



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

**TITLE:** Common Core State Standards (CCSS) Awareness, District-wide Implementation, and Targeted Grade Level Professional Development for 2012-2013

**ROUTING**  
All Offices

**NUMBER:** MEM-5897.0

**ISSUER:** Jaime R. Aquino, Ph.D.  
Deputy Superintendent of Instruction

Gerardo Loera  
Executive Director, OCISS

**DATE:** October 12, 2012

**PURPOSE:** The purpose of this Memorandum is to provide information that enables schools to schedule and conduct professional development related to the Los Angeles Unified School District's transition to the Common Core State Standards (CCSS) in mathematics and English Language Arts and Literacy in the content areas.

**MAJOR CHANGES:** This is a new Memorandum.

**INSTRUCTIONS:** MULTI-PRONG APPROACH TO WHOLE SCHOOL AND TARGETED GRADE LEVEL PROFESSIONAL DEVELOPMENT

I. CCSS Professional Development (see ATTACHMENT A for details)

A. Awareness Modules

Teachers of Kindergarten through Twelfth grade, including Special Education, are to participate in the four CCSS Awareness modules available at <http://ccss.lausd.net> under the Professional Development link. These modules are to be facilitated by the school site principal or other instructional leader designee. These modules cover the following topics:

1. Module 1-Overview and Introduction to the Common Core State Standards. This module gives an overview of the development and rationale of the CCSS, the focus content areas, and general design of the standards.
2. Module 2-Instructional Shifts for the Common Core. This module covers the instructional shifts required by the CCSS that will significantly impact the teaching and learning process.
3. Module 3a and 3b-A Study of the Structure of the Common Core State



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Standards. This module is divided into two parts: a focus on mathematics and; a focus on literacy. After completing each module, teachers will be able to identify how the standards are constructed, understand the progression of learning, and understand the intentionality of the standards' design.

4. Module 4-Assessment of the Common Core State Standards. This module builds background knowledge around the new assessments for the CCSS, investigates instructional and assessment implications, and asks schools staffs to reflect on current practices and what might be needed for students to be successful.

Each Awareness module is designed for principals to choose the facilitated version or the non-facilitated version for presentation. The facilitated version includes a video with narration, handouts, and a facilitator's guide. The non-facilitated version includes a PowerPoint show with script, to be read to the audience, handouts, and a facilitation guide. Each module is timed for 45 to 60 minutes.

These modules are designed to be watched in chronological order. Each module is approximately 45 to 60 minutes long with activities built in for discussion and follow-up. Schools and non-school sites may choose how to view the modules—whole staff, or department or grade level—and when to view—banked time, staff meetings, etc. The modules are not designed for independent study.

### B. District-wide Implementation Modules

Teachers of Kindergarten through Twelfth grade, including Special Education, are to participate in the CCSS District-wide Implementation modules available at <http://ccss.lausd.net> under the Professional Development link, with on-going content dialogues in grade level/department meetings. These modules are to be presented by the school site principal or other instructional leader designee, with grade level/department chairs leading the follow up content dialogues. These modules cover the following topics:

1. ELA Module 1-An Introduction to Reading and Writing Grounded in the Text (All K-12 teachers)
2. ELA Module 2-Using Close Reading and Text-Dependent Questions in the Classroom (All K-12 teachers)
3. Mathematics Module 1-Instruction Shift: Focus (All ES teachers and Secondary Mathematics teachers)
4. Mathematics Module 2-Math Practice #3: Construct Viable Arguments and Critique the Reasoning of Others (All ES teachers and Secondary



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Mathematics teachers)

Each Implementation module consists of a ZIP file containing all necessary handouts, facilitation guides, and resources, such as video clips and articles. The intention of each module is to begin a dialogue at each grade level or in each department on beginning to transition our teaching to the Common Core State Standards.

Teachers will be expected to begin to integrate and embed reading and writing grounded in the text and using close reading and text-dependent questions in English Language Arts, Science, History/Social Studies, and Technical subjects. Teachers will be expected to begin to integrate and embed strategies into their lessons and units of study which will develop students' skills in constructing viable arguments and critiquing the reasoning of others in mathematics. This work will continue throughout the Spring 2013 semester.

C. Targeted Grade Level Modules (see ATTACHMENT B for details)

Teachers of Kindergarten and First grade, and Sixth grade and Ninth grade English Language Arts and mathematics courses, including Special Education, are to participate in the CCSS Targeted Grade Level modules available at <http://ccss.lausd.net> under the Professional Development link. These modules are to be facilitated by the school site teacher/s who attended the summer PD during grade level/department meetings. These modules cover the following topics:

1. K-1-Mathematics—6 sessions
2. K-1-ELA—6 sessions
3. 6<sup>th</sup> Grade ELA—8 sessions
4. 6<sup>th</sup> Grade mathematics—8 sessions
5. 9<sup>th</sup> Grade ELA—8 sessions
6. 9<sup>th</sup> Grade mathematics—8 sessions

ATTACHMENT B contains a description of each session. Elementary schools may begin with either mathematics or ELA. Secondary schools will work within the appropriate department. Recognizing that each school follows different schedules and have varying meeting structures in place, these modules are designed to be used during banked time, psychomotor time, or department meetings. Each session is designed to be 45 to 60 minutes long.

II. Ordering CCS Standards Resource Books for K, 1<sup>st</sup>, 6<sup>th</sup> and 9th Grade Teachers



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CCSS Resource Books used in the Summer 2012 Professional Development for K, 1<sup>st</sup>, 6<sup>th</sup>, and 9<sup>th</sup> grade teachers containing the CCS Standards are available free of charge to schools. Please order for the number of K, 1<sup>st</sup>, 6<sup>th</sup> (ELA and math only) and/or 9<sup>th</sup> (ELA and math only) grade teachers for your site.

Please email all requests to [juan.diaz@lausd.net](mailto:juan.diaz@lausd.net) and cc [juan.mata@lausd.net](mailto:juan.mata@lausd.net) and [caroline.piangerelli@lausd.net](mailto:caroline.piangerelli@lausd.net) on the email.

Please provide the following information:

- Quantity of books needed (K, 1<sup>st</sup>, 6<sup>th</sup>, and 9<sup>th</sup> grade teachers only)
- School Location Name
- School Location Code
- School Address
- Requesting Individual-name and title

**RELATED RESOURCES:** MEM-5788.0, *School-Site Professional Development Priorities-Banked Time Days (2012-2013)*, June 11, 2012

**ASSISTANCE:** LAUSD 2012-2015 Strategic Plan: *All Youth Achieving*  
For assistance or further information please contact your ESC Instructional Director. For central questions, please contact Caroline Piangerelli, CCSS Coordinator at (213) 241-8318 or [caroline.piangerelli@lausd.net](mailto:caroline.piangerelli@lausd.net).



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ATTACHMENT A

**Schedule for All Schools**

<b>CCSS Professional Development</b>	<b>Process</b>	<b>School Site Session format</b>	<b>Material Location</b>	<b>Timeline</b>
<b>Awareness Modules</b>	<ul style="list-style-type: none"> <li>Presented to full school staff by Principal/ instructional designee</li> </ul>	Faculty meeting; Bank Time	<a href="http://ccss.lausd.net">http://ccss.lausd.net</a> under Professional Development tab	Modules 1-3 to be presented by Oct. 31, 2012. Module 4 to be presented by March 1, 2013
<b>District-wide Implementation Modules</b>	<ul style="list-style-type: none"> <li>Presented to Instructional Directors by OCISS staff</li> <li>Presented to Principals by ID</li> <li>Presented to Teachers by Principal</li> </ul>	Faculty meeting; Bank Time	<a href="http://ccss.lausd.net">http://ccss.lausd.net</a> under Professional Development tab	To be presented after Awareness Modules 1-3 and before Dec. 14, 2012
<b>Targeted Grade Level Modules</b>	<ul style="list-style-type: none"> <li>Presented to grade level Teacher facilitators (Summer 2012 PD) by OCISS staff</li> <li>Presented to grade level Teachers by grade level Teacher facilitators</li> </ul>	Grade level or Department meeting	<a href="http://ccss.lausd.net">http://ccss.lausd.net</a> under Professional Development tab	To be presented after Awareness Modules 1-3 and on-going through May 24, 2013



**Schedule for Elementary Schools-Targeted Grade Levels K and 1<sup>st</sup>**

Mathematics	Topic/Protocol
<p>Session 1 <i>Preparing to Study the Common Core State Standards for Mathematics</i> 45-60 minutes</p>	<ul style="list-style-type: none"> <li>• <b>Materials:</b> CCSS Introduction pages for mathematics: Toward greater focus and coherence and Understanding mathematics; highlighters; paper for notes; chart paper; markers</li> <li>• <b>Objective:</b> Participants will begin the exploration of the purpose, focus, and organization of the CCSS for mathematics</li> <li>• <b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>○ What do the Common Core State Standards ask students to know and be able to do in mathematics?</li> <li>○ How do the CCSS create a path for college and career readiness from Kindergarten through 12th grade?</li> <li>○ How do fewer, deeper, and higher standards allow us to ensure a more coherent and systematic approach to teaching and learning mathematics?</li> </ul> </li> <li>• <b>Process:</b> <ul style="list-style-type: none"> <li>○ Participants will read the CCSS mathematics introduction pages (first 2 pages in the math section).</li> <li>○ Participants will highlight sentences, phrases, and words from the introduction that are significant and relevant to their work.</li> <li>○ Participants share their sentences, phrases, and words.</li> <li>○ Facilitator initiates discussion and charts the responses to the following questions:               <ul style="list-style-type: none"> <li>• What strikes you as positive and/or encouraging?</li> <li>• What concerns do you have and/or potential challenges do you anticipate?</li> <li>• What questions do you have?</li> </ul> </li> </ul> </li> </ul>
<p>Session 2 <i>The Standards for Mathematical Practice</i> 45-60 minutes</p>	<ul style="list-style-type: none"> <li>• <b>Materials:</b> CCSS Standards for Mathematical Practice pages 5 &amp; 6</li> <li>• <b>Objective:</b> Participants will be able to summarize what students are expected to do when working with mathematical content</li> <li>• <b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>○ What do the Standards for Mathematical Practice (MP) describe?</li> </ul> </li> </ul>



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Mathematics	Topic/Protocol
	<ul style="list-style-type: none"> <li>○ What is significant about how each MP descriptor/paragraph begins?</li> <li>○ Focus on MP#3. How might that standard be exemplified by an elementary, a middle, and a high school student? Give specific examples. How would it look for the students you currently have?</li> <li>○ How do the MPs connect to the Standards for Mathematical Content?</li> </ul> <p>• <b>Process:</b></p> <ul style="list-style-type: none"> <li>○ Participants will read the CCSS Standards for Mathematical Practice, pages 5 &amp; 6.</li> <li>○ Participants will use the guiding questions to facilitate their discussion about the math practices.</li> </ul>
<p>Session 3 <i>Progressions of Learning in the CCSS for Mathematics</i> 45-60 minutes</p> <p>*There are additional progressions available that can be done following this same process.</p>	<p>• <b>Materials:</b> CCSS Standards for Mathematics; Understanding Place Value K-2* handout; directions for investigating standards progressions</p> <p>• <b>Objective:</b> Participants will: 1) understand what is expected of all students; 2) understand the expectations within the context of the K-12 mathematics program; 3) accept responsibility for these expectations for all learners; 4) engage in collegial conversations focused on the standards, both within their grade level and across the grade level spectrum</p> <p>• <b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>○ What changes occur from grade to grade? Consider content and processes.</li> <li>○ How does the demand of the standards change across the grade levels?</li> <li>○ How does the idea or skill get more complex?</li> <li>○ What scaffolds would be needed for our English Learners?</li> <li>○ What scaffolds would be needed for our Students with Disabilities?</li> </ul> <p>• <b>Process:</b></p> <ul style="list-style-type: none"> <li>○ As a group, determine what the Big Idea means.</li> <li>○ Read, discuss, and come to consensus on what the standards say students need to know and be able to do. Consider all parts of the standards.</li> </ul>
<p>Session 4 <i>Progressions of Learning in the CCSS for Mathematics</i> 45-60 minutes</p> <p>*There are additional progressions</p>	<p>• <b>Materials:</b> CCSS Standards for Mathematics; Understanding Place Value K-5* handout; directions for investigating standards progressions</p> <p>• <b>Objective:</b> Participants will: 1) understand what is expected of all students; 2) understand the expectations within the context of the K-12 mathematics program; 3) accept responsibility for these expectations for all learners; 4) engage in collegial conversations focused on the standards, both within their grade level and across the grade level spectrum</p> <p>• <b>Guiding Questions:</b></p>



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<b>Mathematics</b>	<b>Topic/Protocol</b>
<p>available that can be done following this same process.</p>	<ul style="list-style-type: none"> <li>○ What changes occur from grade to grade? Consider content and processes.</li> <li>○ How does the demand of the standards change across the grade levels?</li> <li>○ How does the idea or skill get more complex?</li> <li>○ What scaffolds would be needed for our English Learners?</li> <li>○ What scaffolds would be needed for our Students with Disabilities?</li> </ul> <p>• <b>Process:</b></p> <ul style="list-style-type: none"> <li>○ As a group, determine what the Big Idea means.</li> <li>○ Read, discuss, and come to consensus on what the standards say students need to know and be able to do. Consider all parts of the standards.</li> </ul>
<p>Session 5 <i>Blending the Practice and the Content Standards</i> 45-60 minutes</p>	<p>• <b>Materials:</b> CCSS Standards for Mathematics; Blending Practice and Content Standards handout</p> <p>• <b>Objective:</b> Participants will identify and record an example of a mathematical content standard that correlates well with each of the practices, and explain their reasoning for each match.</p> <p>• <b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>○ What are the critical areas of learning for this grade level?</li> <li>○ How will students show their understanding of the content they are learning?</li> <li>○ How do the content and the practice standards work together to deepen a student’s understanding of mathematics?</li> </ul> <p>• <b>Process:</b></p> <ul style="list-style-type: none"> <li>○ Select one focus area for the session.</li> <li>○ Participants complete the template. (There is no one correct answer.)</li> <li>○ Participants share their work and reasons for their matches.</li> </ul>
<p>Session 6 <i>Blending the Practice and the Content Standards</i> 45-60 minutes</p>	<p>• <b>Materials:</b> CCSS Standards for Mathematics; Blending Practice and Content Standards handout</p> <p>• <b>Objective:</b> Participants will identify and record an example of a mathematical content standard that correlates well with each of the practices, and explain their reasoning for each match.</p> <p>• <b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>○ What are the critical areas of learning for this grade level?</li> <li>○ How will students show their understanding of the content they are learning?</li> <li>○ How do the content and the practice standards work together to deepen a student’s understanding of mathematics?</li> </ul>





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Mathematics	Topic/Protocol
	<ul style="list-style-type: none"> <li>● <b>Process:</b> <ul style="list-style-type: none"> <li>○ Select a focus area for the session which is different from the previous month.</li> <li>○ Participants complete the template. (There is no one correct answer.)</li> <li>○ Participants share their work and reasons for their matches.</li> </ul> </li> </ul>

**Schedule for Elementary Schools-Targeted Grade Levels K and 1<sup>st</sup>**

English Language Arts	Topic/Protocol
Session 1 <i>Preparing to Unwrap the Common Core State Standards</i> 45-60 minutes	<ul style="list-style-type: none"> <li>● <b>Materials:</b> Common Core State Standards Introduction, pages 3-8; highlighters; chart paper</li> <li>● <b>Objective:</b> Begin the exploration of purpose, focus, and organization</li> <li>● <b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>○ What do Common Core State Standards ask students to know and be able to do?</li> <li>○ How do the Common Core State Standards create a path for college and career readiness from K-12</li> <li>○ How do fewer, deeper, and higher standards allow us to ensure a more coherent and systematic approach to teaching and learning?</li> </ul> </li> <li>● <b>Process:</b> <ul style="list-style-type: none"> <li>○ Participants will read the CCSS Introductory pages 3-8</li> <li>○ Participants will highlight sentences, phrases, and words of particular significance and relevance from the reading</li> <li>○ Facilitator initiates discussion and charts responses around the sentences, phrases and words               <ul style="list-style-type: none"> <li>▪ What strikes you as positive and or/encouraging?</li> <li>▪ What concerns do you have and/or potential challenges do you anticipate?</li> <li>▪ What questions do you have?</li> </ul> </li> </ul> </li> </ul>
Session 2 <i>Exploring Vertical Articulation of The CCSS Literature Standards</i> 45-60 minutes	<ul style="list-style-type: none"> <li>● <b>Materials:</b> CCR Anchor Standards for Reading, page 9; CCSS Reading Standards for Literature K-5, pages 11-13; CCSS Reading Standards for Literature 6-12, pages 39-41; Vertical Articulation Template for Literature</li> <li>● <b>Objective:</b> Participants will be able to summarize what students are expected to know and be able to do when reading literature, while noting how expectations change as students move from one grade level to next</li> <li>● <b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>○ What do the Common Core State Standards ask student to know and be able to do?</li> <li>○ What are the actions?</li> <li>○ In what context?</li> <li>○ To what detail?</li> </ul> </li> <li>● <b>Process:</b></li> </ul>



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<b>English Language Arts</b>	<b>Topic/Protocol</b>
	<ul style="list-style-type: none"> <li>○ Review key terms from College and Career Readiness Anchor Standards for Reading:               <ul style="list-style-type: none"> <li>● Strand: Reading</li> <li>● Organizing Elements: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity</li> <li>● Standards: The 10 anchor standards</li> </ul> </li> <li>○ Working from the Reading Standards for Literature K-5, and for grades 6-12, divide groups into partners to analyze the 10 Reading Standards for Literature (each partner set taking 2-3 standards)</li> <li>○ Distribute Vertical Articulation for Literature Template for this progression study</li> <li>○ Each team looks across the entire assigned standards, K-12</li> <li>○ Groups fill in the Vertical Articulation Template by analyzing and answering:               <ul style="list-style-type: none"> <li>▪ What does the standard ask students to know and be able to do?</li> <li>▪ What are the actions? In what context? To what detail?</li> <li>▪ Facilitator initiates discussion and charts responses on the following prompts:                   <ul style="list-style-type: none"> <li>▪ What do you notice in terms of the developmental continuum of these standards and the level of rigor?</li> <li>▪ What would the standard look like in the classroom?</li> <li>▪ What implications does the progression of expectations have for teachers working in different grades of the same school?</li> </ul> </li> </ul> </li> </ul>
<p>Session 3 <i>Exploring Vertical Articulation of the CCSS Reading Standards for Informational Text</i> 45-60 minutes</p>	<ul style="list-style-type: none"> <li>▪ <b>Materials:</b> CCSS Reading Standards for Informational Text K-5, pages 14-15; CCSS Reading Standards for Informational Text 6-12, pages 42-44; chart paper</li> <li>● <b>Objective:</b> Participants will be able to summarize what students are expected to know and be able to do when reading informational text, while noting how expectations change as students move from one grade level to next</li> <li>● <b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>○ What do the Common Core State Standards ask student to know and be able to do?</li> <li>○ What are the actions?</li> <li>○ In what context?</li> <li>○ To what detail?</li> </ul> </li> <li>● <b>Process:</b> <ul style="list-style-type: none"> <li>○ Working from the Reading Standards for Informational Text K-5, and for grades 6-12, divide groups into partners to analyze the 10 Reading</li> </ul> </li> </ul>



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English Language Arts	Topic/Protocol
	<p>Standards (each partner set taking 2-3 standards)</p> <ul style="list-style-type: none"> <li>○ Distribute Vertical Articulation Template for this progression study</li> <li>○ Each team looks across the entire assigned standards, K-12</li> <li>○ Groups fill in the Vertical Articulation for Informational Text Template by analyzing and answering:</li> <li>○ What do these standards ask students to know and be able to do?               <ul style="list-style-type: none"> <li>▪ What are the actions? In what context? To what detail?</li> <li>▪ Facilitator initiates discussion and charts responses on the following prompts:                   <ul style="list-style-type: none"> <li>• What do you notice in terms of the developmental continuum of these standards and the level of rigor?</li> <li>• What would the standard look like in the classroom?</li> <li>• What implications does the progression of expectations have for teachers working in different grades of the same school?</li> </ul> </li> </ul> </li> </ul>
<p>Session 4 <i>“Deep Dive” Into Reading Standards for Literature</i> 45-60 minutes</p>	<ul style="list-style-type: none"> <li>• <b>Materials:</b> CCSS Reading Standards for Literature K-5, pages 11-13; CCSS Reading Standards for Literature 6-12, pages 39-41; Deep Dive Template for Literature</li> <li>• <b>Objective:</b> Establish a protocol to increase student achievement by ensuring that teachers understand specifically what the new standards mean at their grade level</li> <li>• <b>Guiding Question:</b> What does this standard require that a student must know and be able to do?</li> <li>• <b>Process:</b> <ul style="list-style-type: none"> <li>○ Allow group to read down through the selected grade level Reading Standards for Literature</li> <li>○ Distribute the “Deep Dive Template”. Clarify questions about the task and template</li> <li>○ Group fills in the template</li> <li>○ Facilitator poses the following questions to frame the work:               <ul style="list-style-type: none"> <li>▪ Do we know what is ‘essential’ to know in this standard?</li> <li>▪ Do we know the key concepts and skills students must know?</li> <li>▪ Do you know where you would begin?</li> </ul> </li> </ul> </li> </ul>
<p>Session 5 <i>“Deep Dive” Into Reading Standards for Informational</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Materials:</b> CCSS Reading Standards for Informational Text K-5, pages 14-15; CCSS Reading Standards for Informational Text 6-12, pages 42-44; Deep Dive Template for Informational Text</li> <li>• <b>Objective:</b> Establish a protocol to increase student achievement by ensuring that teachers understand specifically what the new standards mean at their</li> </ul>



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English Language Arts	Topic/Protocol
<p><i>Text</i> 45-60 minutes</p>	<p>grade level</p> <ul style="list-style-type: none"><li>● <b>Guiding Question:</b> What does this standard require that a student must know and be able to do?</li><li>● <b>Process:</b><ul style="list-style-type: none"><li>○ Allow group to read down through the selected grade level Reading Standards for Literature</li><li>○ Distribute the “Deep Dive Template”. Clarify questions about the task and template</li><li>○ Group fills in the template</li><li>○ Facilitator poses the following questions to frame the work:<ul style="list-style-type: none"><li>▪ Do we know what is ‘essential’ to know in this standard?</li><li>▪ Do we know the key concepts and skills students must know?</li><li>▪ Do you know where you would begin?</li></ul></li></ul></li></ul>
<p>Session 6 <i>CCSS Reading Foundational Skill Standards GRADES K-1</i> 45-60 minutes</p>	<ul style="list-style-type: none"><li>● <b>Materials:</b> CCSS Reading Standards for Foundational Skills K-5, pages 17-19</li><li>● <b>Objective:</b> Participants will develop an understanding of the CCSS Reading Foundational Skills</li><li>● <b>Guiding Question:</b> What do these standards require that a student know and be able to do?</li><li>● <b>Process:</b><ul style="list-style-type: none"><li>○ Allow group to read down through their selected grade level’s Reading Foundational Skills Standards</li><li>○ Reflect on the similarities to what is covered now and what are the differences?</li><li>○ Facilitator presents the following information to frame the work:<ul style="list-style-type: none"><li>● Foundational skills are not an end in themselves, but a component to develop proficient readers</li><li>● Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. Teach what students need to learn and not what they already know.</li></ul></li></ul></li></ul>



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**Schedule for Middle Schools-Targeted 6<sup>th</sup> Grade Mathematics**

<b>Month</b>	<b>Content/Objective</b>
September	<b>CCSS Math Practice Standards – Focus on MP3</b> - Using the PLC model, the Grade 6 teachers will gain awareness about CCSS Math Practice Standards. - Math Practice 3 will be the focus of the conversation. Teachers will plan on ways to incorporate MP3 in their math classrooms.
October	<b>Ratios and Proportional Relationships Module</b> - Make meaning of specific standard(s) and cluster for this critical area of learning - For every student, particularly English Learners: consider how to provide access to the task, and this domain
November	<b>The Number System Module</b> - Make meaning of specific standard(s) and cluster for this critical area of learning - For every student, particularly Standard English Learners: consider how to provide access to the task, this domain, and student use of Mathematical Practice #3.
December	<b>Expressions and Equations Module</b> - Make meaning of specific standard(s), cluster, and progressions for this critical area of learning - For every student: consider how to provide access to the task, and this domain
January	<b>CCSS lesson planning and preparation</b> - As a PLC Grade 6 team, teachers will plan a lesson that includes some of the CCSS focus standards and Math Practice 3
February	<b>Implement and analyze student work</b> - Teachers will implement the lesson and bring student work to analyze during their PLC meeting. They will discuss the outcomes and learning as evident on the student work.
March	<b>Geometry Module</b> - Make meaning of specific standard(s), cluster and progression for Geometry - For every student, particularly GATE students: consider how to provide access to the task, and this domain.
April	<b>Statistics and Probability Module</b>



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	<ul style="list-style-type: none"> <li>- Make meaning of specific standard(s) and cluster for this critical area of learning</li> <li>- For every student, particularly students with disabilities: consider how to provide access to the task, and this domain.</li> </ul>
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**Schedule for Middle Schools-Targeted 6<sup>th</sup> Grade ELA**

Month	Content/Objective
September	<p><b>Reading/Writing Connection in the Common Core</b> Examine the Common Core writing expectations and the symbiotic relationship to the instructional shift: reading and writing grounded in evidence from the text.</p>
October	<p><b>ELA Instructional Shifts</b> Discuss the role of content-rich nonfiction, text complexity, and academic vocabulary through the lens of the Common Core</p>
November	<p><b>Introduction to the CCSS Bridge Lesson</b> The bridge lessons are aligned to the CCSS are incorporated into the <i>Response to Literature</i> unit for 6<sup>th</sup> grade and <i>Literary Analysis</i> for 9<sup>th</sup> grade. This module examines the CCSS anchor and grade level standards addressed in these units, along with establishing the purpose and structure of the lessons.</p>
December	<p><b>Learning progressions in the Common Core</b> Explore how the structure of the grade-level standards is defined through the concept of learning progressions</p>
January/ February	<p><b>Aligning Instruction and Curriculum to the Common Core</b> Examine the “Bridge Lessons” in the “Response to Literature” unit (6<sup>th</sup> grade) or “Literary Analysis” unit (9<sup>th</sup> grade)</p>
March/April	<p><b>Aligning Instruction and Curriculum to the Common Core</b> Teaching, observing, and debriefing the Bridge Lessons; teachers begin the process of aligning curriculum and instruction to Reading Standards</p>



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**Schedule for Senior High Schools-Targeted 9<sup>th</sup> Grade Mathematics**

<b>Month</b>	<b>Content/Objectives</b>
September	<b>CCSS Standards for Mathematics Practices</b> – Focus on MP 3 (Module1) <ul style="list-style-type: none"><li>• PLC awareness about CCSS in department meetings</li></ul> <b>Algebra 1 – Linear Sentences</b> (Modules 2) <ul style="list-style-type: none"><li>• Understand, create, reason with, solve, and graph linear equations</li></ul>
October	<b>Linear Sentences</b> (Modules 3 and 4) <ul style="list-style-type: none"><li>• Model linear functions and interpret rate of change</li><li>• Plan and Implement a rigorous concept task</li><li>• Use explicit strategies to foster academic language development</li></ul>
November	<b>Systems of Linear equations</b> (Module 5a and 5b) <ul style="list-style-type: none"><li>• Solve, graph, interpret solutions of systems of linear equations</li><li>• Prove and understand systems of linear equations</li><li>• Use explicit strategies that foster the development of academic language</li></ul>
December	<b>Systems of Linear equations</b> (Module 5c) <ul style="list-style-type: none"><li>• Solve and analyze student work on systems of linear equations</li></ul>
January	Algebra 1 – Quadratics <ul style="list-style-type: none"><li>• Factor polynomials and quadratic equations</li></ul>
February	<b>Quadratics</b> (Module 6 and 7) <ul style="list-style-type: none"><li>• Understand, solve, graph, use, and identify the characteristics of quadratic equations and functions</li><li>• Plan and Implement a rigorous concept task</li></ul>
March	<b>Quadratics</b> (Module 8) <ul style="list-style-type: none"><li>• Explicit strategies that foster the development of academic language</li></ul>
April	<b>Quadratics</b> (Module 9 and 10) <ul style="list-style-type: none"><li>• Understand strategies that increase students' access to core mathematics content</li></ul>



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**Schedule for Senior High Schools-Targeted 9<sup>th</sup> Grade ELA**

<b>MONTH</b>	<b>TOPIC</b>
September	<b>Reading/Writing Connection in the Common Core</b> Examine the Common Core writing expectations and the symbiotic relationship to the instructional shift: reading and writing grounded in evidence from the text.
October	<b>ELA Instructional Shifts</b> Discuss the role of content-rich nonfiction, text complexity, and academic vocabulary through the lens of the Common Core
November	<b>Introduction to the CCSS Bridge Lesson</b> The bridge lessons are aligned to the CCSS are incorporated into the <i>Response to Literature</i> unit for 6 <sup>th</sup> grade and <i>Literary Analysis</i> for 9 <sup>th</sup> grade. This module examines the CCSS anchor and grade level standards addressed in these units, along with establishing the purpose and structure of the lessons.
December	<b>Learning progressions in the Common Core</b> Explore how the structure of the grade-level standards is defined through the concept of learning progressions
January/ February	<b>Aligning Instruction and Curriculum to the Common Core</b> Examine the “Bridge Lessons” in the “Response to Literature” unit (6 <sup>th</sup> grade) or “Literary Analysis” unit (9 <sup>th</sup> grade)
March/April	<b>Aligning Instruction and Curriculum to the Common Core</b> Teaching, observing, and debriefing the Bridge Lessons; teachers begin the process of aligning curriculum and instruction to Reading Standards