Goals and Objectives of this Training

Participants will:

- Become more familiar with the Common Core Standards (CCSS).
- Practice unpacking a common core standard.
- Create a school-based Common Core team
- Formulate a school-wide plan for the implementation of the CCSS
What are the CCSS?

- “The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.”

- The CCSS have been adopted by 45 of the 50 states.

- They can be found at the following link: http://www.corestandards.org/
CCSS – Elementary Video

CCSS – Middle School Video

CCSS – High School Video

https://www.teachingchannel.org/videos/common-core-state-standards-high-school
Implementing the Common Core State Standards requires...

- Unpacking the standards and understanding what is contained within each one.
- Identifying “essential” standards.
- Developing clear learning goals or objectives.
- **Shifting students’ focus** from “answer getting” to solving problems and critical thinking.
- Exposing students to a large variety of complex texts in ALL subject areas.
- Connecting the standard topics to the prior knowledge of students.
- Establishing the classroom environment as a community of learners.
How does Marzano relate to the Common Core Standards?

“WHAT” do we teach and learn?*  “HOW” we teach and learn?*

Common Core State Standards

Marzano Observable Instructional Strategies

*Taken from Building a Bridge Between Common Core and the Art and Science of teaching Framework
How does Marzano relate to the Common Core Standards?

Focus on Unpacking and Design Questions 1-5

*Taken from Building a Bridge Between Common Core and the Art and Science of teaching Framework*
# Unpacking the CCSS – Elementary Standard

It’s all about the verbs and the nouns...

<table>
<thead>
<tr>
<th>Standard</th>
<th>Verbs</th>
<th>Nouns</th>
<th>Skills Necessary</th>
</tr>
</thead>
</table>
| **STEP 1: Choose a Standard**  
Work with time and money | **STEP 2: Identify the verbs**  
• tell time  
• write time | **STEP 3: Identify the nouns**  
• Time  
• analog clocks  
• digital clocks  
• 5 minutes  
• a.m.  
• p.m. | **Step 4: Identify the skills needed**  
• define analog, digital, a.m. and p.m.  
• count by 5’s  
• tell time to the hour and ½ hour  
• write time in the correct format |

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Unpacking the CCSS - Middle School Example
It’s all about the verbs and the nouns...

<table>
<thead>
<tr>
<th>Standard</th>
<th>Verbs</th>
<th>Nouns</th>
<th>Skills Necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1: Choose a Standard</strong></td>
<td><strong>STEP 2: Identify the verbs</strong></td>
<td><strong>STEP 3: Identify the nouns</strong></td>
<td><strong>Step 4: Identify the skills needed</strong></td>
</tr>
<tr>
<td>RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>• cite</td>
<td>• textual evidence</td>
<td>• reading comprehension</td>
</tr>
<tr>
<td></td>
<td>• support</td>
<td>• analysis</td>
<td>• draw inferences</td>
</tr>
<tr>
<td></td>
<td>• analyze</td>
<td>• inferences</td>
<td>• cite specific examples</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• cite details to support inferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• analyze the text</td>
</tr>
<tr>
<td>Standard</td>
<td>Verbs</td>
<td>Nouns</td>
<td>Skills Necessary</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
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<td>STEP 2: Identify the verbs</td>
<td>STEP 3: Identify the nouns</td>
<td>Step 4: Identify the skills needed</td>
</tr>
<tr>
<td>RL 9 – 10.1</td>
<td>cite</td>
<td>explicit textual evidence</td>
<td>analyze the text</td>
</tr>
<tr>
<td>Cite strong and thorough textual evidence</td>
<td>analyze</td>
<td>strong, thorough evidence</td>
<td>identify explicit textual evidence</td>
</tr>
<tr>
<td>to support analysis of what the text says</td>
<td>inference</td>
<td>analysis</td>
<td>cite evidence</td>
</tr>
<tr>
<td>explicitly as well as inferences drawn from</td>
<td></td>
<td>inferences</td>
<td>draw inferences</td>
</tr>
<tr>
<td>the text.</td>
<td></td>
<td></td>
<td>support inference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>using several pieces from the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Provide varying degrees of support (evidence)</td>
</tr>
</tbody>
</table>
Template for “Unpacking” the Common Core Standards

How to use this template:

1. Choose standards you want to unpack (ones that might go together?)
2. Underline verbs, circle nouns.
3. Come up with a ‘big idea” that puts the standard/s in your own words.
4. Come up with an essential question that could be engaging to students.
5. Brainstorm ways that instruction at your grade level could address these standards.

<table>
<thead>
<tr>
<th>Common Core Standard/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(nouns)</td>
<td>(verbs)</td>
</tr>
</tbody>
</table>

**BIG IDEA** (enduring understanding) in student friendly language:

**ESSENTIAL QUESTION/S:**

<table>
<thead>
<tr>
<th>How to address this at our grade level/s? (What are we already doing? What else could we try?)</th>
</tr>
</thead>
</table>

Retrieved from: [www.vtcla.org/wp-content/.../Template_for_unpackingCCSS.doc](http://www.vtcla.org/wp-content/.../Template_for_unpackingCCSS.doc)
In your classroom:

What should be posted for all to see AND observable in each lesson?

1. **Objective(s)/Goal(s)** for the lesson/unit that is based on either the NGSSS or Common Core State Standards.

   These goals should easily understood by students and should be either declarative or procedural in nature. They should be stated in the following manner:
   - Students will be able to…(procedural)
   - Students will understand or know…(declarative)
   - or I Can....

2. **Essential Questions** – These should be written so the students can understand them and cover the most important topics or skills being taught.

3. **Writing Response** – Example: How did today’s examination of the Declaration of Independence influence your thoughts?

4. **Student Rubric or Scale** – The scale should be used by students to measure their own learning. **The scale should** be understood by all students and used by them to frequently measure their learning and growth…not simply their understanding of assignments or directions.
In your classroom:

https://www.teachingchannel.org/videos/teaching-declaration-of-independence
Share Session:
Please share one of the following statements...

- **Question** ~ “I wonder ... What if...?”

- **Connection** ~ “This reminds me of...”

- **Opinion** ~ “I think...“

- **Reaction** ~ “Wow, I am excited about...”
Group Discussion:
What steps should we take to...

- Ensure a smooth transition?
- Implement the CCSS at our school?
- Meet the professional development needs of all of our teachers?
Reflections:

3 points I want to remember about the CCSS...

3 questions that I still need answered...

The next 3 steps that our school should take to ensure a smooth transition to the CCSS...

Please leave any feedback on the Y Chart before leaving.
Resources for Teachers:

- Flipbooks of UNPACKED Common Core Standards for Mathematics Grades K-8
  [http://katm.org/wp/?page_id=91](http://katm.org/wp/?page_id=91)

- Proficiency Scale Bank

- North Carolina’s supply of Unpacked Standards
  [http://dpi.state.nc.us/acre/standard.../common-core-tools/](http://dpi.state.nc.us/acre/standard.../common-core-tools/)