

# REACH<sup>3</sup>

Regional Educators Advancing College, Career,  
and Citizen Readiness Higher

Toolkit 2: Aligning Curriculum with  
Common Core State Standards

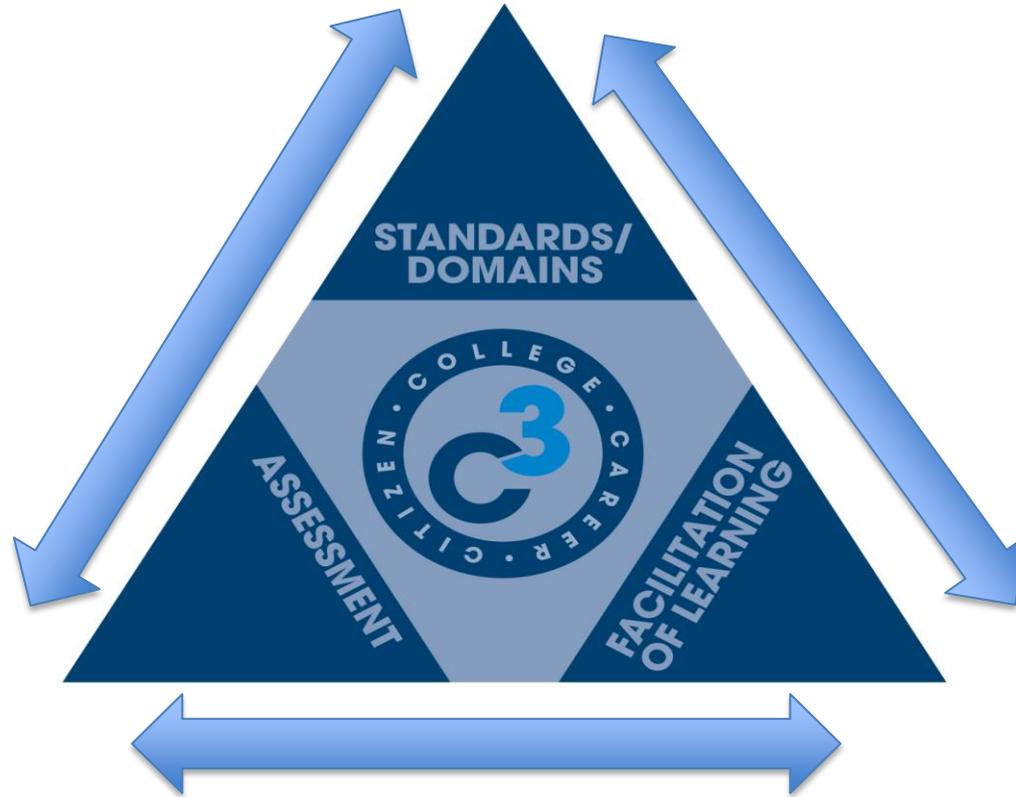
# GOALS

- Understand the shift in what proficiency means
- Understand alignment between standards/domains, assessment, and facilitation of learning
- Understand alignment includes literacy across all content areas

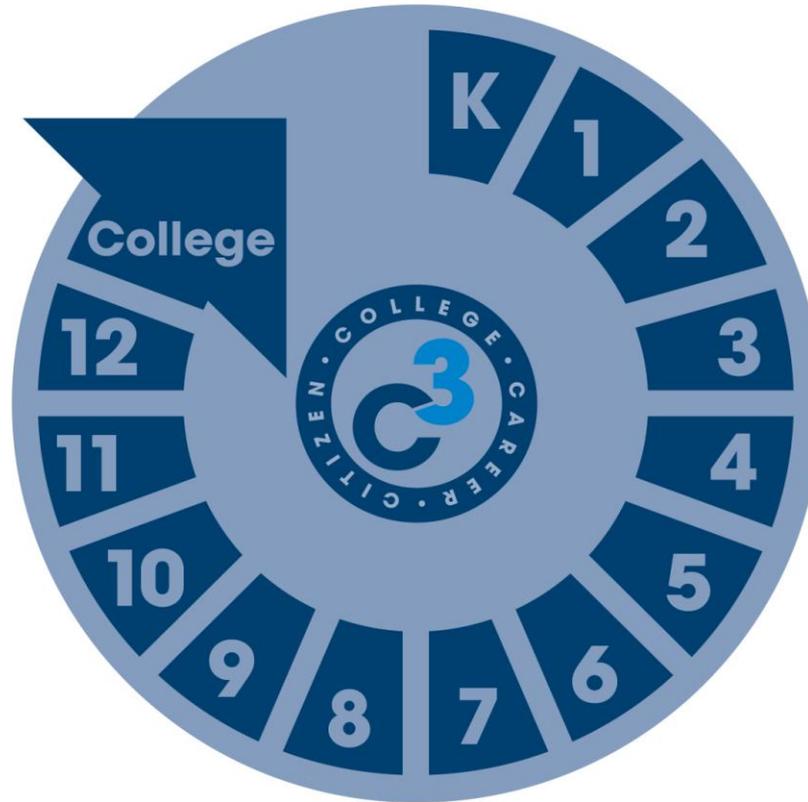
# CURRICULUM ALIGNMENT

- What does curriculum alignment mean?
- What are its components?

# ALIGNMENT



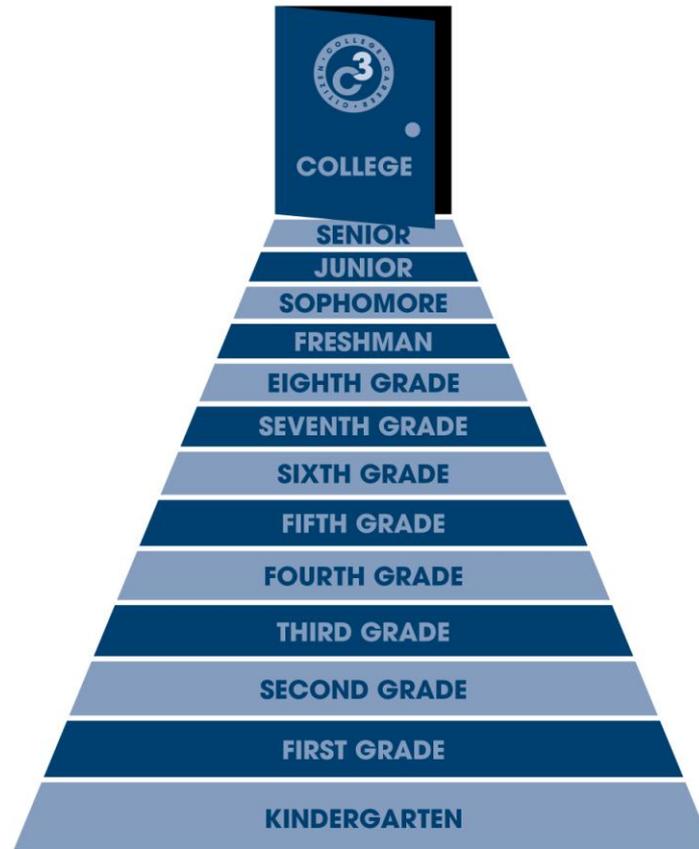
# ALIGNMENT



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# THE CONNECTION



# SHIFTS IN PROFICIENCY

1. *Each vertex of the triangle -- standard/domain, assessment, and facilitation of learning-- represents a critical component of curriculum alignment.*
2. *Each level of the spiral staircase is essential to moving students from a basic knowledge level to a progressive level necessary for students to prepare for career, college, and citizenship.*
3. *Each teacher at each grade level plays a vital role in preparing students for career, college, and citizenship.*

# ESSENTIAL QUESTIONS

- How do standards/domains, assessment, and facilitation of learning drive curriculum alignment?
- How does twelfth grade relate to kindergarten and all other levels?
- How does learning progress from kindergarten to twelfth in preparation for college, career and citizenship?



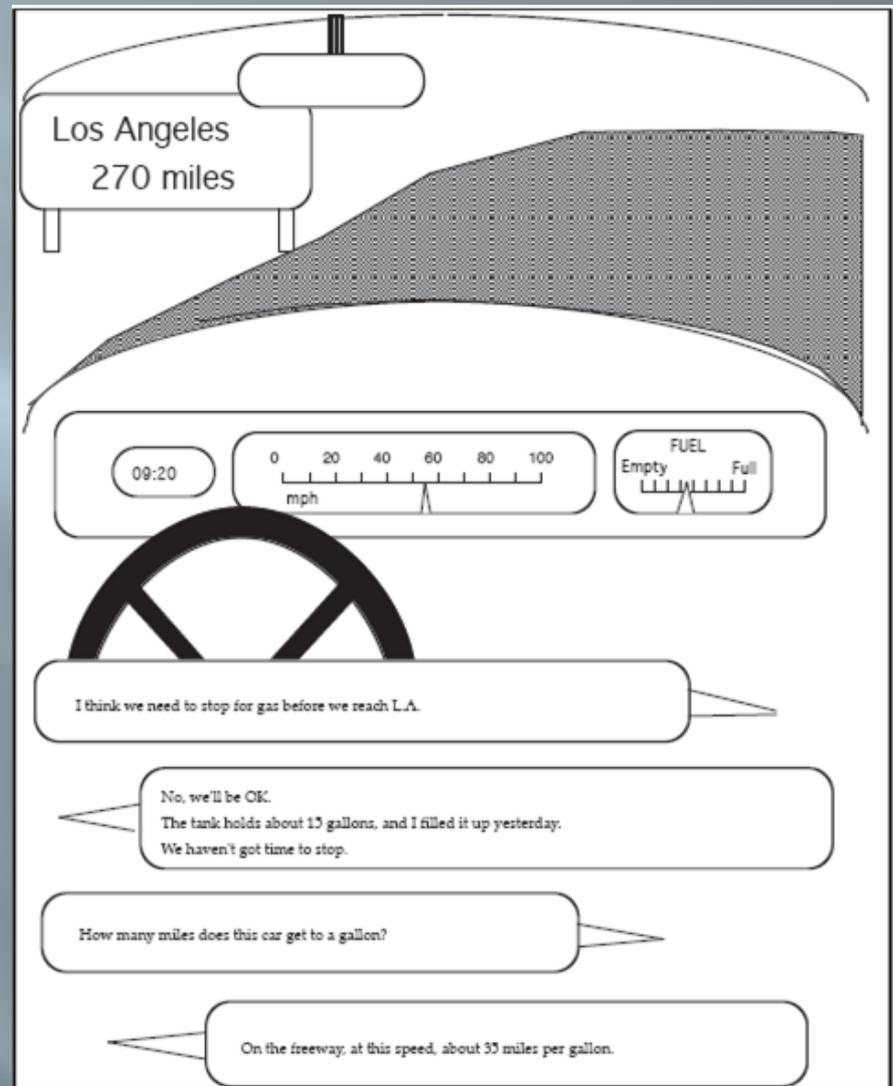
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# EFFECTIVE TRANSITIONS

- Alignment ensures when entering each grade, students are prepared for the learning opportunities at that level.
- Effective transitions require collaborative alignment.
- Teachers know expectation of grade level preceding and succeeding own grade level to facilitate learning.

## Cross Country Road Trip Conversation:

1. Do they have to stop for gas? Explain your reasoning.
2. Suppose they decide to stop for 30 minutes. At what time will they reach Los Angeles?



## AMUSEMENT PARK

*70 things to do!*

34 rides

plus games

plus shows

An amusement park has games, rides, and shows.

The total number of games, rides, and shows is 70.

There are 34 rides. There are two times as many games as shows.

How many games are there? How many shows are there?

Use numbers, words, or drawings to show how you got your answer.

If you need more room for your work, use the space below.

Did you use the calculator on this question?

# ALIGNMENT IN MATHEMATICS

- Alignment can help facilitate understanding of the connections between content, processes, and literacy that are interwoven in meaningful tasks students encounter.
- Alignment can provide an opportunity to explore where fluency in mathematics is required and used to facilitate problem solving to demonstrate a higher level of proficiency.



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# ALIGNMENT IN ENGLISH LANGUAGE ARTS

- Alignment increases knowledge base level upon level
- Alignment requires understanding of increased complexity levels in fiction and informative text
- The alignment of English Language Arts provides opportunities for other content area connections

## ORANGES

The first time I walked  
With a girl, I was twelve,  
Cold, and weighted down  
With two oranges in my jacket.  
December. Frost cracking  
Beneath my steps, my breath  
Before me, then gone,  
As I walked toward  
Her house, the one whose  
Porch light burned yellow  
Night and day, in any weather.  
A dog barked at me, until  
She came out pulling  
At her gloves, face bright  
with rouge. I smiled,  
Touched her shoulder, and led  
Her down the street, across  
A used-car lot and a line  
Of newly planted trees,  
Until we were breathing  
Before a drugstore. We  
Entered, the tiny bell  
Bringing a saleslady  
Down a narrow aisle of goods.

I turned to the candies  
Tiered like bleachers,  
And asked what she wanted ---  
Light in her eyes, a smile  
Starting at the corners  
Of her mouth. I fingered  
A nickel in my pocket,  
And when she lifted a chocolate  
That cost a dime,  
I didn't say anything.  
I took the nickel from  
My pocket, then an orange,  
And set them quietly on  
The counter. When I looked up,  
The lady's eyes met mine,  
And held them, knowing  
Very well what I was all about  
Outside, a few cars hissing past,  
Fog hanging like old  
Coats between the trees.  
I took my girl's hand  
In mine for two blocks,  
Then released it to let  
Her unwrap the chocolate.  
I peeled my orange  
That was so bright against  
The gray of December  
That, from some distance,  
Someone might have thought  
I was making a fire in my hands.

# NAEP

- Write down in your own words some of the images from the poems that linger in your mind.
- 58% of Oklahoma's 8<sup>th</sup> grade students scored satisfactory on this question.

# O Captain! My Captain!

O CAPTAIN! my Captain! our  
fearful trip is done;  
The ship has weather'd every  
rack, the prize we sought is won;  
The port is near, the bells I hear,  
the people all exulting,  
While follow eyes the steady keel,  
the vessel grim and daring:  
But O heart! heart! heart!  
O the bleeding drops of red,  
Where on the deck my Captain  
lies,  
Fallen cold and dead.

O Captain! my Captain! rise up and  
hear the bells;  
Rise up--for you the flag is flung--  
for you the bugle trills; 10  
For you bouquets and ribbon'd  
wreaths--for you the shores a-  
crowding;  
For you they call, the swaying  
mass, their eager faces turning;  
Here Captain! dear father!  
This arm beneath your head;  
It is some dream that on the  
deck,  
You've fallen cold and dead.

My Captain does not answer, his lips  
are pale and still;  
My father does not feel my arm, he  
has no pulse nor will;  
The ship is anchor'd safe and sound,  
its voyage closed and done;  
From fearful trip, the victor ship,  
comes in with object won; 20  
Exult, O shores, and ring, O bells!  
But I, with mournful tread,  
Walk the deck my Captain lies,  
Fallen cold and dead.

Walt Whitman

Analyze Walt Whitman's  
"O Captain, My Captain!"  
to uncover the poem's  
*analogies* and *allusions*.  
Then *analyze* the *impact*  
*of specific words choices*  
by Whitman, such as *rack*  
and *grim*, and *determine*  
how they contribute to  
the overall *meaning* and  
*tone* of the poem.



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# Literacy in Science

- **CCSS for Literacy in Science:**
  1. Write arguments focused on *discipline-specific content*.
  6. Use technology to produce, publish, and update individual and/or shared writing - displaying information in a flexible and dynamic way.
  7. Conduct a sustained research project.
  8. Gather relevant information from multiple relevant sources. Assess the usefulness of each source and integrate information into the text to maintain the flow of ideas.
  9. Draw evidence from informational texts to support analysis and research.
- **Assignment:**
  - Students will create a webpage using Wikispaces, Weebly, or GoogleSites which contains a pro or con argument about one of the following topics:
    - **Fracking for Natural Gas**
    - **Nuclear Energy**
    - **Stem-cell Harvesting from Aborted Embryos**
    - **Climate Change**
    - **Returning a Manned Spacecraft to the Moon.**

- Students will research both print and electronic sourced articles to form an argumentative essay, citing specific evidence from their research. The webpage must include appropriate citations (APA?) and references.
- **Option 1 - Once the essay is written (webpage is created) students will read 3 of their classmates essays and comment on them to increase the strength of the argument. The information used in the research should be accessible for everyone to read.**
- **Option 2 - Once the essay is written (webpage is created) students will read 3 of their classmates essays, choose an opposing viewpoint, and comment on the page citing their own evidence to the contrary.**
- The essay/webpage should be organized in such a way the establishes clear evidence to support the claim. It should also entertain opposing viewpoints with counter-evidence. The style should be formal and maintain an objective tone, using norms and conventions of the discipline in which they are writing. There should be a concluding statement or section that supports the argument

# Literacy in Social Studies

I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind.

We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage

War against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs-- Victory in spite of all terrors-

Victory, however long and hard the road may be,

For without victory there is no survival.

I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

# PARCC Frameworks

PARCC has now issued the ELA and Math frameworks – they can be obtained by going to:

<http://www.parcconline.org/parcc-content-frameworks>



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# Frameworks - ELA

2<sup>nd</sup> Grade: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.

3<sup>rd</sup> Grade: Conduct short research projects that build knowledge about a topic.



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# Frameworks - ELA

8<sup>th</sup> Grade: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a.

- Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered

# FRAMEWORK – ELA

9<sup>th</sup>-10<sup>th</sup>: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 9-10* Reading standards to literature (e.g., “Analyze how *an author* draws on *and transforms source material in a specific work* [e.g. *how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare*]”).

# EXAMPLE OF KEY ADVANCES

## MATH GRADES K-3

K-2: Work on number, place value, and addition and subtraction concepts, skills, and problem solving.

Grade 3: Students will learn concepts, skills, and problem solving for multiplication and division. This will continue through grade 5 – preparing way for work with ratios/proportions in Grades 6-7 .



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# EXAMPLE OF KEY ADVANCES

## MATH GRADE 7 to 8

Students build on previous work with proportional relationships, unit rates, and graphing to connect these ideas and understand that the points  $(x, y)$  on a non-vertical line are the solution of the equation  $y = mx + b$  where  $m$  is the slope of the line as well as the unit rate of a proportional relationship (in the case  $b = 0$ ).

# REFLECTION

3 -2-1

# 3 – 2 – 1

- **THREE** things learned about curriculum alignment during this presentation.
- **TWO** ways he/she can begin to align standards/domains, assessment, and facilitation of learning.
- **ONE** clarifying question about the alignment to discuss with table mates.

# NEXT STEP . . .

What is the next step for participants?



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# SUMMARY

- Understand the shift in what proficiency means
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# Thank You!

Please fill out your evaluations –  
we value your feedback!



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