



# CCSS in ASD

Alaska Senate Education Hearing

January 7, 2014



**Anchorage School District**  
*Educating All Students for Success in Life*

# Parent Roadmaps



*Here are just a few examples of how students will develop and use their understanding of place value in grade three.*

## **Grade Two Mathematics**

- Understand that 100 can be thought of as a bundle of ten tens—called a “hundred”
- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (place value)
- Add and subtract numbers through 1000 using what students have learned about place value

## **Grade Three Mathematics**

- Use place value understanding to round whole numbers to the nearest 10 or 100
- Quickly and accurately add and subtract numbers through 1000 using knowledge of place value
- Use place value understanding to multiply and divide numbers up through 100
- Multiply one-digit whole numbers by multiples of 10 between 10 and 90. For example,  $9 \times 80$  or  $5 \times 60$

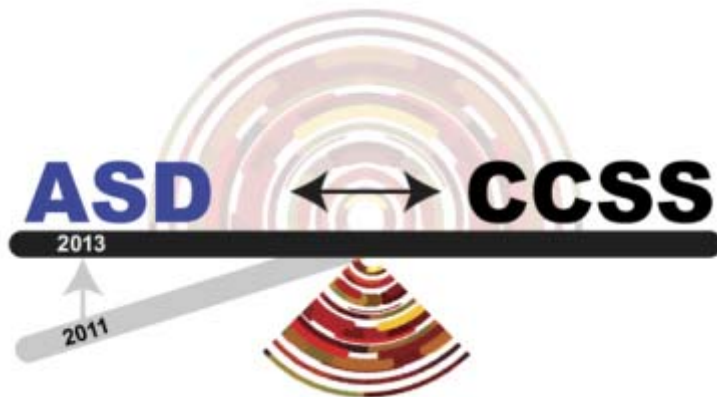
## **Grade Four Mathematics**

- Use place value understanding to round multi-digit whole numbers to any place
- Use place value understanding to find the product of two multi-digit numbers
- Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right
- Compare two multi-digit numbers based on the meanings of the digits in each place, using the symbols  $>$  (more than),  $=$  (equal to), and  $<$  (less than)



# CCSS Major Shifts

- ❑ *Language arts* – close reading of complex literary and informational texts; evidence-based writing; focus on vocabulary
- ❑ *Math* – fewer topics with more depth; balance of concept and computation; standards of mathematical practice
- ❑ Curriculum based on the standards, not textbooks



# ELA: Basal Alignment Project

- ❑ Collaborative curriculum writing effort with multiple districts across the country
- ❑ Uses existing resources differently to meet higher standards, rather than replacing outright
- ❑ Assists teachers in teaching complex texts, evidence-based thinking & writing and key vocabulary





# Math: Units of Study

- ❑ 65 K-12 ASD educators
- ❑ 1.5 years of research and collaboration
- ❑ Based on the CCSS, the AK State Standards, and the mathematics progression documents
- ❑ Address the essential understandings for each grade level



# Academic Plans

## ASD 2012-13 Academic Plan: Grade 2 Language Arts Year at a Glance

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
1) Establishing Routines 2) Back to School Skill and Strategy Review 3) Theme 1: <i>Silly Stories</i> <u>Week 1</u> Reading - Fantasy Writing - Story 4) Theme 1: <i>Silly Stories</i> <u>Week 2</u> Reading - Fantasy Writing - Story 5) Theme 1: <i>Silly Stories</i> <u>Week 3</u> Reading - Fantasy Writing - Story 6) Theme 1: <i>Silly Stories</i> <u>Week 4</u> (Monitoring Progress) Reading - Fantasy/Non-Fiction Writing - Finalize, Story Theme Assessment 7) Theme 1: <i>Silly Stories</i> <u>Week 5</u> Genre Study - Poetry 8) Theme 2: <i>Nature Walk</i> <u>Week 1</u> Reading - Realistic Fiction Writing - Description 9) Theme 2: <i>Nature Walk</i> <u>Week 2</u> Reading - Non-Fiction Writing - Description	1) Theme 2: <i>Nature Walk</i> <u>Week 3</u> Reading - Realistic Fiction Writing - Description 2) Theme 2: <i>Nature Walk</i> <u>Week 4</u> (Monitoring Progress) Reading - Realistic Fiction/ Non-Fiction Writing - Finalize, Description Theme Assessment 3) Theme 2: <i>Nature Walk</i> <u>Week 5</u> Genre Study - Fables 4) Theme 3: <i>Around Town:</i> <i>Neighborhood and Community</i> <u>Week 1</u> Reading - Realistic Fiction Writing - Friendly Letter 5) Theme 3: <i>Around Town:</i> <i>Neighborhood and Community</i> <u>Week 2</u> Reading - Non-Fiction Writing - Friendly Letter 6) Theme 3: <i>Around Town:</i> <i>Neighborhood and Community</i> <u>Week 3</u> Reading - Realistic Fiction Writing - Friendly Letter 7) Theme 3: <i>Around Town:</i> <i>Neighborhood and Community</i> <u>Week 4</u> Reading - Realistic Fiction Writing - Friendly Letter	1) Theme 3: <i>Around Town:</i> <i>Neighborhood and Community</i> <u>Week 5</u> (Monitoring Progress) Reading - Realistic Fiction Writing - Friendly Letter 2) Theme 4: <i>Amazing Animals</i> <u>Week 1</u> Reading - Fantasy Writing - Research Report 3) Theme 4: <i>Amazing Animals</i> <u>Week 2</u> Reading - Non-Fiction Writing - Research Report 4) Theme 4: <i>Amazing Animals</i> <u>Week 3</u> Reading - Folktale Writing - Research Report 5) Theme 4: <i>Amazing Animals</i> <u>Week 4</u> (Monitoring Progress) Reading - Fantasy/Non-Fiction Writing - Finalize, Research Report Theme Assessment 6) Theme 4: <i>Amazing Animals</i> <u>Week 5</u> Genre Study - Biography 7) Theme 5: <i>Family Time</i> <u>Week 1</u> Reading - Non-Fiction Writing - Personal Narrative 8) Theme 5: <i>Family Time</i> <u>Week 2</u> Reading - Realistic Fiction Writing - Personal Narrative 9) Theme 5: <i>Family Time</i> <u>Week 3</u> Reading - Realistic Fiction Writing - Personal Narrative	1) Theme 5: <i>Family Time</i> <u>Week 4</u> Reading - Realistic Fiction Writing - Personal Narrative 2) Theme 5: <i>Family Time</i> <u>Week 5</u> (Monitoring Progress) Reading - Realistic Fiction/ Non-Fiction Writing - Finalize, Personal Narrative Theme Assessment 3) Theme 5: <i>Family Time</i> <u>Week 6</u> Genre Study - Chapter Books 4) Theme 6: <i>Talent Show</i> <u>Week 1</u> Reading - Realistic Fiction Writing - Instructions 5) Theme 6: <i>Talent Show</i> <u>Week 2</u> Reading - Realistic Fiction Writing - Instructions 6) Theme 6: <i>Talent Show</i> <u>Week 3</u> Reading - Realistic Fiction Writing - Instructions 7) Theme 6: <i>Talent Show</i> <u>Week 4</u> (Monitoring Progress) Reading - Non-Fiction/ Realistic Fiction Writing - Finalize, Instructions Theme Assessment

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# Academic Plans

## ASD 2012-13 Academic Plan: Grade 2 Language Arts

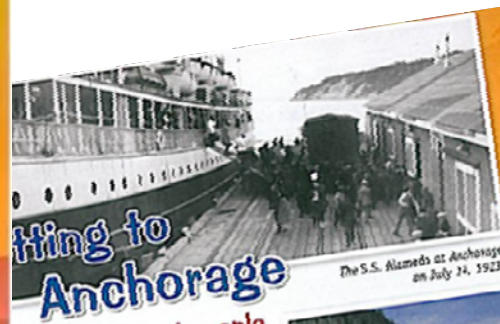
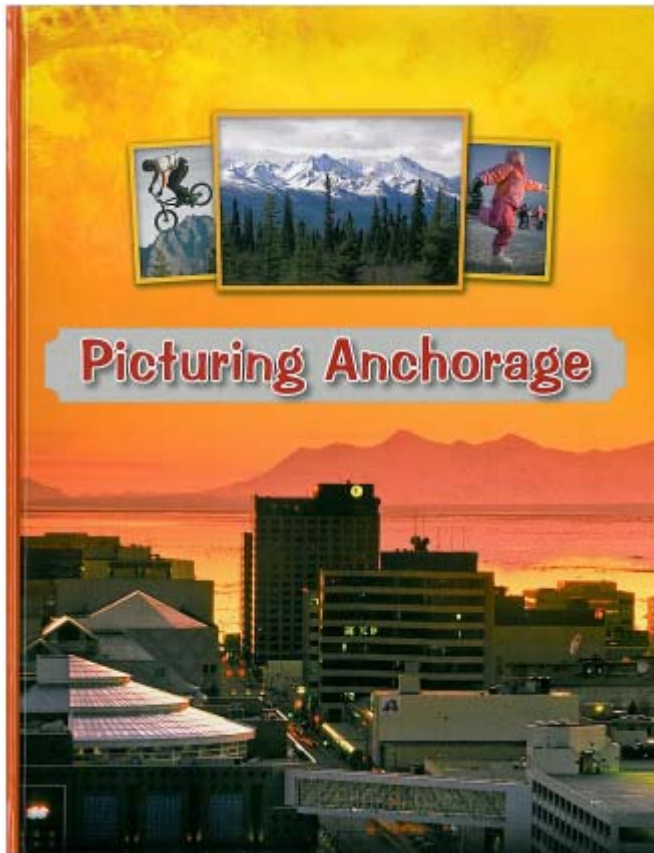
Essential Concepts	Essential Vocabulary	Standards	Instructional Resources	Assessments
<b>Quarter 1: Houghton Mifflin Harcourt Reading</b> and associated instructional materials are the primary language arts materials. <b>The main/core selection for each week's theme should be the primary instructional text for comprehension work for all students.</b> CCSS standards should be incorporated across the instructional day with literary and informational texts. Students should practice independent reading every day with books they can access and should be writing in response to reading on a daily basis.				
<b>1) Establish Routines</b>				
<b>2) Back to School Theme 1, Silly Stories</b> Strategy Review Phonics Review Launch Theme 1: <i>Silly Stories</i> Classroom Procedures	Phonics/Decoding Predict/Infer Monitor/Clarify Question Summarize Evaluate Evidence		HMH Back to School Theme Resources	Classroom assessments and observations HMH diagnostic assessments as appropriate, running records, writing samples, spelling inventories
<b>3) Theme 1, Week 1, Silly Stories</b> Genre: Fantasy Comprehension Strategy: Summarize Comprehension Skill: Story Structure Phonics: Short vowels <i>a, i</i> ; Review: Base words and endings <i>-s, -ed, -ing</i> Spelling: Short <i>a</i> and <i>i</i> words High-Frequency Words: bought, front, kitchen, roll, until Vocabulary: Homophones Weekly Writing Lesson: Character Sketch Writing Workshop Focus: Story (ideas, organization) Grammar: What is a sentence? Ongoing Independent Reading Opportunities	<i>Seven Sillies</i> dear, feathered, fetch, gorgeous, handsome, pond, scrambled, shining, sillies, sopping, splendid  <i>Dragon Gets By</i> bare, balanced diet, crunched, cupboard, dairy, diet, downed, excitement, steep, wise	<i>Seven Sillies</i> RL.2.1, RL.2.2, RL.2.3, RL.2.6, RL.2.7; RF.2.3, RF.2.4; W.2.1; L.2.1e, L.2.4a, L.2.5a, L.2.6; SL.2.1, SL.2.2, SL.2.4, SL.2.6 SEL 1A, SEL 1B, SEL 2A, SEL 3A, SEL 3C <i>Dragon Gets By</i> RL.2.1, RL.2.3, RL.2.5, RL.2.7; RF.2.3, RF.2.4; W.2.8; SL.2.1, SL.2.2, SL.2.3,	<b>Read Aloud for Comprehension Instruction:</b> <i>Seven Sillies</i>  <b>Whole &amp; Small Group Core Text:</b> <i>Dragon Gets By</i>  <b>Independent reading/ literacy centers/ small groups</b> (a variety of literature and informational texts to meet student needs) HMH Instructional	HMH Teacher's Assessment Resources and teacher-created assessments as needed to monitor progress, e.g.: Oral and written answers to text-based comprehension questions, comprehension and fluency checks, writing samples, observation checklists, small group and literacy center work, spelling tests, culminating writing tasks related to core text Published Writing Workshop Piece: <i>Story</i> (by end of theme)





# Social Studies

## *Second Grade Reader*



### How do goods and people move to Anchorage?

Transportation means moving people, animals, goods from one place to another. People and goods first came to Alaska by ships following ocean currents. Today many boats, ships, and ferries use waterways to travel to Alaska. We call the waterway to Alaska the Alaska Marine Highway.

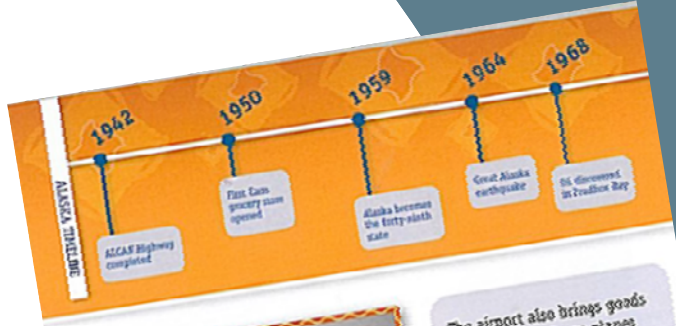


The Port of Anchorage was completed in 1961. A port is a harbor and dock that allows ships to unload people and cargo. Today, ninety percent of the goods that arrive for the entire state move through this port.



In the summer, cruise ships dock at this port bringing thousands of visitors. The Port of Anchorage is located downtown, right next to the train depot. This makes moving goods and people from the ship to the trains quick and easy.

The Alaska Railroad is an important way we move goods and people. The railroad runs from Seward to Fairbanks and makes stops everywhere in between. This means train has flag-stop service. This means in rural areas you can wave your arms at the conductor and the train will stop and pick you up. The train is a beautiful way to see Alaska.



Another type of port in Anchorage is an airport. Anchorage has one large airport and twelve smaller airports within the city. We have many small planes that travel to our rural areas. Some of the airstrips are lakes, such as Lake Hood. Small planes can land on lakes in both the summer and winter, bringing people and goods to rural areas.

The Ted Stevens International Airport is Anchorage's main airport. People from all over the world fly into Anchorage to visit our beautiful state.



The airport also brings goods to Anchorage. Cargo planes move goods to communities across the state. The Ted Stevens International Airport is the third busiest airport in the nation for moving cargo.



Have you ever been on an airplane? If so, where did you go?



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# 5<sup>th</sup> Grade State Assessment

## *Sample Practice Item*

1. Barb was building a ramp for her fort. She uses two boards to make the 5 foot ramp. Which two boards could she use?

a. 

$2\frac{1}{2}$ feet	$1\frac{1}{2}$ feet
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b. 

$3\frac{1}{2}$ feet	$1\frac{1}{2}$ feet
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c. 

$4\frac{1}{2}$ feet	1 feet
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d. 

$3\frac{1}{2}$ feet	$2\frac{1}{2}$ feet
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# 4<sup>th</sup> Grade CCSS Assessment

## *Sample Practice Item*

43328

Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.



**Between**  
**6 lb and 7 lb**

**Between**  
**10 lb and 11 lb**

**Between**  
**14 lb and 15 lb**



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# Future Considerations

- ❑ State assessment
- ❑ Technology
- ❑ Professional development





# Class of 2026



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# References

- ❑ Common Core State Standards Initiative
  - [www.corestandards.org](http://www.corestandards.org)
- ❑ Council of Great City Schools
  - [www.cgcs.org](http://www.cgcs.org)
- ❑ Basal Alignment Project
  - [www.achievethecore.org/page/751/bap-project-page](http://www.achievethecore.org/page/751/bap-project-page)
- ❑ The Charles A. Dana Center
  - [www.utdanacenter.org/](http://www.utdanacenter.org/)
- ❑ Anchorage School District's Academic Plans
  - [www.asdk12.org/academicplans](http://www.asdk12.org/academicplans)



# Appendices (attachments)

- ❑ Parent Roadmap (5<sup>th</sup> Grade English Language Arts—English and Spanish versions)
- ❑ Anchorage School District's 5<sup>th</sup> Grade Academic Plan for English Language Arts
- ❑ 5<sup>th</sup> Grade Language Arts—Week 1 (Basal Alignment Project Lesson)
- ❑ CCSS Math Fluency Expectations
- ❑ Standards of Mathematical Practice

