

Trimester 1	
CCSS	Resources/Notes
<b>Mathematical Practices</b>	
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.	
<b>OA: Operations and Algebraic Thinking</b>	
<b>Represent and solve problems involving addition and subtraction.</b>	
1. 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. (See Glossary, Table 1.)	
<b>Add and subtract within 20.</b>	
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	
<b>Work with addition and subtraction equations.</b>	
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</i>	
<b>NBT: Number and Operations in Base Ten</b>	
<b>Extend the counting sequence.</b>	
1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	
<b>MD: Measurement and Data</b>	
<b>Represent and interpret data.</b>	
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	

# Common Core State Standards Pacing Guide

**Todd Stanley, Jana Alig**



## **Common Core State Standards Pacing Guide:**

*The School Leader's Guide to Formative Assessment* Todd Stanley, Jana Alig, 2013-08-15 This user friendly guide shows school leaders how to use formative assessment to improve both student and teacher achievement With step by step information and practical examples this book will help you develop better assessments that will transform your school You will learn The advantages of formative assessment When and why to use formative assessment How to develop valid and reliable assessments How to mimic the state assessment schedule How to organize and use data effectively How to use data to develop teacher leaders The appendix features more than ten pages of handy reproducibles that will help you implement formative assessments immediately also available as free downloads [www.routledge.com/9781596672468](http://www.routledge.com/9781596672468) A curriculum pacing guide A presentation template to explain formative assessment to your staff A non mastery report A class item analysis graph A class profile graph A student questionnaire and more *Common Core English Language Arts in a PLC at Work®*, *Grades 9-12* Douglas Fisherr, Nancy Frey, 2013-01-09 Explore strategies for integrating the Common Core State Standards for English language arts for grades 9 12 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning [The How-to Guide for Integrating the Common Core in Language Arts](#) Debby Murphy, Wendy Conklin, 2014-04-01 Find out how to integrate the Common Core in language arts with this easy to use guide This resource will leave teachers feeling empowered to construct their own lessons with easy to follow ideas and suggestions Strategies and ideas are provided to help teachers deliver material while meeting the Common Core and other state standards Instructional shifts in the Common Core State Standards are highlighted and examples of implementation are included with practical tips on how to integrate these standards in a lesson [Common Core English Language Arts in a PLC at Work® Grades 6-8](#) Douglas Fisher, Nancy Frey, 2012-12-05 Explore strategies for integrating the Common Core State Standards for English language arts for grades 6 8 in this resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning **Common Core English Language Arts in a PLC at Work®, Grades K-2** Douglas Fisher, Nancy Frey, 2012-12-04 Explore strategies for integrating the Common Core State Standards for English language arts for grades K 2 in this interdisciplinary resource which focuses on areas of instruction curriculum assessment and intervention You ll also learn how to implement the CCSS within the powerful PLC at Work™ process Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning

**Common Core Curriculum Maps in English Language Arts, Grades K-5** Great Minds, 2011-10-19 The first books to present specific guidance for teaching the Common Core State Standards Forty three states plus the District of Columbia and

the U S Virgin Islands have signed on to adopt the Common Core State Standards CCSS The need for curriculum guides to assist teachers in helping students meet these standards has become imperative Created by teachers for teachers the research based curriculum maps in this book present a comprehensive coherent sequence of thematic units for teaching the skills outlined in the CCSS for English language arts in Grades K 5 The maps address every standard in the CCSS yet are flexible and adaptable to accommodate diverse teaching styles Each grade is broken down into six units that include focus standards suggested works sample activities and assessments lesson plans and more Teachers can use the maps to plan their year and craft their own more detailed lesson plans Any teacher school or district that chooses to follow the Common Core maps can be confident that they are adhering to the standards

### **Teacher Perception of Pacing Guide Use in the**

**Secondary Classroom** Donna Michele Smith Turner,2015 Historically teachers have exercised considerable autonomy in the day to day learning that occurs in their classrooms Now it is growing increasingly rare for a teacher to experience this type of professional freedom In response to high stakes testing national and state academic content standards and most recently the common core standards pacing guides are one of the more recent devices schools are using to implement and monitor curriculum The purpose of this research project is to investigate teacher opinion toward these pacing guides An online survey called the Pacing Guide Survey was delivered to secondary regular and special education teachers in core subject areas of mathematics science social studies and language arts The teachers were asked about whether or not they use pacing guides their attitude and comfort level in using pacing guides as well as Information concerning the population of their high school such as demographics enrollment and single or multiple high schools Building level factors such as professional development initiatives methods of curriculum monitoring and pacing guide development and revisions processes teacher factors such as years teaching years using pacing guides confidence in content area and educational background Administrators were also interviewed to form a complete picture of pacing guide development and implementation in the secondary education environment Quantitative data were analyzed using bivariate Spearman s rank order correlation and qualitative data were analyzed using a combination of thematic data analysis and quasi statistical methods Recommendations based on the data collected are Teachers should be provided with the flexibility to address student needs in the classroom Teacher input into pacing guide development implementation and revision process is necessary to ensure that student needs are addressed Team autonomy is key and teacher teams need to be provided with the necessary support structure to provide meaningful learning experiences for their students

*Math Know-How* Thomasenia Lott Adams,Joanne

LaFramenta,2013-12-10 From two math coaches who really know how Have you ever wished there were a single resource to help you tackle your most persistent teaching issues once and for all To engage students in more meaningful ways To provide the tools you need to increase students understanding of key mathematical concepts All at the same time Math coaches Thomasenia Lott Adams and Joanne LaFramenta have just written it With the help of this book you ll be armed with the know

how to employ strategies to achieve the CCSS especially the Mathematical Practices make purposeful teaching decisions facilitate differentiated instruction teach and learn with manipulatives use technology appropriately *That's a Great Answer!* , *That's a Great Answer!* Dr Nancy Boyles, Nancy N. Boyles, 2012 The ability to comprehend and to respond meaningfully to text is a skill students need every day not just on test day That s a GREAT Answer provides complete and ready to go support to help teachers get great answers to open ended comprehension questions from the students who need help the most elementary students struggling older readers and English language learners In this revised second edition Nancy Boyles now includes new Common Core State Standards based objectives step by step lesson sequences collaborative tasks that link teaching to learning insightful new teaching tips updated and enhanced bibliographies and student targets on the CD that specify how to meet each objective and answer a particular comprehension question Her ready to go student scaffolds then break comprehension objectives into fifty three specific measurable open ended questions divided among four thinking strands A chart shows the correlation between all objectives and the Common Core State Standards for comprehension easily aligned to the literacy objectives of any state curriculum Each open ended question includes a step by step lesson sequence a template for a related oral collaborative task teaching tips a bibliography of fiction and nonfiction picture books aligned with the question a template instructing students how to find key evidence for the objective before writing their response an answer frame scaffold for initial response practice that helps students at any grade level organize and elaborate and a target on the CD that specifies for students how to meet each objective and answer a particular comprehension question The included CD provides all of the answer frames and targets for the open ended questions as well as rubrics criteria charts planners and an extensive master bibliography that matches key fiction and nonfiction literature models with appropriate objectives From setting a foundation with great standards books and instruction through guidelines for assessment That s a GREAT Answer offers a now more complete great answer for teachers who want to empower their students to respond well to open ended questions **Leading Learning for Digital Natives** Rebecca J. Blink, 2015-10-23 In light of rapid advances in technology and changes in students learning styles Leading Learning for Digital Natives offers much needed new tools for guiding effective instruction in the classroom By offering practical strategies for gathering data with technology tools this book helps school leaders embrace data and technology to develop the classroom and instructional practices that students need today Blink s practical and accessible tips make it easy for teachers and leaders to use technology and data to engage students and increase student achievement Focusing coverage on the latest technology tools this book will help you lead a school that personalizes instruction and learning through Integration of data Real time instruction Setting expectations and outcomes to align with new state standards Integration of technology tools and blended pedagogy **Reading for Understanding** Ruth Schoenbach, Cynthia Greenleaf, Lynn Murphy, 2012-07-03 As elegantly practical as it is theoretically elegant It is a guided tour as one examines the tools of expert teachers as they engage students

in a journey that is aptly dubbed Reading Apprenticeship learning how to become a savvy strategic reader under the tutelage of thoughtful caring and demanding teachers P David Pearson University of California Berkeley and founding editor of the Handbook of Reading Research Reading for Understanding is a monumental achievement It was a monumental achievement when it came out as a first edition in 1999 bringing years of rigorous reading research together in a framework for teaching that made sense in actual secondary school classrooms Now just thirteen years later Schoenbach and Greenleaf have several randomized clinical trials and multiple on going studies at their fingertips to demonstrate the effects of this approach for developing the reading and thinking of young people in our nation s middle and high school classrooms as well as in community college classrooms Their careful work on developing disciplinary literacy among all students represents a passion for and commitment to supporting students and their teachers in reading for understanding which translates to reading for enjoyment self awareness learning and for purposeful and informed action in our society Elizabeth Moje Arthur F Thurnau Professor and Associate Dean for Research School of Education University of Michigan Reading Apprenticeship has proven to be an inspiration to Renton Technical College faculty and students alike They have learned together to view themselves as readers in transformative ways as they embrace powerful techniques to increase reading comprehension The ideas and strategies in Reading for Understanding anchor this new and broad based energy around reading and an enthusiasm among our faculty to model effective reading strategies for our students Steve Hanson President Renton Technical College Renton Washington Reading for Understanding has the finest blend I have seen of research strategies and classroom vignettes to deepen teacher learning and help them connect the dots between theory and practice Curtis Refior Content Area Literacy Coach Fowlerville Community Schools Fowlerville Michigan A teacher tested research based resource for dramatically improving reading skills Published in partnership with WestEd this significantly updated second edition of the bestselling book contains strategies for helping students in middle school through community college gain the reading independence to master subject area textbooks and other material Based on the Reading Apprenticeship program which three rigorous gold standard research studies have shown to be effective in raising students reading achievement Presents a clear framework for improving the reading and subject area learning of all students including English learners students with special needs as well as those in honors and AP courses Provides concrete tools for classroom use and examples from a range of classrooms Presents a clear how to for teachers implementing the subject area literacies of the Common Core Standards Reading for Understanding proves it s never too late for teachers and students to work together to boost literacy engagement and achievement

**Yes, No, Maybe So** Jenna Kaye Lindsey, 2008      **Understanding Common Core State Standards** John Kendall, 2011-07 In June 2010 the Common Core State Standards Initiative released Common Core State Standards for English Language Arts The organization and key aspects of the two overarching sets of standards The benefits of implementing the standards including intentional instruction a greater pool of resources increased collegiality and

professionalism customized learning and multiple pathways and a more consistent equitable learning experience What schools can do to transition to the new standards and How the common state assessment systems are being developed to provide interactive enhanced test items produce specific timely test results and provide an indication of students readiness for college or career This book is an invitation to think about the possibilities that the Common Core standards offer for strengthening teaching and learning across the United States and what you can do to make the most of this opportunity for change

**Standards Matter** Katherine Scheidler, 2017-05-01 While critics rail against Common Core State Standards for national school learning guides few know exactly what these Standards are and fewer can assess if these Standards are a positive step for education Standards are simply the high level literacy skills and understandings that have been traditionally taught but only in some schools and for some students Standards focus on careful close reading and critical analysis help students develop ideas well in writing boost research understandings create skills to discern and write valid argument spark creative writing and release ability to learn on one's own for continued success in life and to help bring a brighter future to all students Do these Standards dumb down learning Do they stifle teachers creativity and independence Are they a low ceiling straitjacket for teachers Are bubble tests poor tests Are Standards unfair for urban and traditionally underperforming students In this brief volume the author spells out each Reading and Writing Standard to show that the Common Core State Standards simply guide high level achievement for all students invite teacher innovation and creativity and make school a more exciting place of learning The national tests include extensive writing and evaluate the understanding of ideas These Standards and tests ask students to investigate and learn to make their own decisions as we all should based on evidence The evidence provided here sheds light on excellent guides to help each child succeed Common Core State Standards are an opportunity to develop a common national base of high quality learning We must seize this chance to raise the bar in American education

**Common Core Curriculum: English, Grades K-5** Great Minds, 2014-05-06 Common Core's English resources empower educators to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA and build essential content knowledge for students in grades K-5 Each grade in The Wheatley Portfolio features a comprehensive coherent sequence of thematic units that engage students in deep study of worthwhile texts and topics Features of this book include Six thematic units for each grade each centered on a curated collection of literary and informational texts Focus standards for each unit that complement the topic and promote student mastery of essential literacy skills Suggested texts and activities to incorporate science art and history into English instruction This revised second edition includes a sample text study that guides students through a close read of an exemplary text updated web resources and refreshed suggested works Educators who create their curriculum based on Common Core's Wheatley Portfolio guarantee that students are exposed to content rich instruction and have ample opportunity to master the reading writing speaking listening and language skills articulated in the CCSS for ELA

*Common Core State Standards for*

*Literacy in All Subjects* ,2012      Common Core State Standards for Mathematics ,2012      *Illinois Reading Council Journal* ,2014      *Eureka Math Grade 6 Study Guide* Great Minds,2016-04-04 Eureka Math is a comprehensive content rich PreK 12 curriculum that follows the focus and coherence of the Common Core State Standards in Mathematics CCSSM and carefully sequences the mathematical progressions into expertly crafted instructional modules The companion Study Guides to Eureka Math gather the key components of the curriculum for each grade into a single location unpacking the standards in detail so that both users and non users of Eureka Math can benefit equally from the content presented Each of the Eureka Math Curriculum Study Guides includes narratives that provide educators with an overview of what students should be learning throughout the year information on alignment to the instructional shifts and the standards design of curricular components approaches to differentiated instruction and descriptions of mathematical models The Study Guides can serve as either a self study professional development resource or as the basis for a deep group study of the standards for a particular grade For teachers who are new to the classroom or the standards the Study Guides introduce them not only to Eureka Math but also to the content of the grade level in a way they will find manageable and useful Teachers familiar with the Eureka Math curriculum will also find this resource valuable as it allows for a meaningful study of the grade level content in a way that highlights the coherence between modules and topics The Study Guides allow teachers to obtain a firm grasp on what it is that students should master during the year The Eureka Math Curriculum Study Guide Grade 6 provides an overview of all of the Grade 6 modules including Ratios and Unit Rates Arithmetic Operations Including Dividing by a Fraction Rational Numbers Expressions and Equations Area Surface Area and Volume Problems Statistics



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