

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.

21st 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.



Top Differentiation Strategies

- Open-Ended Tasks

<ul style="list-style-type: none">• Pre-assessment• Curriculum Compacting• 5 Most Difficult First• Flexible Grouping• Questioning	<ul style="list-style-type: none">• Tiering• Learning Contracts• Choice Boards• Independent Projects
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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 Areas College, Career, & Civic Life	Anchor Standard: Reading	
	Key Ideas and Details: Grade 6-12, Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
Grade-Specific Standards		
	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 6-12 by Tonya Perry, with Rebecca Manley. ©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.1.6-8 Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Let's Try Another....

8th 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.

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

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

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 - Multi-Topic Workshops
 - National and Regional Conferences
 - Userconference Facilitation
 - In-Depth Institutes
 - Team-Over Teacher Institutes
- Onsite PD**
 - Single-Topic Workshops
 - Multi-Topic Workshops
 - Customized Conferences
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 - Frame-the-Teacher Institutes
 - Co-teaching
 - Professional Learning Communities
 - Modeling/Observation
- Web-Based PD**
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Expect Extraordinary
