



SAUSD's



Volume 4 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...



Upcoming Meetings

CCSS Parent Orientation
9:00-10:30 am & 6:00-7:30 pm

February 13, 2013
Segerstrom Fundamental
April 17, 2013
Santa Ana High School

CCSS Spotlight on Success

The ability to read complex text is required for success in college, career, and beyond. Therefore, the first district CCSS training module introduced will be focusing on text complexity. This training module will provide guidelines for measuring text complexity, using the three-part model provided in the CCSS ELA/Literacy *Appendix A*. Teachers will also have opportunities for practical applications in their assigned content areas. For more information, please see Appendix A at the following link: http://www.corestandards.org/assets/Appendix_A.pdf

CLAS Update

CLAS are busy training all District teachers at their sites. Using the training module developed by the district curriculum specialists, CLAS focuses on ELA and Content Literacy to ensure students increase their ability to comprehend more complex text throughout their educational careers. The Text Complexity module addresses three categories of learning: *Read and Learn*, *Reflect and Respond* and *Analyze and Apply*. The module contains five activities that aim to empower teachers to measure text complexity in order to meet the demands of the CCSS.

Principal's Corner

Collaborative Conversations as a Scaffold

A collaborative conversation invites students to move through specific routines as they work at making sense of new language and ideas. It invites students to engage in predictable participation structures that have a clear beginning, process, and end. Familiarity with the structure enables the students to focus not on directions, which are especially consuming for English language learners, but, instead, on the novelty of target skills, concepts, and the language to express them. You may see students engaging in a double-entry journal or collaborative dialogue to provide them opportunity to rehearse, perform and, own the new knowledge.

Source: Scaffolding the Academic Success of Adolescent English Language Learners

News!

Dr. Michelle Rodriguez, Director of Student Achievement/Charter Schools, has been invited to address a national forum of school district leaders hosted by the Council of the Great City Schools and Student Achievement Partners. Dr. Rodriguez will share SAUSD's perspective regarding the alignment of CCSS materials in Mathematics and ELA/Literacy.

K-12 Connection

How do the Common Core Standards Form a Staircase of Complexity?

The authors of the Common Core suggest that teachers look at the standards before and after the grade level that they teach in addition to their grade level standards to see the whole picture of what they want students to accomplish. This suggestion is due to the fact that the standards form a staircase of complexity where the next grade level rests on the foundation of the previous grade level(s). There are at least five different ways in which the standards increase in difficulty as they move from kindergarten to twelfth grade and on to the College and Career Ready Anchor Standards and Mathematical Practices.

- 1) Change the level of support: The removal of scaffolding in moving from the early primary grades.
- 2) Change the number of entities involved in the process: Move from having to explain characters to explaining characters, setting and events
- 3) Change the type of entities: Change from general to discipline-specific entities such as explaining entities to explaining relationships and interactions
- 4) Increase in cognitive demand of the process: Move from explanation to comparison
- 5) Add evidentiary requirements

Elementary

Printing Tickets

This problem gives you the chance to:

- compare price plans using graphs and formulae

Susie is organizing the printing of tickets for a show. She has collected prices from several printers and these two seem to be the best.

SURE PRINT Ticket printing 25 tickets for \$2	BEST PRINT Tickets printed \$10 setting up plus \$1 for 25 tickets
--	---

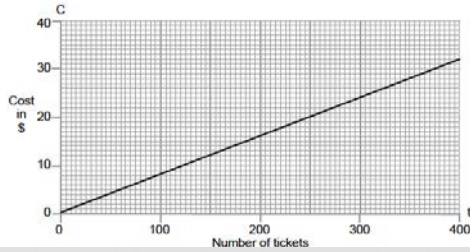
1. Using C for the cost of the printing and t for the number of tickets, Susie writes a formula for each of the printers. Here is her formula for *Sure Print*:

$$\text{Sure Print} \quad C = \frac{2t}{25}$$

Write the formula for Best Print:

$$\text{Best Print} \quad C =$$

2. Susie's brother Rob has drawn *Sure Print's* graph on a grid. Draw the graph for *Best Print*.



3. Susie uses algebra to find the values of C and t when the cost of printing the tickets is the same for both of the printers.

$$C = \quad t =$$

Show how Susie may have calculated C and t .

4. What do Rob's graphs and Susie's calculations tell us about the cost of the tickets? Which company should Susie choose under what circumstances?



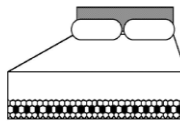
Secondary

Patchwork Quilt

This problem gives you the chance to:

- recognize and extend a number pattern
- express a rule using algebra

Sam is making a border for a patchwork quilt. She is sewing black and white regular hexagons together.



Sam makes a table to show the number of black and white hexagons she needs.

	Number of black hexagons	Number of white hexagons
	1	6
	2	11
	3	16
	4	21

1. How many white hexagons does Sam need for 6 black hexagons? _____
Explain how you figured it out.

2. How many black hexagons does Sam need for 66 white hexagons? _____

Explain how you figured it out.

3. Write a formula that will help you to find how many white hexagons (W) Sam needs for n black hexagons.

4. Use your formula to find how many white hexagons Sam needs for 77 black hexagons.

$$\text{_____ white hexagons}$$

Show your work.



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