

# Common Core Essential Elements Module

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



**DYNAMIC**  
LEARNING MAPS





## COMMON CORE ESSENTIAL ELEMENTS 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 Essential Elements 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
    - Selected Mathematics Common Core Standards and Essential Elements (Activity #1: Handout)
    - Video Analysis Worksheet (Activity #2: Handout)
    - Progression of an English Language Arts Essential Element (Activity #3: Handout)
  
- ✦ Learning Objectives:
  1. Participants will recognize the links between Common Core grade level standards and associated Essential Elements.
  2. Participants will analyze a writing lesson and describe the characteristics of student behavior and specific supports provided by the teacher.
  3. Participants will discuss how the Essential Elements increase in cognitive demand, content knowledge and skills-based expectations across grade levels.



**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 Essential Elements. During the next hour, we will be learning a number of things about the Common Core Essential Elements including what they are, their purpose, and how and why they were developed. ”*

- **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).”*

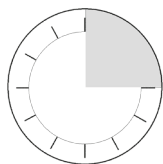
- **Review list of handouts.**

*“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*
- *Selected Mathematics Common Core Standards and Essential Elements in grades K through high school*
- *Video Analysis Worksheet*
- *Progression of an English Language Arts Essential Element from K to grade 10*

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

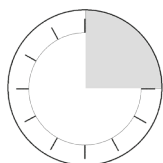
*“Does everyone have a copy of each of these? (Supply extra handouts to anyone who needs them). You need these handouts for the 3 learning activities we will do during today’s session. Does anyone have any questions? (Pause to see if there are questions and respond as appropriate). If there are no (more)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

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

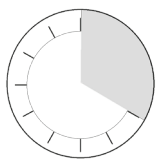
- Start the movie.
- At the 3:00 time marker you will see a message on the screen to pause the movie for Activity #1.

*“We’re going to pause the module for a moment now to take a closer look at how the Essential Elements are linked to the Common Core grade level standards. Look for the handout that is titled Selected Mathematics Common Core Standards and Essential Elements.”*

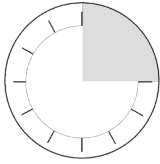
- Activity #1: Reviewing the links between selected Essential Elements and Common Core grade level standards – **Refer to the attached sheet for this activity** as participants locate their handouts.

**Section 2 – Example of Instruction Addressing an EE:** Approximately 15 minutes

- Continue the movie.
- At the 7:19 time marker you will see a message on the screen to pause the movie for Activity #2.
- Ask participants to find the Video Analysis Worksheet. Locate your Activity Guide #2 at the same time.
- Activity #2: Analyzing student and teacher interaction and behavior while engaged in a lesson that address one of the Writing Essential Elements – Refer to the attached sheet for this activity.

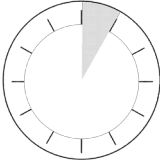
**Section 3 – Development of the Common Core Essential Elements:**  
Approximately 20 minutes

- Continue the movie.
- At the 12:18 time marker you will see a message on the screen to pause the movie for Activity #3.
- Ask participants to find the English Language Arts handout. Locate your Activity Guide #3 at the same time.
- Activity #3: Reviewing the progression of an English Language Arts Essential Element from K through high school – Refer to the attached sheet for this activity.

**Section 4 – What the Common Core Essential Elements are NOT:**

Approximately 15 minutes

- Continue the movie and let it play to the end. It will end at the 14:30 time marker.

**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 Common Core Essential elements module. Thanks for your attention and participation.”*



## COMMON CORE ESSENTIAL ELEMENTS FACILITATED TRAINING

### AGENDA

		Content	Activity
	<b>Introduction</b> 3-5 minutes	Review of Learning Objectives and handouts.	
<b>Section 1</b>	<b>Introduction of the Common Core Essential Elements</b> 15 minutes	General information about the Common Core Essential Elements and how they are linked to the Common Core grade level standards.	Activity 1: Review selected Mathematics Essential Elements from K through high school to determine links to the related Common Core grade level standards.
<b>Section 2</b>	<b>Example of Instruction Addressing an Essential Element</b> 15 minutes	Video clip of a student with significant cognitive disabilities engaged in instruction that addresses one of the 4 <sup>th</sup> grade Writing Essential Elements.	Activity 2: Analyze student and teacher interaction and behaviors during a writing activity.
<b>Section 3</b>	<b>Development of the Common Core Essential Elements</b> 20 minutes	Review of the development process of the Essential Elements.	Activity 3: Review the progression of an English Language Arts Essential Element from grades K-10
<b>Section 4</b>	<b>What the Common Core Essential Elements are NOT</b> 3 minutes	Description of ways that the Common Core Essential Elements are not intended to be used.	
<b>Section 5</b>	<b>Wrap-up</b> 3-5 minutes	Closing information	



# Common Core Essential Elements Module

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## Activity Guide

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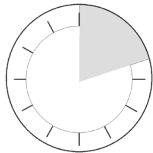




## COMMON CORE ESSENTIAL ELEMENTS MODULE FACILITATOR GUIDE

### ACTIVITY 1

This activity is part of the Common Core Essential Elements Module



Estimated Time Needed: 12 minutes total

2 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 selected Mathematics Common Core grade level standards and the related Essential Elements across all grade levels.
- 2) Participants discuss how the Essential Elements are linked to the related grade levels standards.

◆ Materials:

- Selected Mathematics Common Core Standards and Essential Elements – Handout #1

◆ Facilitator Instructions:

1. **Ask participants to locate the Selected Mathematics Common Core Standards and Essential Elements handout.**
2. **Tell participants they will be comparing Mathematics Common Core grade level standards to related Essential Elements to look for a link between the two.**

*“As you look at this handout, you see a table with 4 columns. Column 1 indicates the grade level. Column 2 indicates the Mathematics Domain of the selected standard. Column 3 shows the Common Core Grade level standard, and Column 4 shows the related Essential Element.”*



3. **Ask participants to locate the grade(s) they teach and one grade level below and above.** Next, participants should compare the Common Core grade level standard to the related Essential Element and determine the link between the two.

*“Find the grade or grades that you teach and compare the Common Core grade level standard to the Essential Element and determine how the two are linked. Once you finish with the grade or grades you teach, look at the grades 1 level above and 1 level below to determine the links between those grade level standards and the related Essential Element. If you teach high school or Kindergarten, look at two grades above or below your class level to determine the links.”*

4. **Tell participants how much time they have to complete their review and that they may work with a person nearby if they would like.**

*“You are welcome to do this activity on your own or to work with a partner who is sitting near you. You have 5 minutes to complete your review, and if you finish early, go ahead and look for the links between grade level standards and Essential Elements at more grade levels.”*

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

*“Everyone please wrap up your conversations and review and give me your attention. Thanks. As a group, let’s discuss some of your observations. Is someone willing to share the links they found between a grade level standard and the related Essential Element a particular grade?” If no one volunteers, decide on a grade and ask who looked at those standards (e.g., “Who teaches Kindergarten? What did link did you find between the grade level standard and the Kindergarten Essential Element?”).*



6. **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 links did you notice at the (name the grade) grade level?*”). You may also want to write down participant observations if you have access to a white board, smart board or chart paper.

7. **Make sure you cover all the grades that the participants teach.**

*“Now that you’ve taken a look at the links between the Essential Elements and the grade level standards, let’s continue with see what it looks like when a student with significant cognitive disabilities engages in instruction that addresses one of the Essential Elements.”*

8. **Restart the movie for section 2 of the module.**



## Activity #1

### Selected Mathematics Common Core Grade Level Standards and Essential Elements

The table below includes selected Mathematics Common Core Grade Level Standards and their related Essential Elements from kindergarten through high school. As you look at this table, determine the link between each Common Core Standard and the related Essential Element. Start by looking at the grade(s) you teach and the grades immediately above and below that. If you teach kindergarten or high school, review your grade as well as 2 grades above or below. Once you have determined those links, continue to review the standards and Essential Elements in additional grades.

Grade	Mathematics Domain	Common Core Grade Level Standard	Essential Element
K	Counting & Cardinality	<b>K.CC.1.</b> Count to 100 by ones and by tens.	<b>EEK.CC.1.</b> Starting with one, count to 10 by ones.
1	Operations and Algebraic Thinking	<b>1.OA.1.</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<b>EE1.OA.1.a.</b> Use language to describe putting together and taking apart, aspects of addition and subtraction.
2	Number and Operations in Base 10	<b>2.NBT.1.</b> Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: <ul style="list-style-type: none"> <li>▪ 100 can be thought of as a bundle of ten tens — called a “hundred.”</li> </ul> The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	<b>EE2.NBT.1.</b> Represent numbers through 30 with sets of tens and ones with objects in columns or arrays.

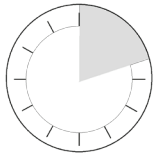
Grade	Mathematics Domain	Common Core Grade Level Standard	Essential Element
3	Measurement and Data	<b>3.MD.1.</b> Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	<b>EE3.MD.1.</b> Tell time to the hour on a digital clock.
4	Geometry	<b>4.G.1.</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	<b>EE4.G.1.</b> Distinguish between parallel and intersecting lines.
5	Operations and Algebraic Thinking	<b>5.OA.3.</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	<b>EE5.OA.3.</b> Identify and extend numerical patterns.
6	The Number System	<b>6.NS.3.</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	<b>EE6.NS.3.</b> Solve two factor multiplication problems with products up to 50 using concrete objects and/or calculators.

Grade	Mathematics Domain	Common Core Grade Level Standard	Essential Element
7	Statistics and Probability	<b>7.SP.5.</b> Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	<b>EE7.SP.5-7.</b> Describe the probability of events occurring as possible or impossible.
8	Geometry	<b>8.G.5.</b> Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>	<b>EE8.G.5.</b> Compare measures of angles to a right angle (greater than, less than, or equal to).
HS	Statistics and Probability: Interpreting Categorical & Quantitative Data	<b>S-ID.1.</b> Represent data with plots on the real number line (dot plots, histograms, and box plots). <b>S-ID.2.</b> Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	<b>EES-ID.1-2.</b> Given data construct a simple graph (table, line, pie, bar, or picture) and answer questions about the data.
HS	Geometry: Modeling with Geometry	<b>G-MG.1.</b> Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	<b>EEG-MG.1-3.</b> Use properties of geometric shapes to describe real-life objects.

## COMMON CORE ESSENTIAL ELEMENTS MODULE FACILITATOR GUIDE

### ACTIVITY 2

This activity is part of the Common Core Essential Elements Module



Estimated Time Needed: 12 minutes total

1 minute to set up and explain the activity

6 minutes to discuss standards with a partner

5 minutes to share observations with entire group

✦ Objectives:

- 1) Participants analyze a video of a student with significant cognitive disabilities and his teacher engaged in a writing activity.
- 2) Participants discuss the characteristics of the student and the teacher during the activity as well as their interaction.

✦ Materials:

- Video Analysis Worksheet – Handout #2

✦ Facilitator Instructions:

1. **Tell participants they will be analyzing the video they just saw with certain questions in mind.**

*“I want you to think about the video that you just saw of Hunter and his teacher engaging in a writing activity. One of the Essential Elements that this activity addresses is in the writing strand. It is EEW.4.2, which is: Write to convey ideas and information clearly. a. Select a topic and related visual, tactual, or related multimedia information.”*

2. **Ask participants to find a partner with whom to work tell them that they will have 5-6 minutes to respond to the questions on their worksheet.**

*“Find a partner who is sitting near you and discuss your thoughts about the 6 questions on the worksheet. You have, 5-6 minutes to complete your review, and then we will discuss your observations as a group.”*



3. **After 5-6 minutes, bring the group back together. Ask participants to share observations.** Encourage multiple participants to respond, and if people disagree, ask them to support their opinions with specific observations they made.

*“Everyone please wind up your discussions and give me your attention. Thanks. Let’s discuss what you observed. Is someone willing to share your thoughts about the first two questions? What did you think about Hunter’s level of engagement during this activity and what made you think that?”*

4. **Repeat the information participants contribute so that everyone can hear.** You may also want to write down participant observations if you have access to a white board, smart board or chart paper.
5. **After you have discussed all 6 questions on the worksheet, make sure that participants understand that Hunter’s teacher was supporting his learning by showing him how he could use some of the letters he chose to write important words.** For example, the teacher pointed out that Hunter could use the H to write his name. Also make sure that participants realize that the teachers is not trying to guess what Hunter intended to write (if anything). At this point, Hunter is just learning about letters and how they are used. The teacher is not worried about having Hunter spell words correctly.

*“Now let’s return to the module to see how the Essential Elements were developed.”*

6. **Restart the movie for section 3 of the module.**



## Activity #2 Video Analysis

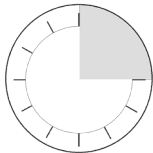
You have just seen a video of Hunter and his teacher engaged in a writing lesson that addresses the 4<sup>th</sup> grade English Language Arts Essential Element EEW.4.2. The Essential Element is: *Write to convey ideas and information clearly. a. Select a topic and related visual, tactual or related multimedia information.*

1. What did you notice about Hunter's level of engagement in this activity?
2. What do you notice about his behaviors that show whether he is or is not engaged in the activity?
3. Do you think Hunter is intentionally selecting specific letters of the alphabet?
4. Do you think Hunter knows all of the letters of the alphabet?
5. How is Hunter's teacher supporting him in this writing activity?
6. What do you think Hunter is learning from this activity?

## COMMON CORE ESSENTIAL ELEMENTS MODULE FACILITATOR GUIDE

### ACTIVITY 3

This activity is part of the Common Core Essential Elements Module



Estimated Time Needed: 15 minutes total

2 minutes to set up and explain the activity

7 minutes to discuss standards with a partner

6 minutes to share observations with entire group

◆ Objectives:

- 1) Participants review the progression of an Essential Element from kindergarten through high school.
- 2) Participants discuss how the standard increases in complexity across grade levels.

◆ Materials:

- English Language Arts Essential Element handout

◆ Facilitator Instructions:

1. **Ask participants to locate the English Language Arts Essential Element handout.**
2. **Tell participants they will be reviewing an English Language Arts Essential Element as it progresses from kindergarten to high school.**

*“As you look at this handout, you see a table that shows an English Language Arts Essential Element from the Language strand. The table is set up to show how the Essential Element increases in cognitive demand, content knowledge and skill-based expectations as students progress through the grades.”*



3. **Instruct participants to work alone or with a person nearby to discuss how the Essential Element becomes more complex as grades progress.**

*“You can work alone or find a partner who is sitting near you and think about how this Language Essential Element becomes more complex as the grades progress. How do the cognitive demands, content knowledge, and skills change from one grade to the next? Be prepared to share your observations with the group.”*

4. **After 7 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 Essential Element. Let’s start at Kindergarten and work our way up to high school. How are the cognitive demands, content knowledge and skill expectations different in 1<sup>st</sup> grade than those in kindergarten?”*

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 Essential Element in 1<sup>st</sup> grade and 2<sup>nd</sup> grade?”). If you have access to chart paper or a white board, you may want to record participant observations.
6. Once you have completed reviewing all grades, remind participants that the Essential Element has progressed in incremental steps to take students from demonstrating the emerging understandings of writing to understanding and using the conventions of standard English writing, including basic punctuation.

*“If we look back from where students start to where they end with this Essential Element, students have progressed from demonstrating emerging understandings of what writing is to understanding and using the conventions of standard English writing, including basic punctuation. This is just one example of how the Essential Elements increase incrementally over time to lead students toward the goal of college and career readiness.”*



*“Now let’s watch the final section of the module that describes what the Essential Elements are NOT intended to be.”*

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



### Activity #3

#### Progression of an English Language Arts Essential Element

The table below includes an English Language Arts Essential Element from the Language strand. English Language Arts Essential Element 2.a is shown from Kindergarten through grade 9-10. Examine the progression of the Essential Element through the grades. How does it change from one year to the next in terms of cognitive demands, content knowledge and the skills students are expected to demonstrate? Look at the progression of the Essential Element through at least 3 grades, including the one(s) you teach and examine additional grades if you have extra time. Be prepared to share your observations.

Grade	Language Essential Element	Record Cognitive, Content, and Skill Changes from Previous Grade
K	<p><b>EEL.K.2.</b> Demonstrate emerging understandings of writing.</p> <p>a-d. Demonstrate emerging understandings of writing.</p>	
1	<p><b>EEL.1.2.</b> Demonstrate emerging understandings of the use of conventions of standard English during communication.</p> <p>a. Locate first letter in own name when presented with name.</p>	
2	<p><b>EEL.2.2.</b> Use conventions of spelling when communicating.</p> <p>a. Capitalize the first letter of familiar names.</p>	



Grade	Language Essential Element	Changes from Previous Grade
3	<b>EEL.3.2.</b> Apply conventions of standard English including capitalization and spelling.  a. Capitalize the first letter of a familiar place.	
4	<b>EEL.4.2.</b> Demonstrate capitalization, end punctuation, and spelling when communicating.  a. Capitalize the first word in a sentence.	
5	<b>EEL.5.2.</b> Use conventions of standard English.  a. Capitalize names and the first word in a sentence.	
6	<b>EEL.6.2.</b> Demonstrate understanding of conventions of standard English when writing.  a. Use question marks at the end of written questions.	
7	<b>EEL.7.2.</b> Demonstrate understanding of conventions of standard English when writing.  a. Use end punctuation when writing a sentence or question.	



8	<p><b>EEL.8.2.</b> Demonstrate understanding of conventions of standard English when writing.</p> <p>a. Use end punctuation and capitalization when writing a sentence or question.</p>	
HS	<p><b>EEL.9-10.2.</b> Demonstrate understanding of use of conventions of standard English writing.</p> <p>a. Use correct punctuation when writing.</p>	

