

Common Core State Standards

Activity Packet

FOR MORE INFORMATION

For more information and resources, please visit the Common Core State Standards page of the State Department of Education Web site <<http://www.sde.state.ok.us>>. On this page, you will find copies of the standards available for download, opportunities to provide feedback regarding the standards, and additional resources as they become available.

If you have questions about the standards, please contact the Curriculum Office at (405) 521-3361.

PAIRED STANDARDS ACTIVITY: MATHEMATICS

FOR EACH PAIR OF STANDARDS, PREDICT WHICH ONE IS FROM OKLAHOMA'S 2009 PRIORITY ACADEMIC STUDENT SKILLS (PASS) AND WHICH ONE IS FROM THE 2010 COMMON CORE STATE STANDARDS (CCSS). MARK EACH ONE WITH PASS OR CCSS.

_____ (EXAMPLE – Grade 5): Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

_____ (EXAMPLE – Grade 5): Apply the concept of place value of whole numbers through hundred millions (9 digits) and model, read, and write decimal numbers through the thousandths.

_____ (Grade 1): Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g., $2 + 4 = 4 + 2$, $3 + 0 = 3$).

_____ (Grade 1): Apply properties of operations as strategies to add and subtract. *Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)*

_____ (Grade 2): Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

_____ (Grade 2): Measure objects using standard units (e.g., measure length to the nearest foot, inch, and half inch).

_____ (Grade 4): Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

_____ (Grade 4): Identify, draw, and construct models of intersecting, parallel, and perpendicular lines. Identify and compare angles equal to, less than, or greater than 90 degrees (e.g., use right angles to determine the approximate size of other angles).

_____ (Grade 6): Use substitution to simplify and evaluate algebraic expressions (e.g., if $x = 5$ evaluate $3 - 5x$). Build and recognize models of multiples to develop the concept of exponents and simplify numerical expressions with exponents and parentheses using order of operations.

_____ (Grade 6): Write and evaluate numerical expressions involving whole-number exponents. Write, read, and evaluate expressions in which letters stand for numbers.

_____ (Grade 7): Central Tendency: Compute the mean, median, mode, and range for data sets and understand how additional data or outliers in a set may affect the measures of central tendency.

_____ (Grade 7): Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

_____ (Grade 7): Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

_____ (Grade 7): Determine the probability of an event involving “or”, “and”, or “not” (e.g., on a spinner with one blue, two red and two yellow sections, what is the probability of getting a red or a yellow?).

_____ (Algebra): Solve linear equations by graphing or using properties of equality. Solve linear inequalities by graphing or using properties of inequalities.

_____ (Algebra): Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

_____ (Data Analysis): Collect data involving two variables and display on a scatter plot; interpret results using a linear model/equation and identify whether the model/equation is a line best fit for the data.

_____ (Data Analysis): Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. Fit a linear function for a scatter plot that suggests a linear association.

_____ (Geometry): Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

_____ (Geometry): Similarity and Congruence: Determine and verify the relationships of similarity of triangles, using algebraic and deductive proofs. Use ratios of similar 2-dimensional figures to determine unknown values, such as angles, side lengths, perimeter or circumference, and area. Determine and verify the relationships of congruency of triangles, using algebraic and deductive proofs. Use the relationships of congruency of 2-dimensional figures to determine unknown values, such as angles, side lengths, perimeter or circumference, and area.

_____ (Algebra): Systems of Equations: Use either one quadratic equation and one linear equation or two quadratic equations to solve problems.

_____ (Algebra): Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

_____ (Algebra): Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

_____ (Algebra): Given the graph of a rational function, identify the x- and y-intercepts, vertical asymptotes, using various methods and tools which may include a graphing calculator.

PAIRED STANDARDS ACTIVITY:

ENGLISH LANGUAGE ARTS

FOR EACH PAIR OF STANDARDS, PREDICT WHICH ONE IS FROM OKLAHOMA'S 2009 *PRIORITY ACADEMIC STUDENT SKILLS (PASS)* AND WHICH ONE IS FROM THE 2010 COMMON CORE STATE STANDARDS (CCSS). MARK EACH ONE WITH PASS OR CCSS.

- _____ (EXAMPLE – Grade 7): Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
_____ (EXAMPLE – Grade 7): Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.
-
- _____ (Kindergarten): With prompting and support, retell familiar stories, including key details.
_____ (Kindergarten): Retell, reenact or dramatize a story read to the student or by the student.
-
- _____ (Grade 1): Describe the roles of authors and illustrators in telling a story or presenting information.
_____ (Grade 1): Identify the reasons an author gives to support points in a text.
-
- _____ (Grade 2): Know the meaning of simple prefixes and suffixes.
_____ (Grade 2): Decode words with common prefixes and suffixes.
-
- _____ (Grade 3): Form and use regular and irregular plural nouns.
_____ (Grade 3): Recognize and use correctly singular and plural forms of nouns.
-
- _____ (Grade 4): Correct sentence fragments and run-ons.
_____ (Grade 4): Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
-
- _____ (Grade 5): Follow agreed-upon rules for discussions and carry out assigned roles.
_____ (Grade 5): Show respect for others in verbal and physical communication.
-
- _____ (Grade 6): Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
_____ (Grade 6): Contrast actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

_____ (Grade 7): Verify the meaning of a word in context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast. Identify figurative language and sound devices and analyze how they affect the development of a literary work.

_____ (Grade 7): Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

_____ (Grade 8): Write arguments to support claims with clear reasons and relevant evidence.

_____ (Grade 8): Write persuasive/argumentative compositions that include a well-defined thesis that makes a clear and knowledgeable appeal.

_____ (Grades 9-10): Analyze and evaluate literature from various cultures to broaden cultural awareness.

_____ (Grades 9-10): Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

_____ (Grades 11-12): Analyze several historical records of a single event, examining critical relationships between elements of the topic.

_____ (Grades 11-12): Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

PAIRED STANDARDS ACTIVITY: LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

FOR EACH PAIR OF STANDARDS, PREDICT WHICH ONE IS FROM OKLAHOMA'S 2009 *PRIORITY ACADEMIC STUDENT SKILLS (PASS)* AND WHICH ONE IS FROM THE 2010 COMMON CORE STATE STANDARDS (CCSS). MARK EACH ONE WITH PASS OR CCSS.

_____ (Reading in History/Social Studies -High School): Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, photographs, documents, newspapers, media, and computer-based technologies).

_____ (Reading in History/Social Studies -High School): Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

_____ (Reading in Science -Middle School): Formulate and evaluate explanations proposed by examining and comparing evidence, pointing out statements that go beyond evidence, and suggesting alternative explanations.

_____ (Reading in Science -Middle School): Cite specific textual evidence to support analysis of science and technical texts. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

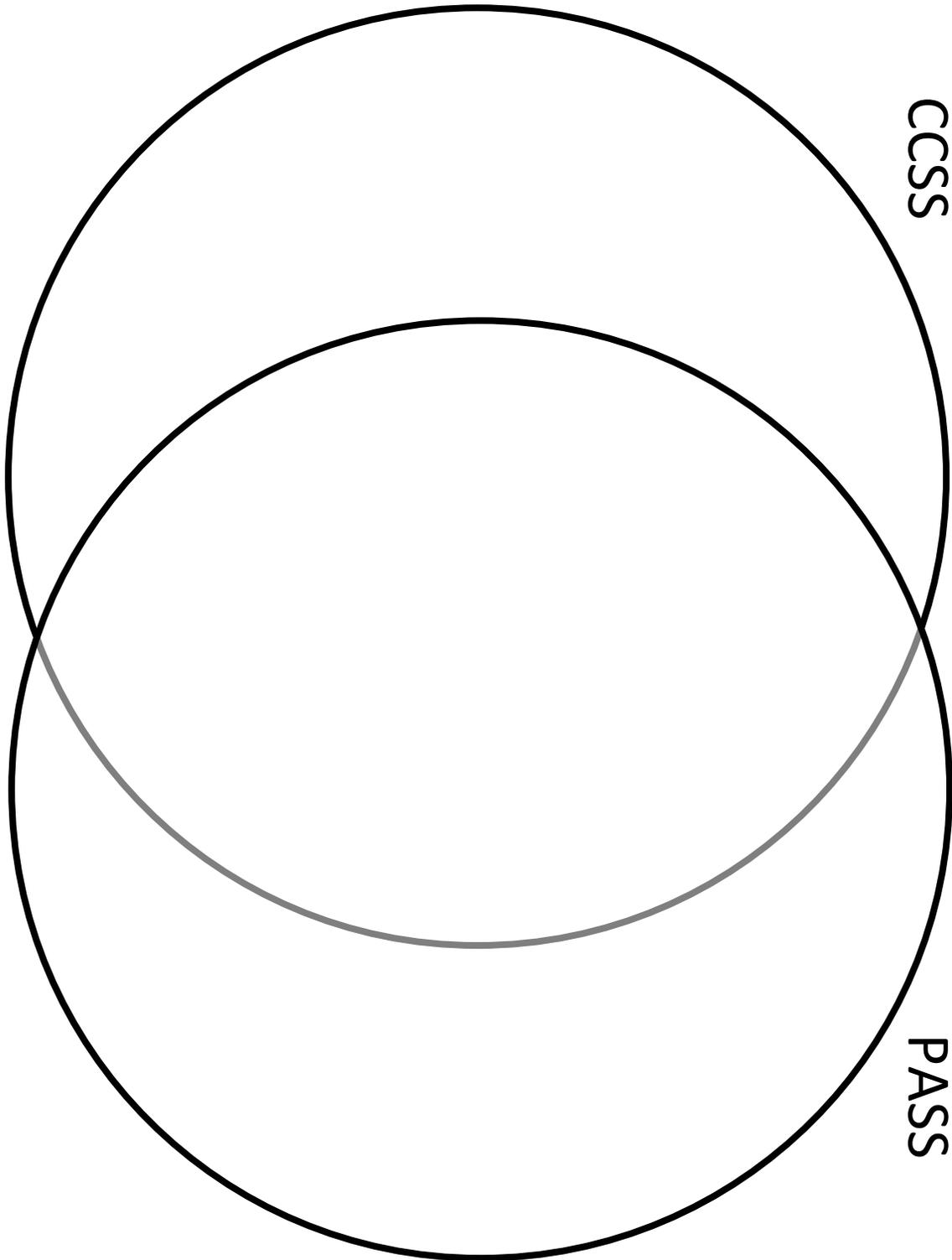
_____ (Writing in Science -High School): Write informative/explanatory texts, including . . . scientific procedures/experiments, or technical processes.

_____ (Writing in Science -High School): Prepare a written report describing the sequence, results, and interpretation of a physical science investigation or event.

_____ (Writing in History/Social Studies -Middle School): Read, write, and present a variety of products, such as tables, charts, graphs, maps, reports, letters, computer presentations, checklists, resumes, brochures, pamphlets, and summaries.

_____ (Writing in History/Social Studies -Middle School): Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

VENN DIAGRAM ACTIVITY



LESSON PLANNING ACTIVITY

Describe a lesson you currently teach that addresses one of the sets of Paired Standards.

Which parts of that lesson address both *PASS* and Common Core State Standards?

Which parts of that lesson address only *PASS* or only Common Core State Standards?

How does this lesson need to be modified to address other aspects of Common Core State Standards not already addressed?