

CCRS Gazette

ANALYZING AND ORGANIZING COLLEGE AND CAREER READY STANDARDS IN INSTRUCTIONALLY MEANINGFUL WAYS.

The Major Work of the Grade

INSTRUCTIONS:

Write Front Page Headlines (brief descriptions of the work of the grade) in the grey boxes and associated Storylines (the conceptual ingredients of Headlines) beneath them. Along with each Storyline, list the CCRS math code for the content and practice standard(s) involved (e.g., 3.OA.1 or MP.2). It may be helpful to

consult the previous grade's standards to determine the size of the conceptual or procedural step that students are being asked to make in achieving the current grade's standards.

Remember, Headlines and Storylines are not about capturing the intricacies of the standards. Instead, they are about coming up with an organizing category, a sort of short-

hand, that summarizes the 'gist' of student learning. Headlines and Storylines should be short and expressed in teachers' own words.

Where is the hard work, the heavy lifting, in this set of grade-level standards?

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Page Two Headlines

THE REMAINING WORK OF THE GRADE

INSTRUCTIONS:

Write Headlines and Storylines using the same format from the Front Page. On Page Two, instead of recording the major work of the grade, describe the remaining work of the grade. Be sure to account for any learning that was not mentioned on the Front Page.

TICKER TAPE STANDARDS

INSTRUCTIONS: Ticker Tape standards describe procedural fluencies that students acquire over time. These standards will be addressed on an on-going basis throughout the year to allow students ample opportunities for practice.

Remember!

Every grade-level standard should be accounted for somewhere on the Front Page and Page Two, either as part of a Storyline or as a Ticker Tape standard.

Gossip

CONCEPTUAL CONNECTIONS ACROSS HEADLINES. The Gossip Page is about relationships that exist *across* Headlines. Sometimes these are stated explicitly in the standards, but when they are not, teachers use their content knowledge and teaching experience to identify and make note of such conceptual connections. In the “Who” column, list the Headlines and CCRS math codes for the specific standards involved in the connection. In the “What” column, briefly describe the connection.

	<i>Who</i>	<i>What</i>
1		
2		
3		
4		

Gossip continued . . .

TWO POSSIBLE TYPES OF CONCEPTUAL CONNECTIONS. When filling in the "What" column, two questions to keep in mind are, "Should standard X be taught before standard Y?" and "Should standard X and standard Y be taught concurrently?" Be sure to underline the words before and concurrently if they feature in your description.

	<i>Who</i>	<i>What</i>
5		
6		
7		
8		