



# COMMON CORE *performance* TASKS

real world math tasks based on  
the common core state standards

OPERATIONS AND  
ALGEBRAIC THINKING

Grade  
**1**

Created by A Teachable Teacher

# Common Core Performance Tasks Cells

**Terry C. Jones**



## **Common Core Performance Tasks Cells:**

*Designing Authentic Performance Tasks and Projects* Jay McTighe, Kristina J. Doubet, Eric M. Carbaugh, 2020-02-18 Aimed at the growing number of educators who are looking to move beyond covering the curriculum *Designing Authentic Performance Tasks and Projects* provides a comprehensive guide to ensuring students deeper learning in which they can transfer their knowledge skills and understandings to the world beyond the classroom Readers will learn how to Create authentic tasks and projects to address both academic standards and 21st century skills Apply task frames to design performance tasks that allow voice and choice for students Design and use criterion based evaluation tools and rubrics for assessment including those for students to use in self assessment and peer assessment Incorporate performance based instructional strategies needed to prepare students for authentic performance Differentiate tasks and projects for all students including those needing additional support or challenge Effectively manage the logistics of a performance based classroom Use project management approaches to facilitate successful implementation of tasks and projects Develop performance based curriculum at the program school and district levels Authors Jay McTighe Kristina J Doubet and Eric M Carbaugh provide examples and resources across all grade levels and subject areas Teachers can use this practical guidance to transform their classrooms into vibrant centers of learning where students are motivated and engaged and see relevance in the work they are doing

*How to Teach Thinking Skills Within the Common Core* James A. Bellanca, Robin J. Fogarty, 2012-06-22 Packed with examples and tools this practical guide prepares teachers across all grade levels and content areas to teach the most critical cognitive skills from the Common Core State Standards Discover a doable three phase model of explicit teaching guided practice in content based lessons and authentic application in standards based performance tasks that will strengthen students ability to learn across the curriculum

*The Core Deconstructed: How to Deconstruct the Common Core State Standards So You Can Teach ELA/Literacy for Elementary Practice Journal* Sheron Brown, 2013-08-16 The Core Deconstructed Practice Journal for Elementary School Educators Learn the unique The Core Deconstructed TCD process for deconstructing literacy standards how they interact and how to teach the fullness of a standard Use the TCD Practice Journal to analyze standards and determine how to accomplish the following the through the unique TCD process create pre and post unit assessments write lessons that allow for teaching multiple standards at a time design tiered lessons for special needs struggling and advanced learners use the deconstructed standard to pinpoint exactly where students are struggling in the process of mastering a standard and much more Become empowered with tools resources and skills that result in improved educator effectiveness and increased student learning

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they interact and how to teach the fullness of a standard Use the TCD Practice Journal to analyze standards and determine how to accomplish the following the through the unique TCD process create pre and post unit assessments write lessons that allow for teaching multiple standards at a time design tiered lessons for special needs struggling and advanced learners use the deconstructed standard to pinpoint exactly where students are struggling in the process of mastering a standard and much more Become empowered with tools resources and skills that result in improved educator effectiveness and increased student learning

*How to Teach Thinking Skills* James A, Bellanca, Robin J. Fogarty, Brian M. Pete, 2019-09-20 Ensure your students develop the complex higher order thinking skills they need to not just survive but thrive in a 21st century world The latest edition of this best selling guide by James A Bellanca Robin J Fogarty and Brian M Pete details a three phase teaching model and dives deep into how to teach seven key student proficiencies critical thinking creative thinking complex thinking comprehensive thinking collaborative thinking communicative thinking and cognitive transfer How to teach higher order thinking skills for student engagement and achievement Receive guidance on teaching higher order thinking skills according to any given standard including state standards and content area standards Learn how to weave thinking skills and technology into your existing teaching strategies and lesson plans Understand how to adapt lessons for various grade levels and subjects Gain questions to reflect on after lessons to ensure that students learn at the highest levels and grow their problem solving and innovative thinking Attain tools and reproducibles to facilitate learning and understanding of teaching critical thinking and other 21st century skills Contents Acknowledgments Table of Contents About the Authors Introduction Student Proficiency 1 Critical Thinking Chapter 1 Analyze Chapter 2 Evaluate Chapter 3 Problem Solve Student Proficiency 2 Creative Thinking Chapter 4 Generate Chapter 5 Associate Chapter 6 Hypothesize Student Proficiency 3 Complex Thinking Chapter 7 Clarify Chapter 8 Interpret Chapter 9 Determine Student Proficiency 4 Comprehensive Thinking Chapter 10 Understand Chapter 11 Infer Chapter 12 Compare and Contrast Student Proficiency 5 Collaborative Thinking Chapter 13 Explain Chapter 14 Develop Chapter 15 Decide Student Proficiency 6 Communicative Thinking Chapter 16 Reason Chapter 17 Connect Chapter 18 Represent Student Proficiency 7 Cognitive Transfer Chapter 19 Synthesize Chapter 20 Generalize Chapter 21 Apply Appendix A Appendix B Appendix C Appendix D Glossary References Resources Index

**Informatics Education - Supporting Computational Thinking** Roland Mittermeir, 2008-06-19 This book constitutes the refereed proceedings of the Third International Conference on Informatics in Secondary Schools Evolution and Perspectives ISSEP 2008 held in Torun Poland in July 2008 The 28 revised full papers presented together with 4 invited papers were carefully reviewed and selected from 63 submissions A broad variety of topics related to teaching informatics in secondary schools is addressed ranging from national experience reports to paedagogical and methodological issues The papers are organized in topical sections on informatics a challenging topic didactical merits of robot based instruction transfer of knowledge and concept formation working with objects and programming strategies for writing textbooks and teacher education national

and international perspectives on ICT education as well as e learning      *Education and Performance in Fourteen Countries*  
Alan Carroll Purves,1992      **Teaching Discipline-Specific Literacies in Grades 6-12** Vicky I. Zygouris-Coe,2014-10-30  
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the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential  
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