

Volume 3 Number 1

Getting to the **CORE**

Superior Standards - Positive School Climate - Successful Students

a newsletter for SAUSD educators

What's inside

- *CCSS Spotlight on Success*
- *CLAS Update*
- *Principal's Corner*
- *News!*
- *K-12 Connection*
- *Smarter Balanced Assessment*

We Caught you...



Students collaborate during a close read activity.

Upcoming Meetings

February and April 2013 -
CCSS Orientation for Parents

CCSS Spotlight on Success

The CCSS in literacy require that reading be taught with both informational and literary text. By fourth grade, 50% of assigned reading should be from informational texts. In high school the use of informational texts increases to 70% across the content areas. As David Coleman, one of the authors of the CCSS, states, "The bulk of that percentage will be carried by non-ELA disciplines that do not study fictional texts." The CCSS expect students to read various types of complex texts, including Shakespeare and Twain.

CLAS Update

CLAS teacher leaders welcome the New Year by strengthening their flourishing skills of coaching, training and supporting site teachers. 2013 provides opportunities for CLAS to hone their writing and presentation skills as well as deepen their knowledge of curriculum. CLAS, with the leadership and guidance of the District curriculum specialists, will develop training modules to be implemented district-wide and will collaborate on units of study. The new semester will prove to be an invigorating and galvanizing time for SAUSD.

Principal's Corner

One of the main aspects of CCSS that sets them apart from earlier iterations of state standards is the close and critical reading. Close reading is meant to occur both within and across texts so that students integrate knowledge and ideas, delineate, evaluate and critique arguments and claims, and analyze ideas encountered across multiple texts. We can support this instructional shift by:

- Setting purposes for reading to promote connections to previously read texts and experiences
- Extracting common themes, topics, insights, and problems from sets of texts

News!

District curriculum specialists developed a Training Module focused on evaluating levels of text complexity and tools that support access to complex text for all students.

K-12 Connection

What is Text Complexity?

Text levels have typically been addressed indirectly within past generations of standards documents. For example, a standard might describe fifth graders as needing to identify figurative language in "grade-level" but grade-level text was not defined. Readability estimates were included but could not fully capture the complexity of a novel or expository text. By contrast, Standard 10 of CCSS focuses on increasing the students' ability to comprehend more complex text across their school careers. The expectation is that by increasing the level of complex text beginning in grade 2, within 5 or 6 years high school graduates will be able to read the complex texts expected of them in college and the workplace.

The CCSS writers provided two sources of guidance for educators including a tripartite model of text complexity and exemplars for steps along the grade-by-grade staircase in the Appendixes. The dimensions of the tripartite model are qualitative, quantitative and reader and task. The upcoming professional development module will go into depth on each dimension of text complexity.

Information obtained from
www.textproject.org/tds



Smarter Balanced Assessment

Elementary

Pocket Count

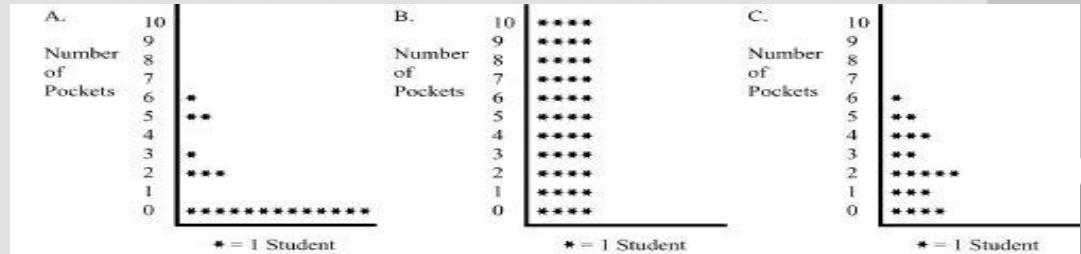
Sunshine State Standards

MA.3.A.4.1

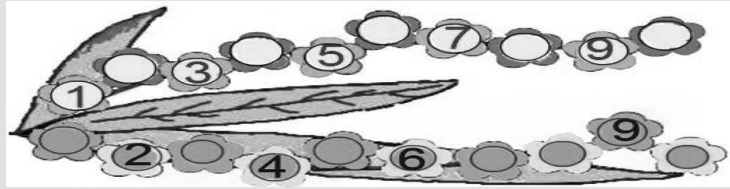
Directions:

Think carefully about the following question. Write a complete answer. You may use drawings, words, and numbers to explain your answer. Be sure to show all of your work.

There are 20 students in Mr. Arnett's class. On Tuesday, most of the students in the class said they had pockets in the clothes they were wearing.



1. Which of the graphs most likely shows the number of pockets each child had?
2. Explain why you chose that graph.
3. Explain why you did not choose the other graphs.



Educational Services Department

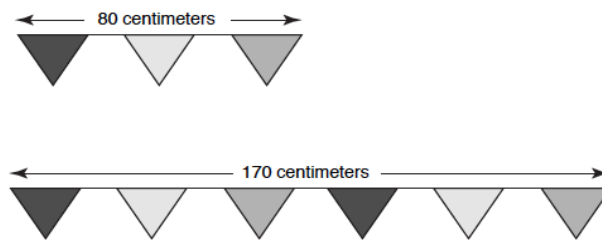
Thelma Meléndez de Santa Ana, Ph.D., Superintendent
Cathie Olsky, Ed.D., Deputy Superintendent, Chief Academic Officer
Michelle Rodriguez, Ed.D., Director of Elementary Student Achievement
Judy Barden, Director of Staff Development and Instruction

Secondary

Party Flags

This problem gives you the chance to:

- find sizes by interpreting a diagram
- express a function by a formula



Erica is putting up lines of colored flags for a party.
The flags are all the same size and are spaced equally along the line.

1. Calculate the length of the sides of each flag, and the space between flags.
Show all your work clearly.

The sides of each flag measure _____ cm.

The space between flags measures _____ cm.

2. How long will a line of n flags be?
Write down a formula to show how long a line of n flags would be.
