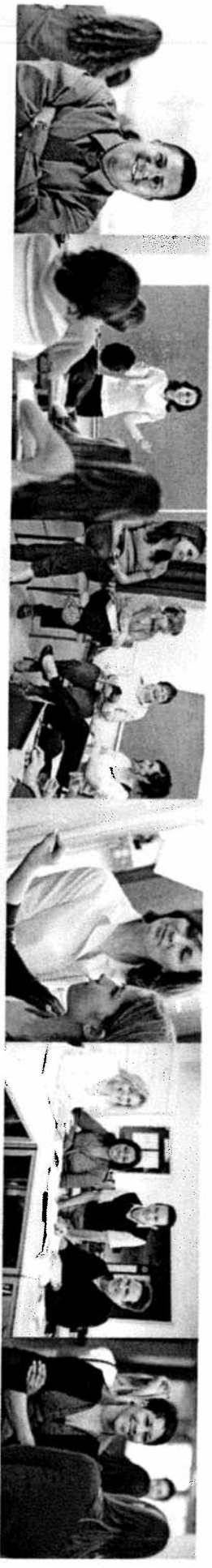


engage^{ny}

Our Students. Their Moment.

Common Core Implementation Update



www.engageNY.org

Curriculum Modules: P-2 ELA



Basic Code Sound Spelling Review:
Short Vowels, Consonants, & Consonant Digraphs
Skills Strand, Benchmark 1, Unit 1 of 8

Unit 1 reviews the majority of sounds and spellings taught in the first 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., /o/) and then name (book) the lower-case letter (o) and the upper-case letter (O).

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.

Core Knowledge

READING FOUNDATIONAL SKILLS

Print Awareness

- Demonstrate understanding of directionality in writing and that the writing system writes down sounds.

- Demonstrate understanding of directionality in reading, return sweep, top to bottom.
- Identify the parts of books and a front cover, back cover, title page.

- Demonstrate correct book orientation and turning pages.
- Recognize that sentences in print separate words.

- Understand that words are separate units.
- Distinguish letters, words, sentences.

- Demonstrate understanding of a conversation by taking and taking turns when listening to hear read!
- Demonstrate understandings that letters in a written word represent sounds in the spoken word.

- Recognize and name the 26 letters both their upper-case and lower-case.
- Say the letters of the alphabet in order.

- Phonemic Awareness
- Demonstrate understanding that

Language Arts Objectives

CCSS ELA

READING FOUNDATIONAL SKILLS

Print Concepts

- RF.1.4 Demonstrate understanding of the organization



Fables and Stories
Listening and Learning Strand
Grade 1 - Fables 1 of 2
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 (as recommended forty minutes). During the second part of the lesson (as 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 Pacing 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

Lesson 2

The Maid and the Milk Pail (Literary Text)

Core Vocabulary

- jealous
- plumpiest
- shepherd

Lesson 3

The Goose and the Golden Eggs (Literary Text)

Core Vocabulary

- delight
- greedy
- golden
- ransoms
- sum
- goose

Lesson 4

The Dog or the Manger (Literary Text)

Core Vocabulary

- budge
- plow
- manger
- oxen

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

Curriculum Modules 3-12 ELA

We are partnering

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				
TITLE	MODULE 1	MODULE 2A	MODULE 2B	MODULE 3A	MODULE 3B	
End of Module Performance Task	Open Writing Prompt about a Narrative of Reading	Lesson Plans Writing Cards	Informative Writing Prompt about a Narrative of Reading	Reading Strategy Cards	Open Writing Prompt about a Narrative of Reading	
CONTENT CONNECTIONS: SOCIAL STUDIES	TR3	TR3	TR3	TR3	TR3	

EXPEDITIONARY LEARNING		MODULE 3A: ASSESSMENTS
MID-UNIT 1 ASSESSMENT	<p>Task About the Group Discussion</p> <p>This assessment centers on NYSP12 ELA CCLS N.1.4b and N.1.4c. Students will engage in multiple group discussions, continuing in a discussion based on the question. While all will seek the power to reading this text to prepare for the assessment, students will determine the criteria for a good conversation, and participate in a portfolio and small group discussions. The goal of these tasks, the teacher will use a simple Conversation or Friction checklist to monitor and record students' master of discussion skills. Since the assessment is about the students' ability to speak in complete sentences and use class process, teachers may choose to track students' use of these criteria on a checklist of multiple lessons. Lesson 2 teacher's spot on time for teachers to find any students for whom a teacher did not already have ample assessment evidence.</p>	
MID-UNIT 2 ASSESSMENT	<p>Possible Note-Taking</p> <p>This is an informal assessment centers on NYSP12 ELA CCLS R.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 discuss the story by writing 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> <p>Using Your Reading Superpowers: Making Connections</p> <p>This assessment centers on NYSP12 ELA CCLS R.3.2 and R.3.1. Students will read a short piece of literature about a character who has had the best reading power. The first question will ask students to identify the central message, and recent key details of the story using the "Somebody + who + wanted... but... so..." format taught in Unit 1. The second task will ask students to connect the new to adding and a familiar story, and/or think about a character in the story to better understand the main idea. While most students will want to consider writing is not the standard being assessed. Consider offering multiple modes of response in order to accommodate your students (e.g. explain, compare, create response, picture with captions, etc).</p>	

Curricular Support: 6-12 ELA

LESSON OUTLINE

PART 1: INTRODUCING EVIDENCE-BASED CLAIMS

- Students are introduced to the lesson focus of making evidence-based claims about texts.
- Students independently read part of the text with a text-dependent question to guide them.

PART 2: MAKING EVIDENCE-BASED CLAIMS

- Students follow along as the teacher reads part of the text and asks and discusses 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 text, if applicable.
- Students follow along as they listen to part of the text read aloud and discuss a series of text-dependent questions.

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 creates, organizes evidence to develop a claim using student evidence.

- The class discusses the student claim.
- If time, students claim of their own.

PART 4: MAKING EVIDENCE-BASED CLAIMS

- Students make text and evidence-based claims.
- The teacher models making evidence-based claims in pairs, student claims.
- The class discusses evidence-based claims in pairs, or the teacher models evidence-based claims.
- Students make 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 - PINK -5
 Year 1: one Curriculum Map for Academic Year (Implementation Year)

Grade	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
9							
10-11	Module 1: Addition and Subtraction Facts (45 days)	M1: Counting and Counting On (45 days)	M1: Addition and Subtraction with Fluency (45 days)	M1: Place Value, Comparison, and Numbers to 100 (80 days)	M1: Rounding, Word Problems (20 days)	M1: Place Value, Rounding, $+$, $-$ (25 days)	M1: Whole Number, Place Value, Operations (50 days)
11/8	Module 2: Skip Count (15 days)	M2: Counting with Length, Numbers to 10 (50 days)	M2: Place Value, Addition and Subtraction to 20 (25 days)	M2: Place Value, Comparison, and Numbers to 100 (80 days)	M2: Multiplication and Division w/ Factors 2, 5, & 10 (25 days)	M2: Multiplication and Division w/ $+$ & $-$ (45 days)	M2: Multi-Digit Whole Number Operations (50 days)
12/11	Module 3: Count and Answer "How Many" Questions	M3: Counting and Answering Questions (20 days)	M3: Addition and Subtraction of Numbers to 20 (25 days)	M3: Addition and Subtraction of Numbers to 100 (80 days)	M3: Addition and Subtraction of Numbers to 100 (80 days)	M3: Addition and Subtraction of Numbers to 100 (80 days)	M3: Addition and Subtraction of Numbers to 100 (80 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
 T: P
 T: M
 T: (S)
 T: (O)
 T: O
 T: W

Grade 2 • Module 1 Mastery of Sums and Differences to 20 and Word Problems to 100

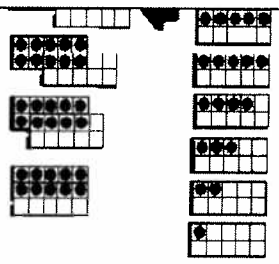
Overview
 This 2 1/2 - 5 week module sets the foundation for students to master the sums and differences to 20 and subsequently apply these skills to add 1 digit to 2 digit numbers at least through 100 using ten. For example, as they know $12 + 3 = 10 + 2 + 3$, they see its relationship to $92 + 3 = 90 + 2 + 3$. 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 gradification 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 theory 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.

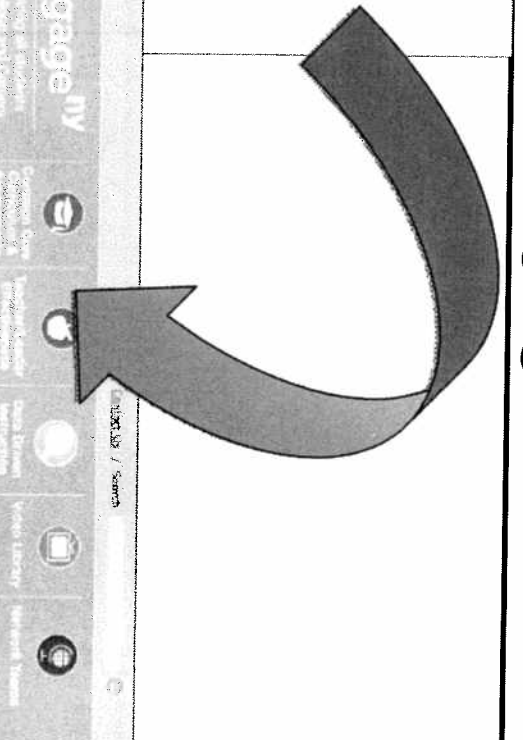
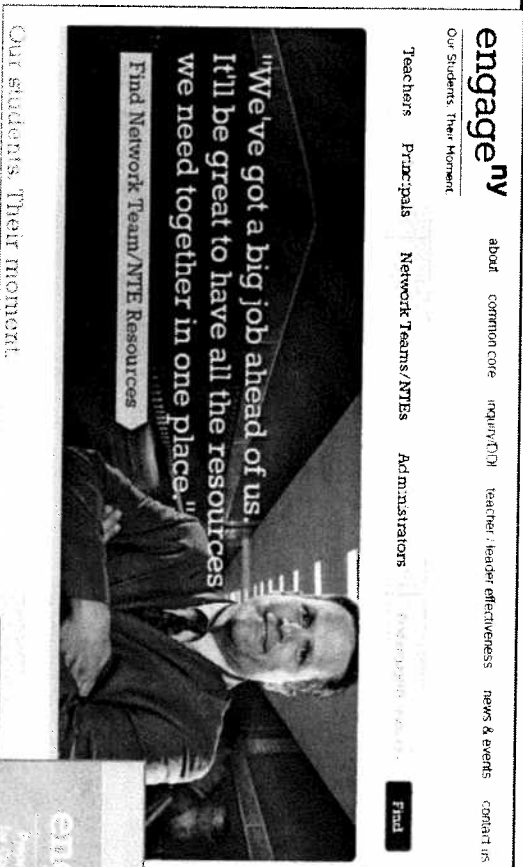
- 2.OA.A.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Add and subtract within 20.
- 2.OA.A.2** Mentally add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.



How much more to make you 10?
 How much more to make 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.

Implementation Supports: EngageNY 1.5



What's New:

- Revised navigational choices on the homepage
- Upgraded search experience
- New tagging, search and filter functionality
- E-Community for the field to engage, interact and share

www.engageNY.org

Implementation Supports: Sample Questions



New York State Testing Program

ELA

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 Testing Program

Mathematics

Common Core Sample Questions

Grade

6

Implementation Supports: Workbook

CCSS, APPR and DDI Workbook for

Network Teams/Network Team Equivalents

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	SEA Superintendent Metrics	NY/NTTE Metrics	District Superintendent Metrics
All teachers in grades 3-12 implementing CCSS-aligned instruction	Implementation of fully-aligned CCSS instruction in grades 3-8 across all districts, including the use of curricular materials or using other materials that align to the grade-level	Clear description of each component district's needs, needs for student success and the approach to using NYSED CCSS curricular materials	Number of and which districts in mostly green status on the CCSS, APPR and DDI District Implementation Rubric, and which ones are in mostly yellow and red status
All teachers in grades 9-12 are in the process of implementing CCSS-aligned units and are building content capacity	Implementation of at least 2 CCSS-aligned units per semester in grades 9-12	Plan for leveraging educator ambassadors to assist with implementation	Plan for supporting districts in moving from red or yellow to green on the CCSS components of the CCSS, APPR and DDI District Implementation Rubric

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	SEA Superintendent Metrics	NY/NTTE Metrics	District Superintendent Metrics
All teachers in grades 3-8 are implementing CCSS-aligned instruction	Implementation of fully-aligned CCSS instruction in grades 3-8 and clear plan for adopting or adopting NYSED voluntary curricular materials or using other materials that align to the grade-level	Clear description of each component district's needs, needs for student success and the approach to using NYSED CCSS curricular materials	Number of and which districts in mostly green status on the CCSS, APPR and DDI District Implementation Rubric, and which ones are in mostly yellow and red status
All teachers in grades 9-12 are in the process of implementing CCSS-aligned units and are building content capacity	Implementation of at least 2 CCSS-aligned units per semester in grades 9-12	Plan for leveraging educator ambassadors to assist with implementation	Plan for supporting districts in moving from red or yellow to green on the CCSS components of the CCSS, APPR and DDI District Implementation Rubric
Evaluators look for the 12 CCSS instructional shifts in their classroom observations	Evidence that district observation rubric defines points of alignment with instructional shifts	Plan for supporting districts and principals in implementing evidence-based observations and student learning objectives	Number of and which districts in mostly green status on the CCSS, APPR and DDI District Implementation Rubric, and which ones are in mostly yellow and red status

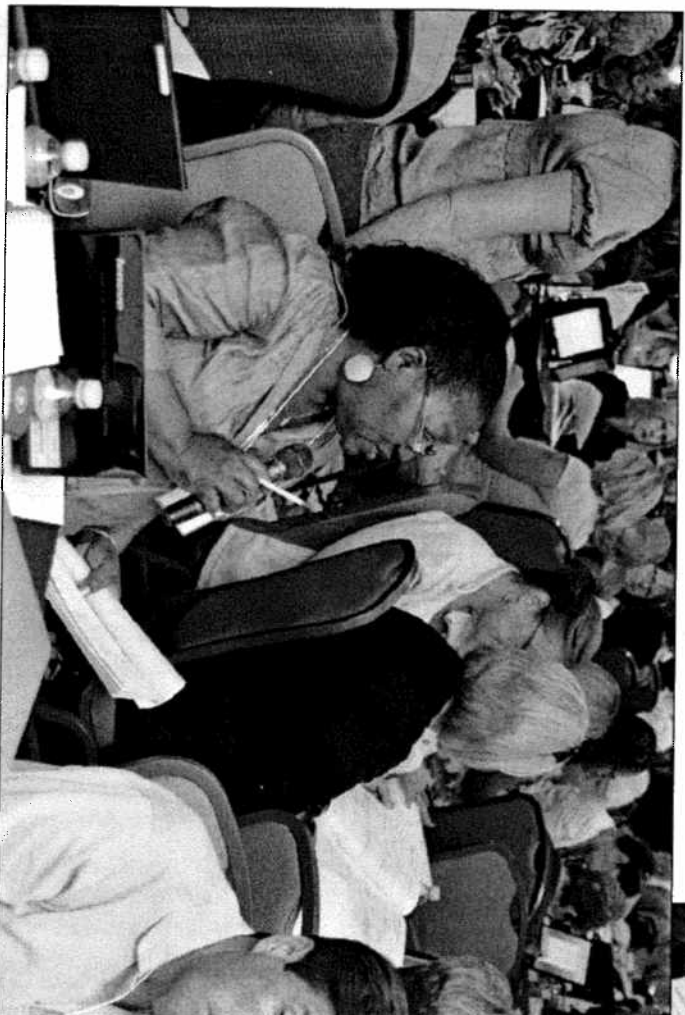
- Step 1. Internalize metrics:**
- NY/NTTE, District
- Step 2. Assess district an survey online by:**
- District Superint
 - Implementation
 - Superintendent
 - Superintendent
 - District Superint
 - Superintendent
- Step 3. Build regional tur**
- NY/NTTE, inter
 - Turnkey Plan Te
 - Implemention and support plan for their district
 - NY/NTTE assess the quality of their plans using the NY/NTTE Turnkey Plan Checklist
- Step 4. Build district pairs:**
- Superintendent, NY/NTTE and teacher/principal ambassadors (if relevant) use the District Readiness to develop an implementation plan for their network, using the District Plan Template if desired
- Step 5. Implement and adjust plans:**
- Superintendents and NY/NTTE use survey data, site visits, educator feedback and actions in plans 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
- Educators can use this workbook to:
- Support district and regional strategic planning;
 - Understand the quality and rigor of shifts in practice

Network Team Institute: August 13-17

Day:

**Intensive professional
development -**



Shifts in instruction and learning:

- ✓ Reading more non-fiction
- ✓ Writing to make an argument using evidence from texts
- ✓ Deep focus on critical topics in math
- ✓ Real-world situations that demand application of math skills

Network Team Institute: August 13-17

Evening:

**Coaching and
change management -**



- ✓ The role of beliefs & expectations
- ✓ Strategic Planning
- ✓ Coalition building