



SAUSD's



Volume 5 Number 2

Getting to the **CORE**

Superior Standards - Positive School Climate - Successful Students

a newsletter for SAUSD educators

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We Caught you...



Parents attend CCSS orientation at Segerstrom High School on February 13, 2013.

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

As part of SAUSD's implementation plan for the Common Core State Standards, teams of secondary curriculum specialists, CLAS, and classroom teachers are developing exemplar units of study in the content areas. Like the elementary units of study, which were implemented earlier in the year, these model units will highlight the instructional shifts in ELA/literacy and math. Curriculum writers are receiving training in close reading strategies, common core math instruction, and QTEL (Quality Teaching for English Learners) as they develop the units which will be introduced later this year.

CLAS Update

The CLAS teachers are proving to be intentional learners, too. This past month, they have been immersed in exploring text complexity as it relates to strengthening classroom teachers' knowledge as well as its impact on college and career readiness for our students. As they are training site staff using the Complex Text Module, they too are learning the intricacies of complex text in order to differentiate training, coaching and support at the site.

Principal's Corner

University Starts Now (USN)

As we transition to the Common Core Standards with an emphasis on College and Career Readiness, we are proud of our schools that are preparing our students to be university bound. Aligned with the goals of common core, King Elementary participates in University Starts Now Program (USN). The goal of USN is to create a culture of higher academic learning among all K-5 students and families. Students learn university vocabulary, visit a university campus, and wear USN T-shirts on Monday. The students are reminded daily of their goal with a university corner displayed in each classroom. We encourage you to visit King Elementary to find out more about USN.

News!

More than 250 parents attended a Common Core State Standards overview on February 13, 2013. The morning and early evening sessions were conducted by leadership from Educational Services.

K-12 Connection

Six Dimensions of Text Complexity

There are six dimensions mentioned in the Common Core State Standards Appendix A for measuring text complexity through qualitative measures. In this newsletter's edition, we will discuss the first two dimensions:

1) Levels of Meaning or Purpose

Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

2) Structure:

Texts of low complexity tend to have simple, well marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (particularly in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts are more likely to conform to the norms and conventions of a specific discipline.

Smarter Balanced Assessment

Elementary – Grades 2-3

Curtis, Christopher Paul. *Bud, Not Buddy*. New York: Random House, 1999. (1999)
(Also listed as a narrative for grades 4–5)
From Chapter 1

Here we go again. We were all standing in line waiting for breakfast when one of the caseworkers came in and tap-tap-taped down the line. Uh-oh, this meant bad news, either they'd found a foster home for somebody or somebody was about to get paddled. All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little fire-crackers going off on the wooden floor.

Shoot! She stopped at me and said, "Are you Buddy Caldwell?"

I said, "It's Bud, not Buddy, ma'am."

She put her hand on my shoulder and took me out of the line. Then she pulled Jerry, one of the littler boys, over. "Aren't you Jerry Clark?" He nodded.

"Boys, good news! Now that the school year has ended, you both have been accepted in new temporary-care homes starting this afternoon!"

Jerry asked the same thing I was thinking, "Together?"

She said, "Why no, Jerry, you'll be in a family with three little girls..."

Jerry looked like he'd just found out they were going to dip him in a pot of boiling milk.

"...and Bud..." She looked at some papers she was holding. "Oh, yes, the Amoses, you'll be with Mr. and Mrs. Amos and their son, who's twelve years old, that makes him just two years older than you, doesn't it, Bud?"

Performance Task: Students describe how the character of Bud in Christopher Paul Curtis' story *Bud, Not Buddy* responds to a major event in his life of being placed in a foster home. [RL.2.3]



Secondary – Grades 6-8

Yep, Laurence. *Dragonwings*. New York: HarperCollins, 1975. (1975)
From Chapter IX: "The Dragon Wakes (December, 1905—April, 1906)"

By the time the winter rains came to the city, we were not becoming rich, but we were doing well. Each day we put a little money away in our cold tin can. Father never said anything, but I knew he was thinking about the day when we might be able to afford to bring Mother over. You see, it was not simply a matter of paying her passage over on the boat. Father would probably have to go over after her and escort her across. There had to be money for bribes—tea money, Uncle called it—at both ends of the ocean. Now that we no longer belonged to the Company, we somehow had to acquire a thousand dollars worth of property, a faraway figure when you can only save nickels and dimes.

And yet the hope that we could start our own little fix-it shop and qualify as merchants steadily grew with the collection of coins in the tin can. I was happy most of the time, even when it became the time for the New Year by the Tang people's reckoning. [...]

We took the old picture of the Stove King and smeared some honey on it before we burned it in the stove. Later that evening we would hang up a new picture of the Stove King that we had bought in the Tang people's town. That was a sign the Stove King had returned to his place above our stove. After we had finished burning the old picture, we sat down to a lunch of meat pastries and dumplings.

Performance Task: Students compare and contrast Laurence Yep's fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real. [RL.7.9]



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