

# **West Gadsden Middle/High School**



## **Panther Common Core Implementation Plan**

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# Phase I

## **Teachers will be instructed on how to “read” Common Core Binders**

*3 main sections:*

1. Section 1--- K-15
2. Section 2--- 6-12
  - a. English
  - b. History/Social Studies/ Technical Studies
3. Section 3---Appendices

### **Key features of Standards:**

Reading: Text complexity and growth of comprehension

Writing: Text types responding to reading and research

Speaking and Listening: Flexible communication/collaboration

Language: Conventions, effective use and vocabulary

Appendices: ABC

### **Appendix A**

Supplementary materials on Reading, Writing, Science, language and Language Arts---Glossary

### **Appendix B**

Text exemplars illustrating- complexity quality and range of reading appropriate with accompanying sample performance task (TOC p# 8-13 Appendix B) #77-183

### **Appendix C**

Annotated samples demonstrating at least adequate performance in student writing at various grade levels,

### **Math**

Standards for math K-8, High School, Numbers and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability- Glossary- Sample of works consulted

## Appendix A

Designing High School math courses based on Common Core Student Standards.  
Text Complexity- inherent difficulty of reading and comprehending a text

### Change in Instructional Practices

- Move from off individual skills to clustering benchmarks
- Common Core build on each other
- Stamina: Cognitive Endurance --read through complex text and be able to think your way through

## Phase II

### Key Design Consideration

The Common Core Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

K-12 grade specific standards end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Common Core and High School (9-12) standards work in tandem to define the college and career readiness line- the former providing broad standards- the latter (career) providing additional specificity.

- Focus and coherence in instructional and assessment
  - Each Standard needs not be a separate focus for instruction and assessment. Often several can be addressed by a single rich task
- The standards define what all students are expected to know and be able to do, not how teachers should teach.
  - Must therefore be complemented by a well-developed content-rich curriculum consistent with the expectations laid out in CCSS Booklet.
- Students who are college bound and career ready in reading Writing, Science, Language and Language Arts.
  - A. Demonstrate independence- can without scaffolding comprehend and evaluate text across a wide range of disciplines and can construct effective arguments and convey intricate are multifaceted info- can

- discern a speaker's key points request clarification and ask relevant questions.
- B. They build strong content knowledge- become proficient in new areas through research and study- listen to and gain from general and discipline- specific expertise. They can refine and share their knowledge through writing and speaking.
  - C. Respond to varying demands of audience, task, purpose, and discipline- adapts communication to audience- tone, connotations- know different discipline call for different types of evidence.
  - D. Comprehend as well as critique
  - E. Value Evidence- cite specific evidence when offering an oral or written interpretation of text
  - F. Use technology and digital media strategically and capably
  - G. Come to understand other perspectives and cultures

### **Common Core State Standards for Reading**

1. Research and evidence based
2. Aligned with college and work expectations
3. Rigorous
4. Internationally benchmarked
  - Research and Media skills blended into the standards as a whole.
  - Motivation behind interdisciplinary approach to literacy=need for college and career ready students to be proficient in reading complex informational text independently in a variety of contents. Most informational in structure and challenging in context

### **Standards for Mathematical Practices (pages 6-87)**

1. Make sense of problems and persevere in solving them.
  - a. Explain to self the meaning of problems and look 4 entry points for solutions
  - b. Analyze given term constraints, relationships and goals
  - c. Make conjectures about form and plan solutions pathway
2. Reason abstractly and quantitatively
  - a. Make sense of quantities and their relationships in problem situations

- b. Have ability to de-contextualize- to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own- ability to contextualize- to pause as needed during the manipulation process in order to probe into the referents for symbols involved.
- 3. Construct viable arguments and critique the reasoning of others
  - a. Make conjectures and build a logical progression of statement to explore the truth of their conjectures
  - b. Analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others and respond to the arguments of others.
  - c. Math Proficient students are able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from which is flawed, and –if there is a flaw in an argument- explain what it is.
- 4. Model with Mathematics
  - a. Apply math they know to solve problems arising in everyday life, society, and to the workplace
- 5. Use appropriate tools strategically
  - a. Consider available tools when solving a math problems- familiar with tools appropriate for their grade and make sounds decisions about when each tool is helpful- recognize both insight and their implications
- 6. Attend to precision--Communicate precisely to others.
  - a. They use clear definitions in discussion with others and their own reasoning, They state the meaning of the symbols they choose- careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.
- 7. Look for and make sure of structure
  - a. Look closely to discern a pattern or structure---can step back for an overview and shift perspective. They can see complicated things.
- 8. Look for and express regularity in repeated reasoning.

- a. Notice if calculations are repeated and look for both general methods and for shortcuts.- Also students evaluate the reasonableness of the immediate results

## Phase III

### Steps to Implementing the Plan

- Professional Development on Shifts in Learning
- Change in Instructional practices
- 4 elements for reading
- 8 elements for math
- Integrate Marzano high yield strategies
- Integrate evaluation piece with requirements
  - Scales
  - CIS
  - Text
- Sequence Appendix A resources/stories on curriculum maps
- Develop Sample problems for math (dailies)
- Shift in each content area
  - Process is just as important as skills
  - Sequencing text and curriculum to provide necessary background

## Phase IV

**Reading: Take list of stories and maps out in focus calendars or have text complexity calendar with one story per week.**

6-8 Text Exemplars

- Separate pages
- Attach Sample Task
- Include Lined response pages

- Include cover sheet
  - Name of Story
  - Name
  - Date
  - Performance Task/Standards

### Appendix B—Text Exemplars

Reading Pages 77-183 (Appendix B)

Separate each story so it is on its own page then (Save/Print /Copy) for 6-8<sup>th</sup> then 9-12<sup>th</sup> – put these on curriculum map as text used- or use with text complexity period-notate resource on curriculum map.

### Appendix C—Student Writing Samples

Writing: Pages 36-103 (Appendix B)

Copy for all 6-12 teachers- Language Arts/Writing Teachers- notate on Common Core Student Standards Calendar- map each one in to cover entire year (See ETO Calendar)

### Math

1. Create a problem- up to 5 for each cluster or skills under each standard.
2. Create bell-ringer binder with CCSS problems
3. Develop overhead slides/document ready cards

# Phase V

### Professional Development Calendars (Reading and Math Topics)

Close reader	Comprehension Instruction Sequence	Complex text	Vocabulary	Problem Solving	Abstract reasoning	Proof; Counterexamples	Math Applications	Math Tools: Problem Solving	Attention to Precision	Understanding Structure	Evaluate Patterns/Justify Answers
Aug.	Aug	Sept.	Sept.	Oct	Sept	August	Sept.	Aug.	Oct.	August	October