Second Edition

DataWORKS Educational Research

Common Core Learning Objectives

& Essential Tools

SAMPLE

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Common Core Learning Objectives & Essential Tools

DataWORKS Educational Research has analyzed Common Core State Standards (CCSS) and recognized the challenge educators face in creating Learning Objectives from often text-dense standards.

In Common Core Learning Objectives & Essential Tools, DataWORKS takes CCSS to a highly functional, teacher-friendly level. Each grade-level/subject-specific booklet (Math and ELA only) offers one or more READY TO TEACH learning objectives for each standard.

"With these explicit Learning Objectives, teachers can move quickly to designing well-crafted and well-delivered lessons that focus on required skills and content."

By deciphering individual skills and concepts in CCSS and organizing them to create READY TO TEACH learning objectives, DataWORKS Common Core Learning Objectives & Essential Tools helps teachers insure they teach the required skill and content for each standard.

Common Core Learning Objectives & Essential Tools

Offered exclusively by **DataWORKS Educational Research**

Now educators can be sure they are delivering required skills and content for Common Core Standards.

Each guide includes:

...Learning Objectives crafted from Common Core Standards.

...Teaching Tips to enhance lesson design and delivery.

...Academic and Content Vocabulary for the grade and subject.

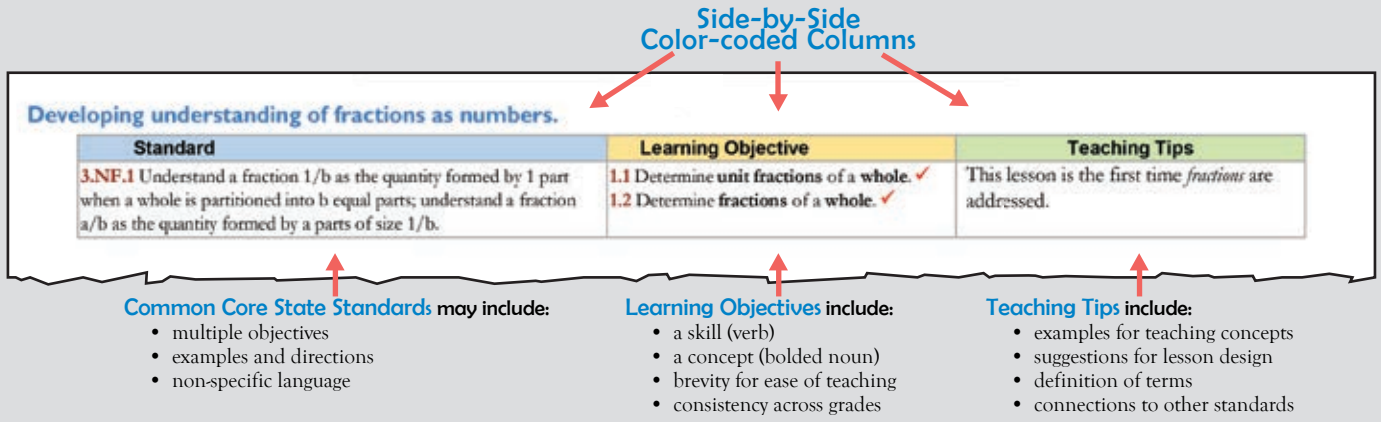
...Checklist for evaluating student writing samples (ELA).

...Mini-posters for in-class support.

Guides sold by grade and subject (K-12, MATH or ELA).

DataWORKS Common Core Learning Objectives & Essential Tools is the solution:

- for assisting teachers in comprehending, internalizing, and implementing CCSS at a glance
- for optimizing lesson prep and classroom teaching time and helping educators transition from State Standards to CCSS



Note: Learning Objectives followed by a check mark (✓) indicate an EDI lesson available for purchase at www.dataworks-ed.com.

Rigor

To insure rigor increases at each grade level, teachers must implement grade-level vocabulary and increase text complexity. DataWORKS Common Core Learning Objectives & Essential Tools refers frequently to the DataWORKS Word Lists (by grade level) found on the website and includes here recommended academic and content vocabulary for designing standards-based lessons. Recommended grade-level texts can be found in CCSS Appendix B.

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Kindergarten – Reading Literature

Key Ideas and Details

Standard	Learning Objective	Teaching Tips
K.RL.1 With prompting and support, ask and answer questions about key details in a text.	**1.1** Ask **questions** about text. **1.2** Answer **questions** about text.	Refer to poster for Question Words.
K.RL.2 With prompting and support, retell familiar stories, including key details.	**2.0** Retell **stories**.	
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	**3.1** Identify **characters** in a story. ✓ **3.2** Identify **settings** in a story. ✓ **3.3** Identify **major events** in a story.	Define *characters*, *setting* and *major events* prior to identifying.

Craft and Structure

Standard	Learning Objective	Teaching Tips
K.RL.4 Ask and answer questions about unknown words in a text.	**4.1** Ask **questions** about unknown words. **4.2** Answer **questions** about unknown words	This standard could be embedded in other standards.
K.RL.5 Recognize common types of texts (e.g., storybooks, poems).	**5.0** Recognize **types of texts**.	Refer to poster for Types of Text.
K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**6.1** Name the **author** of a story. **6.2** Name the **illustrator** of a story.	Lesson should include the role of the author and illustrator. The *role* is part of the definition for each concept.

Integration of Knowledge and Ideas

Standard	Learning Objective	Teaching Tips
K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**7.0** Describe the relationship between **illustrations** and the **story**.	The relationship could be how the illustration provides more details than the text or how the illustration shows what happens in the text.
K.RL.8 (Not applicable to literature)		
K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**9.0** Compare and contrast experiences of **characters**.	*Adventures* refer to daring or exciting events, and *experiences* are any events that happen to a character. Use familiar stories.

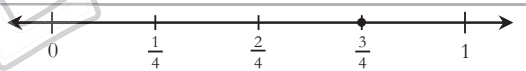
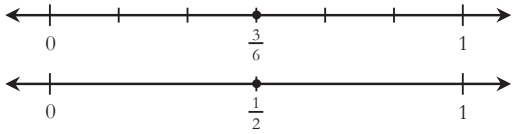
Range of Reading and Level of Text Complexity

Standard	Learning Objective	Teaching Tips
K.RL.10 Actively engage in group reading activities with purpose and understanding.	**10.0** Engage in **group reading activities.**	This standard should be embedded in the other standards. Refer to poster of Group Reading Activities.

Note: Learning Objectives followed by a check mark (✓) indicate an EDI lesson available for purchase at www.dataworks-ed.com.

Grade 3 – Numbers and Operations – Fractions

Develop understanding of fractions as numbers.

Standard	Learning Objective	Teaching Tips
3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	**1.1** Determine the **unit fraction** of a **whole**. ✓ **1.2** Determine the **fraction** of a **whole**. ✓	For all the Fractions standards, CCSS notes that "Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, and 8." This lesson is the first time *fractions* are addressed in this domain. *Unit fraction* is also addressed in 3rd grade 3.G.2 for understanding how each part of a shape can be expressed as a unit fraction.
3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.		This is the first time *number line* is addressed.
a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	**2.0a** Represent **unit fractions** on a **number line**. ✓	Students need to understand $1/b$ as a location and an interval: $1/b$ represents the endpoint of the first partition $1/b$ represents the size (length) of every partition of the number between 0 and 1.
b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	**2.0b** Represent **fractions** on a **number line**. ✓	 Location: *"one-fourth, two-fourths, three-fourths. The dot is located at three-fourths."* Interval: *The length of the interval from 0 to ¾ is three-fourths.*
3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		This is the first time *equivalence* and *comparison* of *fractions* is addressed.
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	**3.0a** Identify **equivalent fractions** on a number line.	 $\frac{1}{2} = \frac{3}{6}$ because they have equal distance from 0 (*same size*) and they represent the same point on the number line.
b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	**3.0b.1** Identify **equivalent fractions** using pictures. **3.0b.2** Create **equivalent fractions**.	Students justify fractions are equivalent using arguments based on number line location and/or interval size.
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*	**3.0c** Express **whole numbers** as **fractions**. ✓	b/b fractions can be introduced as a special case of learning objective 3.NF.2b.

Note: Learning Objectives followed by a check mark (✓) indicate an EDI lesson available for purchase at www.dataworks-ed.com.

Grade 3 – Writing

Text Types and Purpose

Standard	Learning Objective	Teaching Tips
3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**1.0** Write an **opinion piece**. ✓	Consider combining the writing lessons as a unit. The unit should incorporate all the listed criteria. (1.0a – 1.0d)
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	**1.0a** Introduce a **topic**, **opinion**, and **reasons**.	Use a prewriting technique to create an organizational structure, such as a graphic organizer that lists the topic, opinion, and reasons that support the opinion.
b. Provide reasons that support the opinion.	**1.0b** Provide **reasons** that support the opinion.	For example, the opinion *eating vegetables is good for you* could be supported by reasons such as *fiber*, *vitamins*, and *minerals*.
c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.	**1.0c** Connect opinion and reasons with **linking words**.	
d. Provide a concluding statement or section.	**1.0d** Provide a **concluding statement** or **section**.	
3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**2.1** Write **informative text**. ✓ **2.2** Write **explanatory text**.	Consider combining the writing lessons as a unit. The unit should incorporate all the listed criteria (2.0a-2.0d). Explanatory describes steps and directions; while informative gives information about something. Refer to CCSS Appendix A (p.23) for further information.
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**2.0a.1** Introduce a **topic** and group **related information**. **2.0a.2** Use **illustrations** in text.	Use a prewriting technique to create an organizational structure. An illustration, such as a diagram on the phases of the moon, can help further explain the topic of the lunar cycle.
b. Develop the topic with facts, definitions, and details.	**2.0b** Develop the topic with **facts**, **definitions**, and **details**.	
c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.	**2.0c** Connect ideas within **categories** with **linking words**.	
d. Provide a concluding statement or section.	**2.0d** Provide a **conclusion**.	A *conclusion* could be a concluding statement or a section.
3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**3.0** Write a **narrative**. ✓	Consider combining the writing lessons as a unit. The unit should incorporate all the listed criteria (3.0 – 3.0d).
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**3.0a.1** Introduce **situation**, **narrator**, or **characters**. **3.0a.2** Create **sequence** of **events**.	The first objective could be taught in parts. Use a prewriting technique to create an organizational structure.
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**3.0b.1** Use **dialogue** to develop events or characters. **3.0b.2** Use **descriptions** to develop events or characters.	This is the first time *character actions*, *thoughts*, and *feelings* are addressed for writing.
c. Use temporal words and phrases to signal event order.	**3.0c** Signal event order with **temporal** words.	Example: temporal words could be *an hour later*, *month*, *decade*, etc.

Grade 6 – Language

Vocabulary Acquisition and Use

Standard	Learning Objective	Teaching Tips
6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.	**4.0** Determine the meaning of **multiple-meaning words.** ✓	Multiple-meaning words are first addressed in kindergarten. Refer to DataWORKS Word Lists* on the website for common grade 6 words.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**4.0a** Determine the meaning of unknown words using **context clues**. ✓	Context clues are first addressed in kindergarten. It is recommended to use the examples in the parentheses and use grade-appropriate words.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	**4.0b** Determine the meaning of words using **Greek** and **Latin affixes** and **roots**.	Refer to DataWORKS Word Lists on the website for common grade 6 words. Affixes refer to prefixes and suffixes.
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**4.0c** Determine the meaning and pronunciation of unknown words by consulting **reference materials**.	This is the first time *part of speech* is addressed for reference materials.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		This standard is covered as a part of 6.L.4c.
6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	*See objectives below.*	
a. Interpret figures of speech (e.g., personification) in context.	**5.0a** Interpret **figures of speech**. ✓	This is the first time *personification* is addressed. *Similes* and *metaphors* are addressed in 4th and 5th grade RL.5 and Language 5.a. *The sun kissed the flowers* is an example of personification.
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	**5.0b** Use the **relationship between particular words** to better understand words.	This standard introduces types of analogies. Cause/effect: spin/dizzy; fire/burn Part/whole: wolf/pack; tree/forest Item/category: red/color; spoon/kitchenware
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	**5.0c** Distinguish among the **connotations** of words with similar **denotations**. ✓	This is the first time *denotations* are addressed.
6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**6.1** Use **academic words** and **phrases**. **6.2** Use **domain-specific words** and **phrases**.	This standard should be embedded in vocabulary lessons for general and domain-specific words. Students are now encouraged to build vocabulary when the need arises in reading or speaking.

* See DataWORKS Word Lists (by grade level) at www.dataworks-ed.com/resources

Note: Learning Objectives followed by a check mark (✓) indicate an EDI lesson available for purchase at www.dataworks-ed.com.

Grades 9 & 10 – Reading Informational Text

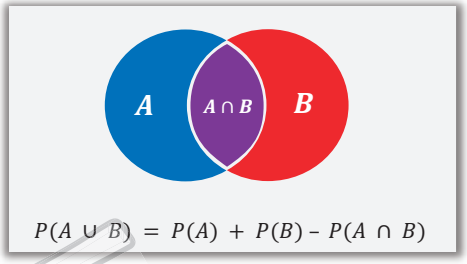
Craft and Structure

Standard	Learning Objective	Teaching Tips
9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	**4.1** Determine the **figurative meanings** of words and phrases. ✓ **4.2** Determine the **connotative meanings** of words and phrases. **4.3** Determine the **technical meanings** of words and phrases. **4.4** Analyze the **impact of specific word choices** on meaning and tone. ✓	*Figurative, connotative,* and *technical meanings* are addressed in 6th – 12th grades RI.4. For example, for U.S. history, students could analyze MLK's *I Have A Dream speech*: Figurative: *manacles of segregation* Connotative: *come to cash this check* Technical: *signed the Emancipation…* Specific word choice: King uses *freedom*, *justice*, *faith*, and *hope* to convey the hope of change in the future.
9-10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**5.0** Analyze how an **author's ideas** or **claims** are **developed** and **refined**.	For example, analyze how *Patrick Henry* develops and refines his claim in his "***Speech to the Second Virginia Convention***" using evidence from each section, subsection, paragraph, and the sentences. *Develop* and *refine* means to make points clear, convincing, and engaging.
9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**6.1** Determine an author's **point of view.** **6.2** Analyze how an author uses **rhetoric** to advance a **point of view**.	Refer to Rhetorical Analysis poster. Refer to CCSS Appendix A (p.42) for definition of *point of view*. *Rhetoric* refers to the art of using language to persuade, influence, or please (Logos, Pathos, Ethos). For example, how does MLK's use of rhetoric advance his point of view in "*Letter from Birmingham Jail.*"

Integration of Knowledge and Ideas

Standard	Learning Objective	Teaching Tips
9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**7.0** Analyze the **accounts** of a **subject** in two different **mediums**.	For example, analyze *Abraham Lincoln's* assassination using a text and a film, or analyze American values in *Roosevelt's Four Freedoms Speech* and *Norman Rockwell's paintings*. Refer to poster for Types of Communication Mediums.
9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**8.0** Delineate and evaluate the **argument** in a text.	To evaluate an argument, students must assess the *reasoning* (*valid*) and *evidence* (*relevant*) provided in the text. An *argument* refers to the overall position of the author. *Claims* support the argument, and *evidence* supports the claims. This is the first time the standard requires the students to *identify false statements* and *fallacious reasoning*.
9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	**9.0** Analyze **seminal U.S. documents** of historical and literary significance.	Consider using a graphic organizer to analyze the literary themes and concepts in various seminal documents. For example, compare the concept of *freedom* in Roosevelt's Four Freedoms speech and King's "Letter from Birmingham Jail.".

Unit 6: Applications of Probability

Standard	Learning Objective	Teaching Tips
S.CP.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model	**7.0** Apply the Addition Rule to compute probabilities.	 Example: A standard deck of 52 cards. P(**face card** or **red card**) = **12/52** + **26/52** – **6/52** = 32/52 *"32 of the 52 are either face cards or red cards."* The probability of drawing a face card **plus** the probability of drawing a red card **minus** the overlap of drawing a red face card.
S.CP.8 (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B | A) = P(B)P(A | B), and interpret the answer in terms of the model.	**8.0** Apply the Multiplication Rule to compute probabilities.	Example: A standard deck of 52 cards. P(face and red)$= \frac{6}{52}$ P(face)P(red | face)$= \frac{12}{52} \cdot \frac{6}{12} = \frac{6}{52}$ P(red)P(face | red)$= \frac{26}{52} \cdot \frac{6}{26} = \frac{6}{52}$
S.CP.9 (+) Use permutations and combinations to compute probabilities of compound events and solve problems.	**9.1** Solve problems involving permutations. ✓ **9.2** Solve problems involving combinations. **9.3** Compute probabilities of compound events using permutations and combinations.	Consider using a diagrams to build the concept of permutations and combinations. Students understand permutations and combinations as counting techniques. As usual, students should work many examples without the formulas prior to their introduction. The example below can also be solved without a formula by using a tree diagram. Example (permutations): Rickey, Lucas, Maria, Rigo, and Ali are finalists competing in a "matheletics" competition. The top three students will receive a prize. (*i*) How many different ways can these students finish 1st, 2nd, and 3rd? (*ii*) What is the probability that Rickey finishes 1st, Lucas finishes 2nd, and Ali finishes 3rd?

Note: Learning Objectives followed by a check mark (✓) indicate an EDI lesson available for purchase at www.dataworks-ed.com.

Academic Vocabulary – ELA Kindergarten
(from the Common Core Standards)

connection (2) – linked, related

- vocabulary from the standards
- frequency of word within the standards
- grade-appropriate definition

A

add – give more

B

blend (2) – say all the sounds together

C

categories - groups
clarify (2) – make something easier to understand
clearly – easy to understand
compare – look for similarities
compose (3) – write, make
confirm – check
connection (2) – linked, related
continue – go on
contrast – look for differences
conversation – two people talking with each other

D

description – words that tell about something
details – information about how something looks or acts
differences – things that are not the same
digital tools – computer programs
discussions – talking with other people
distinguish – tell apart

E

events – what happens in a story
expand – make longer
experiences (2) – what has happened to a character or you
express – say

Content Vocabulary – ELA Kindergarten
(from the Common Core Standards)

author (3) – person who wrote the book

- vocabulary from the standards
- frequency of word within the standards
- grade-appropriate definition

A

additional – more
adjectives – words that describe
affixes – parts of words added to the beginning or end of a word
alphabet – all the letters
author (3) – person who writes a book

C

capitalize – make the first letter uppercase
character (2) – person in a story
complete sentence – a sentence with a subject and a verb.
consonant (2) – a letter that is not a vowel
cover – the outside pages of a book

D

detail – information

E

events (3) – what happens in a story

I

illustration (3) – drawing
illustrator (2) – person who draws pictures for a book
informative – giving information about a topic

K

key details (6) – important information

L

lowercase (2) – smaller letter

Academic Vocabulary – Geometry
(from the Common Core Standards)

D

determine (*Units 1, 2, 6*) – to decide conclusively
derive (*Units 2, 4, 5*) – to create or develop from something else; often through observation of a set procedure
develop (*Unit 1*) – construct so as to improve something existing
disprove (*Units 4, 5*) – to convince or show to be false by logical argument

E

effect (*Unit 1*) – a change as a result of an action
establish (*Unit 2*) – set up on a firm or permanent basis
evaluate (*Unit 6*) – to find the value of
experiment (*Unit 1*) –(*noun*) a course of action taken without being sure of the outcome (*verb*) try new concepts or ways of doing things
extend (*Unit 3*) – to make longer or wider; continue

F

formal (*Unit 1*) – having a conventionally recognized form, structure, or set of rules

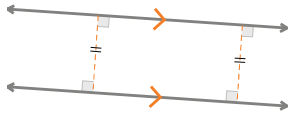
G

general (*Unit 6*) – true for all or most cases
generated (*Unit 3*) – produced by performing specified operations

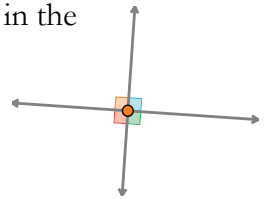
Content Vocabulary – Geometry: Unit 4
(from the Common Core Standards)

P

parallel lines – two lines in a plane which do not intersect; in the *xy*-plane, lines with the same slope



perimeter – the distance around a polygon (see *polygon*)
perpendicular lines – two intersecting lines which create four angles of 90° ($\pi/2$ radians); in the *xy*-plane, lines with opposite reciprocal slopes



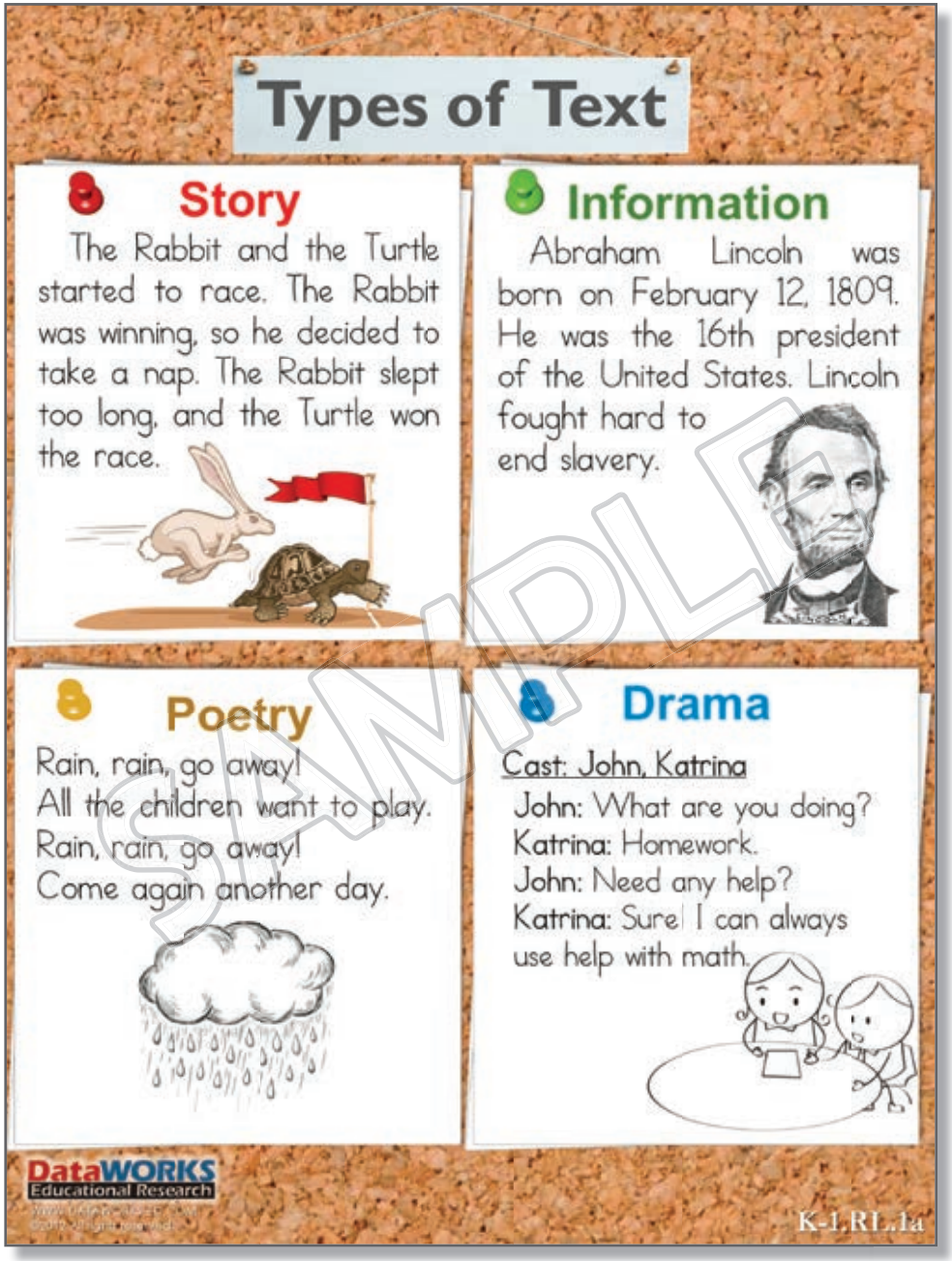
point – an undefined term; a location, sometimes shown with coordinates
polygon – a closed shape formed by line segments

R

rectangle – a four-sided polygon with all four angles of 90° ($\pi/2$ radians) (see *polygon*)

S

slope criteria (for perpendicular and parallel lines) – sufficient conditions needed to declare lines perpendicular or parallel based on the slope of the lines (see *perpendicular lines* and *parallel lines*)



Sample Mini-Poster
(Supplemental Material)

Kindergarten Writing Checklist

Narrative	Conventions
Meets Expectations ☐ Narrates a single event a. Names a place ☐ Put events in order a. Uses only related events ☐ Provides a reaction to what happened ☐ Provides details	**Meets Expectations** ☐ Spells correctly a. Spells simple words phonetically ☐ Uses capitalization a. Beginning of a sentence b. Pronoun "I" ☐ Uses end punctuation ☐ Writes simple sentences ☐ Includes spaces between words
Opinion	**Conventions**
Meets Expectations ☐ States preference or opinion clearly a. Names a topic or book ☐ Links ideas a. Connects sentences about one topic ☐ Supplies details ☐ Provides sense of closure	**Meets Expectations** ☐ Spells correctly a. Spells simple words phonetically ☐ Uses capitalization a. Beginning of a sentence b. Pronoun "I" ☐ Uses end punctuation ☐ Writes simple sentences ☐ Includes spaces between words
Informational/Explanatory	**Conventions**
Meets Expectations ☐ Establishes a topic a. Creates a context for writing ☐ Supplies details ☐ Link ideas ☐ Provides sense of closure	**Meets Expectations** ☐ Spells correctly a. Spells simple words phonetically ☐ Uses capitalization a. Beginning of a sentence b. Pronoun "I" ☐ Uses end punctuation ☐ Writes simple sentences ☐ Includes spaces between words

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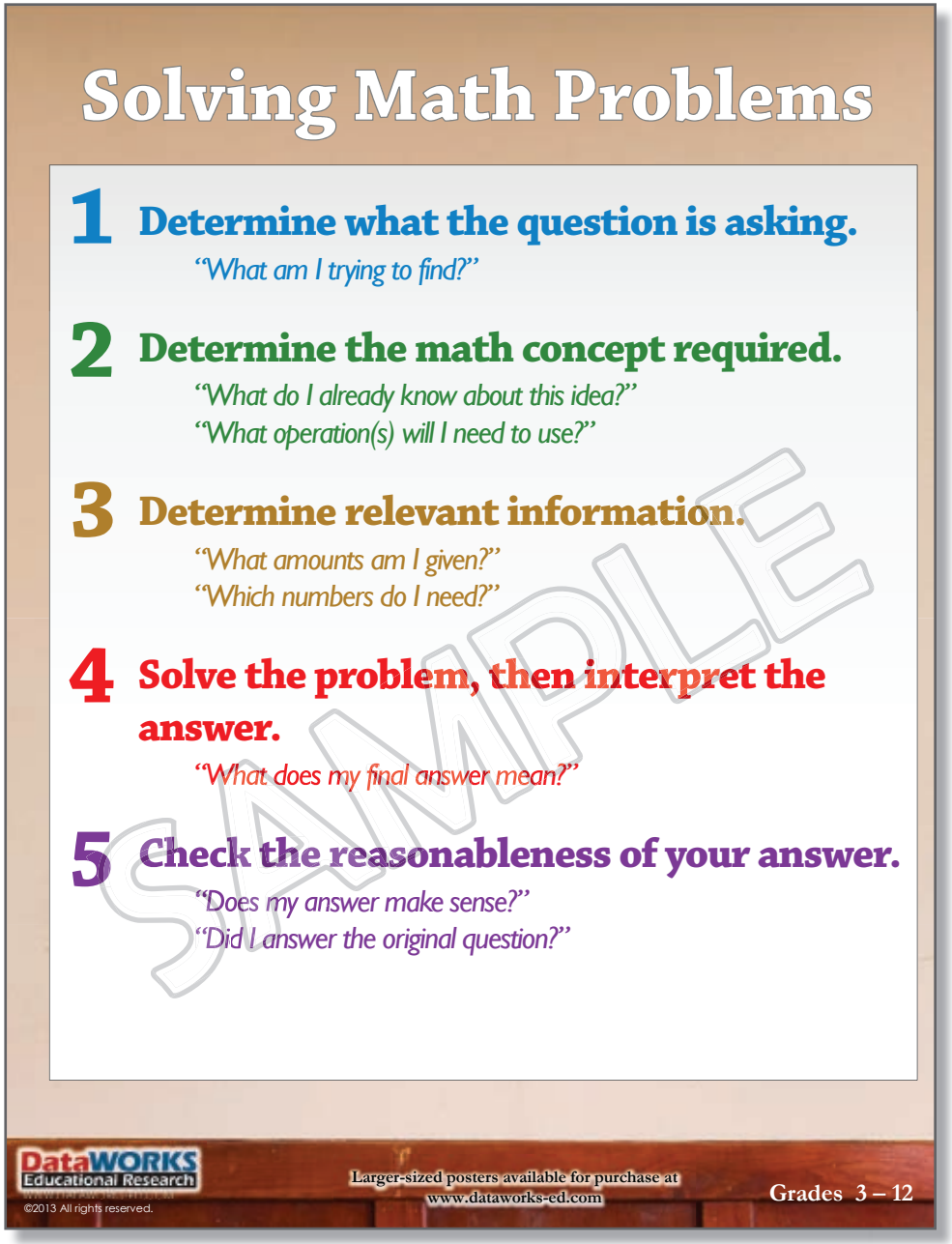
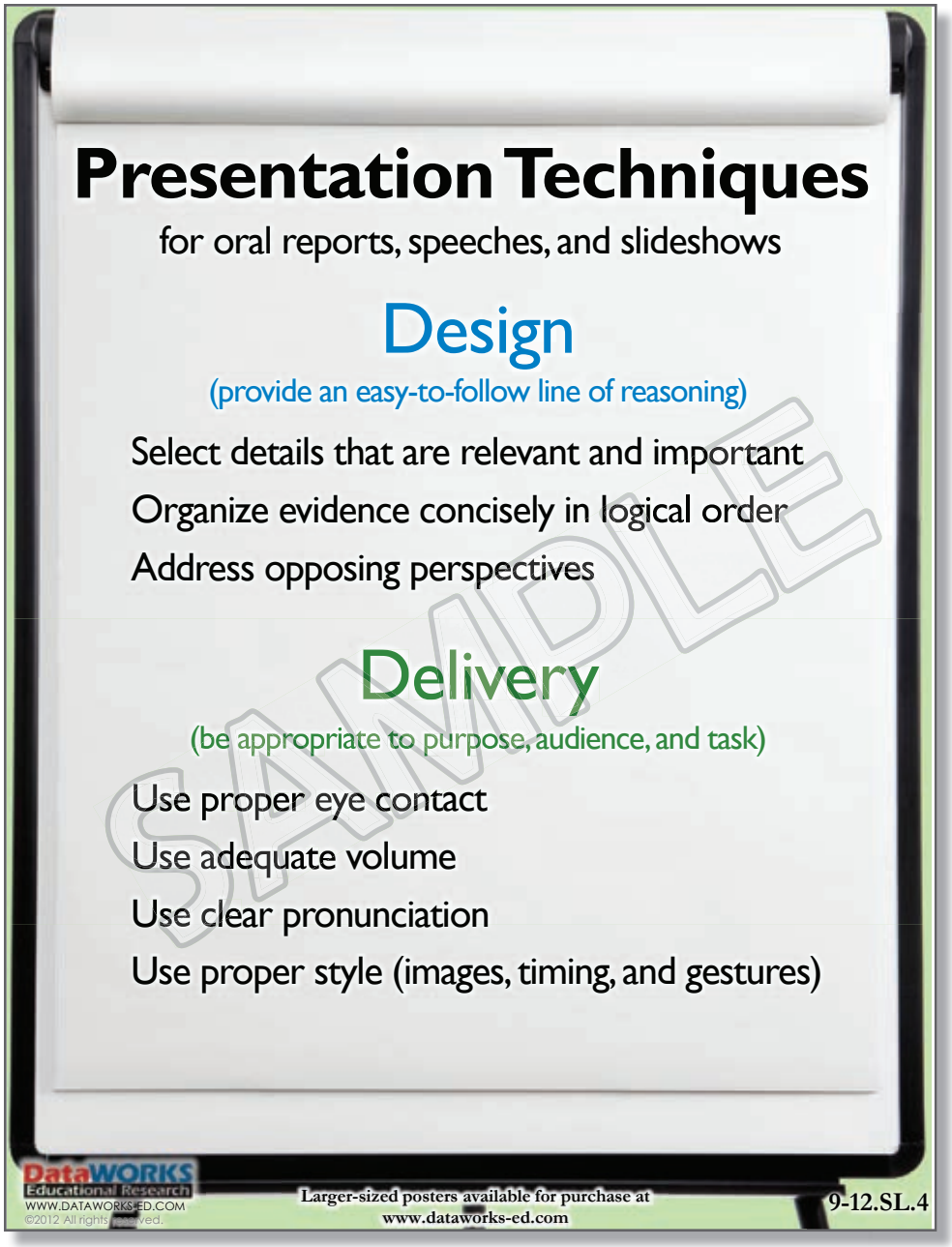
Sample Writing Checklist
(Supplemental Material)



Sample Mini-Poster
(Supplemental Material)



Sample Mini-Poster
(Supplemental Material)

Common Core READY TO TEACH™ Lessons

If you like Common Core Learning Objectives & Essential Tools, check out DATAWORKS Common Core READY TO TEACH™ Lessons.

FREE LESSON DOWNLOADS available along with fee-based personal, school-site, or district-wide licensing.

Visit DataWORKS online Store and click into the Common Core Lesson Catalog (www.dataworks-ed.com).

DataWORKS READY TO TEACH™ Explicit Direct Instruction® (EDI®)* Lessons have always been rigorously aligned to standards and strongly focused on CCSS requirements.

*Explicit Direct Instruction® (EDI®), is a strategic collection of research-based, instructional practices combined to help teachers design and deliver well-crafted lessons that explicitly teach grade-level content and increase language acquisition for all students.

PAGE AT-A-GLANCE:
Common Core Learning Objective & Common Core READY TO TEACH EDI Lesson Page

All interactive, multi-media lessons (K-12) feature:

- Rigorous, grade-level expository text and 2-7 new academic vocabulary words defined
- Emphasis on deep conceptual understanding with optional scaffolding for differentiation
- Opportunities to use evidentiary arguments and/or multiple representations when solving problems

Make sense of problems

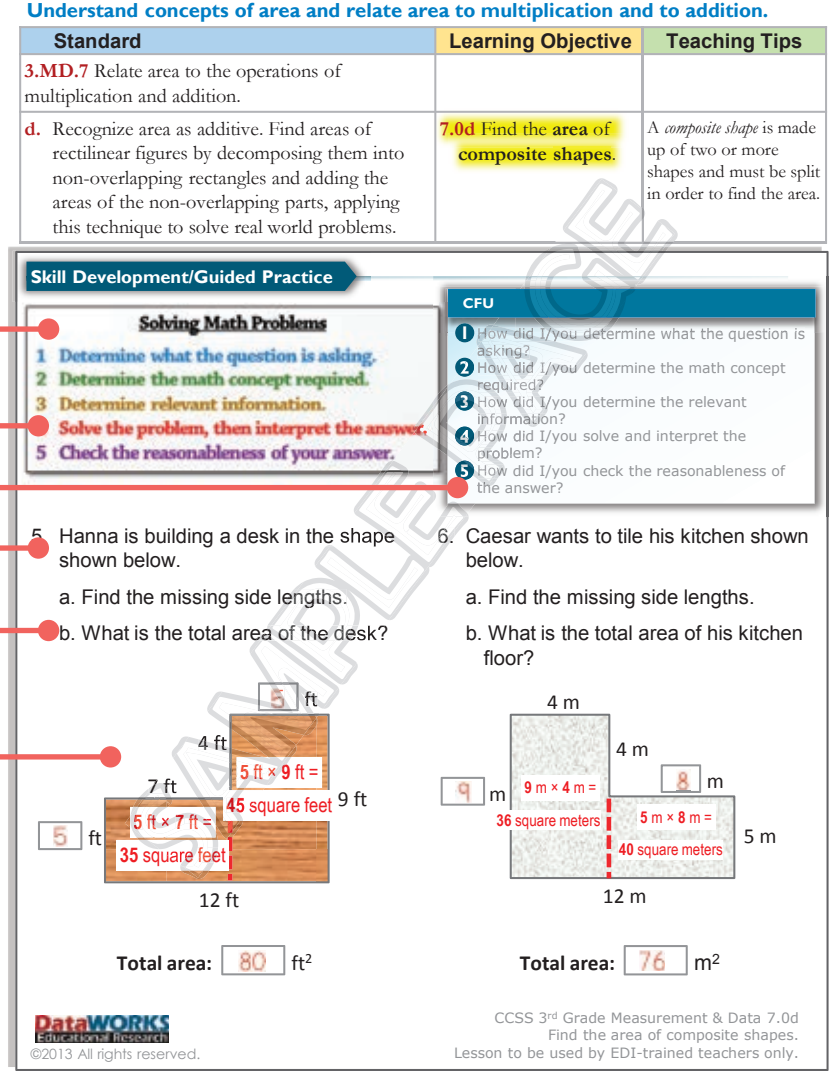
Deep understanding

Attend to precision

Real-world problems

Application of math concept

Dual Intensity: practicing and understanding



Understand concepts of area and relate area to multiplication and to addition.

Standard	Learning Objective	Teaching Tips
3.MD.7 Relate area to the operations of multiplication and addition.		
d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	**7.0d** Find the **area** of **composite shapes.**	A *composite shape* is made up of two or more shapes and must be split in order to find the area.

Free Downloads and Purchase Information

For free downloads or to purchase Common Core Learning Objectives & Essential Tools or Common Core READY TO TEACH® Lessons, visit www.dataworks-ed.com and click into the online store.

About DataWORKS Educational Research

DataWORKS offers a variety of Common Core professional development training along with products and services including Explicit Direct Instruction, English Learner Workshops, lesson demonstrations in live classrooms, interactive coaching, lesson design training, as well as parental involvement, after-school and summer acceleration programs (StepUP Academies). Implementation support is available for educators, administrators and parents.

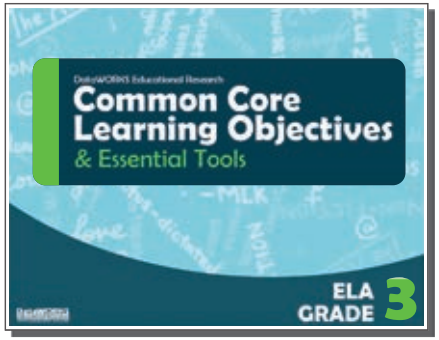
Contact DataWORKS Client Relations Department for more information:

info@dataworks-ed.com (800) 495-1550

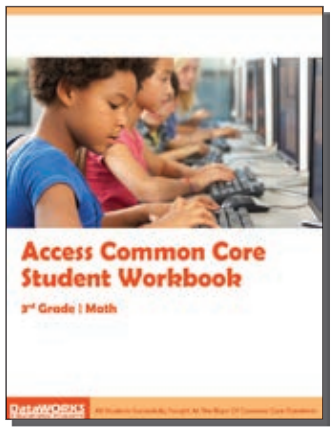
John Hollingsworth and Dr. Silvia Ybarra co-founded DataWORKS with the single purpose of using real data to improve student learning, especially for English Language Learners and other low-performing students. Now, DataWORKS focuses on GIFT–Great Initial First Teaching—so students learn more grade-level skills and content the first time a lesson is taught. Analyzing test scores does not help improve student achievement; delivering great, grade-level lessons ... every lesson, every day ... helps improve student achievement.

John and Silvia are co-authors of three educational bestsellers: *Explicit Direct Instruction for English Learners* (Corwin, 2013), *Explicit Direct Instruction: The Power of the Well-Crafted, Well-Delivered Lesson* (Corwin, 2009) and Multiple Measures: Accurate Ways to Assess Student Achievement (Corwin, 2000) co-authored along with Joan Ardovino.

Other Teacher Resources offered by DataWORKS:



- K – 12 ELA & K - 8 Math
- Algebra, Algebra II, Geometry
- 6-12 Literacy Objectives
- K - HS Science



Math and ELA Guides for grades 3-8 and 11 (14 total guides)

Math and ELA Guides for grades 3-8 and 11 (14 total guides)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