



SAUSD's



Volume 6 Number 3

Getting to the CORE

Superior Standards - Positive School Climate - Successful Students

a newsletter for SAUSD educators

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We Caught you...

Writing Teams at Work



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

Classroom teachers are currently being recruited to develop CCSS units reflecting the instructional shifts. Site trainings, including the common core overview, big idea/essential questions, text complexity, and close reading, have set the foundation for the curriculum writing which will occur during the summer. The units will span grade K-12 and will include the four major content areas: ELA, math, science, and social science. Applications for curriculum writing may be found on the Staff Development webpage at the following link: <http://www.sausd.us/Page/883>

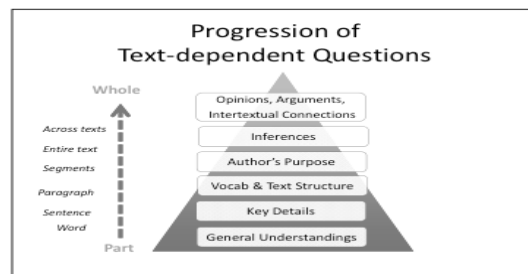
CLAS Update

Members of CLAS engaged in training provided by *Pivot Learning Partners*. The skills of cohort coaching and managing change during transitions were the focus. As a result, the "Concerns-Based Adoption Model" (CBAM) was reviewed. This model is a framework for professional development practices. It maintains that new learning brings about change that has an impact on all stakeholders- teachers, parents, students, and policy makers. Key to this idea is that an evolution of ideas and understanding is a natural process that needs to be supported.

Principal's Corner

What Type of Text Dependent Questions Should Be Asked?

Text-dependent questions are answered by closely reading the text and using evidence from the text rather than from information from outside sources. The level of thinking (depth of knowledge) behind the text-dependent questions we develop should include a progression that ranges from general understandings to opinion, arguments and intertextual connections. Below you will find a graphic of the progression that we will discuss in detail over the next two newsletters:



Information obtained from Doug Fisher, Core Leadership Summit

K-12 Connection

Six Dimensions of Text Complexity

There are six dimensions for qualitative measurement of text complexity outlined in the Common Core State Standards Appendix A. In the last edition of the newsletter, we focused on the first two dimensions of levels of meaning or purpose and structure. This edition of K-12 Connection will discuss the next two dimensions:

3) Language Conventionalty and Clarity:

Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic or otherwise unfamiliar language or on general academic and domain-specific vocabulary.

4) Knowledge Demands—Life Experiences (Literary Texts):

Texts that make few assumptions about the extent of readers' life experiences. Below you will find a table that speaks to some of the differences between simple and complex text in regards to knowledge demands.

Simple Text	Complex Text
Simple theme	Complex or sophisticated themes
Single themes	Multiple themes
Common, everyday experiences or clearly fantastical situations	Experiences distinctly different from one's own
Single perspective	Multiple perspectives
Perspective(s) like one's own	Perspective(s) unlike or in opposition to one's own

Excerpts from Common Core Appendix A

Elementary – K-1

Lobel, Arnold. Frog and Toad Together. New York: HarperCollins, 1971. (1971)
From “The Garden”

Frog was in his garden. Toad came walking by.

“What a fine garden you have, Frog,” he said. “Yes,” said Frog. “It is very nice, but it was hard work.”

“I wish I had a garden,” said Toad. “Here are some flower seeds. Plant them in the ground,” said Frog, “and soon you will have a garden.” “Toad ran home. He planted the flower seeds. “Now seeds,” said Toad, “start growing.” Toad walked up and down a few times. The seeds did not start to grow. Toad put his head close to the ground and said loudly, “Now seeds, start growing!” Toad looked at the ground again. The seeds did not start to grow. Toad put his head very close to the ground and shouted, “NOW SEEDS, START GROWING!” Frog came running up the path. “What is all this noise?” he asked. “My seeds will not grow,” said Toad. “You are shouting too much,” said Frog. “These poor seeds are afraid to grow.” That night, Toad looked out of his window. “Drat!” said Toad. “My seeds have not started to grow. They must be afraid of the dark.” Toad went out to his garden with some candles. “I will read the seeds a story,” said Toad. “Then they will not be afraid.” Toad read a long story to his seeds. All the next day Toad sang songs to his seeds. And all the next day Toad read poems to his seeds. And all the next day Toad played music for his seeds. Then Toad felt very tired and he fell asleep. “Toad, Toad, wake up,” said Frog. “Look at your garden!” Toad looked at his garden. Little green plants were coming up out of the ground. “At last,” shouted Toad, “my seeds have stopped being afraid to grow!” “And now you will have a nice garden too,” said Frog. “Yes,” said Toad, “but you were right, Frog. It was very hard work.”

Performance Task:

Students retell Arnold Lobel’s Frog and Toad Together while demonstrating their understanding of a central message or lesson of the story (e.g., how friends are able to solve problems together or how hard work pays off). [RL.1.2]



Secondary – Grades 9-10

Secondary Informational Texts: Science, Mathematics, and Technical Subjects Grades 9-10 Example:

Cannon, Annie J. “Classifying the Stars.” The Universe of Stars. Edited by Harlow Shapeley and Cecilia H. Payne. Cambridge, Mass.: Harvard Observatory, 1926. (1926)

Sunlight and starlight are composed of waves of various lengths, which the eye, even aided by a telescope, is unable to separate. We must use more than a telescope. In order to sort out the component colors, the light must be dispersed by a prism, or split up by some other means. For instance, sunbeams passing through raindrops are transformed into the myriad-tinted rainbow. The familiar rainbow spanning the sky is Nature’s most glorious demonstration that light is composed of many colors.

The very beginning of our knowledge of the nature of a star dates back to 1672, when Isaac Newton gave to the world the results of his experiments on passing sunlight through a prism. To describe the beautiful band of rainbow tints, produced when sunlight was dispersed by his three-cornered piece of glass, he took from the Latin the word spectrum, meaning an appearance. The rainbow is the spectrum of the Sun.

In 1814, more than a century after Newton, the spectrum of the Sun was obtained in such purity that an amazing detail was seen and studied by the German optician, Fraunhofer. He saw that the multiple spectral tings, ranging from delicate violet to deep red, were crossed by hundreds of fine dark lines. In other words, there were narrow gaps in the spectrum where certain shades were wholly blotted out. We must remember that the word spectrum is applied not only to sunlight, but also to the light of any glowing substance when its rays are sorted out by a prism or a grating.

Performance Task:

Students cite specific textual evidence from Annie J. Cannon’s “Classifying the Stars” to support their analysis of the scientific importance of the discovery that light is composed of many colors. Students include in their analysis precise details from the text (such as Cannon’s repeated use of the image of the rainbow) to buttress their explanation. [RST.9–10.1].



Educational Services
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