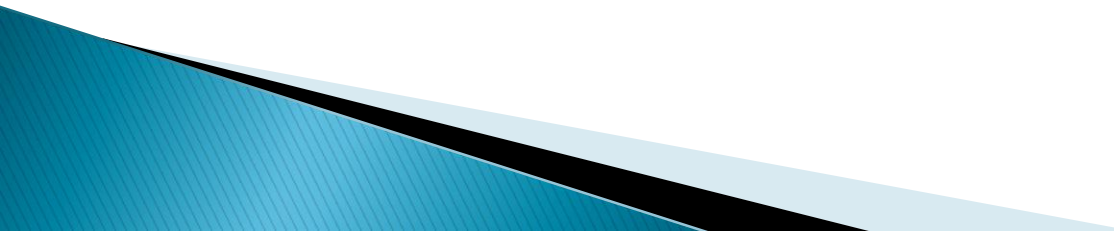


Common Core State Standards, ELA/Mathematics Curriculum, & Bedwell Report Cards

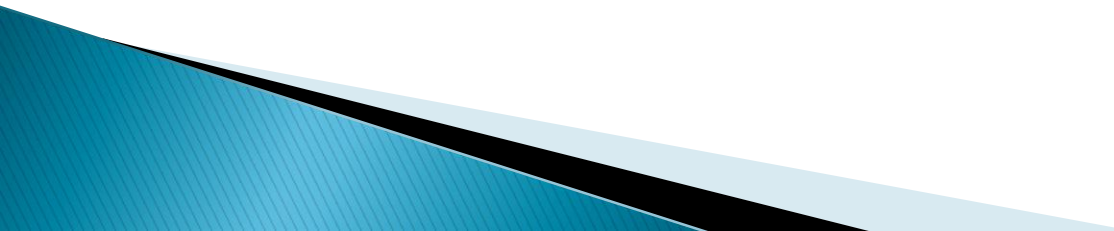
HSA Presentation
October 8, 2013

English Language Arts (ELA)

Six Major Instructional Shifts in the ELA CCSS

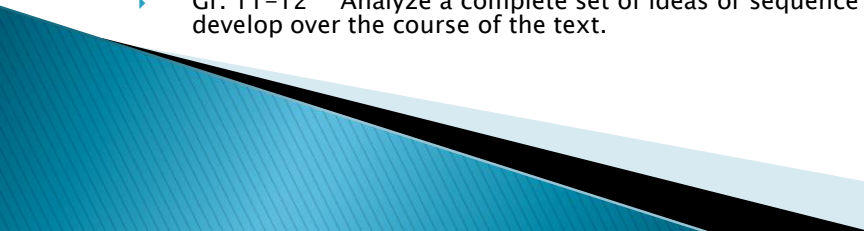
- ▶ Balancing Informational & Literary Text
 - ▶ Knowledge in the Disciplines
 - ▶ Staircase of Complexity
 - ▶ Text-Based Answers
 - ▶ Writing from Sources
 - ▶ Academic Vocabulary
- 

Explanation of ELA Shifts

- ▶ Students read a true balance of informational and literary texts.
 - ▶ Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities.
 - ▶ Students read the grade appropriate text around which instruction is centered. Teachers support close reading.
 - ▶ Students engage in rich and rigorous evidence– based conversations about text.
 - ▶ Writing emphasizes use of evidence from sources to inform or make an argument.
 - ▶ Students constantly build the transferable vocabulary they need to access grade level complex texts.
- 

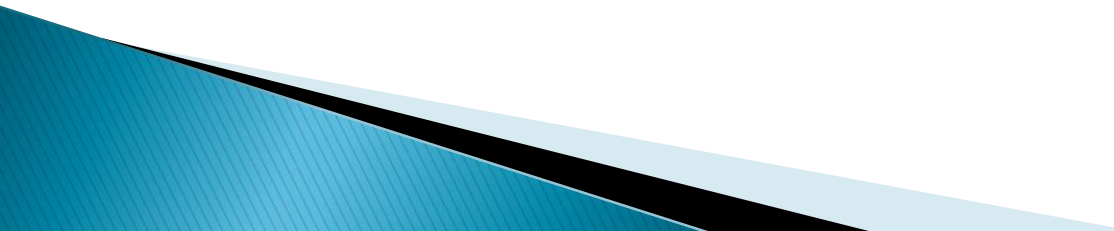
Reading Standard 3– Informational Text

R.CCR.3 Reading Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- ▶ Kindergarten: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.
 - ▶ Gr. 1: Describe the connection between two individuals, events, ideas or pieces of information in a text.
 - ▶ Gr. 2 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text.
 - ▶ Gr. 3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time sequence and cause–effect.
 - ▶ Gr. 4 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
 - ▶ Gr. 5 Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information in the text.
 - ▶ Gr. 6 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).
 - ▶ Gr. 7 Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events or how individuals influence ideas or events).
 - ▶ Gr. 8 Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g. through comparisons, analogies or categories).
 - ▶ Gr. 9–10 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
 - ▶ Gr. 11–12 Analyze a complete set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text.
- 

Columbia University

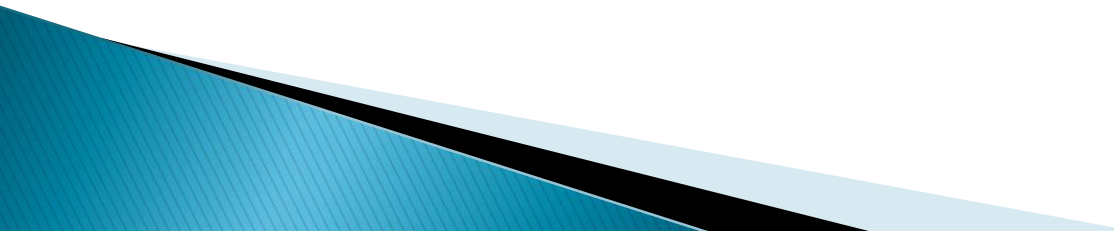
Teachers College Reading & Writing Project (TCRWP)

- ▶ In 2011 the Somerset Hills School District applied and was accepted as a TCRWP Project School.
 - ▶ This academic year Bedwell is implementing the TCRWP curriculum in all grades.
 - ▶ The curriculum is aligned to the Common Core State Standards and is research-based.
 - ▶ Lucy Calkins, renowned author, researcher and educator, leads the Project which has become a “Think Tank” where people from all over the world come to learn about the research on writing and reading education, K-8.
 - ▶ Instruction follows a workshop model.
- 

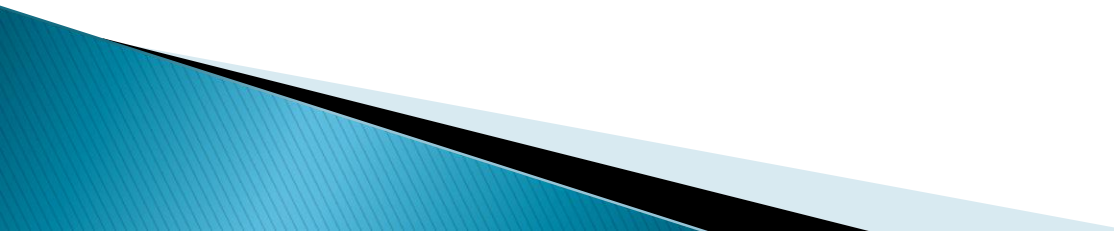
Mathematics



Six Major Instructional Shifts in the Mathematics CCSS

- Focus
 - Coherence
 - Fluency
 - Deep Understanding
 - Application
 - Dual Intensity
- 

Explanation of Shifts

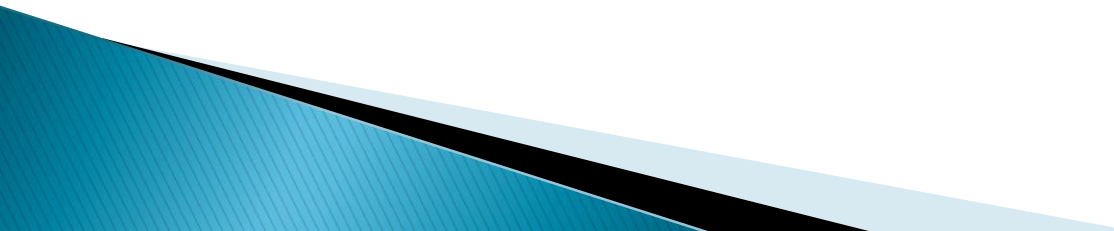
- Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom, in order to focus deeply on only the concepts that are prioritized in the standards.
 - Principals and teachers carefully connect the learning within and across grades, so students can build new understanding onto foundations built in previous years.
 - Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
 - Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
 - Students are expected to use math and choose the appropriate concept for application, even when they are not prompted to do so.
 - Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.
- 

Mathematics Common Core State Standards Grades K-5

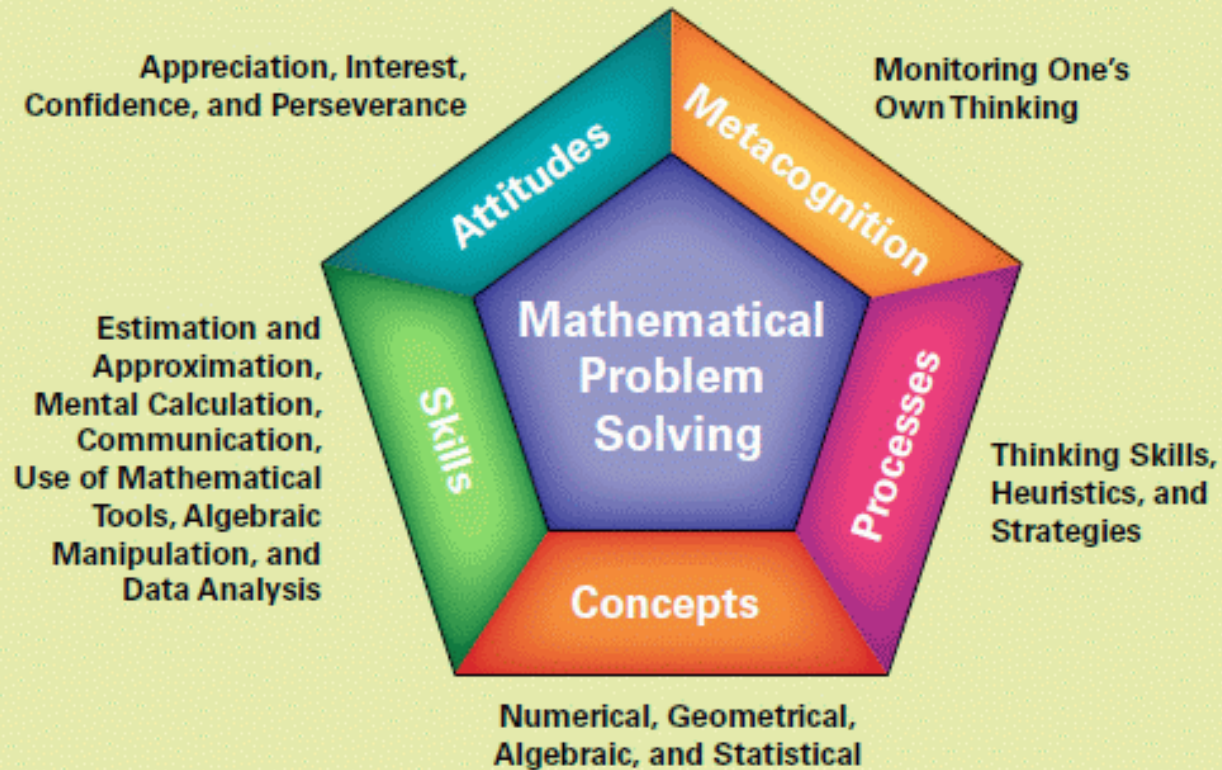
This table shows the domains and clusters in each grade K-5

	K	1	2	3	4	5
Counting and Cardinality	<ul style="list-style-type: none"> Know number names and the count sequence. Count to tell the number of objects. Compare numbers. 					
Operations and Algebraic Thinking	<ul style="list-style-type: none"> Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 	<ul style="list-style-type: none"> Represent and solve problems involving addition and subtraction. Understand and apply properties of operations and the relationship between addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations. 	<ul style="list-style-type: none"> Represent and solve problems involving addition and subtraction. Add and subtract within 20. Work with equal groups of objects to gain foundations for multiplication. 	<ul style="list-style-type: none"> Represent and solve problems involving multiplication and division. Understand properties of multiplication and the relationship between multiplication and division. Multiply and divide within 100. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 	<ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples. Generate and analyze patterns. 	<ul style="list-style-type: none"> Write and interpret numerical expressions. Analyze patterns and relationships.
Number and Operations in Base Ten	<ul style="list-style-type: none"> Work with numbers 11-19 to gain foundations for place value. 	<ul style="list-style-type: none"> Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract. 	<ul style="list-style-type: none"> Understand place value. Use place value understanding and properties of operations to add and subtract. 	<ul style="list-style-type: none"> Use place value understanding and properties of operations to perform multi-digit arithmetic. 	<ul style="list-style-type: none"> Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic. 	<ul style="list-style-type: none"> Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths.
Number and Operations - Fractions				<ul style="list-style-type: none"> Develop understanding of fractions as numbers. 	<ul style="list-style-type: none"> Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions, and compare decimal fractions. 	<ul style="list-style-type: none"> Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
Measurement and Data	<ul style="list-style-type: none"> Describe and compare measurable attributes. Classify objects and count the number of objects in categories. 	<ul style="list-style-type: none"> Measure lengths indirectly and by iterating length units. Tell and write time. Represent and interpret data. 	<ul style="list-style-type: none"> Measure and estimate lengths in standard units. Relate addition and subtraction to length. Work with time and money. Represent and interpret data. 	<ul style="list-style-type: none"> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Represent and interpret data. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 	<ul style="list-style-type: none"> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Represent and interpret data. Geometric measurement: understand concepts of angle and measure angles. 	<ul style="list-style-type: none"> Convert like measurement units within a given measurement system. Represent and interpret data. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
Geometry	<ul style="list-style-type: none"> Identify and describe shapes. Analyze, compare, create, and compose shapes. 	<ul style="list-style-type: none"> Reason with shapes and their attributes. 	<ul style="list-style-type: none"> Reason with shapes and their attributes. 	<ul style="list-style-type: none"> Reason with shapes and their attributes. 	<ul style="list-style-type: none"> Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 	<ul style="list-style-type: none"> Graph points on the coordinate plane to solve real-world and mathematical problems. Classify two-dimensional figures into categories based on their properties.

Math in Focus Singapore Math

- ▶ *Math in Focus* integrates the Standards for Mathematical Practice into the content based skills at every grade level.
 - ▶ In 2012–2013, *Math in Focus* was implemented in grades K–2.
 - ▶ This academic year Bedwell is implementing *Math in Focus* in all grades.
 - ▶ The curriculum is aligned to the Common Core State Standards and is research-based.
- 

Singapore's Mathematics Framework



Report Cards

Grade: 4

Somerset Hills School District

Report Card

Grade 4

2013-2014

Marion T. Bedwell School

141 Seney Drive
Bernardsville, NJ 07924
908-204-1920

Amy G. Phelan Principal

HR: Seelig

ATTENDANCE	Q1	Q2	Q3	Q4	Total
Days Absent	0.0	0.0	0.0	0.0	0.0
Days Tardy	0	0	0	0	0

Note: Absent/Tardy totals reflect all attendance as of the report card print date.

DESCRIPTORS

- 3 Performs consistently and independently
- 2 Developing appropriate skills with guidance
- 1 Requires direct and frequent support
- NR Not ready yet
- NT Not yet taught
- LP Language ability prohibits grading

LANGUAGE ARTS

	1st	2nd	3rd	4th
READING				
Literature/Informational Text				
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
Determine a theme of a story, drama, or poem from details in the text; summarize the text.				
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.				
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.				
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.				
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.				
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.				
Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.				

	1st	2nd	3rd	4th
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the				
Determine the main idea of a text and explain how it is supported by key details; summarize the text.				
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.				
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.				
Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.				
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.				
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.				
Explain how an author uses reasons and evidence to support particular points in a text.				
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.				

LANGUAGE ARTS

	1st	2nd	3rd	4th
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.				
Foundational Skills				
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.				
Read grade-level text with purpose and understanding.				
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.				
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
WRITING				
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.				
Provide reasons that are supported by facts and details.				
Link opinion and reasons using words and phrases.				
Provide a concluding statement or section related to the opinion presented.				
Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.				
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
Link ideas within categories of information using words and phrases.				
Use precise language and domain-specific vocabulary to inform about or explain the topic.				
Provide a concluding statement or section related to the information or explanation presented.				
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				

	1st	2nd	3rd	4th
Use dialogue and description to develop experiences and events or show the responses of characters to situations.				
Use a variety of transitional words and phrases to manage the sequence of events.				
Use concrete words and phrases and sensory details to convey experiences and events precisely.				
Provide a conclusion that follows from the narrated experiences or events.				
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.				
Conduct short research projects that build knowledge through investigation of different aspects of a topic.				
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.				
Apply grade 4 Reading standards to literature.				
Apply grade 4 Reading standards to informational texts.				
Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.				
SPEAKING/LISTENING				
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				
Follow agreed-upon rules for discussions and carry out assigned roles.				
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.				

LANGUAGE ARTS

	1st	2nd	3rd	4th
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.				
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
Identify the reasons and evidence a speaker provides to support particular points.				
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.				
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				
Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.				
LANGUAGE				
Use relative pronouns and relative adverbs.				
Form and use the progressive verb tenses.				
Use modal auxiliaries to convey various conditions.				
Order adjectives within sentences according to conventional patterns.				
Form and use prepositional phrases.				
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.				
Correctly use frequently confused words.				
Use correct capitalization.				
Use commas and quotation marks to mark direct speech and quotations from a text.				
Use a comma before a coordinating conjunction in a compound sentence.				
Spell grade-appropriate words correctly, consulting references as needed.				
Choose words and phrases to convey ideas precisely.				
Choose punctuation for effect.				

	1st	2nd	3rd	4th
Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.				
Use context as a clue to the meaning of a word or phrase.				
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.				
Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.				
Explain the meaning of simple similes and metaphors in context.				
Recognize and explain the meaning of common idioms, adages, and proverbs.				
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).				
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.				

MATHEMATICS

	1st	2nd	3rd	4th
Operations and Algebraic Thinking				
Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.				
Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.				
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.				

MATHEMATICS

	1st	2nd	3rd	4th
Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.				
Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.				
Numbers and Operations in Base Ten				
Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.				
Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.				
Use place value understanding to round multi-digit whole numbers to any place.				
Fluently add and subtract multi-digit whole numbers using the standard algorithm.				
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.				
Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.				

Numbers and Operations – Fractions

	1st	2nd	3rd	4th
Explain why a fraction a/b is equivalent to a fraction $(n \cdot a)/(n \cdot b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.				
Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.				
Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.				
Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions. Add and subtract mixed numbers with like denominators.				
Add and subtract mixed numbers with like denominators.				
Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.				
Understand a fraction a/b as a multiple of $1/b$.				
Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.				
Solve word problems involving multiplication of a fraction by a whole number.				
Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.				
Use decimal notation for fractions with denominators 10 or 100.				

MATHEMATICS

	1st	2nd	3rd	4th
Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.				
Measurement and Data				
Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.				
Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.				
Apply the area and perimeter formulas for rectangles in real world and mathematical problems.				
Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.				
Understand that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle.				
Understand that an angle that turns through n one-degree angles is said to have an angle measure of n degrees.				
Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.				
Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.				

Geometry

	1st	2nd	3rd	4th
Draw points, lines, line segments, rays, angles, and perpendicular and parallel lines. Identify these in two-dimensional figures.				
Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.				
Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.				

SCIENCE

	1st	2nd	3rd	4th
Demonstrates understanding and applies concepts				
Participates actively in group activities and discussions				
Uses science process skills to form conclusions (prediction, observation, interpretation)				
Works cooperatively in groups				

SOCIAL STUDIES

	1st	2nd	3rd	4th
Demonstrates understanding and applies concepts				
Participates actively in group activities and discussions				
Interprets and correctly makes use of graphs, charts, maps and time lines				
Demonstrates awareness of society and other cultures				

ART

PHYSICAL EDUCATION

COMPUTER SCIENCE/TECHNOLOGY

MUSIC

LIBRARY

	1st	2nd	3rd	4th

LEARNING BEHAVIORS

	1st	2nd	3rd	4th
Shows respect for others				
Follows class rules				
Takes initiative in resolving social/personal problems				
Makes responsible choices				
Accepts responsibility for own behavior				
Accepts constructive criticism				
Works independently				
Shows ability to focus				

Teacher Comments - Q1

LEARNING BEHAVIORS

	1st	2nd	3rd	4th
Completes tasks in a reasonable time				
Works toward personal best				
Reads and follows directions				
Demonstrates respect for classroom materials				
Demonstrates organizational skills				
Works neatly and carefully				
Works cooperatively with others				
Completes and returns homework on time				

Teacher Comments - Q3

Teacher Comments - Q2

Teacher Comments - Q4

Resources

- ▶ <http://www.corestandards.org>
- ▶ <http://readingandwritingproject.com/>
- ▶ <https://www-k6.thinkcentral.com/ePC/start.do>
- ▶ <http://www.state.nj.us/education/modelcurriculum/>
<http://www.parcconline.org/aboutparcc>