The California Subject Matter Projects

Teaching the Common Core

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A network of nine discipline-based professional development projects
- Arts
- History-Social Science
- International Studies
- Mathematics
- Physical Education-Health
- Reading and Literature
- Science
- World Language
- Writing

Research-based programs, collaboratively designed and conducted by K12 educators and university faculty

All nine subject matter networks offer programs to support the full implementation of CCSS.

CSMP helps teachers and schools assess progress towards CCSS implementation. We design programs based on those needs.
We believe:

✓ All teachers must understand and incorporate the Common Core State Standards (CCSS) into their practice.

✓ Both CCSS and the new ELD standards are important for helping English learners and students with low academic literacy achieve college and career success.

✓ High quality teacher preparation along with ongoing, in-depth professional development will ensure successful implementation of CCSS and lifelong learning for students and teachers.

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Regional Sites

Area 3 Writing Project/UC Davis
Bay Area Writing Project/UC Berkeley
Cal State Northridge Writing Project
Central California Writing Project/UC Santa Cruz
Great Valley Writing Project/CSU Stanislaus
Inland Area Writing Project/UC Riverside
Northern California Writing Project/CSU Chico
Redwood Writing Project/Humboldt State
San Diego Area Writing Project/UC San Diego
San Joaquin Valley Writing Project/CSU Fresno
San Jose Area Writing Project/San Jose State
San Marcos Writing Project/CSU San Marcos
South Coast Writing Project/UC Santa Barbara
UC Irvine Writing Project
UCLA Writing Project
UC Merced Writing Project
The Process of Implementing Standards

“STANDARDS”
(a three-legged stool)
- Public standards
- Professional Standards
- Personal standards

THE PROGRESS OF INDIVIDUAL STUDENTS
(different reference frames)
- Formal national and state achievement tests
- Teacher assessments and classroom observations
- Longitudinal study of individual student work

INSTRUCTIONAL APPROACHES AND STRATEGIES

Inverness Research Associates, 2002
A Content Framework for CCSS- Informed Writing Instruction

Habits of Mind Essential for College- and Career- Ready Writers

- Curiosity
- Openness
- Engagement
- Creativity
- Persistence
- Responsibility
- Flexibility
- Metacognition
Teachers foster these habits of mind through writing, reading, and critical analysis experiences that develop:

- Rhetorical knowledge
- Critical thinking
- Writing processes
- Knowledge of conventions
- Ability to compose in multiple environments
Teachers can help writers develop rhetorical knowledge by providing opportunities and guidance for students to:

- learn and practice key rhetorical concepts such as audience, purpose, context, and genre through writing and analysis of a variety of types of texts (nonfiction, informational, imaginative, printed, visual, spatial, auditory, and otherwise);
- write and analyze a variety of types of texts to identify the audiences and purposes for which they are intended,
- the key choices of content, organization, evidence, and language use made by their author(s),
- the relationships among these key choices and the ways that the text(s) appeal or speak to different audiences;
- contribute, through writing, their own ideas and opinions about a topic to an ongoing academic conversation
CCSS Professional Learning and Instructional Resources

Professional Learning Module: Writing to Inform, Argue, and Analyze

- Unit 1: Understanding and Teaching the Common Core Writing Standards
- Unit 2: Planning Lessons for Informational and Argument Writing
- Unit 3: Learning From Student Work and Teachers’ Lessons

http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&sclId=504695
Upstanders, Not Bystanders

An enthusiastic invitation for you and your students to participate with teachers and students, K-university!

http://www.californiawritingproject.org/upstanders-bystanders.html
Program examples open to you and your students:

**Area 3 Writing Project Super Saturdays on January 11, 2014**

- Everybody Can! Informative Writing in the Primary Grades (Grades K-2)
- Text Study: From Analysis to Creation (Grades 3-6)
- Pumped Up Persuasion: Training Students to Build Better Arguments (Grades 6-9)
- It’s Arguable: What Students Need to Write Arguments in Response to Non-Fiction Text (Grades 9-12)
- Next Super Saturdays: Feb. 8 and March 8, 2014
San Jose Area Writing Project
Saturday Seminars

Modeling and Designing Resources for Narrative Writing on Feb. 8, 2014

• Empowering Students Through Engagement (K-2)
• Writing Nonfiction as a Narrative (4-7)
• Mixing the Buckets: Blending Narrative Structure with Other Types of Writing (8-12)

Next Saturday Seminars: March 8 and April 5, 2014
San Marcos Writing Project
Writing is the Core: Implementing Common Core

Great Valley Writing Project
Super Saturday Seminars on the California Common Core State Standards, Digital Learning, and Writing in all Disciplines

Integrating Visual and Performing Arts into the CCSS

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The Common Core and History-Social Science
Selected Themes in Grades 6-12 Literacy in History/Social Studies (Reading):

- Understanding discipline-specific, abstract, & complex text (both primary & secondary sources)
  - Understand vocabulary in context
  - Understand and utilize text organization
  - Evaluate perspective / bias
- Developing Analytical Skill
  - Compare / contrast and corroborate multiple sources on a given topic
  - Understand relationships between primary & secondary sources
  - Integrate non-textual data from diverse sources into analysis
- Evaluating arguments and explanation
  - Determine the relevance and import of specific evidence
  - Understand how evidence is marshalled in support of claims

*Two Boys Reading*, 1970-76. Willie Ford, Photographer, . Source: California State University, Los Angeles, Library & Calisphere, CLS_186.

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Understanding Vocabulary in Context – States Rights

Concept #1: “federalism”
Concept #2: “popular sovereignty”
Concept #3: “secede”
Concept #4: “nullification”
Defining “states rights”
Selected Themes in Grades 6-12 Literacy in History/Social Studies (Writing):

• Using evidence
  • Incorporate relevant primary & secondary source evidence to support claims
  • Synthesize multiple sources, analyzing those sources for relevance

• Writing arguments
  • Write short and longer research projects in response to a question, organized around a compelling and significant thesis
  • Use precise vocabulary, appropriate for the discipline and audience
  • Address counter-claims (for older students)
  • Include proper citations

“Pupils writing at desks,” James Wong Howe, Photographer. Source: UC Berkeley, Bancroft Library & Calisphere, http://content.cdlib.org/ark:/13030/tf429007fa/?order=1
What did the United States Lose in Vietnam?

- Writing an Argument
- Gathering evidence
- Developing a thesis
- Planning your argument
- Organizing your evidence
- Evaluating evidence
- Addressing counter-claims
- Writing specific paragraphs
- Using a rubric to prepare & evaluate

**CWA 4.14 – What did the United States Lose in Vietnam?**

**Length: 3-5 pages**

**Date:**

**California History-Social Science Standards:**

11.9 Students analyze U.S. foreign policy since World War II.

**Common Core State Standards:**

- **WHST 2:** Write informative/expository texts, including the narration of historical events, scientific procedures, experiments, or technical processes.
- **WHST 4:** Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.
- **WHST 7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Background:** Over the course of this lesson, you have learned about how and why America became involved in the war in Vietnam. You have studied the Cold War interests that contributed to American policies and many of the factors that made the war challenging for American soldiers. You have also learned about the effects of the war on the home front, in terms of the draft and the antiwar movement, for example. Finally, you have surveyed the consequences of becoming involved in the war. Now your job is to put together all of the different pieces to construct an analytical essay.

**Question:** What did the United States lose in Vietnam? Consider the reasons the United States entered the war, the methods the military employed to fight the communists, the sacrifices made by those touched by the war, public support for the war, and the American government before, during, and after the war, relationships with American allies and enemies, and the ongoing Cold War efforts. The United States lost the Vietnam War, but the cost of the conflict extended well beyond the battlefields of Southeast Asia. What, specifically, did the United States lose and what were the consequences of that loss?

**Task:** Construct a written argument in a multi-paragraph essay in which your...

1. Present a clear thesis in your introduction that answers the question above.
2. Provide evidence that supports your thesis.
3. Analyze how that evidence supports your thesis.
4. Conclude your argument in a manner consistent with your thesis.

**Vocabulary:** Use at least 5 of the 12 terms correctly within your essay to help support your thesis: Domino Theory, Decolonization, Silent Majority, Deterrent, Search and Rescue, Agent Orange, Refugees, War Powers, Reconciliation, NLF, Tonkin Gulf, Tet Offensive, War of Attrition.

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Common Core Resources in History-Social Science

Common Core Resources in History-Social Science

CHSSP’s Teaching the Common Core Webinar Series

Online, after school series, available live or recorded, hosted by historians, history educators, & teacher leaders

Topics:
• Close Reading
• Writing Arguments
• Citing Evidence
• Vocabulary
• Conducting Research
• Assessing Point of View

Teaching the Common Core:
http://chssp.ucdavis.edu/programs/common-core
Common Core Resources in History-Social Science

CHSSP’s Teaching the Common Core In-Person Programs

Summer & school-year programs hosted by regional sites across California

Examples:
• @ UC Berkeley: The Common Core & College Writing
• @ UCLA: Reading & Writing in the History Classroom
• @ UC Irvine: Common Core Workshop: Cause and Effect
• @ CSU DH: Implementing the Common Core (with UCI)
• @ CSU LB: Teaching the Common Core

Teaching the Common Core:
http://chssp.ucdavis.edu/programs/common-core
Common Core Resources in History-Social Science

The Source:
CHSSP’s quarterly newsletter, available for free download here:
http://chssp.ucdavis.edu/source-magazine
Common Core Resources in History-Social Science

Beyond the Bubble

Stanford History Education Group
Innovative Assessment Resources, utilizing the resources of the Library of Congress

Beyond the Bubble
http://beyondthebubble.stanford.edu/
How the Common Core Standards are Changing Mathematics Instruction
CaCCSS-M Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Reason Abstractly and Quantitatively
3. Construct Viable Arguments and Critique the Reasoning of Others
4. Model With Mathematics
5. Use Appropriate Tools Strategically
6. Attend to Precision.
7. Look for and Make Use of Structure.
8. Look for and Express Regularity in Repeated Reasoning.

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Max is organizing a trip to the airport for a party of 75 people.

He can use two types of taxi.

A small taxi costs $40 for the trip and holds up to 4 people.

A large taxi costs $63 for the trip and holds up to 7 people.

1. a. If Max orders 6 large taxis, how many small taxis will he need?  

b. How much will the total cost be?

Max can organize the journey more cheaply than this!

How many taxis of each type should Max order, to keep the total cost as low as possible? Explain.
Literacy Strategies

• **Graphic Organizers**
  – Problem Solving Tree
  – Frayer Model
  – Word/Concept Association Chart

• **Discourse Strategies**
  – Think-Pair-Share
  – Questioning Techniques
  – Sentence Frames
Student Interaction

- Grouping
  - Whole Class
  - Small Group
  - Partners
- Cooperative Learning
  - Jigsaw Reading
  - Numbered Heads Together
  - Four Corners
Mathematical Modeling
Mathematical Modeling

• Know the context of students’ lives
  • team building activities
  • data collection
• Show students how to the mathematics they are learning applies to the real world
  • career technical education
  • social justice lessons
• Use a multi-representational approach to solving problems
  • words, numbers, pictures, symbols (Four Fold Way)
Resources

http://www.cde.ca.gov/be/st/ss/index.asp  www.fcoe.org


http://caccssm.cmpso.org  https://www.teachingchannel.org

http://www.cmc-math.org/resources/core.html

http://www.myboe.org

http://www.illustrativemathematics.org

http://www.insidemathematics.org

http://serpmedia.org/5x8card/

http://www.mathematicsvisionproject.org

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California Science Project
California Writing Project
California World Language Project

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