SAUSD's

Volume 7 Number 3

Getting to the CORE

Superior Standards - Positive School Climate - Successful Students

a newsletter for SAUSD educators

What's inside

We Caught you...

Upcoming Meetings

CCSS Parent Orientation

April 17, 2013
Santa Ana High School
9:00-10:30 am & 6:00-7:30 pm

CCSS Spotlight on Success

SAUSD has been working with the Council of Great City Schools (CGCS) and Student Achievement Partners in the Basal and Anthology Alignment Projects. As part of the project, school districts from across the nation have come together to create CCSS aligned lessons for grades 3-5 basals and grades 6-10 ELA Anthologies. These lessons use our current reading selections but focus on close reading of the text, text-dependent questions, and evidence-based writing. For more information http://www.achievethecore.org/basal-alignment-project

CLAS Update

CLAS continues to push the limits of *impossible*. With the leadership of district curriculum specialists, CLAS developed CCSS units of study for K-5 and selected secondary content courses. Additionally, they are piloting segments in classrooms across SAUSD to the enthusiastic response of students and teachers alike. Classroom collaboration, pictorials, and close reads through text dependent questioning are evidence of their expertise and dedication to the craft of teaching and learning. Gracias to these professionals!

Principal's Corner

Common Core and Mathematics

Mathematics instruction for English Learners should address mathematical discourse and academic language. Vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing. Language is a resource for learning mathematics; it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of English Learners in mathematics.
Source: Dr. Kenji Hakuta, Stanford University

News!

Members of the CCSS Steering Committee have been busy reviewing the upcoming units-of-study. These units have been a collaborative effort, and it is hoped that the feedback from teachers will be the next step in this district-wide effort.

K-12 Connection

Six Dimensions of Text Complexity

There are six dimensions mentioned in the Common Core State Standards Appendix A in regards to how to measure text complexity through qualitative measures. In the last two editions of the newsletter, we focused on the first four dimensions of levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands—life experiences (literary texts). This edition of K-12 Connection will discuss the last two dimensions text complexity:

5) **Knowledge Demands—Cultural/Literary Knowledge (chiefly literary texts)**:

Simple Texts	Complex Texts
Everyday knowledge and familiarity with genre conventions required	Culture and literary knowledge useful
Low intertextuality (few if any references/allusions to other texts)	High intertextuality (many references/allusions to other texts)

6) **Knowledge Demands—Content/Discipline Knowledge (chiefly informational texts)**

Simple Texts	Complex Texts
Everyday knowledge and familiarity with genre conventions required	Extensive, perhaps specialized discipline-specific knowledge required
Low intertextuality (few if any references/citations to other texts)	High intertextuality (many references/citations to other texts)

Excerpts from Common Core Appendix A

Smarter Balanced Assessment

Elementary

In an Election

In an election for class president, 20 students use two colors of beans to represent their votes. A red bean represents a vote for candidate 1, and a blue bean is a vote for candidate 2. One possible outcome of the election is 20 red and 0 blue. Another possible outcome is 19 red and 1 blue. What other outcomes are possible? Work with a partner to draw and complete a table. If you find any patterns that could help you find all possible combinations, write about them. How many possible combinations of votes exist? How do you know whether you have found them all? When you finish, compare your table with another pair's.

Candidate 1 (red)	Candidate 2 (blue)	Number Sentence
20	0	20 + 0 = 20
19	1	19 + 1 = 20

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

High School

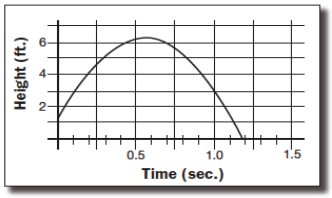
Horseshoes in Flight

Student Activity Sheet

As shown in the graph, the height of a thrown horseshoe depends on the time that has elapsed since its release. (Note that this graph of the horseshoe's height is parabolic, but it is not the same as the graph of the horseshoe's flight path.)

The height of the horseshoe (measured in feet) as a function of time (measured in seconds and represented by the variable t) from the instant of release is

$$1\,{}^{3}\!/_{16} + 18t - 16t^2.$$



The expressions (a)–(d) below are equivalent:

(a) $1\,{}^{3}\!/_{16} + 18t - 16t^2$

(b) $-16(t - {}^{19}\!/_{16})(t + {}^{1}\!/_{16})$

(c) ${}^{1}\!/_{16}(19 - 16t)(16t + 1)$

(d) $-16(t - {}^{9}\!/_{16})^2 + {}^{100}\!/_{16}$

1. Which expression is the most useful for finding the maximum height of the horseshoe, and why is it the most useful expression?

2. What information can you conclude about the horseshoe's flight from other equivalent expressions? Explain your answers.