Step 5: Implement and adjust plans:

- Superintendents and NTs/NTEs use survey data, site visits, educator feedback and actions in plan to review progress and adjust course as necessary

NYSED provided an implementation workbook, including:

• Metrics, rubrics, and templates to support Common Core, Data Driven Instruction, and Teacher/Leader Effectiveness;

• Local/regional data on implementation status

Video Project

Common Core
Shifts

Teacher &
Teacher Evaluator
Practice

Principal &
Principal
Evaluator
Practice

Data Driven
Instruction
in Action

Studio Talk

Testimonials

- **Linda Ruest, Williamsville, Instructional Specialist for PD**

Louis Cuglietto, Port Chester CSD, Principal

Khieta Davis, Rochester, Elem SS Lead Teacher

EngageNY 1.5: Homepage

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Our Students. Their Moment.

Common Core Curriculum & Assessments

Teacher/Leader Effectiveness

Data Driven Instruction

Video Library

Network Teams

Parent & Family Resources

Just Released!

2013 Test Guides for English Language Arts and Mathematics in Grades 3-8

Featured Classroom Resources

- Year-Long Draft Curricular Maps in ELA and Mathematics
- Grades K-12 ELA Curriculum
- Prekindergarten-Grade 8 Mathematics Curriculum
- Common Core Instructional Shifts
- New York State P-12 Common Core Learning Standards

Latest News and Events

- Secure Online Growth Reporting System is Now Available
- Just Released! 2013 Test Guides for ELA & Mathematics
- NYS Common Core K-8 Social Studies Framework is Now Posted
- Common Core Resources Have a New Look!
- Commissioner's Teacher Advisory Council Announced

Featured Professional Development Resources

- Secure Online Growth Reporting System
- Test Guides for English Language Arts and Mathematics
- Tools to Guide the Collection of Evidence of Shifts in Practice
- Tri-State Quality Review Rubric and Rating Process
- New York State Common Core Sample Questions

New categories & icons for visual learners

Slider with pop-up images and most relevant materials and videos

Communicating critical information & materials in more user-friendly & organized way

EngageNY 1.5: Common Core Curriculum & Assessments

Homepage Tab

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Our Students. Their Moment.


Common Core
Curriculum &
Assessments


Teacher/Leader
Effectiveness


Data Driven
Instruction


Video Library


Network Teams


Parent & Family
Resources

Common Core Curriculum & Assessments

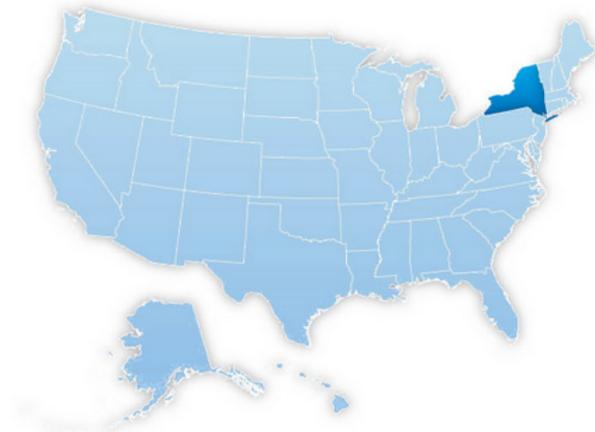
Common Core Menu

- Common Core Learning Standards
- Common Core Implementation Resources
- Common Core Curriculum
- Common Core Assessments

Latest Updates

- NTI November 2012: Rigor Breakdown - Shoe Box Place Value Chart
- NTI November 2012: Rigor Breakdown - Fractions as Division - Concrete to Pictorial
- Middle School ELA Curriculum Video: Close Reading of a Text: MLK "Letter from Birmingham Jail"
- Required Fluencies in the Common Core Standards for Math
- Common Core in Mathematics: Shifts 2-6

The New York State Education Department (NYSED) is engaging teachers, administrators, and education experts across the State and nation in the creation of curriculum resources, instructional materials, professional development materials, samples of test questions, test specifications, and other test-related materials that will help with the transition to the New York State P-12 Common Core Learning Standards (CCLS).



CCLS, both PreK-8 instruction and assessments will change. In academic year 2012-13, all ELA and mathematics instruction must be aligned to the Common Core, except for grades 9-12 instruction, which will phase in according to the Common Core implementation timeline. The grades 3-8 tests will be aligned to the CCLS starting in spring 2013.

0 comments

★ 12



Leave a message...

Common Core menu divided into key areas of Common Core implementation

The latest postings show up on every page of the site, which makes finding the latest materials & resources easier for the user

EngageNY 1.5: Common Core Curriculum (ELA)

English Language Arts Curriculum

Curriculum Exemplars for English Language Arts

Kindergarten English Language Arts

Grade 1 English Language Arts

Grade 2 English Language Arts

Grade 3 English Language Arts

Grade 4 English Language Arts

Grade 5 English Language Arts

Grade 6 English Language Arts

Grade 7 English Language Arts

Grade 8 English Language Arts

Grade 9 English Language Arts

Grade 10 English Language Arts

Grade 11 English Language Arts

New York State ELA Curriculum for Grades Pre-K-2

The New York State ELA Curriculum for grades Pre-K-2 is broken into two strands: the Listening and Learning Strand and the Skills Strand.

The **Listening and Learning Strand** consists of a series of read-alouds organized by topics (called domains), many of which are informational in nature. The goal of the Listening and Learning Strand is for students to acquire language competence through listening, specifically building a rich vocabulary, and broad knowledge in history and science by being exposed to carefully selected, sequenced, and coherent read-alouds.

The **Skills Strand** teaches the mechanics of reading—students are taught systematic and explicit phonics instruction as their primary tool for decoding written English. By the end of grade 2, students have learned all of the sound-spelling correspondences in the English language and are able to decode written material they encounter. In addition to phonics, students also are taught spelling, grammar, and writing during the Skills Strand.

The two strands are taught separately, but complement each other, building the requisite decoding and comprehension skills that comprise fluent, mature reading. The teaching of the two strands, however, need not be correlated; i.e., educators may provide instruction and practice in a given unit of the skills strand as needed, while moving on to new topics and anthologies in the Listening and Learning Strand.

New York State ELA Curriculum Modules for Grades 3-12

The New York State Grades 3-12 ELA curricula include six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCLS for ELA & Literacy and the PARCC Frameworks. Each module will culminate in an end-of-module performance task, aligned to the PARCC Frameworks, which can provide information to educators on whether students in their classrooms are achieving the



The Common Core curriculum is broken out by grade level for quick access

EngageNY 1.5: Common Core Curriculum (ELA)

Grade 3 ELA Module 1

Home » Grade 3 English Language Arts » Grade 3 ELA Module 1

Grade 3 English Language Arts

Grade 3 ELA Module 1

Grade 3 ELA Module 2A

Standards Addressed by this Resource

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

1 of 9

Grade 3 ELA Module 1, Unit 1

In this first unit, students will explore the question: "Why do people seek the power of reading?" Through the study of literature, literary nonfiction, and informational articles from around the world, and in their own backyards, students will experience the extraordinary lengths to which some p

Grade 3 ELA Module 1, Unit 2

In this second unit, students will explore their own "powers of reading" that help them access text. In the first half of the unit, students will explore fictional accounts of people who worked hard to build their reading powers.

Grade 3 ELA Module 1, Unit 3

In this unit, students will explore how geography impacts readers' access to books. All instruction in this unit builds toward the final performance task for the module: an informative "Accessing Books around the World" bookmark.

This module uses literature and informational text such as *My Librarian Is a Camel* to introduce students to the power of literacy and how people around the world access books. This module is intentionally designed to encourage students to embrace a love of literacy and reading

Downloadable Resources:

- Grade 3 ELA Module 1: Overview
- Grade 3 ELA Module 1: Recommended Texts
- Grade 3 ELA Module 1: Performance Tasks
- Grade 3 ELA Module 1: Assessments

Created on: Tuesday, October 9, 2012

Grade: Elementary and Third Grade

Visual blocks help educators navigate through various units within a module

Common Core Standards are also highlighted

There are downloadable resources at every layer

EngageNY 1.5: Common Core Curriculum (ELA)

Grade 3 ELA Module 1, Unit 2

Home » Grade 3 English Language Arts » Grade 3 ELA Module 1 » Grade 3 ELA Module 1, Unit 2

Grade 3 English Language Arts

Grade 3 ELA Module 1

Grade 3 ELA Module 2A

Standards Addressed by this Resource

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

[L1](#) [L2](#) [L3](#) [L4](#) [L5](#) [L6](#) [L7](#) [L8](#) [L9](#) [L10](#)

In this second unit, students will explore their own “powers of reading” that help them access text. In the first half of the unit, students will explore fictional accounts of people who worked hard to build their reading powers. Students will then refer to the characters in these books as role models of sorts, as they begin to assess their own reading abilities. They will use information about their individual strengths and needs as readers to set goals for the development of their reading powers, and will write a text-based informational paragraph about their goals. In the second half of the unit, students will focus on one specific “reading power”: fluency. They will learn about the importance of fluency, set fluency goals, practice fluency, and demonstrate their fluent reading in the end of unit assessment.

Downloadable Resources:

-  [Grade 3 ELA Module 1, Unit 2 Overview](#)
-  [Grade 3 ELA Module 1, Unit 2 Table of Contents](#)
-  [Grade 3 ELA Module 1, Unit 2 Recommended Texts](#)

Created on: Monday, November 12, 2012

Grade: Elementary and Third Grade

Subject: English Language Arts, Reading, Speaking and Listening

Resource Type: Unit Overview/Framing and Unit Materials

Topic: Common Core Learning Standards

Tags: Common Core and curriculum

[< Grade 3 ELA Module 1, Unit 1, Lesson 11](#)

Share:      

Educators can click through to the lesson level to find an individual lesson

[L1](#) [L2](#) [L3](#) [L4](#) [L5](#) [L6](#) [L7](#) [L8](#) [L9](#) [L10](#)

INDEPENDENT READING: BUILDING THE POWER OF STAMINA

Note that unlike other books in this module, *The Incredible Book-Eating Boy* is used JUST as a readaloud and as brief whole group discussion to get kids thinking about the idea of reading stamina. Students do NOT do a close reading of this text; instead, they spend time in class practicing reading stamina with their independent reading book.

This lesson reminds students of the importance of reading a high volume of books at their own reading level. This proves particularly helpful to building student reading fluency and the academic vocabulary that the CCLS demands. See the Unit 2 Recommended Texts lists for books at various Lexile ranges related to the topic of this unit.

Downloadable Resources:

-  [Grade 3 ELA Module 1, Unit 2, Lesson 5](#)

Created on: Monday, November 12, 2012

Grade: Elementary and Third Grade

Subject: English Language Arts and Reading

Resource Type: Lesson Plans and Supporting Materials

Topic: Common Core Learning Standards

Tags: Common Core and curriculum

EngageNY 1.5: Common Core Curriculum (ELA)

MODULE 3.1: UNIT 1, LESSON 7

Continued Close Reading of *Nasreen's Secret School*: Discussion of Questions and Evidence

LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)

I can answer questions using specific details from the text. (RL.3.1)

I can explain what I understand about the topic being discussed. (SL.3.1)

I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)

SUPPORTING LEARNING TARGETS

- I can answer questions using details from *Nasreen's Secret School*.
- I can explain why I chose specific details I found to answer questions.
- I can determine the meaning of new vocabulary using clues in the text around it.

ONGOING ASSESSMENT

- Close Read recording forms (completed)
- *Nasreen's Secret School*: Questions from the text
- Complete Mid-Unit 1 Assessment, using Conversation Criteria checklist

AGENDA

1. Opening: Unpacking Learning Targets (5 minutes)
2. Work Time
 - A. Answering Text Dependent Questions (20 minutes)
 - B. Group Discussion: Carousel of Questions (20 minutes)
3. Closing and Assessment: Revealing and Discussing the Evidence (15 minutes)

TEACHING NOTES

- This lesson follows part 2 of the close reading cycle, which students were introduced to in Lesson 3 (with Rain School). Review that lesson.
- In advance:
Create a chart for each text-dependent question. Post these charts around the room so small groups of students can access them during the Carousel protocol.
- Review: Carousel protocol (Appendix 1)

EngageNY 1.5: Common Core Curriculum (Mathematics)

Concept Development (30 minutes)

Materials: (S) 4 Paper strips sized $4\frac{1}{4} \times 1$ per student (vertically cut an $8\frac{1}{2} \times 11$ " paper down the middle)

Problem 1

T: Take your paper strip. Hold it horizontally. Fold it vertically down the middle. How many equal parts do you have in the whole?

S: 2.

T: What fraction of the whole is 1 part?

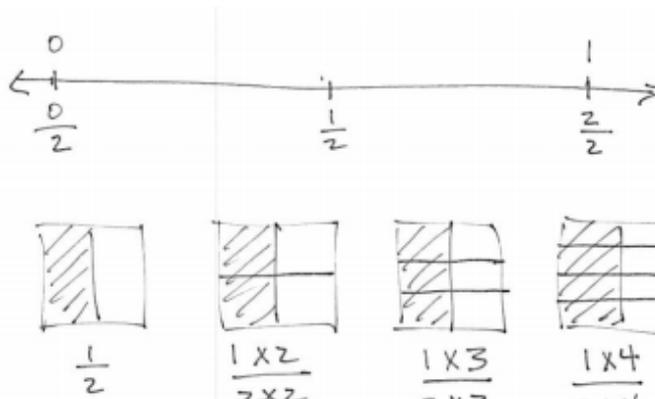
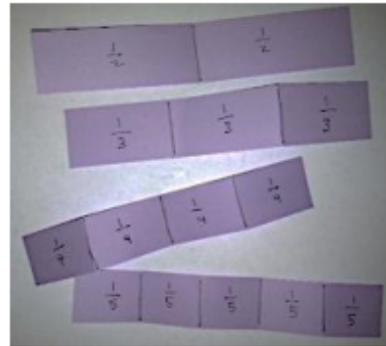
S: 1 half.

T: Draw a line to show where you folded your paper and label each half $\frac{1}{2}$, one out of 2 units.

T: As you did in fourth grade, take about 2 minutes to make paper strips to also show thirds, fourths, and fifths.

T: (After about 3 minutes to make the paper strips.) Draw a number line that is a little longer than your paper strip. Use your strip as a ruler to mark zero and 1 above the line, $\frac{0}{2}, \frac{1}{2}, \frac{2}{2}$ below the line.

T: (After doing so.) Make about an inch by inch square beneath your line. This is representing the same 1 whole as the number line. For today, show half by vertically dividing the square. Shade 1 half on the left.



Similar to ELA, mathematics modules have multiple layers and downloadable resources

EngageNY 1.5: Teacher/Leader Effectiveness



Teacher/Leader Effectiveness

Home » Teacher/Leader Effectiveness

TLE Menu	
Evaluation	APPR Planning
Improving Practice	Student Learning Objectives

Latest Updates	
<ul style="list-style-type: none">NTI November 2012: Rigor Breakdown - Stickers ProblemNTI November 2012: Rigor Breakdown - Shoe Box Place Value Chart	State Growth Measures
	State-Approved Tools and Surveys

In order to ensure that all students are college and career ready, we need effective teachers and leaders. A comprehensive Teacher and Leader Effectiveness (TLE) system reinforces the goals of the Regents Reform Agenda: to support the recruitment, development, and retention of the most effective teachers and school leaders. This system will also recognize and reward outstanding work, and provides professional development and support for teachers and school leaders. This system will also foster a culture of continual professional growth by providing professional opportunities within a robust career ladder. The data and information obtained from evaluation systems can help inform both district-wide and individual decisions around recruitment, development, and retention of educators. All educators need a quality TLE system to improve instructional and professional practice and increase student learning and achievement.



The focus of TLE is to guide teachers and leaders through evaluation and improving practice

TLE Menu	
Evaluation	Teachers
Improving Practice	Principals

Latest Updates	

In order to ensure that all students teachers and leaders. A comprehensive system reinforces the goals of the recruitment, development, and retention of the most effective teachers and school leaders. This system will also recognize and reward outstanding work, and provides professional development and support for teachers and school leaders. This system will also foster a culture of continual professional growth by providing professional opportunities within a robust career ladder. The data and information obtained from evaluation systems can help inform both district-wide and individual decisions around recruitment, development, and retention of educators. All educators need a quality TLE system to improve instructional and professional practice and increase student learning and achievement.

EngageNY 1.5: Data Driven Instruction

Data Driven Instruction

Home » Data Driven Instruction

DDI Menu

- DDI Calendars
- DDI Case Studies
- DDI Action Planning Templates
- DDI Implementation Rubric
- DDI Sample Assessments and Resources
- DDI Presentations

Latest Updates

- NTI November 2012: Rigor

Data Driven Instruction and Inquiry

Data Driven Instruction and Inquiry (DDI) is a precise and systematic approach to improving student learning throughout the year. The inquiry cycle of data-driven instruction includes assessment, analysis, and action and is a key framework for school-wide support of all student success.



From district superintendent, to superintendent, to principal, to teacher, educators should be continuously asking:

- Where are we in terms of our goals?
- Why?
- How?

Data Driven Instruction: Case Studies

Home » Data Driven Instruction » Data Driven Instruction: Case Studies

Student
do we n
achievin
success

DDI Menu

- DDI Calendars
- DDI Case Studies
- DDI Action Planning Templates
- DDI Implementation Rubric
- DDI Sample Assessments and Resources
- DDI Presentations

From Paul Bambrick-Santoyo's *Driven By Data: A Practical Guide to Improve Instruction*, the following case studies provide you with specific data-driven examples.

Case Studies

- Driven By Data: Douglass Street School Case
- Driven By Data: Entry Plan Case Studies
- Driven By Data: Entry Plan Case Studies Highlighted for Presenters
- Driven By Data: Springsteen School Case: Elementary Narrative
- Driven By Data: Springsteen School Case: Elementary State Test Data
- Driven By Data: Springsteen School Case: Elementary STANFORD 9 and TN Data
- Driven By Data: Springsteen School Case: Middle School Narrative
- Driven By Data: Springsteen School Case: Middle School Test Data
- Driven By Data: Springsteen School Case: Middle School STANFORD 9 and TN Data

The support materials on the DDI page include materials for educators to be able to implement the Data Driven Instruction and Inquiry model

Example of materials in the DDI tab – case studies can be used for professional development

EngageNY 1.5: Video Library

Video Library

Home » Video Library

Select Your Filters

Select filters from the categories below to find the videos you are looking for.

Filter by topic:

- Common Core Learning Standards (22)
- Network Teams (14)
- Teacher/Leader Effectiveness (14)
- Data Driven Instruction (1)

Filter by subject:

- English Language Arts (19)
- Math (15)

Filter by grade:

- Elementary (12)
- Intermediate (5)
- High School / Commencement Level (3)

Filter by resource type:

- Video (40)

About the Videos

The video library is an innovative and differentiated resource that brings the Common Core instructional shifts, teacher and leadership evaluation and data driven instruction to life. The library, which will house hundreds of videos from around New York state, captures teaching and evaluation along a developmental arc and tags for characteristics like grade level, subject area, Common Core Standards and instructional shifts and teacher and leader evaluation rubric indicators. Videos range in length from short 5 minute clips to longer views of lessons up to 40 minutes. We encourage you to use these videos to support your professional development and to push your thinking around what effective teaching looks like in practice.

Search Videos

 Search Videos


NTI November 2012: Rigor Breakdown - Stickers Problem
12.6.12 1:17
Common Core, curriculum, network team institute materials
This video clip is an example of the Common Core approach to teaching math. This video was presented at the November NTI during the P-5 Math session.



NTI November 2012: Rigor Breakdown - Shoe Box Place Value Chart
12.5.12 8:41
Common Core, curriculum, network team institute materials
This video clip is an example of the Common Core approach to teaching math. This video was presented at the November NTI during the P-5 Math session.



High School ELA Curriculum Video: The Gettysburg Address
10.30.12 8:21
Common Core, Common Core video series
In this video, David Coleman describes an exemplary module that he and his fellow authors of the Common Core State Standards have designed.



NTI November 2012: Rigor Breakdown - Fractions as Division - Concrete to Pictorial
12.5.12 8:57
Common Core, curriculum, network team institute materials



Common Core in Mathematics: Shifts 2-6
12.5.12 32:15
Common Core, Common Core video series



Middle School ELA Curriculum Video: Close Reading of a Text: MLK "Letter from Birmingham Jail"
12.5.12 15:31
Common Core, Common Core video series

Users are able to select their filters in a variety of areas which will narrow their search results OR they can simply type in what they are looking for in the "search videos" box

Videos have thumbnail images so a user can scroll through videos to choose what might interest them

EngageNY 1.5: Video Library

NTI November 2012: Rigor Breakdown - 10 Cakes Shared Among 4

Home » NTI November 2012: Rigor Breakdown - 10 Cakes Shared Among 4



Supporting Materials

Related Videos

- Network Team Institute Materials: November 26-29, 2012: Session 4: Rigor Breakdown - Conceptual Understanding

Educators can access supporting materials and/or related videos once they have selected a video to view. They can also share via social media

Share this resource on:



This video clip is an example of the Common Core approach to teaching mathematics. This video was included in the professional development materials presented at the November Network Team Institute during the P-5 mathematics session.

Videos are hosted on Vimeo to ensure that educators can access them anywhere - whether its in the classroom, a professional development session or at home

EngageNY 1.5: Network Teams

Network Teams

Home » Network Teams

Network Teams Menu

Network Team Institute: November 26-29, 2012

Network Team Institute: October 10-11, 2012

Network Team Institute: September 12-13, 2012

Network Team Institute: August 13-17, 2012

Network Team Institute: July 9-13, 2012

Network Team Institute: June 5-7, 2012

Network Team Institute: May 14-17, 2012

Latest Updates

- NTI November 2012: Rigor Breakdown - Stickers Problem
- NTI November 2012: Rigor

Welcome, Network Teams!

Welcome to the Network Team and Network Team Equivalent (NTE) space – a community built so that network team members can continually access materials, share resources, and connect with one another to drive education reform across New York State. All network team members have access to the Network Team Institute materials and a robust e-community.

About Network Teams

Network Teams and NTEs are New York State's vehicle for implementing the reforms associated with Race to the Top and the Regents Reform Agenda. They are 3- to 15-person teams, located around the state (about 800 individuals, total), who work in close partnership with districts and schools to build the capacity of New York State educators around our three school-based initiatives: Common Core Learning Standards (CCLS), Data-Driven Instruction (DDI), and Teacher/ Leader Effectiveness (TLE).

Each school district in New York State can receive support from its Network Team or NTE to help implement the State's education reforms.

Getting Ready for Network Team Institutes

Below is a chart that includes links to overview information, travel, accommodations, and registration links for network team members. The chart also includes links to all Network Team Institute (NTI) materials. For the dates of upcoming trainings, check the Network Team Institute Calendar.



Date	Information about Network Team Institutes	
November 26-29, 2012	Overview, Travel Information, & Registration	Materials: November 26-29, 2012

Network Teams space where **travel, logistical** and **materials** are housed. This has become a key place for educators in the field to be able to take their learnings and turn it around for classroom use or professional development turnkey training

EngageNY 1.5: Family & Parent Resources

A new addition to EngageNY and built based on feedback from educators across the state – this space will be built out to serve families and students who want to better understand the Common Core and support their children with educational activities and videos

About / Contact Us Search

engage^{ny}
Our Students. Their Moment.

 Common Core Curriculum & Assessments

 Teacher/Leader Effectiveness

 Data Driven Instruction

 Video Library

 Network Teams

 **Parent & Family Resources**

Parent and Family Resources

Home » Parent and Family Resources

Parent Resources
Guides to the Common Core Standards
Educational Activities
Videos

Toolkit for Parents and Families

A critical component of a student's success in school is dependent on what and how they learn at home. The Toolkit for Parents and Families is a collection of materials and resources that will help parents and families understand the New York State education reform initiatives and how the changes will help your child graduate from high school ready for college and careers. We encourage parents and families to use these tools in conjunction with resources and information you receive from your child's school and teachers. We will continue to build upon this toolkit as we receive feedback from educators and families.



Parent Guides to the Common Core Standards

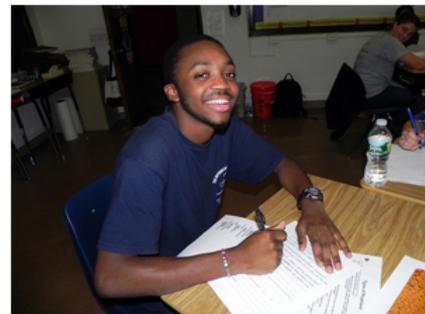
Home » Parent & Family Resources » Parent Guides to the Common Core Standards

Parent Resources
Guides to the Common Core Standards
Educational Activities
Videos

Latest Updates
• NTI November 2012: Rigor Breakdown - Stickers Problem
• NTI November 2012: Rigor

This is a series of materials, websites and guides aimed at helping parents navigate the Common Core Standards.

- **Common Core Shifts for Students and Parents**
This practical guide provides steps that parents can take to improve their child's learning of the Common Core.
- **What Do Parents Need to Know?**
A series published by Education Northwest to keep regional stakeholders informed about the Common Core initiative.
- **Parents' Guide to Student Success**
The **Parents' Guide to Student Success** was developed by the National Parent Teacher Association (PTA) in response to the Common Core Standards. The National PTA® created the guides in English and Spanish for grades K-8 and two for grades 9-12 (one for English language arts/literacy and one for mathematics).



EngageNY 1.5: Facts and Figures

To date, there have been 8.6 million page views since August 2011



And 909,000 unique visitors to EngageNY

EngageNY 1.5: Testimonials from the Field

“I love the **new layout**, it is much more user friendly and inviting. The **colors are complimentary** and the **icons are intuitive**”

“There is a **TON of information** on the site, however, it is set up in an extremely **user-friendly** fashion that makes you believe you can find anything on the site”

“Veteran teachers (who are not tech savvy) have been **using EngageNY as a go-to** simply because they weren't overwhelmed with junk and unnecessary info on first viewing the site”