

COMMON CORE CONTENT PARADIGM ...

5

ENGLISH LANGUAGE ARTS

- Balancing informational and literary text
- Shared literacy across all content areas
- Staircase of Complexity, each grade level requires a "step" of growth
- Text-based discussions, students develop habits for making evidentiary arguments in speaking and writing
- Writing to emphasize use of evidence to inform or make an argument
- Academic vocabulary, focus strategically on comprehension of pivotal and commonly found words to access more complex texts across the content areas

MATHEMATICS

- Focus on the learning process, knowledge, skills, and dispositions that operate in tandem with the academic content standards
- Engage students in 21st Century Skills to build interdisciplinary content expertise
- Develop higher order thinking skills that can be applied and adapted to authentic learning, assignments, and assessments
- Focus on concepts to develop strong foundational knowledge and transfer skills
- Develop fluency as a vehicle to deepen understanding and manipulation of more complex mathematical concepts
- Coherently connects learning within and across grade levels
- Advance conceptual understanding; "How to get the answer" and access of concepts from number of perspectives
- Connect mathematical concepts for application to real-world situations
- Dual intensity; students are practicing and understanding





TEACHER INSTRUCTIONAL STRATEGIES TO ENGAGE STUDENTS IN THE COMMON CORE ENGLISH LANGUAGE ARTS CAPACITIES “HABITS OF MIND”

GRADES K - 12

Please Note: As you begin to intentionally sequence instructional strategies to progressively engage and empower students in the Common Core “habits of mind”, consider this chart as a quick reference.

| “HABIT OF MIND” | TEACHER INITIATES STUDENTS IN “HABIT OF MIND” BY: | TEACHER ADVANCES STUDENTS’ “HABIT OF MIND” DEVELOPMENT BY: | TEACHER EMPOWERS STUDENTS’ APPLICATION OF “HABIT OF MIND” BY: |
|--|---|---|---|
| Respond to the Varying Demands of Audience, Task, Purpose, and Discipline | Initiating Think-Pair-Share | Showing Thinking in Classroom | Questioning and Wait Time Grouping and Engaging Problems/Scenarios |
| Comprehend As Well As Critique | Initiating Think-Pair-Share Showing Thinking in Classroom | Questioning and Wait Time | Grouping and Engaging Problems/Scenarios Encouraging Reasoning |
| Build Strong Content Knowledge | Initiating Think-Pair-Share Showing Thinking in Classroom | Questioning and Wait Time Grouping and Engaging Problems/Scenarios | Using Questions and Prompts with Groups Allowing Struggle Time Encouraging Reasoning |
| Use Technology and Digital Mediate Strategically and Capably | Grouping and Engaging Problems/Scenarios | Using Questions and Prompts with Groups | Allowing Struggle Time Encouraging Reasoning |
| EMPOWERMENT STRATEGIES | | | |
| Value Evidence | Showing Thinking in Classroom Questioning and Wait Time | Grouping and Engaging Problems/Scenarios Using Questions and Prompts with Groups | Allowing Struggle Time Encouraging Reasoning |
| Understand Other Perspectives and Cultures | Grouping and Engaging Problems/Scenarios | Using Questions and Prompts with Groups Allowing Struggle Time | Encouraging Reasoning |
| Demonstrate Independence | Grouping and Engaging Problems/Scenarios Using Questions and Prompts with Groups | Allowing Struggle Time | Encouraging Reasoning |

ECE AGES 4-8: COMMON CORE “HABITS OF MIND”

ENGLISH LANGUAGE ARTS CAPACITIES

- I exhibit with increasing fullness and regularity these capacities of the literate individual
- I pay attention when I read and listen
- I work carefully to understand authors and speakers
- I ask questions to determine the accuracy of what I read or hear

I COMPREHEND AS WELL AS CRITIQUE

- I state why and give reasons
- I use evidence to make my reasoning clear
- I assess other's reasoning

I VALUE EVIDENCE

- I like to learn and work with different people who have different ideas and experiences
- I try to understand and talk with people who are not like me
- Through reading different kinds of books, I can imagine living in different places and having different experiences

I RESPOND TO THE VARYING DEMANDS OF AUDIENCE, TASK, PURPOSE, AND DISCIPLINE

- I decide what I am going to say depending on who I am with and what we are doing
- Depending on my focus, I determine how to read, write, speak, listen, and how I use my words
- I change how I say things depending on what is happening
- I use different reasoning depending on the subject

I BUILD STRONG CONTENT KNOWLEDGE

- I use a variety of learning materials
- I learn about new ideas by reading and studying
- I pay attention to learn general and specific knowledge
- I share my learning through writing and speaking

I DEMONSTRATE INDEPENDENCE

- I take responsibility for my own learning
- I explain my thinking
- I listen and ask clear questions
- I communicate by listening attentively, speaking clearly, and checking for understanding
- I demonstrate a command of standard English and have a growing vocabulary

I USE TECHNOLOGY AND DIGITAL MEDIA STRATEGICALLY AND CAPABLY

- I think about my use of technology learning
- I use technology to support all my learning
- I know about the types of technology available to me
- I choose the right tool for my communication purpose



ECE AGES 4-8: COMMON CORE “HABITS OF MIND”

MATHEMATICAL PRACTICES



I MAKE SENSE OF PROBLEMS & PERSEVERE IN SOLVING THEM

- I use the math I know to solve everyday math problems
- I am beginning to understand how to make good estimates to simplify a complex problem
- I can see mathematical connections in real-life situations
- I think about how mathematical ideas are connected and decide how to answer
- I explain my answers based on what is happening, think about if the answer make sense, and if they don't work, rethink and change my answers



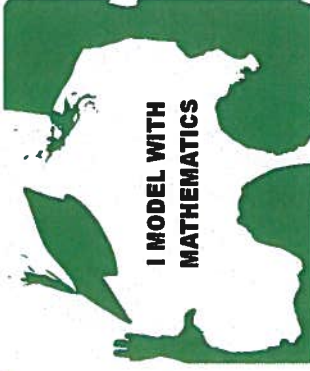
I REASON ABSTRACTLY & QUANTITATIVELY

- I think about which tools to use when solving a mathematical problem
- I can decide what tool is helpful in a specific situation
- I can use technology to explore, compare, and understand, helping me to create a picture in my head
- I can find important online math resources to help form or solve problems



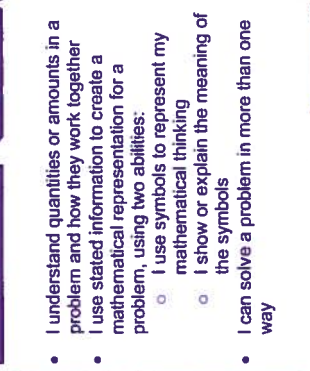
I CONSTRUCT VIABLE ARGUMENTS & CRITIQUE THE REASONING OF OTHERS

- I explain the problem in my own words
- I think about past problems to help determine how to solve a problem in different ways
- I change how I am solving the problem, if necessary
- I check my answers, explain my thinking, and ask myself: "Does this make sense?"
- I use concrete objects or pictures to help me understand and solve the problem



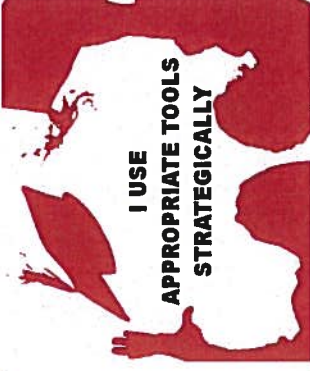
I MODEL WITH MATHEMATICS

- I talk to others in a way that is precise and to the point, making sure that what I am saying is clear
- I explain what symbols stand for and carefully label units of measure
- I solve problems correctly and quickly
- I notice patterns in problems and can solve them either using regular methods or by a shortcut
- I think about the solution, while carefully completing the process
- I ask myself if my solutions are reasonable



I USE APPROPRIATE TOOLS STRATEGICALLY

- I understand quantities or amounts in a problem and how they work together
- I use stated information to create a mathematical representation for a problem, using two abilities:
 - I use symbols to represent my mathematical thinking
 - I show or explain the meaning of the symbols
- I can solve a problem in more than one way



I USE APPROPRIATE TOOLS STRATEGICALLY

- I look closely to see a pattern
- I can think about a math equation or problem and change my mind
- I can see complex math problems as a single problem or as a problem with several parts



I ATTEND TO PRECISION



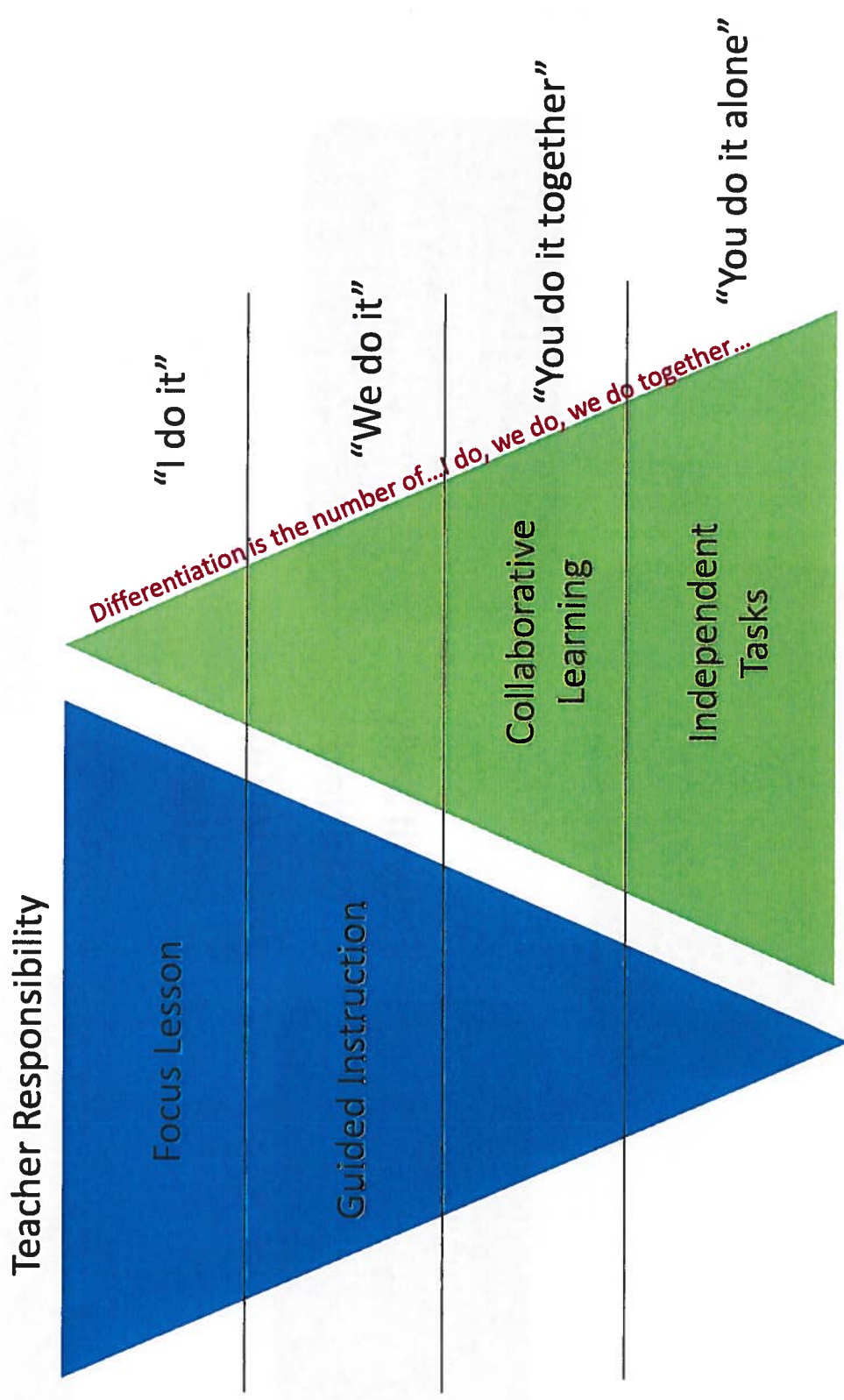
I LOOK FOR & EXPRESS REGULARITY IN REPEATED REASONING

- I can explain why I solved a problem the way I did
- I make good guesses and can logically share how I came to the decision
- I can analyze and group "like" problems
- I explain my conclusions, clearly share them with others, and answer their questions



I LOOK FOR & MAKE USE OF STRUCTURE

Explicit Instruction Process



Gradual Release of Student Responsibility

Start the study of a new concept with a rich problem or hypothesis

Use your understanding of student thinking to guide further instruction

Invite your students to engage in the problem

Cognitively-Guided Instruction Process

Questions, justify, and critique thinking

Communicate multiple representations of solutions