

Common Core Update

Board of Regents
November 2012



Implementing the Common Core

Instructional Shifts Demanded by the Core

6 *Shifts* in ELA/Literacy

Balancing Informational and Literary Text
Building Knowledge in the Disciplines
Staircase of Complexity
Text-based Answers
Writing from Sources
Academic Vocabulary

6 *Shifts* in Mathematics

Focus
Coherence
Fluency
Deep Understanding
Applications
Dual Intensity

Summer 2012 Curricular Resources

Resources Provided to Support District Implementation of Common Core

- **Professional Development Videos** developed with authors of Common Core and PBS
- **Tri-State Rubric** developed with Massachusetts and Rhode Island to evaluate district curricular materials against the Common Core
- **Content Frameworks** developed by PARCC in collaboration with the authors of the Common Core
- **Curricular Exemplars** (sample lessons and instructional materials) developed with feedback from the authors of Common Core
- **Sample Assessment Items** developed with feedback from the authors of Common Core
- **Network Team Institutes/Teacher & Principal Common Core Ambassadors Program**

Implementation Supports: EngageNY 1.5



What's New:

Revised navigational choices on the homepage

Upgraded search experience

New tagging, search and filter functionality

E-Community for the field to engage, interact and share



Summer 2013 Curricular Resources

First-in-Nation Optional State P-12 English Language Arts and Mathematics Common Core Curriculum

- Unit plans and instructional materials developed through iterative, collaborative process with NYS educators
- Innovative Creative Commons License Approach
- English Language Arts
 - Core Knowledge: P-2 Curriculum Modules
 - Expeditionary Learning: 3-5 Curriculum Modules
 - Public Consulting Group: 6-12 Curriculum Modules
- Mathematics
 - Common Core Inc.: P-12 Curriculum Modules
- Launch of video library of exemplary Common Core instruction

Assessing Student Progress



New York State Testing Program

Common Core Sample Questions

engage^{ny}

Our Students. Their Moment.

OLD 2008 Grade 6 Item, Fractions

6.N21

Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)

2

A 20-gallon container is filled with 6 gallons of gasoline. What fraction of the container is filled with gasoline?

A $\frac{20}{6}$

B $\frac{3}{10}$

C $\frac{6}{10}$

D $\frac{3}{5}$

NEW Grade 5 Math Item, Fractions

Standard 5.NF.7c

Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?

Domain: Number and Operations- Fractions

Item: CR

9. Half of a school auditorium is needed to seat 3 equal-sized fifth grade classes.

Part A: Make a visual fraction model to represent the whole auditorium when each class is seated in separate sections.

Part B: What fraction of the auditorium will one of the fifth grade classes need of the whole auditorium?

Similar to Old Grade 6 ELA Items

2a

Read the following lines from the passage

People laughed at him, and even his friends told him that he never could be a speaker, so he went home greatly cast down. (Lines 24 and 25)

In this sentence, ‘cast down’ means

- ☐ Upbeat
- ☐ Encouraged
- ☐ Embarrassed
- ☐ Discouraged

4a

In both the *Demosthenes* biography and the *Icarus and Daedalus* myth the main characters are given advice from other people. Do you respond to advice from other people more like Demosthenes or more like Icarus? Write an essay in which you explain who you are more like when it comes to taking advice and why. Use details from both articles to support your answer.

In your response, be sure to do the following:

- ☐ tell whether you are more like Demosthenes or Icarus
- ☐ explain why you are respond to advice similar to Demosthenes or Icarus
- ☐ use details from both passages in your response

Sample: New CC Grade 6 ELA Item

2

Read the following lines from the passage

People laughed at him, and even his friends told him that he never could be a speaker, so he went home greatly cast down. (Lines 24 and 25)

How does this sentence help to structure the passage?

- A) It sets up a contrast between what Demosthenes could accomplish individually and what he could do with the help of others.
- B) It shows the main reason Demosthenes sought the help of other more established public speakers
- C) It divides the periods of Demosthenes life between when he was unsuccessful and when he reached his goals
- D) It reveals Demosthenes key weakness, public speaking, and how it would hold him back. |

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Sample: New CC Grade 6 ELA Item

Extended Constructed Response Paired Passages

4

In both the *Demosthenes* biography and the *Icarus and Daedalus* myth the main characters exhibit determination in pursuit of their goals. Did determination help both main characters reach their goals, or did it lead them to tragedy? Write an argument for whether you believe determination helped or hurt the two main characters.

In your response, be sure to do the following:

- ☐ describe how determination affected the outcome in *Demosthenes*
- ☐ describe how determination affected the outcome in *Icarus and Daedalus*
- ☐ explain the similarities or differences that exist in the ways determination played into the outcome of both texts
- ☐ use details from both passages in your response

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PARCC Update

- Technology Readiness Tool → surveying districts to determine technology capacity and evaluate “readiness” gap
- College & Career Readiness Performance Level Descriptors based on NYS Model → identifying performance level that “predicts” probability of student successfully enrolling in and succeeding in a credit-bearing first-year college course
- Test development
 - Prototype items posted (very similar to NYS sample items)
 - Multiple vendors engaged in item development work