

Common Core State Standards Module

Presented by the
Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill



DYNAMIC
LEARNING MAPS





COMMON CORE MODULE FACILITATOR GUIDE

This guide describes the workshop preparation, flow, video segment and 3 different learning activities. Facilitators should use this narrated movie and pause when prompted during the movie to facilitate learning activities with your participants. Each learning activity has an activity guide that includes a description, objective(s), materials and facilitator instructions.

The entire workshop should take approximately 60 minutes when presented to a group.

Setting up:

- ✦ Equipment:
 - Presenter's computer with movie version of Overview of the Common Core State Standards Overview. This movie should be accessed and reviewed well before the training at the Dynamic Learning Maps Professional Development web site.
 - LCD Projector with external speakers or sound system.

- ✦ Training Materials (Prior to the training create the appropriate number of packets with these materials to give to participants as they arrive at the training):
 - Agenda
 - Handouts and Worksheets
 - English Language Arts College and Career Readiness Anchor Standards for the Language Strand (Activity #1: Handout)
 - First Standard for Reading Literature and Reading Informational Text, K-5 (Activity #2: Handout)
 - Geometry standard K-5 (Activity #3: Handout)
 - Support Considerations Worksheet

- ✦ Learning Objectives:
 1. Participants will recognize the overall design of the Common Core State Standards and how it compares to existing sets of standards.
 2. Participants will recognize the organization of the Common Core State Standards for English Language Arts and Mathematics.
 3. Participants will discuss how standards increase in complexity across grade levels.
 4. Participants will identify challenges faced by students with significant cognitive disabilities in meeting the Common Core State Standards.



Introduction: Approximately 5 minutes

- **Greet Participants**
- **State the title of the module and briefly review the learning objectives:**

“Welcome everyone. The topic of today’s presentation is the Common Core State Standards. During the next hour, we will be learning a number of things about the Common Core State Standards including how and why they were developed, how the standards are organized, how they increase in complexity across grade levels, and how they apply to students with significant cognitive disabilities. ”

- **See who is in your audience.**

“As we get started, it will be helpful to know a bit about you. Raise your hand if you are a classroom teacher. How many of you are speech-language pathologists? Are there any occupational therapists here today? Physical therapists? Teaching assistants? How about school psychologists? School administrators? Did I miss anyone? (Ask anyone who raises a hand to say what job he/she does).”

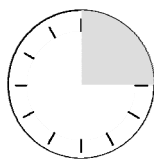
- **Review list of handouts.**

“I’m glad all of you could be here today. We will begin the videotaped presentation in a few minutes, but before that, please take a moment to review the handout packet you received. You should have a copy of the following documents:

- *Today’s agenda*
- *English Language Arts College and Career Readiness Standards for the Language Strand*
- *Progression of one of the Reading Literature and Reading Information Text standards from K to grade 5*
- *Progression of a Geometry standard from K to grade 5*
- *Support Considerations Worksheet*

- **Make sure everyone has all of the handouts and start the module.**

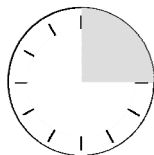
“Does everyone have a copy of each of these? (Supply extra handouts to anyone who needs them). You need these handouts for the 3 learning activities we will do during today’s session. Does anyone have any questions? (Pause to see if there are questions and respond as appropriate). If there are no (more) questions, let’s go ahead and get started.”

**Section 1 – Introduction of CCSS:** Approximately 15 minutes

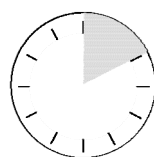
- Start the movie.
- At the 2:44 time marker you will see a message on the screen to pause the movie for Activity #1.

“We’re going to pause the module for a moment now to take a closer look at the College and Career Readiness Anchor Standards. Look for the handout that is titled College and Career Readiness Anchor Standards.”

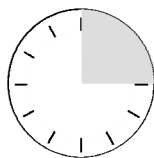
- Activity #1: Reviewing the College and Career readiness Anchor Standards – **Refer to the attached sheet for this activity** as participants locate their handouts.

**Section 2 – Design and Organization of ELA:** Approximately 15 minutes

- Continue the movie.
- At the 6:42 time marker you will see a message on the screen to pause the movie for Activity #2.
- Ask participants to find the English Language Arts handout. Locate your Activity Guide #2 at the same time.
- Activity #2: Reviewing 2 English Language Arts Standards Across Grades K-5 – Refer to the attached sheet for this activity.

**Section 3 – Design and Organization of Mathematics:** Approximately 10 minutes

- Continue the movie.
- At the 8:13 time marker you will see a message on the screen to pause the movie for Activity #3.
- Ask participants to find the Mathematics handout. Locate your Activity Guide #3 at the same time.
- Activity #3: Reviewing 1 Mathematics Standard Across Grades K-5 – Refer to the attached sheet for this activity.

**Section 4 – Students with Significant Cognitive Disabilities:** Approximately 15 minutes

- Continue the movie and let it play to the end. It will end at the 9:00 time marker.
- As participants to find the Support Considerations handout.
- Activity #4 – Application of the CCSS to Students with Significant Cognitive Disabilities

**Section 5 - Closing:** Approximately 5 minutes

- Wrap up the session. Have participants complete any final paperwork that is needed (e.g., an evaluation, sign out to document attendance, etc.)

“That completes the CCSS module. Thanks for your attention and sharing your thoughts about the CCSS and how they apply to the students you teach.”



COMMON CORE STATE STANDARDS FACILITATED TRAINING

AGENDA

		Content	Activity
Section 1	Introduction 5 minutes	Review of Learning Objectives and handouts.	
Section 2	Introduction of the Common Core State Standards 10 minutes	General information about how and why the Common Core State Standards were created.	Activity 1: Review the Language College and Career Readiness Anchor Standards and consider how they relate to your current state standards and your classroom instruction.
Section 3	English Language Arts 15 minutes	Review of organization and design of the English Language Arts standards.	Activity 2: Compare and contrast standards in Reading Literature and Reading Information Text
Section 4	Mathematics 10 minutes	Review of organization and design of the Mathematics standards.	Activity 3: Review the progression of a Mathematics standard from grades K-5
Section 5	Application to Students with Significant Cognitive Disabilities 15 minutes	Application of Common State Standard Standards to students with significant cognitive disabilities	Activity 4: Consider challenges and supports for students with significant cognitive disabilities.
	Wrap-up 3-5 minutes	Closing information	

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Activity Guide

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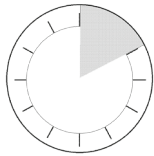




COMMON CORE MODULE FACILITATOR GUIDE

ACTIVITY 1

This activity is part of the Common Core State Standards Module



Estimated Time Needed: 10 minutes total

5 minutes for participants to read the anchor standards and share information

5 minutes to respond to a poll

◆ Objectives:

- 1) Participants review the English Language Arts College and Career Anchor Standards
- 2) Participants discuss how these anchor standards compare to their current standards

◆ Materials:

- English Language Arts College and Career Readiness Anchor Standards for the Language Strand - Handout

◆ Facilitator Instructions:

1. **Ask participants to locate the handout with the English Language Arts College and Career Readiness Anchor Standards for the Language Strand.**
2. **Tell participants to read the anchor standards and think about how they relate to their current state standards and instructional practices.** Encourage participants to share their thoughts with a person who is sitting nearby.

“This handout lists the College and Career Readiness Anchor Standards for the Language Strand in English Language Arts. As you read through these standards, think about how they relate to your current standards and your current instructional practices. Feel free to turn to a person near you and discuss your thoughts.”



3. **After 5 minutes, bring the group back together.**

“Now that everyone has had a chance to review the College and Career Readiness Anchor Standards, I’d like to know about your general impressions. Teachers have had a variety of reactions to them.”

4. **Summarize the comments offered by participants and move forward saying,**

“Let’s continue with the presentation now to learn more about how the Common Core State Standards were designed and organized.”

5. **Restart the video for section 2 of the training.**



Activity #1
English Language Arts
College and Career Readiness Anchor Standards for Language

As you review these anchor standards for the Language Strand of English Language Arts, consider how they relate to your current state standards for and the instruction you are currently providing to your students.

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

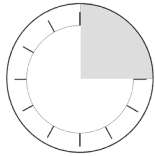
Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of word relationships and nuances in word meanings.
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COMMON CORE MODULE FACILITATOR GUIDE

ACTIVITY 2

This activity is part of the Common Core State Standards Module



Estimated Time Needed: 15 minutes total

5 minutes to set up and explain the activity

5 minutes to discuss standards with a partner

5 minutes to share observations with entire group

◆ Objectives:

- 1) Participants review an English Language Arts Reading Literature standard and a Reading Information Text standard from grades K-5.
- 2) Participants discuss how the Reading Literature and Reading Informational Text standards compare to each other.

◆ Materials:

- English Language Arts Reading Literature and Information Text Strands - Handout

◆ Facilitator Instructions:

1. **Ask participants to locate the English Language Arts Reading Literature and Information Text Strands handout.**
2. **Tell participants they will be comparing a standard from Reading Literature as it progress from Kindergarten to 5th grade with a similar standard from Reading Information Text.**

“As you look at this handout, you see 2 tables. Each table shows a Reading Literature Standard and a Reading Information Text Standard in grades K through 5.”

3. **Ask participants to review the table at the top of their handout and point out that the skills targeted in this standard are exactly the same for both Reading Literature and Reading Information Text.** The only difference is the type of text the student is using to demonstrate those skills.

“In the first table, notice that each grade level standard is the same for both Reading Literature and Reading Information Text. The only difference is that the student demonstrates those skills in different types of texts.”

4. **Next, ask participants to locate the 2nd table on the handout.** This shows the second Reading Literature and Reading Information Text standard for grades K-5.

“Now take a look at the second table. It shows a different standard. You’ll notice that the even in the same grade, the standard is different for Reading Literature and Reading Information Text.”

5. **Instruct participants to work with a person nearby to see how the Reading Literature and Reading Information Text standards shown here are the same and different in each grade.**

“Work with a partner to review the standards at each grade level. Discuss how the Reading Literature and Reading Information Text standards are the same and different at each level.”

6. **After 5 minutes, bring the group back together. Ask participants to share observations.**

“Everyone please wrap up your conversations and give me your attention. Thanks. As a group, let’s discuss some of your observations. Is someone willing to share the similarities and differences they noted between the Reading Literature and Reading Information Text standard in a particular grade?”

- 7. Repeat the information participants contribute so that everyone can hear and continue to encourage additional contributions** (e.g., *“Did anyone notice anything else at this grade level?” “What differences and similarities did you notice at the (name the grade) grade level?”*).



“Now that you’ve taken a brief look at the Reading Strand of English Language Arts, let’s continue with the module to learn about Mathematics.”

- 8. Restart the movie for section 3 of the module.**



Activity #2

English Language Arts Reading Standards

The table below includes the first standard in Reading Literature and Reading Information Text. It shows how the standard progresses from Kindergarten through 5th grade. As you look at this table, notice the standards in Reading Literature indicate the same skills as those in Reading Information Text. What distinguishes them from each other is the type of text being used to demonstrate those skills.

Grade	Reading Literature Standard	Reading Information Text Standard
K	RL.K.1. With prompting and support, ask and answer questions about key details in a text.	RI.K.1. With prompting and support, ask and answer questions about key details in a text.
1	RL.1.1. Ask and answer questions about key details in a text.	RI.1.1. Ask and answer questions about key details in a text.
2	RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
3	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

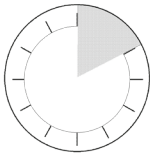
This table shows another set of standards for Reading Literature and Reading Information text. At each grade level, compare and contrast the standards in Reading Literature and Reading Information Text. What looks the same? What is different? How does the type of text influence the standard?

Grade	Reading Literature Standard	Reading Information Text Standard
K	RL.K.2. With prompting and support, retell familiar stories, including key details.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
1	RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RI.1.2. Identify the main topic and retell key details of a text.
2	RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
4	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
5	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

COMMON CORE MODULE FACILITATOR GUIDE

ACTIVITY 3

This activity is part of the Common Core State Standards Module



Estimated Time Needed: 10 minutes total

2 minutes to set up and explain the activity

4 minutes to discuss standards with a partner

4 minutes to share observations with entire group

◆ **Objectives:**

- 1) Participants review a Mathematics standard from Grades K-5.
- 2) Participants discuss how the standard in one grade is related to the previous grade and the following grade.
- 3) Discuss how the standard increases in complexity across grade levels.

◆ **Materials:**

- Mathematics Handout

◆ **Facilitator Instructions:**

- 1. Ask participants to locate the Mathematics Common Core Standards in Geometry handout.**
- 2. Tell participants they will be reviewing a Mathematics standard from the Geometry domain as it progresses from Kindergarten to 5th grade.**

“As you look at this handout, you see a table that shows one of the Mathematics standards from the Geometry domain. The table is set up to show how the standard looks in grades K through 5.”



- 3. Instruct participants to work with a person nearby to discuss how the Geometry standard becomes more complex as grades progress.**

“Find a partner who is sitting near you and talk about how the standard becomes more difficult as the grades progress. Think about how the standard in 1 grade is related to the standard in the previous grade and in the following grade. For example, if you’re looking at the standard in 1st grade, think about how it relates to the Kindergarten standard and how it relates to the 2nd grade standard.”

- 4. After 4 minutes, bring the group back together. Ask participants to share their observations.**

“Everyone please finish your conversations and give me your attention. Thanks. As a group, let’s discuss your observations about the progression of this Geometry standard. Let’s start at Kindergarten and work our way up to 5th grade. How is the Kindergarten standard related to the 1st grade standard?”

- 5. Repeat the information participants contribute so that everyone can hear what was said and continue to encourage additional contributions about the additional grades (e.g., “What’s the difference between the standard in 1st grade and 2nd grade?”).**

“Thanks for sharing your observations about the progression of that standard. Now we’ll watch the final section of the module that describes how the Common Core State Standards apply to students with significant cognitive disabilities.”

- 6. Restart the movie for section 4 of the module.**



Activity #3 Mathematics

The table below includes a Mathematics standard from the Geometry domain. Note how the standard in one grade relates to the previous grade and how it becomes more complex in the following grade.

Grade	Geometry
K	K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
1	1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2	2.G.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ¹
3	3.G.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
4	4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
5	5.G.1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <i>x</i> -axis and <i>x</i> -coordinate, <i>y</i> -axis and <i>y</i> -coordinate).

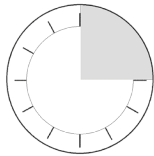
¹ Sizes are compared directly or visually, not compared by measuring.



COMMON CORE MODULE FACILITATOR GUIDE

ACTIVITY 4

This activity is part of the Common Core State Standards Module



Estimated Time Needed: 15 minutes total

3 minute to set up and explain the activity

6 minutes to discuss standards with a partner

6 minutes to share observations with entire group

◆ Objectives:

- 1) Participants identify challenges the Common Core State Standards present for students with significant cognitive disabilities.
- 2) Participants discuss how they will support their students with communication, sensory, and/or motor challenges.

◆ Materials:

- Support Considerations handout

◆ Facilitator Instructions:

1. **Ask participants to locate the Support Considerations handout.**
2. **Tell participants they will be thinking about their students with the most significant cognitive disabilities and the challenges they may face with the new Common Core State Standards.** Ask participants to be sure to think about their students with communication, sensory and/or motor challenges.

“We have now reviewed just a couple of the new standards from English Language Arts and Mathematics. As you think about these standards, consider the challenges they may pose for the students you teach. Think about students with minimal or no intelligible speech. What about your students with vision or hearing impairments? Do you have students who have motor or mobility challenges? “



- Instruct participants to work with a person nearby and discuss these challenges.** After you identify a few challenges, discuss how you might support these students in their learning.

“Find a partner who is sitting near you and talk about the particular communication, sensory and/or motor challenges your students face. For instance, how will a student who is nonverbal be able to ask and answer questions about a text? Record those types of challenges on your handout. After you identify each challenge, work together to think of supports that you have provided in the past or could provide to help a student with those challenges participate in instruction, to learn, and to work toward achieving the standards. Be creative!”

- After 5 minutes, bring the group back together.** Ask participants to share their observations and at least one support they could provide.

“Everyone please wrap up your discussion and give me your attention. Thanks. As a group, let’s discuss some of the challenges you identified and then talk about the potential solutions you came up with to overcome these challenges.”

- Repeat the information participants contribute so that everyone can hear what was said and continue to encourage additional contributions about the additional grades** (e.g., “Did anyone think of challenges for a student who is different from those we’ve discussed already?”).

“As you can see, sometimes we have to think creatively to make sure that ALL of our students will be able to work toward the standards.”

- Return to the Facilitator Guide to finish the workshop.**



Activity #4 Support Considerations

Use the left column on this worksheet (“Challenges”) to identify and describe potential communication, motor, and/or sensory challenges the students you teach may encounter with the Common Core State Standards. Use the right column (“Supports”) to record supports that you could use to help these students participate in the curriculum and to move toward achieving the standards. Be creative!

Challenges	Supports