6-8 Common Core State Standards Classroom Practice and Curricular Shifts (2012-2013)

Quarter I - ELA
- 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.

Quarter II - ELA
- Balance class time spent on building deep understanding and practicing skills.
- Decrease teacher talk and increase student talk.
- Pre-Algebra using positive and negative numbers in context.

Quarter III - ELA
- Pilot a Close Read exemplar.
- Elicit evidence from students when they are reading, writing and speaking.

Quarter IV - ELA
- Elicit evidence from students when they are reading, writing and speaking.
- Engage students in grade level text.

History, Science & Health (Quarters I-IV)
- Ask text dependent questions.

Quarter I - Math
- Know and be able to explain the 3 shifts in math instruction.
- Balance class time spent on building deep understanding and practicing skills.
- Decrease teacher talk, increase student talk.
- Pre-Algebra using positive and negative numbers in context.

Quarter II - Math
- Balance class time spent on building deep understanding and practicing skills.
- Decrease teacher talk and increase student talk.
- 6th Grade - Proportions Unit
- 7th Grade - Equations & Inequalities Unit
- Algebra - Classifying Solutions to Systems of Equations

Quarter III - Math
- Display and refer to posted Standards for Mathematical Practice (SMP)
- 6th Grade - Probability & Sampling Unit
- 7th Grade - Increasing & Decreasing Quantities by a Percent Unit
- Pre-Algebra - Lines & Linear Equations Unit
- Algebra - Forming Quadratics Unit

Quarter IV - Math
- Display and refer to posted Standards for Mathematical Practice (SMP)

Common Core State Standards Middle School Principal/ School Implementation Guidelines (2012-2013)

Quarters I & II
(September 5 – January 28, 2013)

Professional Development for teachers
- Present Implementation Modules 1, 2 and 3 for staff.
- Provide staff meeting time for ELA and Math Department Heads to present CCSS information after district training sessions (October 8th and November 5th).
- Provide teachers with “Making the Shift” Protocol and supporting tools.

Classroom Expectations
- Teachers know and are able to use the ELA and Math revised pacing guides.
- Arrange classroom for classroom discussions.
- Ask higher order questions.
- All students engaged in classroom learning.
- ALL teachers/classrooms working toward display and use of 50% literature/narrative and 50% informational/expository text.
- Set up student portfolios.
- ELA classrooms experimenting with the use of text dependent questions.
- Pilot Close Read #1
- Implement Units of Instruction.
- Use manipulatives and visual representations.

Walk-Through Focus Areas
- School professional development update (implementation of module, site developed professional development).
- Building knowledge by balancing literature and informational text.
- Regular practice with complex text.
- Focus on text based, text specific questions.
- Student engagement.

Quarters III & IV
(January 29 – June 14, 2013)

Professional Development for teachers
- Present Implementation Modules 4 & 5 for staff.
- Provide staff meeting time for CCSS LT to present CCSS information after district training session.
- Provide teachers with “Making the Shift: Protocol and supporting tools.

Classroom Expectations
- All teachers know and are able to use the ELA and Math revised pacing guides.
- Arrange classroom for classroom discussions.
- Ask higher order questions.
- All students actively engaged in classroom learning.
- Use student portfolios.
- All teachers/classrooms working toward display and use of 50% literature/narrative and 50% informational/expository text.
- Use text dependent questions with all reading selections.
- Pilot Close Read #2
- Implement Units of Instruction.
- Use manipulatives and visual representations; Post and refer to SMP.

Walk-Through Focus Areas
- Mid-Year Leadership Visit:
  - Mid-Year artifact sharing
  - Department Head and select teacher classroom visits (ELA and Math)
  - Spring Walkthrough
  - Building knowledge by balancing literature and informational text.
  - Regular practice with complex text.
  - Focus on text based, text specific questions.
  - Student engagement.