

Getting to the Core of the Common Core

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Common Core Lessons: Sample

Objectives: To teach young students to...

- read closely and critically;
- comprehend literary text; and
- search for meaning in figurative language and rich vocabulary of a poem



Developmentally appropriate teaching strategies

- Reading the text aloud
- Framing the reading task as a riddle
- Using simple objects/pictures to take “notes”

Day 1: Meeting the Text

I can get through a doorway without any key,

And strip the leaves from the great oak tree.

I can drive storm-clouds and shake tall towers, Or steal through
a garden and not wake the flowers.

Seas I can move and ships I can sink;

I can carry a house-top or the scent of a pink.

When I am angry I can rave and riot;

And when I am spent, I lie quiet as quiet.



Close Reading



I can get through a doorway without any key,

How could you get through a doorway without a key?

Let's look at our guesses for the title.

Could a mouse do that? A giant?

And strip the leaves from the great oak tree.

What does it mean to *strip* leaves from a tree? Show me with your hands how you might strip leaves from a branch. What could strip the leaves from a big tree?



And when I am spent, I lie quiet as quiet

Spent is another word with several meanings.

- How have you used the word “spent” before?

Day 2

Analysis and Notes

- Rereading of the poem with students
- Student will be provided with an object (prop) to be used to represent each key detail in the text
- Students group the objects to explore the relationship between key details in the text
- Goal is for students to think about how the lines work together to make meaning



Grouping objects to explore the relationship between key details in the text

Rave and Riot	Quiet as Quiet

Students will:

- Recall part of the poem their object represents
- Discuss whether the example shows that the wind can “rave and riot” or whether the wind can lie “quiet as quiet”
- Place their object under appropriate column

Day 3: Writing to synthesize understanding

- Students reflect on their “notes” and orally rehearse for writing
- Students use evidence from the text to prove the wind is sometimes strong
- Students use evidence for the text to prove the wind can be gentle



Questioning

Hot Job by Audra Esposito

Why did the author **most likely** write this article?

- A** to teach readers how to prevent fires
- B** to make readers want to be Firefighters
- C** to give readers information about firefighters
- D** to show readers how to use fire equipment

Copycat Elephants by Michael Thai

Which detail best supports the article's main idea?

- A.** Parrots copy human sounds
- B.** People copy sounds and noises.
- C.** Mlaika is one of the elephants that copy sounds.
- D.** Dr. Joyce H. Poole studies mammals that copy sounds.

The daily schedule for Ms. Merfeld's students is shown below.

Activity	Time
Reading	8:35 A.M.–9:55 A.M
Recess	9:55 A.M.–10:10 A.M
Social Studies	10:10 A.M.–10:40 A.M.
Language Arts	10:40 A.M.–11:45 A.M.
Lunch	11:45 A.M.–12:25 P.M.
Math	12:25 P.M.–1:15 P.M.
Science	1:15 P.M.–2:00 P.M.
Art	2:00 P.M.–2:25 P.M.

Which activity is scheduled for the **least** amount of time?

Answer _____

A student in Ms. Merfeld's class believes the amount of time scheduled for Language Arts is **greater** than the amount of time scheduled for Science. On the lines below, explain whether the student is correct.



Sophia asked the students in her class to name their favorite sport. She made this list to display the results.

- $\frac{1}{3}$ of the students named basketball
- $\frac{1}{8}$ of the students named soccer
- $\frac{5}{12}$ of the students named football
- The rest of the students in the class named baseball.

What fraction of the students in the class named baseball as their favorite sport?

Show your work.

Point of View: Identify vs. Analyze

This passage is told from the point of view of

- A** Jamie
- B** Marie
- C** a narrator outside the story
- D** a person watching the action

(Gr. 8, 2010)

Why does the author alternate between sharing information from the newspaper and showing Jason's response?

- A.** to suggest why Jason misses his brothers
- B.** to show Jason's feelings at the moment they occur
- C.** to portray Jason's interest in reading
- D.** to show why Jason might want to return home

(Grade 8, 2013)

Classroom Visits

- Multi-step math problems
- Use of primary and secondary sources
- Citing textual evidence to support analysis
- Identifying aspects of text that reveal an author's point of view/purpose
- Use of visual information (i.e. photographs, videos, maps, charts, etc.)
- Text complexity
- Language structure/grammar

Classroom Visits (cont'd.)

- Annotating text
- Opinion, persuasive, or argumentative writing activities
- Close readings
- Mathematics **AND** arithmetic
- Deductive **AND** inductive reasoning
- Self assessments (rubrics)
- Identifying theme/central ideas
- Real life application



www.engageny.org

- Annotated Questions

- <http://www.engageny.org/resource/new-york-state-common-core-sample-questions>

- Parent and Family Resources

- <http://www.engageny.org/parent-and-family-resources>