**LBUSD Common Core State Standards (CCSS) Implementation Year 1**  
**English Language Arts K-5**  
**2012-2013**

**Expectations for ALL K-5 Teachers:** (Items in **bold** reflect new expectations in classroom practice following CCLT presentations; see dates below.)

<table>
<thead>
<tr>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
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</table>
| • Know and be able to explain the 3 shifts in ELA instruction  
• Balance the amount of informational text and literature during ELA instruction  
• Ask text dependent questions | • Balance the amount of informational text and literature during ELA instruction  
• Follow modified lesson structure (BAP) for OCR Reading Selections (text-dependent questions and reading/writing tasks)  
• Use text dependent questions with informational text | • Balance informational text and literature during ELA instruction  
• Follow modified lesson structure (BAP) for OCR Reading Selections  
• Use BAP style lessons with informational text along with reading/writing tasks |

**Actionable Items**

<table>
<thead>
<tr>
<th>Common Core Lead Teacher Trainings</th>
<th>Topics Covered</th>
<th>Trainer Expectations</th>
<th>Teacher Expectations</th>
<th>Evidence of Student Work</th>
</tr>
</thead>
</table>
| **Fall 2012**  
K-1: October 29  
2-3: October 30  
4-5: November 1 | What will the CCLT learn?  
Changes in pacing  
Review ELA shifts  
Basal Alignment Project (BAP)-Modified lesson structure for OCR Reading Selections to include text-dependent questions and reading/writing tasks | What is the role of the CCLT following the training?  
Attend CCLT ½ day session  
Repeat training with grade span teachers (1 staff meeting)  
Facilitate discussions at grade level meetings around the use of new practices  
Collect student work to bring to the next CCLT meeting | What is the expectation of all teachers following the training provided by the CCLT?  
Follow revised pacing guides (using informational text where indicated)  
Use text-dependent questions with OCR selections and Social Studies/Science text  
Use BAP lessons for designated OCR selections beginning Trimester 2  
Collaborate with peers to reflect on new practices | Writing connected to reading (decontextualized prompt writing is minimized)  
Use of textual evidence to support response to questions about text  
Use of Thinking Maps in informational and literary reading |

Revised November 2012
| **Spring 2013** | **K-1: February 4**  
**2-3: February 6**  
**4-5: February 7** | • SBAC sample items  
• BAP style lessons for the content areas  
• Academic vocabulary and complex text | • Attend CCLT ½ day session  
• Repeat training with grade span teachers (2 staff meetings)  
• Facilitate discussions at grade level meetings around the use of new practices | • Continue using modified lesson structure (BAP) for OCR selections  
• Academic vocabulary instruction | • Oral and written responses to text (literature and information) that include textual evidence |
| --- | --- | --- | --- | --- | --- |
| **Spring 2013** | **K-1 March 5**  
**2-3 March 11**  
**4-5 March 12** | • SBAC  
• Analyze student writing generated from culminating activities included in the BAP lessons  
• BAP- train teachers on the process of writing BAP lessons for content areas | • Attend CCLT ½ day session  
• Repeat training with grade span teachers (2 staff meetings)  
• Facilitate discussions at grade level meetings around the use of new practices | • Continue using modified lesson structure (BAP) for OCR selections  
• Begin using modified lesson structure (BAP) for informational text (social studies, science, and health) | • Oral and written responses to text (literature and information) that include textual evidence |