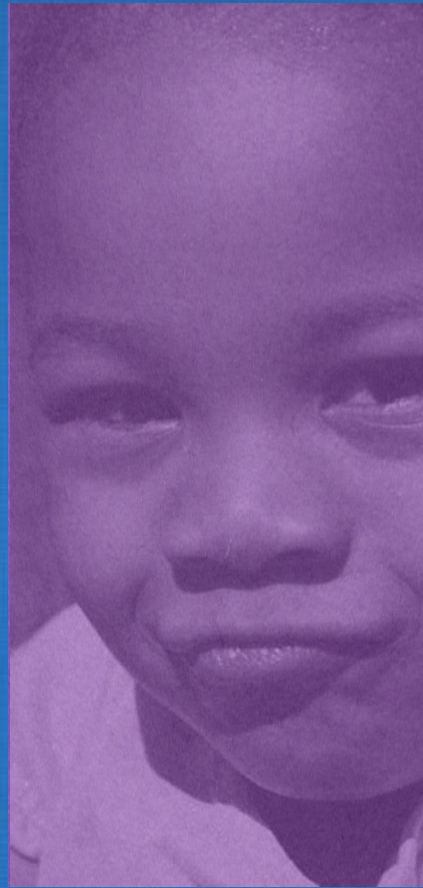




How might we view the Common Core State Standards as a vehicle for inspiring student learning?

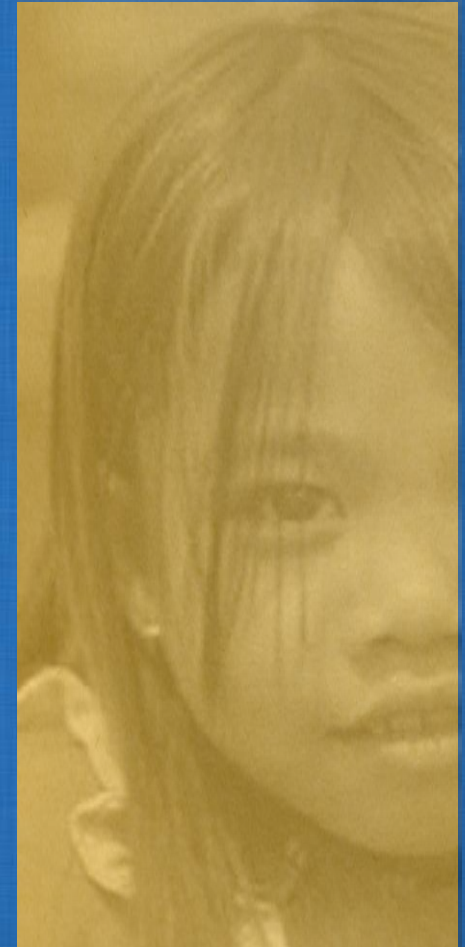


What does it mean to be college and career ready?



What are the instructional shifts required to prepare today's students to face the world of the future?

How do we engage students in reading, rereading, talking, thinking, and writing to achieve high standards?



Think

BCACAWWABAS





What kinds of experiences will the child you visualized need to have in school to be successful?

What skills will she or he need to be prepared to work and live in the 21st century?





COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



“The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.”



COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

A young girl with dark skin, wearing a white sleeveless dress with a ruffled collar, is sitting on a dark carpeted floor. She is leaning forward, looking down at an open book in front of her. Her hands are resting on the pages. The background is slightly blurred, showing a metal leg of a chair and a blue bag. A purple semi-transparent box is overlaid on the right side of the image, containing white text.

**They
demonstrate
independence.**

A young girl with short dark hair, wearing a green t-shirt, is sitting at a wooden table and reading a book. She is looking down at the pages with a focused expression. Next to her, a young boy with short brown hair, wearing an orange t-shirt, is also reading a book. He is looking at the book with a serious expression. The table is cluttered with various books and papers. In the background, there are shelves with books and a black chair. The overall scene is a classroom setting where children are engaged in reading.

They build
strong content
knowledge.



They respond to the varying demands of audience, task, purpose, and discipline.



They comprehend as well as critique.

A young boy with short black hair is sitting at a wooden table in a library, reading an open book. He is wearing a red and blue long-sleeved sweater. The background shows bookshelves filled with books and a lamp. A semi-transparent blue box with white text is overlaid on the left side of the image.

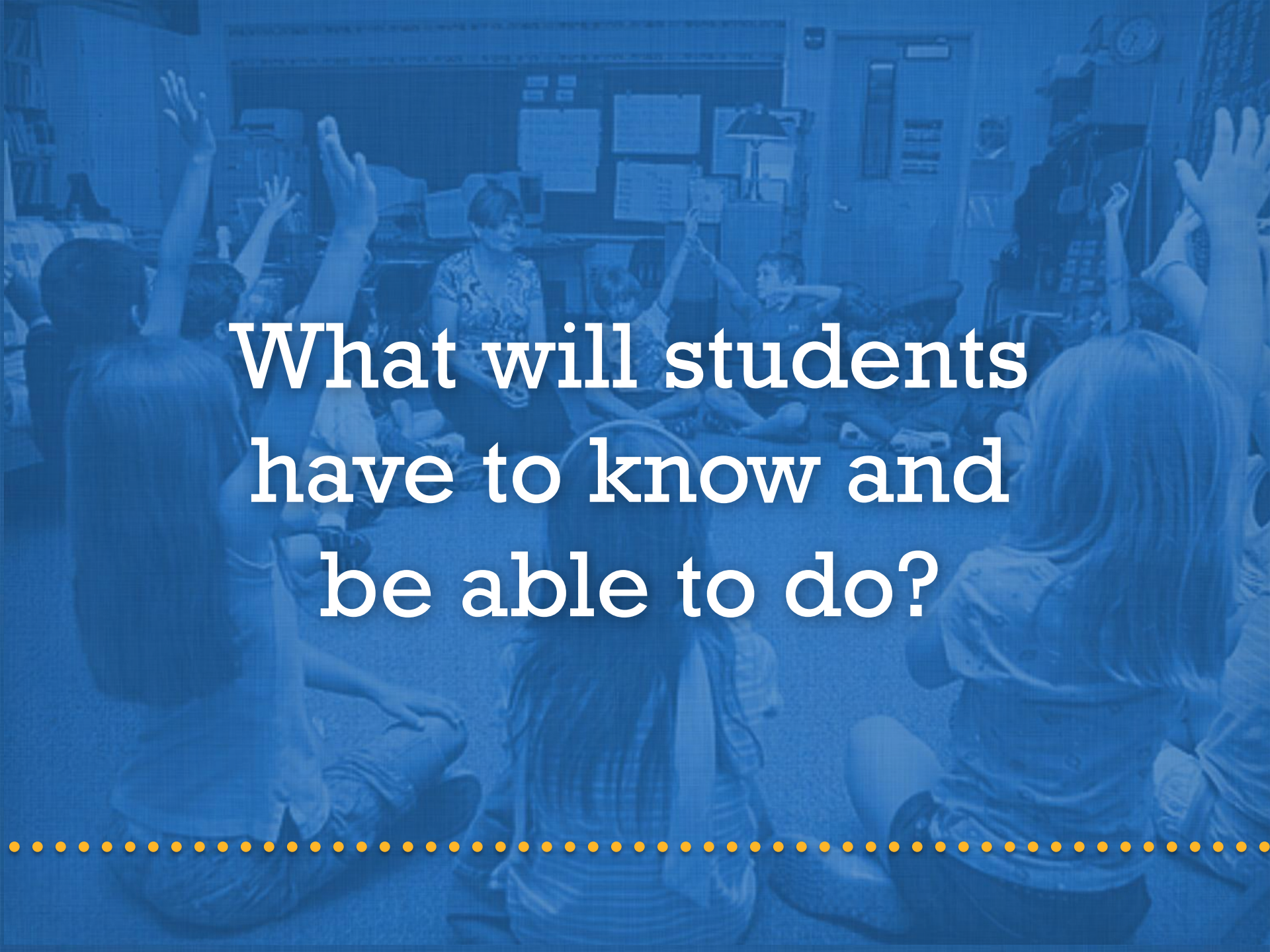
They value evidence.



They use
technology
and digital
media
strategically
and capably.



They come to understand
other perspectives and
cultures.

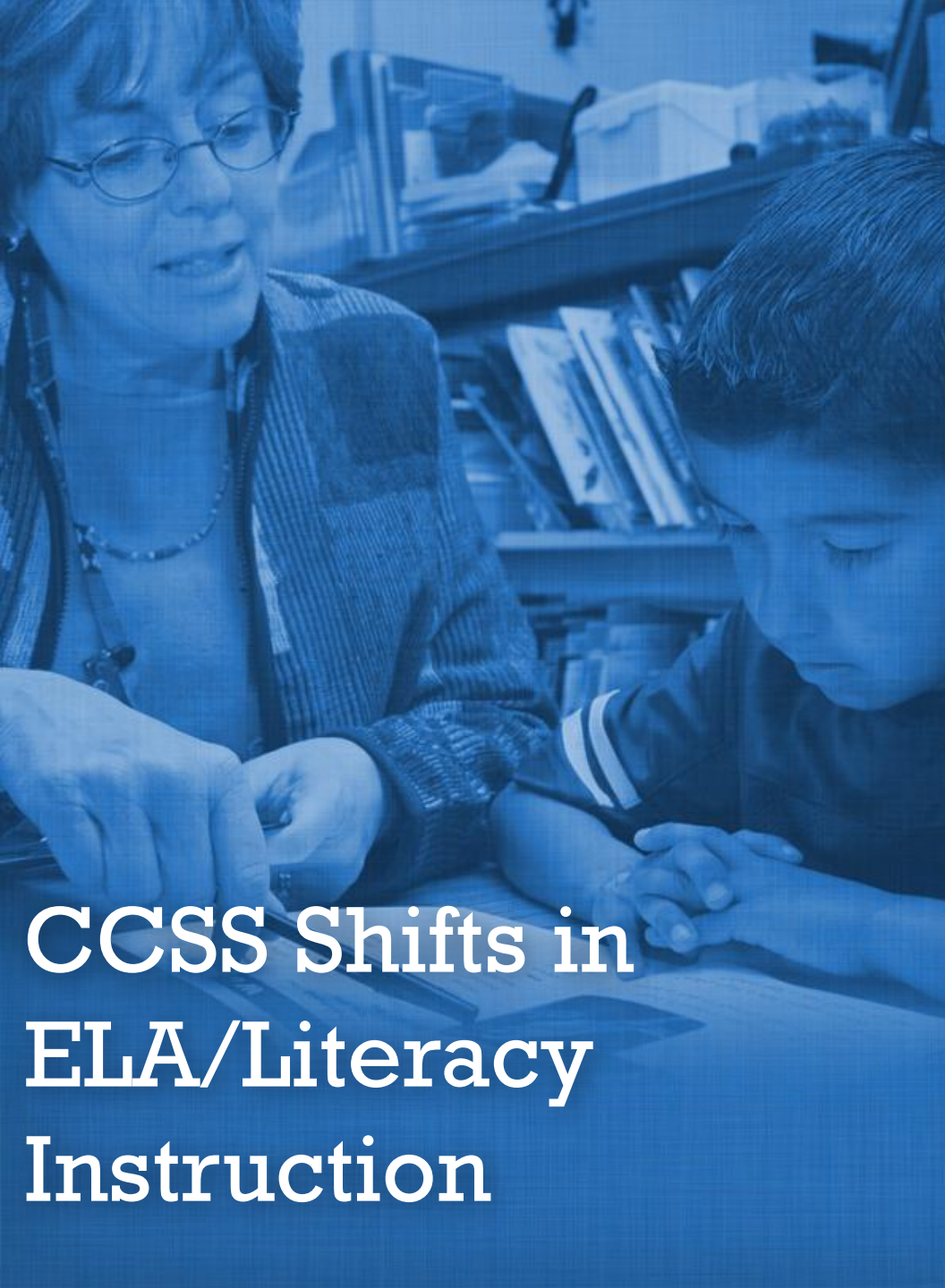


**What will students
have to know and
be able to do?**

Common Core ELA Strands



- Reading
 - ✓ Literature
 - ✓ Informational Text
 - ✓ Foundational Skills
 - Writing
 - Speaking and Listening
 - Language
-



Building knowledge through
content-rich nonfiction

Reading, writing and
speaking **grounded in
evidence** from text, both
literary and informational

Regular **practice with
complex text** and its
academic language

CCSS Shifts in ELA/Literacy Instruction

Abe
Lincoln
Reminders

I can infer that Abe
is sad because the text said
"I had a joke book to
keep me from weeping."
I know when people
joke books to keep from
weeping they are sad.

Part A

What is one main idea of “How Animals Live?”

- a. There are many types of animals on the planet.
- b. Animals need water to live.
- c. There are many ways to sort different animals.
- d. Animals begin their life cycles in different forms.

Part B

Which sentence from the article best supports the answer to Part A?

- a. “Animals get oxygen from air or water.”
- b. “Animals can be grouped by their traits.”
- c. “Worms are invertebrates.”
- d. “All animals grow and change over time.”
- e. “Almost all animals need water, food, oxygen, and shelter to live.”

Grade 3 Evidence-Based Selected-Response PARCC Item

Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in “How Animals Live.”

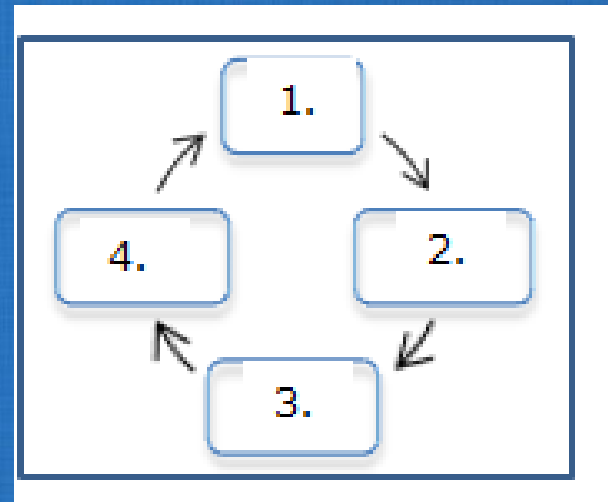
Words:

Pupa

Adult

Egg

Larva



Grade 3 Technology-Enhanced Constructed-Response Item

Name Hallie

When

Stamps

Handwritten notes

my

Robert

Grade 4 Independent Practice: Informational/Explanatory Writing

Students will view a short video and then read an article about the Transcontinental Railroad. The article includes a map and photos of the era, and is followed by a timeline. Students will then respond to three constructed-response questions that address the research skills of analyzing and evaluating information.

Directions for Part 1: Now answer the three questions below about the sources. Write in the space provided after each question.

Your Writing Assignment:

Write an article for the newspaper about the day the Transcontinental Railroad was completed. Write your article in the present, as if you were there that day. Include the following:

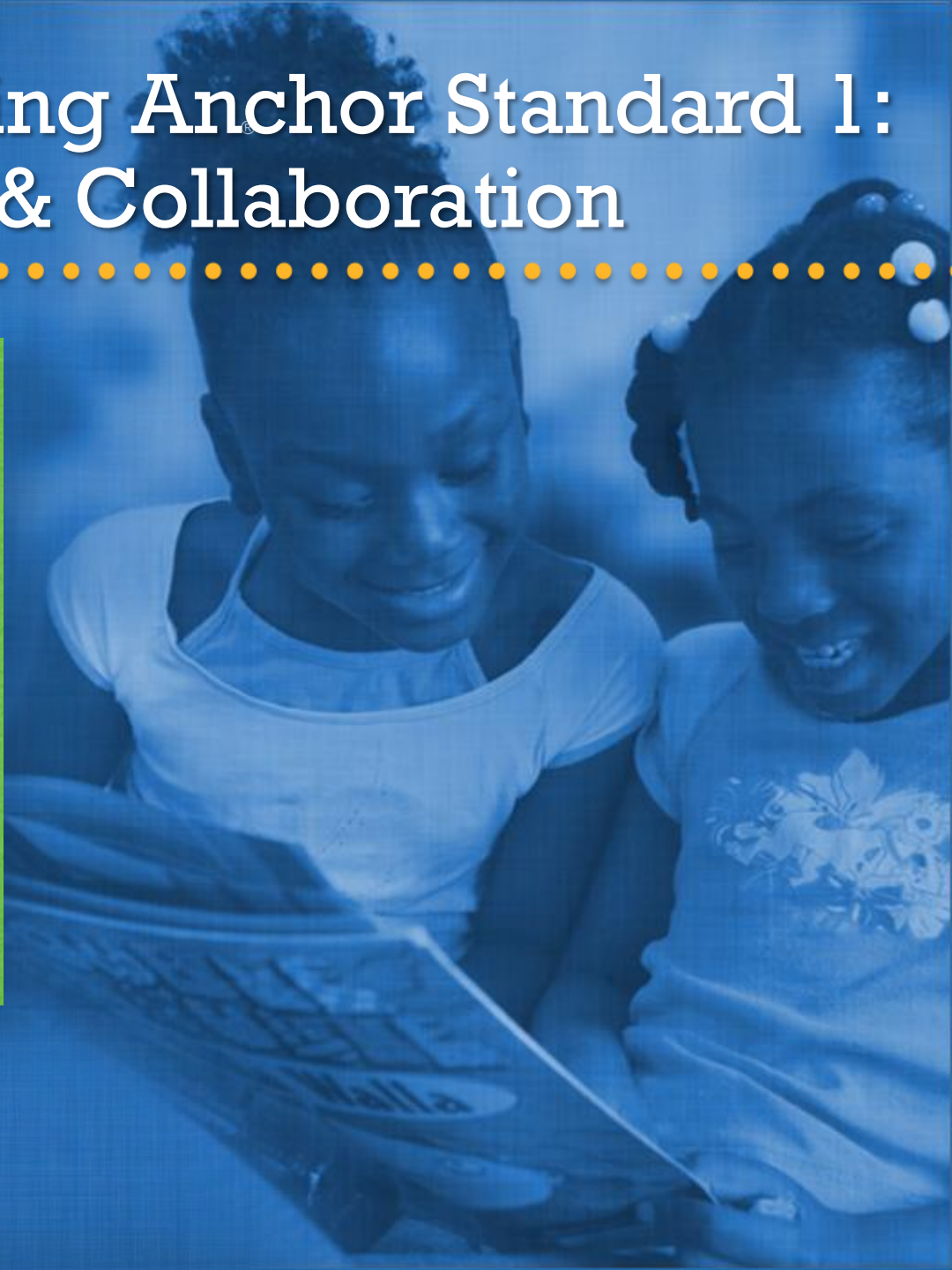
- a short history of building the railroad
- why the railroad is so important
- what the challenges were in building it
- a description of the celebration and why it was an important occasion

Be sure to use descriptive language, include important dates, and provide evidence to support what you say.

Speaking/Listening Anchor Standard 1: Comprehension & Collaboration



Prepare for and participate actively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



$$\begin{array}{r} 1100 \\ 1100 \\ \hline 2200 \end{array} \quad \begin{array}{r} 0000 \\ 0000 \\ \hline 0000 \end{array}$$

03/04/18



$$\overline{42}$$

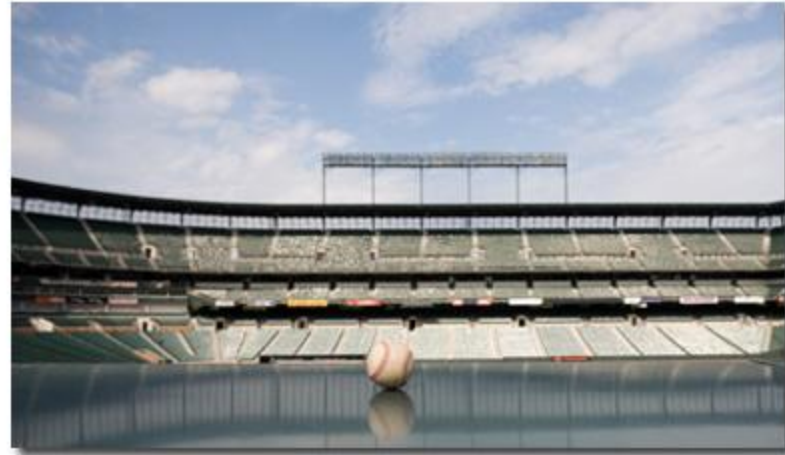
$$18 + 24 = 42$$

I know the answer is 42 because I added the tens and then made a ten and left the ones out and the answer was 42.

Numbers of stadium seats (grade 4)

◀ About the task CCSSM Alignment **Part a** Part b Part c Scoring ▶

Baseball stadiums have different numbers of seats. Drag the tiles to arrange the stadiums from least to greatest number of seats.



San Francisco
Giants' stadium:
41,915 seats

Washington
Nationals' stadium:
41,888 seats

San Diego
Padres' stadium:
42,445 seats

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Submit Answer

Numbers of stadium seats (grade 4)

◀ About the task CCSSM Alignment Part a **Part b** Part c Scoring ▶



Write your answer to the following problem in your answer booklet.

San Francisco Giants' stadium: 41,915 seats	Washington Nationals' stadium: 41,888 seats	San Diego Padres' stadium: 42,445 seats
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Compare these statements from two students.

Jeff said, "I get the same number when I round all three numbers of seats in these stadiums."

Sara said, "When I round them, I get the same number for two of the stadiums but a *different* number for the other stadium."

Can Jeff and Sara both be correct? Explain how you know.

Numbers of stadium seats (grade 4)

◀ About the task CCSSM Alignment Part a Part b **Part c** Scoring ▶



Write your answer to the following problem in your answer booklet.

When rounded to the nearest hundred, the number of seats in Aces Baseball Stadium is 9,100.

What is the greatest number of seats that could be in this stadium? Explain how you know.



www.corestandards.org

www.parcconline.org



Common Core Standards are not research-based but rather a hypothesis of what will improve student achievement.

