


Serving the professional development needs of extraordinary educators.





# EA 02 Differentiation & the Common Core: Where to Begin & How to Integrate (grades 6-12)


Katie McKnight, Ph.D.

Together let's create  
**extraordinary classrooms.**

Please note video and audio recording on any device is not permitted at the conference in accordance with permission and copyright law. With the express permission of the presenter, you are allowed to take still photos.




Serving the professional development needs of extraordinary educators.



# We believe **educators** have the **most important** **job in the world.**

Together let's create  
**extraordinary classrooms.**



## AGENDA FOR TODAY

What do we already know about Common Core State Standards (CCSS)?

Why were CCSS 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?

## What do we already know about Common Core State Standards?

### 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.

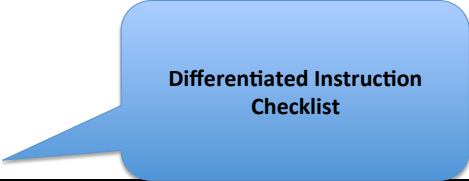
Discussion, interpretation, close reading and analysis is necessary.

Strands	K-5		6-12	
	English Language Arts		English Language Arts	Literacy in History/Social Studies, Science, & Technical Subjects
Strand Sets College & Career Readiness Anchor Standards	<b>Anchor Standard: Reading</b>			
	<i>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.</i>			
<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 judgment.		
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 Core Standards: English Language Arts, Grades 6-8* by Tonya Perry, with Rebecca Manery, ©2011 National Council of Teachers of English.

Differentiated Instruction Strategy	Common Core State Standards
Multiple Level of Questions-Questions are adjusted based on advance problem solving skills.	The new standards require students to develop sophisticated skills in posing and developing questions.
Choice Boards - Choice boards and learning menus outline a variety of instructional options targeted towards the learning goals.	Allows for different levels of ability which is essential in meeting the articulated skills in CCSS.
Learner Centers –Learning centers can be “stations” are focused activities where students explore content and develop skills.	Centers ensure that students are working at their ability level to allow for the continuous development of skills which are articulated in the consistent CCSS anchor standards.
Flexible Grouping –Students work as part of many different groups depending on the task and/or content.	Ensures rigor, a foundational feature of CCSS.
Anchor Activities- Activities that students can do by themselves if they finish work before their classmates.	Like flexible grouping, this DI strategy promotes rigor since students working at their highest level independently.
Tiered Assignments – Teachers create varied levels of activities to promote student exploration of ideas at a level that builds on prior knowledge and promotes continued growth.	Since students are learning at their corresponding ability level, they are able are working at a more rigorous and independent level. This also builds on the CCSS premise that allows for reinforcement or extensions of concepts and principles based on student readiness.



**Differentiated Instruction  
Checklist**

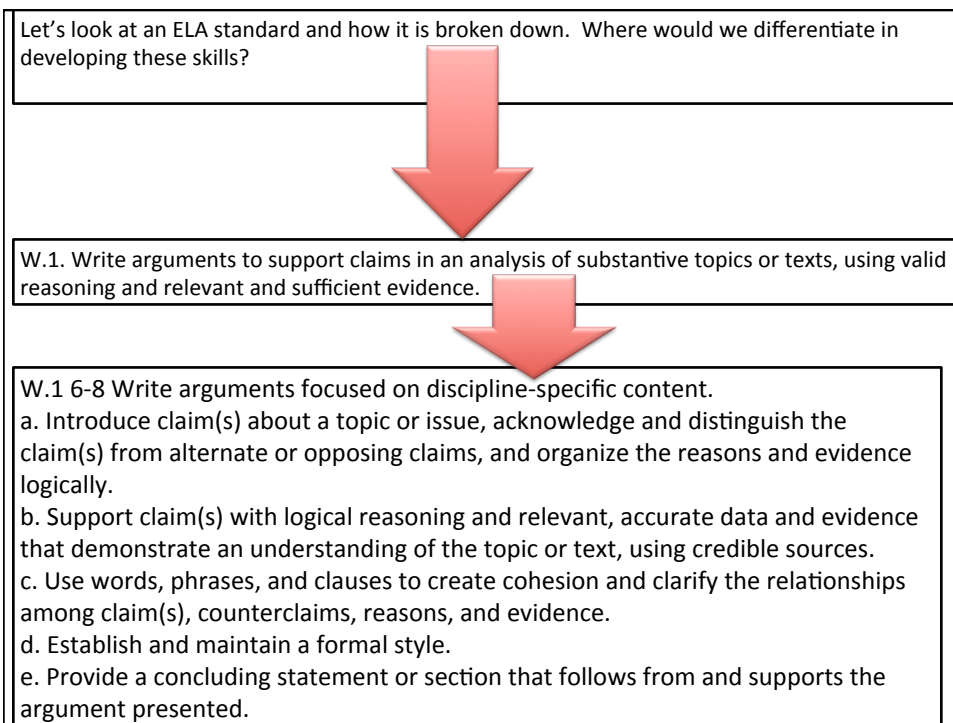
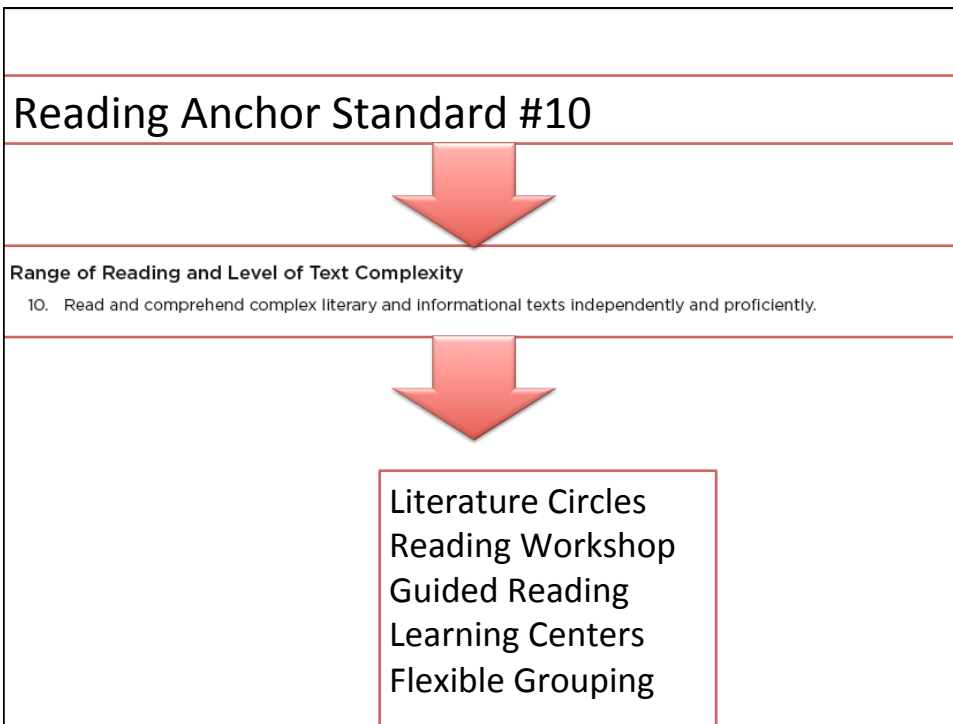
Planning For Instruction	
	Are you being clear about the facts, information and what students will be able to do as a result of the instruction?
	What resources do you need to implement the lessons?
	How will you pre-assess the students so you are able to accommodate the learning needs of your students?
	Do all activities promote high-level thinking and rigor?
	Are activities interesting and engaging?
During Instruction	
	Is there variety in group assignments?
	Are students encouraged to “work up”?
	Are provisions made for students who prefer to work independently?
	Do students have choices for engaging activities?
	How will you gather assessment data?

### Activity: As You Read the Standards

Where are there opportunities for differentiated instruction?

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

Let's take a few standards and determine how we can use differentiated instruction.



## Let's Try Another....

8<sup>th</sup> Grade  
Mathematics

**Functions**

**8.F**

5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

## 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.



Serving the professional development needs of extraordinary educators.

**Expect Extraordinary**

**Extraordinary educators need flexibility and variety in accessing professional development...**

...that's why SDE provides multiple formats to fit how you learn best.

**PD Events**

- Single-topic Workshops
- Multi-topic Workshops
- National and Regional Conferences
- Unconference Facilitation
- In-depth Institutes
- Train-the-Trainer Institutes

**Onsite PD**

- Single-topic Workshops
- Multi-topic Workshops
- Customized Conferences
- In-depth Institutes
- Train-the-Trainer Institutes
- Co-teaching
- Professional Learning Communities
- Modeling/Observation

**Web-Based PD**

- Webinars
- Online Courses
- Flipped Workshops
- Blended Learning

**PD Resources**

- Books
- Tabletop Games
- Manipulatives
- Digital Games
- e-Books



**SDE** Staff Development for EDUCATORS