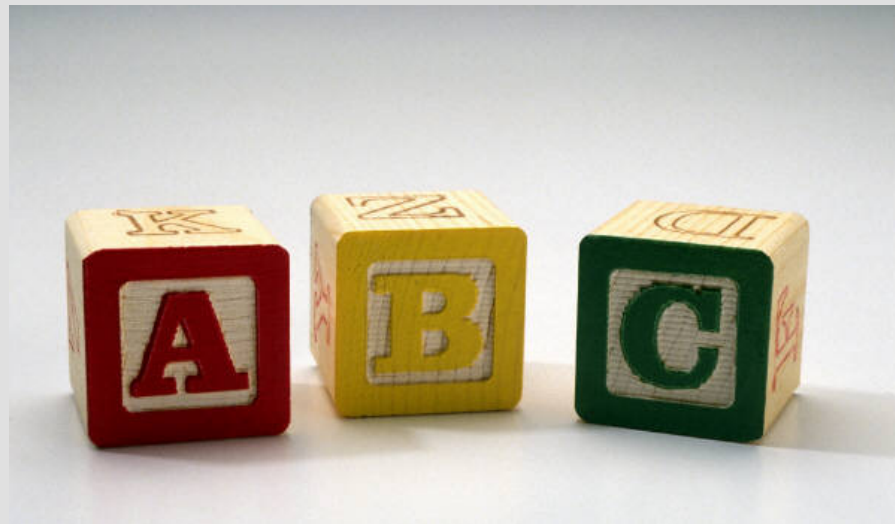




Implementing the Common Core

**Lowell Joint School District
2012/13**



A photograph of a paved road with double yellow lines, winding through a dense, green forest. The road is the central focus, leading the viewer's eye into the distance. The surrounding trees and foliage are vibrant green, creating a sense of a natural, serene environment.

**On The Road
to
College and Career
Readiness**



Implementation Plan

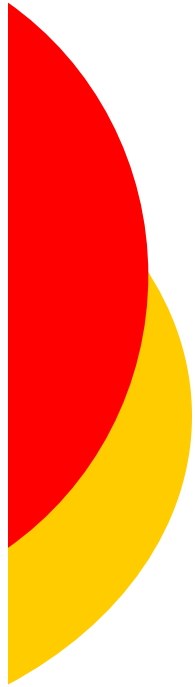


January-May 2012: Work with teacher teams grades K and 1 to:

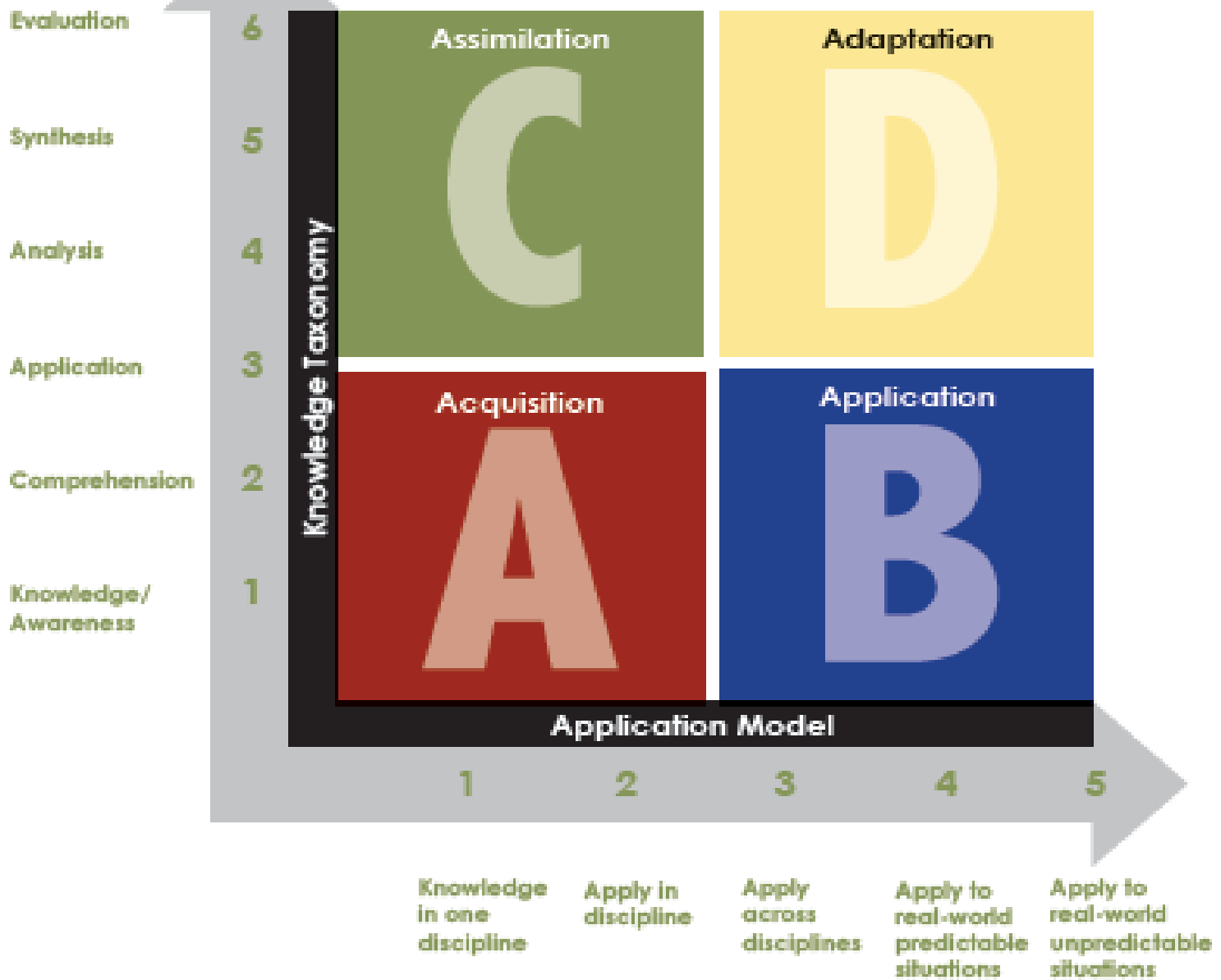
- Select Common Core power standards
- Use Understanding by Design model to align curriculum, assessments, and report cards to the Common Core Standards

Fall 2012: Train all K and 1st grade teachers in new Common Core aligned curriculum and assessments





Rigor/Relevance Framework®





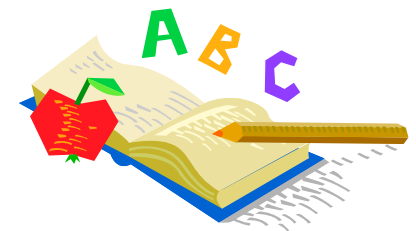
Common Core Features K-1



- Rigor – higher levels of cognition and complexity (Blooms Taxonomy)
- Relevance – meaningful assignments
 - and performance tasks
- Solving real world problems
- Strong emphasis on informational text and expository writing
- College and Career anchor standards
- Algebraic foundations

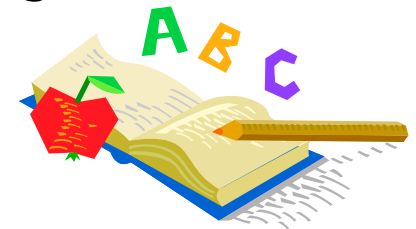
Common Core Features K-1 (continued)

- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Use graphic organizers
- Mastery at end of year assumed for ALL students
- Use of technology and research
- Higher level thinking skills required



Curricular Differences in Kinder – ELA

- Read text at the emergent-reader level, with purpose and understanding
- Emphasis on defining author and illustrator of text
- Emphasis on expository text
- Using text to defend opinions
- Use of technology to ask/answer questions
- Compare and contrast characters and their experiences
- Production of writing with correct usage of grammar (phonetic spelling ok)



Sample Kinder ELA Test Questions



Current Assessment

Identify the beginning sound in the word "cookie".

Read the words "Map, pin, rug, van"
(cvc words)

Read sight words (from a list)

Write first name and upper/lower
case letters correctly.

Draw a picture of something you like
and write a story to tell what it is
and why you like it.

(2011/12 Kindergarten Assessment
Program LJSD)

Common Core

Students (with prompting and support from the teacher) compare and contrast *the* adventures and experiences of the owl in Arnold Lobel's *Owl at Home* to those of the owl in Edward Lear's poem "The Owl and the Pussycat." [RL.K.9]

Students (with prompting and support from the teacher) read "Garden Helpers" in *National Geographic Young Explorers* and demonstrate their understanding of *the main idea of the text*— not all bugs are bad—by retelling key details. [RI.K.2]

Write a story about something amazing you have seen in nature. Be sure to include the name of what you saw, the setting, and two events that happened.

(Common Core Appendix A & C; SMARTER Assessment; Common Core Curriculum Maps)

Curricular Differences in Grade 1 – ELA

- Many current 1st grade standards found in Common Core K standards
- Demonstrate understanding organization of sentences
- Phonemic awareness includes demonstrating four phonemes including consonant blends
- Adds reading with purpose, understanding, rate, expression and self-correcting to the fluency standard
- Stronger focus on informational text comprehension
- Adds use of adverbs and adjectives to writing



Sample Grade 1 ELA Test Questions



Current Assessment

Find the word that has the same middle sound as in the word bed.

How many syllables are in the word also?

Read the story and answer the question: How does Pete feel at the end of the story? (mult. choice)

Write about a special time that you would like to share with a friend. Tell where it happened, who was there, and what you did.

(End of year Benchmark test , LJSD)

Common Core

Students locate key facts or information in Claire Llewellyn's *Earthworms* by using various text features (headings, table of contents, glossary) found in the text. [RI.1.5]

Students identify the reasons Clyde Robert Bulla gives in his book *A Tree Is a Plant* in support of his point about the function of roots in germination. [RI.1.8]

Participate in a shared research and writing project about planting seeds. Research how to plant a seed by using several resources. Write a sequence of instructions on how to plant a seed.

**(Common Core Appendix A & C;
SMARTER Assessment)**



Curricular Differences in Kinder – Math

- Counting to 100 by 1s and 10s
- Cardinality is a strong focus
- Count forward from a given number
- Understand base 10 concept
- Analyze and compare two and three dimensional shapes
- Fluently add and subtract numbers within 5

Sample Kinder Math Test Questions

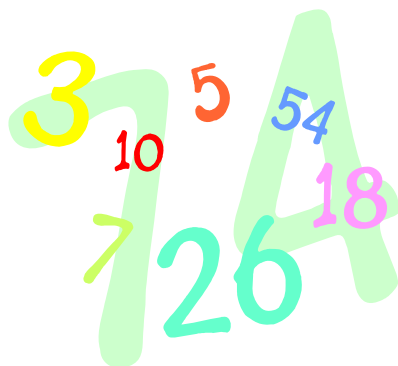


Current Assessment

- Write numbers 1-10
- Identify numerals 1-30
- Count seven objects

Common Core

- Write numbers from 0-20
- Count to 75 starting from 50
- Compare and order the supplied objects according to length, weight, capacity, area, and volume.
- Solve the following problem using objects or drawings:
Ten dogs were in a park.
Four went home. How many were left?





Curricular Differences in Grade 1 – Math

- More analysis and application
- Strong emphasis on solving word problems
- Understand and apply place value (ones and tens place)
- Develop number and operations in base ten
- Analyze and compare 2 and 3 dimensional shapes
- Use addition and subtraction within 20 to solve word problems
- Understand the concepts of multiplication and division

Sample Grade 1 Math Test Questions

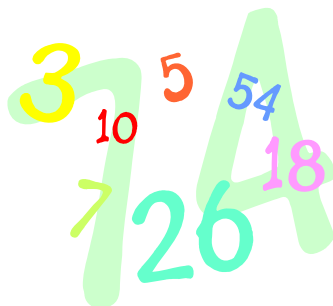



Current Assessment

- Add. Which is the sum?
 $7+2=$
- Kelly has 3 coins. Daniel has 2 coins. Which number sentence shows how many coins they have in all?
- What is the missing number?
 $1 + \underline{\quad} = 3$

Common Core

- Solve the following:
 $80 + ? = 100$ $76 = ? + 66$
Explain your reasoning
- Solve the following problem using objects or drawings:
Twelve dogs were in a park. Four left the park and six more came. How many dogs were in the park?
- Write the time shown on the clock (10:30)





**What Implications does the
Implementation of Common
Core Standards have on
Current Programs and
Practices?**



Implications for Practice:

- More Rigor = More instructional time required to master standards
- More Relevance = more authentic performance tasks
- Standards-based assessment and reporting
- Collaborative learning
- Technology literacy
- Student centered learning

Pros and Cons of Early/Late Bird Kinder

Advantages:

- Time for small group instruction
- Teachers at some sites have fewer behavior problems
- More whole group time for projects, science, and social studies

Disadvantages:

- Some teachers feel the day is broken up too much





Pros and Cons of All-Day Kinder

Advantages:

- Some 1st grade teachers report students are better prepared
- Academic gains seen at some sites
- More time for writing instruction



Disadvantages:

- Some teachers feel students are not developmentally ready to be at school all day
- Some students are too tired by mid-afternoon
- Some teachers feel worn out at the end of day



Peer-reviewed Research Findings

- It is the quality of the time, not just the quantity of the time that is important
- A longer Kindergarten school day improves early literacy and language development
- Full-day Kindergarten students are better prepared academically for first grade, however, there is no significant difference upon beginning third grade when considering if students were enrolled in half-day or full-day Kindergarten
- EL and SED students benefit from a longer Kindergarten school day



Facts About Full-Day Kindergarten*

- Approximately 66% of Kindergarten children in the United States attend full-day classes
- The percentage of California students in full-day classes has increased dramatically over the past ten years (from 11% in 2000/01 to 43% in 2007/08)
- In Los Angeles County, 74% of Kindergarten students are enrolled in full-day classes (2008/09)
- Factors to consider: number of students in the class and actual length of the Kindergarten “full-day” program

**Just the Facts, Full-day Kindergarten in California, February 2009, Public Policy Institute of California*



Options for Board Consideration

1. Keep Kindergarten program the same as it currently is at each site
 - a. Meadow Green and Olita – Traditional early/late bird (200 minute day)
 - b. El Portal and Macy – Extended early/late bird (270 minute day)
 - c. Jordan – All-day program (390 minute day)
2. Provide extended early/late bird Kindergarten at all sites (300 minute day)
3. Give sites the option to choose from traditional early/late bird, extended early/late, or all-day programs
4. Provide all-day Kindergarten at all sites



Superintendent's Recommendation

- A 300-minute extended early/late bird option implemented at all schools

OR

- A 300-minute extended early/late bird option implemented at two or more schools AND an all-day Kindergarten program implemented at one or more schools

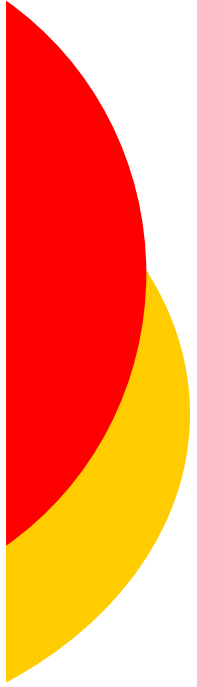


Superintendent's Recommendation

(continued)

The 300 minute early/late bird Kindergarten program must include the following:

- Early birds attend from 8:30 a.m.-1:30 p.m.
- Late birds attend from 10:00 a.m.-3:00 p.m.
- Intervention program must be available for early birds from 1:30-2:30 p.m., Tuesday through Thursday
- During early and late bird small group time, instruction must be differentiated and designed to meet the diverse needs of the students



Questions