

Common Core State Standards Multiple Points of Entry for 2011-12

Investigations

ELA and Mathematics staff are ...

- Beginning to study the Core Standards
- Planning to have collaborative discussions about the Core Standards

Strategies

- Use the CESA Investigation Guides to lead teacher teams through investigations of the Core Standards.
- Meet as PLCs with the Core Standards documents to have collaborative discussions about grade level expectations and impressions of the core standards.

Deeper Study

ELA and Mathematics staff are ...

- Ready to delve in-depth about the Core Standards
- Planning to spend extended time in deep discussions about the details of the Core Standards

Strategies

- Contact Claire Wick or Chris Castillero for information about the *Deeper Study Investigations* guides for use in local districts.
- Plan time for PLCs to discuss the greatest “shifts” of specific focus in the Core Standards.

Unpacking

ELA and Mathematics staff are ...

- Ready to look specifically at the standards’ knowledge, skills, understandings and begin aligning resources
- Ready to look at vertical connections among the unpacked elements of the standards

Strategies

- Use the *StandardsInsight* Tool in teacher teams to discuss the details of grade level Core Standards.
- Insert resource alignment and other local notations in the custom fields of the tool.

Curriculum Organization

ELA and Mathematics staff are ...

- Ready to organize the standards for instruction
- Ready to plan an annual sequential approach to teaching the Core Standards

Strategies

- Plan to utilize the CESA 7 “Curriculum Companion” as a starting point for local curriculum work.
- Schedule meetings to critically plan how local resources can be used for the Core.

Pedagogy and Content Training

ELA and Mathematics staff are ...

- Ready to learn best instructional practices with the CCSS
- Ready to deepen their content knowledge

Strategies

- Arrange to send identified teachers to Frameworks courses—ELA: K-5 and 6-12; Mathematics: K-2, 3-5, 6-8