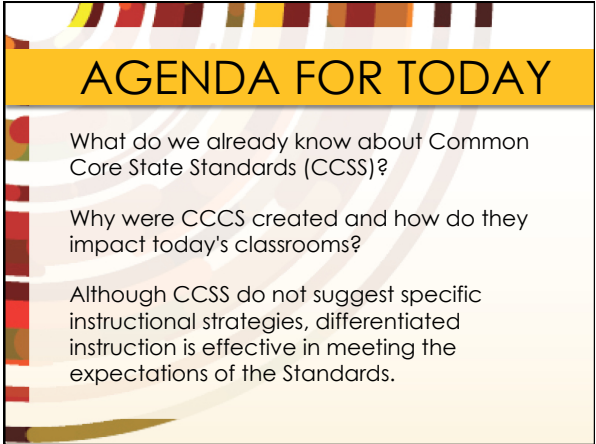


## A2 Differentiation and the Common Core: Where to Begin and How to Integrate with Differentiated Instruction

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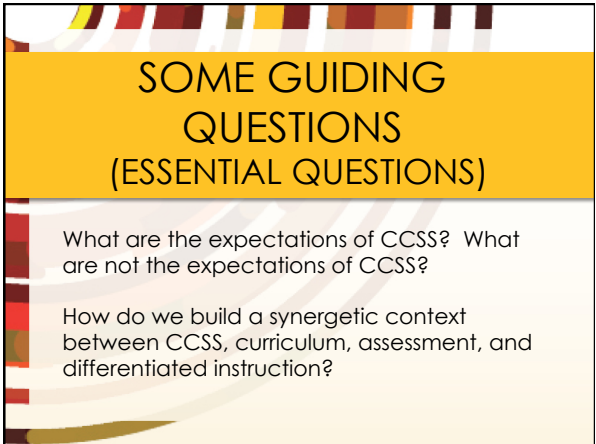
## AGENDA FOR TODAY

- What do we already know about Common Core State Standards (CCSS)?
- Why were CCCS created and how do they impact today's classrooms?
- Although CCSS do not suggest specific instructional strategies, differentiated instruction is effective in meeting the expectations of the Standards.



## AGENDA FOR TODAY

- College and Career Readiness Skills and the 21st Century Skills---strong connections to differentiated instruction
- Textual Complexity and Interdisciplinary Literacy---DI is a necessary tool



## SOME GUIDING QUESTIONS (ESSENTIAL QUESTIONS)

- What are the expectations of CCSS? What are not the expectations of CCSS?
- How do we build a synergetic context between CCSS, curriculum, assessment, and differentiated instruction?

What do we already know about Common Core State Standards?

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THINK-PAIR-SHARE ACTIVITY  
Directions: Turn to a neighbor (or 2) and discuss what you already know about CCSS for about 2 minutes.

What do we know about CCSS?  
The 21st Century 3 Rs

Designed to be **robust, relevant,** and **rigorous.**

**Robust:** higher level thinking

**Relevant:** engagement, student involvement, brain-based research

**Rigorous:** high expectations, critical thinking, challenging thinking

WHAT IS NOT INCLUDED:

- Prescribe specific instructional strategies and/or curriculum.
- Interventions for students who are performing below grade level or who have special needs.
- Support for English Language Learners (ELL)

Why were Common Core State Standards created and how do they impact today's classrooms?

Why were Common Core State Standards created and how do they impact today's classrooms?


- Intended to create greater consistency for student performance and expectations among states.
- NAEP data indicates that the majority of students are not college and career ready.

**21<sup>st</sup> Century Skills**

- PROBLEM SOLVING
- TEAM WORK
- ENTREPRENEURSHIP
- RESEARCH
- CRITICAL THINKING

**CCSS FRAMEWORK**

Your curriculum and assessment are the "guts" and CCSS is the overall design.



## FIGURING OUT THE FRAMEWORK

Close reading of the document is essential. Read the Standards and all goals.

Discussion, interpretation, close reading and analysis is necessary.

	K-5	6-12
Strands	English Language Arts	English Language Arts Literacy in History/Social Studies, Science, & Technical Subjects
Strand Area English Language Arts	<b>Anchor Standard: Reading</b> Key Ideas and Details: Grades 6-12. Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<b>Grade-Specific Standards</b>		
Reading, Standard 2.		
Grade	Literature	Informational Text
6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**FIGURE 5.1:** Reading the CCSS with an example.  
From Supporting Students in a Time of Crisis Standards: English Language Arts, Grades 6-8 by Tonya Perry, with Rebecca Marney. ©2011 National Council of Teachers of English.

### Activity: As You Read the Standards

Where are there opportunities for differentiated instruction?

<http://www.corestandards.org/>

Let's look at an ELA standard and how it is broken down. Where would we differentiate in developing these skills?

W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.SECOND GRADE: 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

### Let's Try Another....

Third Grade Mathematics

**Operations and Algebraic Thinking** **3.OA**

**Represent and solve problems involving multiplication and division.**

- Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .*

### Looking at the Structure and Hierarchy of CCSS

Do the competencies have to be taught in the order presented in the document?

Answer: No! The competencies are a guideline for ongoing instruction and are NOT intended to be units, activities, or skills. The competencies are NOT intended to be a grocery list of content skills that are taught and then checked off.

### Top Differentiation Strategies

<ul style="list-style-type: none"> <li>• Pre-assessment</li> <li>• Curriculum Compacting</li> <li>• 5 Most Difficult First</li> <li>• Flexible Grouping</li> <li>• Questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Open-Ended Tasks</li> <li>• Tiering</li> <li>• Learning Contracts</li> <li>• Choice Boards</li> <li>• Independent Projects</li> </ul>
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### How to Reach Me

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