

Site-Based Teams



Byram Hills Central School District
October 24, 2013

PART I: The Common Core Standards *Grades K - 5 ELA*

What is the Common Core?

*And what does it **look like** in our classrooms?*

Standards-Curriculum-Assessments

Standards - the benchmarks for what students should know and be able to do.

Example: CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Curriculum - *the what of teaching*; represents the content to engage students with the standards; specifies the depth and sequence of content.

Assessment - *the how do you know* of teaching; determines how well students demonstrate skills, knowledge and understanding of the content to meet the benchmark standards.

What is the Common Core?

- An initiative started by the National Governors Association to outline **clear and rigorous** skills and knowledge in English Language Arts and mathematics K - 12 for **college and career readiness**.
- Designed and written by teachers, researchers, and leading experts across the country, using high-performing state standards as models, and international standards.
- The standards are not a curriculum, but instead, they are the **goals and expectations** of skills and knowledge for students and teachers.
- The common standards encourage **alignment with resources**, like textbooks, digital media, other materials.

When was the Common Core Implemented?

- **2010** - NYS adopted Common Core. We began our initial learning and review of the standards.
- **2010-2012** - We conducted gap analysis and revised curriculum. Provided professional development for teachers. Piloted lessons in the classroom.
- **2012-2013** - Implemented the revised curriculum. A K-5 committee met with expert consultant.
- **April 2013** - First tests aligned to Common Core in ELA and mathematics grades 6 - 8.
- **2013-2014** - Reviewing test data. Reviewing and revising curriculum.

What are the new expectations?

*The pedagogical **shifts** demanded by the Common Core.*

Shift 1	Balancing Informational & Literary Text	Students read a true balance of <i>informational</i> and <i>literary</i> texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities.
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts .

K - 2 Reading to Learn while Learning to Read

Picture Books to Foster Rich Conversations with Young Readers

I'm the Best- Lucy Cousins

3 - 5: Close and Complex

- Students can, without significant assistance, comprehend and evaluate complex texts across range of types and disciplines.
- Students establish a base of knowledge across wide range of subject matter by engaging with works of quality and substance.
- Students adapt communication for variety of audiences.
- Students comprehend as well as critique.
- Students value evidence.
- Students use technology and digital media strategically and capably.
- Students understand other perspectives and cultures.

Building a Foundation for College and Career Readiness- Speaking and Listening

Students will be:

- Given ample opportunities to participate in variety of rich, structured conversations- whole class, small group, partners
- Required to contribute accurate, relevant information; respond to and develop what others say, make comparisons and contrasts; analyze and synthesize multitude of ideas in various domains
- Broaden their role of technology in speaking and listening by acquiring and sharing knowledge and tightening their link to other forms of communication
- Knowledgeable of and understanding that digital texts continually update content and dynamically change combinations of words, graphics, images, hyperlinks, and embedded video and audio

2010 Assessment Example- Fifth Grade

Tell Me Again!

- Else Holmelund Minarik

2013 Assessment Example- Fifth Grade

The Discontented Rock

- an Iroquois tale by Frances Jenkins Olcott

The Unfortunate Fireflies

- Clara Dillingham Pierson

What Can You Do?

- Find ways to make reading fun and exciting by giving access to a variety of high interest, non-fiction texts
- provide more challenging texts for your child to read- show them how to dig deeper into difficult pieces by asking them why and how questions
- ask your child to provide evidence in everyday discussions
- encourage writing at home- write together using evidence and details
- read often

PART 2: TEAM PLANNING

District-wide goal:

Character Education

- Sustainability
- Cultural Proficiency

Next meeting topics:

February 27: Common Core - Math K-5

May 12: Common Core - ELA & Math 6-12

