Common Core Parent Information Night for Grades K – 5

Edison Township Public Schools
October 7, 2014
October 14, 2014
Tonight’s Objectives

- Background on the Common Core State Standards
- Introduce parents to the new standards and help them understand the impact on what and how students learn
- Help parents support students at home with Common Core aligned tasks and assignments
Before Common Core State Standards we had standards, but rarely did we have *standards-based instruction*.

- Long lists of broad, vague statements
- Mysterious assessments
- Coverage mentality
- Focused on teacher behaviors – “the inputs”
### Demonstrate an understanding of place value concepts. (4.1.4.A.2)

**Generalize place value understanding for multi-digit whole numbers.**

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

3. Use place value understanding to round multi-digit whole numbers to any place.
Some Facts about the CCSS

- The Common Core is state-driven; it’s not a federal program.
- Educators from 48 states worked together to create a uniform set of expectations for all students.
- The standards were developed by a partnership with the states, teachers, school administrators, education experts, parents, and business leaders from around the country.
Three-Minute Video Explaining the Common Core State Standards

http://vimeo.com/51933492
The CCSS emphasizes getting students ready for success in college and the workforce.

...but what does that mean?
College Readiness

- **College readiness** means that graduates have the skills they need to do well in college.

- “**College**” doesn’t just mean a four-year degree. It can mean any program that leads to a degree or certificate.

- Being “**ready**” means that students graduate from high schools with key skills in English and mathematics.
Career Readiness

- **Career readiness** means that high school graduates are qualified for and able to do well in long-term careers.

- "**Career**" doesn’t just mean a job. It means a profession that lets graduates succeed at a job they enjoy and earn a competitive wage.
Why does this matter? Because it’s what our students need

For every 100 ninth graders...

65 graduate from high school
37 enter college
24 are still enrolled in sophomore year
12 graduate with a degree in six years
... and only 6 get a good job after graduation
What are the Common Core Standards?

• A single set of **clear standards** for English language arts and mathematics

• A **tool** to help students and parents set clear and realistic goals for success

• A **first step** in providing young people with the high-quality education that will prepare them for success in college and careers
What’s different in the new standards?

English Language Arts/Literacy:

- Focus on **non-fiction**, careful reading
- Discuss reading and write using **evidence**
- Increase **academic vocabulary**

Mathematics

- Learn more about **fewer concepts**
- Focus on **skill building, speed and accuracy**
- Use of **real world examples** to better understand concepts
Introduction to the English Language Arts (ELA) Shifts of the Common Core State Standards
Structure of the ELA Standards

• Four Strands: Reading, Writing, Speaking and Listening, Language

• There are Reading and Writing Strands for History/Social Studies, Science and Technical Subjects

• Text complexity standards are listed by grade “bands”: K–1, 2–3, 4–5, 6–8, 9–10, 11–12, CCR – College and Career Ready)
Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

- Reading Literature
- Reading Informational Text
- Vocabulary Interpretation and Use

Students write effectively when using and/or analyzing sources.

- Written Expression

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

- Conventions and Knowledge of Language
A Closer Look: ELA/Literacy Shifts

• Read as much non-fiction as fiction
• Learn about the world by reading
• Read more challenging material closely
• Discuss reading using evidence
• Write non-fiction using evidence
• Increase academic vocabulary
The CCSS Requires Three Shifts in ELA/Literacy

1. Building knowledge through content-rich nonfiction

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational

3. Regular practice with complex text and its academic language
ELA Shift #1: Content–Rich Nonfiction

Balance of literary to informational texts

- 50/50 in K–5
- 45/55 in grades 6–8
- 30/70 in grades 9–12

Beginning in grades 2, students read more complex texts, combining foundational skills with reading comprehension.

Reading aloud texts that are well–above grade level are used K–5 and beyond to build vocabulary and background knowledge.
ELA Shift #1: Read as much non-fiction as fiction

Students MUST
• Read more non-fiction
• Understand how non-fiction is written and put together
• Enjoy and discuss the details of non-fiction

Parents SHOULD
• Supply non-fiction texts to read
• Read non-fiction books aloud or with your child
• Have fun with non-fiction in front of your children
ELA Shift #1: Learn about the world by reading

**Students MUST**
- Learn more about Science and Social Studies through reading
- Use “primary source” documents
- Get smarter through the use of texts

**Parents SHOULD**
- Supply texts on topics that interest your child
- Find books that explain how things work and why
- Discuss non-fiction texts and their ideas
Most college and workplace writing requires evidence.

Ability to cite evidence differentiates strong from weak student performance.

Evidence is a major emphasis of the ELA Standards:

- Reading Standard 1
- Writing Standard 9
- Speaking and Listening Standards 2, 3, and 4
ELA Shift #2: Discuss reading using evidence

**Students MUST**
- Find evidence to support their arguments
- Form judgments and opinions
- Become scholars
- Discuss what the author is thinking
- Make predictions

**Parents SHOULD**
- Talk about texts
- Demand evidence in everyday discussions, debates and disagreements
- Read aloud or read the same book as your child and discuss with evidence
ELA Shift #2: Write from sources

**Students MUST**

- Make arguments in writing using evidence
- Compare multiple texts in writing
- Learn to write well

**Parents SHOULD**

- Encourage writing at home
- Write “books” together using evidence and details
- Review samples of student writing
There is a 4 year gap in the complexity of what students read by the end of high school and college.

What students can read, in terms of complexity is the greatest predictor of success in college (ACT study).

<50% of graduates can read sufficiently complex texts.

Standards focus on building academic vocabulary to improve comprehension.

Standards include a staircase of text complexity from elementary through high school.
ELA Shift #3: Read more complex material carefully

**Students MUST**
- Re-read
- Read books at their comfort level and more challenging texts
- Not just read, comprehend
- Handle frustration and keep pushing to improve

**Parents SHOULD**
- Provide more challenging texts their children want to read, in addition to books they can read easily
- Know what is grade level appropriate
- Read challenging books with your child
- Show that challenging books are worth reading
ELA Shift #3: Build an academic vocabulary

**Students MUST**
- Learn the words they will need to use in college and career
- Get smarter at using the “language of power”

**Parents SHOULD**
- Read often and constantly with young children
- Read multiple books about the same topic
- Let your children see you reading
- Talk to your children, read to them, listen to them, sing with them, make up silly rhymes and word games
Shifts Mean a Change in Practice!

FROM...

- Content knowledge *primarily from teacher-led lecture*

TO...

- Content knowledge comes from a *balance of reading, writing, lecture* and hands-on experience
Introduction to the Math Shifts of the Common Core State Standards
Structure of the Standards

• **Domains** are large groups of related standards. Domains change from grade to grade to reflect the changing focus of each grade. Standards from different domains may sometimes be closely related.

• **Clusters** are groups of related standards. Each domain has 1 – 4 clusters. Standards from different clusters may sometimes be closely related.

• **Standards** define what students should understand and be able to do.
Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

- Solve problems involving the major content for their grade level with connections to practices
- Solve problems involving the additional and supporting content for their grade level with connections to practices
- Express mathematical reasoning by constructing mathematical arguments and critiques
- Use the modeling practice to solve real world problems
- Demonstrate fluency in areas set forth in the Standards for Content in grades 3–6
Traditional US Approach

Number and Operations

Measurement and Geometry

Algebra and Functions

Statistics and Probability
# Priorities in Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–2</td>
<td>Addition and subtraction, measurement using whole number quantities</td>
</tr>
<tr>
<td>3–5</td>
<td>Multiplication and division of whole numbers and fractions</td>
</tr>
<tr>
<td>6</td>
<td>Ratios and proportional reasoning; early expressions and equations</td>
</tr>
<tr>
<td>7</td>
<td>Ratios and proportional reasoning; arithmetic of rational numbers</td>
</tr>
<tr>
<td>8</td>
<td>Linear algebra/linear functions</td>
</tr>
</tbody>
</table>
A Closer Look: Mathematics Shifts

- Focus: learn more about less
- Build skills across grades
- Develop speed and accuracy
- Really know it, Really do it
- Use it in the real world
- Think fast AND solve problems
The CCSS Requires Three Shifts in Mathematics

- **Focus** strongly where the standards focus

- **Coherence**: Think across grades and link to major topics

- **Rigor**: In major topics, pursue conceptual understanding, procedural skill and fluency and application
Shift #1: Focus (within Number and Operations)

- Operations and Algebraic Thinking
- Number and Operations—Base Ten
- Number and Operations—Fractions
- Expressions and Equations
- The Number System
- Algebra

K 1 2 3 4 5 6 7 8 High School
Math Shift #1: Focus: Learn more about less

**Students MUST**
- Keep building on learning year after year

**Parents SHOULD**
- Be aware of what your child struggled with last year and how that will affect ongoing learning
- Advocate for your child and ensure that support is given for “gap” skills: negative numbers, fractions, etc.
Shift #2: Coherence

- Carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years.

- Each standard is not a new event, but an extension of previous learning.

“The Standards are not so much built from topics as they are woven out of progressions.”

Structure is the Standards, Publishers’ Criteria for Mathematics,
Coherence Within A Grade

Make a line plot to display a data set of measurements in fractions of a unit (½, ¼, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

4.MD.4
Math Shift #2: Learn skills across grades

**Students MUST**
- Spend more time on fewer concepts
- Go more in-depth on each one

**Parents SHOULD**
- Know what the priority work is for your child at their grade level
- Spend time with your child on that work
- Ask your child’s teacher about his or her progress on the priority work
Shift #3: Rigor

- The CCSS require a balance of:
  - Solid conceptual understanding
  - Procedural skill and fluency
  - Application of skills in problem solving situations

- Pursuit of all three requires equal intensity in time, activities, and resources.
Solid Conceptual Understanding

- Teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives.
- Students are able to see math as more than a set of mnemonics or discrete procedures.
- Conceptual understanding supports the other aspects of rigor (fluency and application).
Hundred, Tens and Ones

a. 234 = _____ hundreds, _____ tens, _____ ones
b. 809 = _____ hundreds, _____ tens, _____ ones
c. 571 = _____ hundreds, _____ tens, _____ ones
d. 160 = _____ hundreds, _____ tens, _____ ones
e. 67 = _____ hundreds, _____ tens, _____ ones
f. _______ = 3 hundreds, 4 tens, 8 ones
g. _______ = 6 hundreds, 0 tens, 2 ones
h. _______ = 0 hundreds, 0 tens, 5 ones
i. _______ = 0 hundreds, 7 tens, 0 ones
j. _______ = 9 hundreds, 9 tens, 9 ones

Shallow testing of place values concepts means that shallow teaching of them is rewarded.
6) \[106 = \underline{1} \text{ hundred} + \underline{_____} \text{ tens} + \underline{_____} \text{ ones}\]

7) \[106 = \underline{_____} \text{ tens} + \underline{_____} \text{ ones}\]

8) \[106 = \underline{_____} \text{ ones}\]

9) \[90 + 300 + 4 = \underline{_____}\]

Are these comparisons true or false?

10) \[2 \text{ hundreds} + 3 \text{ ones} > 5 \text{ tens} + 9 \text{ ones}\]

11) \[8 \text{ tens} + 3 \text{ hundreds} + 4 \text{ ones} < 824\]
Application

- Students can use appropriate concepts and procedures for application even when not prompted to do so.
- Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations, recognizing this means different things in K–5, 6–8, and HS.
- Teachers in content areas outside of math, particularly science, ensure that students are using grade–level–appropriate math to make meaning of and access science content.
Math Shift #3: Really know it, really do it

**Students MUST**
- Make the math work, and understand why it does
- Talk about why the math works
- Prove that they know why and how the math works

**Parents SHOULD**
- Notice whether your child really knows why the answer is what it is
- Advocate for the time your child needs to learn key math skills
- Provide time for your child to work at math skills at home
- Get smarter in the math your child needs to know
Math Shift #3: Use it in the real world

**Students MUST**
- Apply math in real world situations
- Know which math skills to use for which situation

**Parents SHOULD**
- Ask your child to do that math that comes up in your daily life
Fluency

- The standards require speed and accuracy in calculation.
- Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that they are more able to understand and manipulate more complex concepts.
# Required Fluencies in K – 6

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Required Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>K.OA.5</td>
<td>Add/subtract within 5</td>
</tr>
<tr>
<td>1</td>
<td>1.OA.6</td>
<td>Add/subtract within 10</td>
</tr>
<tr>
<td>2</td>
<td>2.OA.2</td>
<td>Add/subtract within 20 (know single-digit sums from memory)</td>
</tr>
<tr>
<td></td>
<td>2.NBT.5</td>
<td>Add/subtract within 100</td>
</tr>
<tr>
<td>3</td>
<td>3.OA.7</td>
<td>Multiply/divide within 100 (know single-digit products from memory)</td>
</tr>
<tr>
<td></td>
<td>3.NBT.2</td>
<td>Add/subtract within 1000</td>
</tr>
<tr>
<td>4</td>
<td>4.NBT.4</td>
<td>Add/subtract within 1,000,000</td>
</tr>
<tr>
<td>5</td>
<td>5.NBT.5</td>
<td>Multi-digit multiplication</td>
</tr>
<tr>
<td>6</td>
<td>6.NS.2,3</td>
<td>Multi-digit division</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multi-digit decimal operations</td>
</tr>
</tbody>
</table>
Math Shift #3: Develop speed and accuracy

**Students MUST**
- Spend time practicing by doing lots of problems on the same idea

**Parents SHOULD**
- Push children to know, understand and memorize basic math facts
- Know all of the fluencies your child should have; prioritize learning of the ones they still find difficult
Math Shift #3: Think fast and solve problems

**Students MUST**
- Be able to use core math facts quickly
- Be able to apply math in the real world

**Parents SHOULD**
- Notice your child’s strengths and weaknesses in math
- Make sure your child practices the math facts that prove most difficult
- Make sure your child thinks about math in real life
Standards for Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. **Attend to precision.**
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
“We will no longer teach students to memorize by rote, to understand superficial facts and figures without more nuanced understanding, applicable to real-world problems. Rather, we will teach them to analyze, to generate and test hypotheses. We will ask them to think like mathematicians rather than just do math.” (Robert Marzano)
Common Core and Your Child

Reinforce the Common Core State Standards at Home!
Real-world examples that make what they’re learning in English and math make more sense

Books that are both fiction and non-fiction

Writing assignments that require students to use evidence instead of opinion

Math homework that asks students to use different methods to solve the same problem

Math homework that asks students to write out *how* they got their answer
Some questions to ask your child

Did you talk about anything you read in class today? Did you use evidence when you talked about what you read?

Did you learn any new words in class today? What do they mean? How do you spell them?

How did you use evidence in school today? Where did you get it?

How often did you use math today? How did you use it?
How will the Common Core affect instruction?

- The CCSS are guidelines and expectations for what students should be able to do by the time they graduate.
- *Districts, schools, and teachers decide how to teach the standards.*
- Some topics may be taught in different grades than in the past (either higher or lower grades).
How will the Common Core affect instructional materials?

- Instructional materials and resources are being aligned to the new standards if they don’t align already.
- The CCSS do not dictate what teachers should use in their lessons.
- In ELA, the new standards call for teachers to use “high quality” literature and informational text.
- However, the teacher chooses the material.
What about children with special needs?

- The CCSS were written with all students in mind.
- The standards are flexible enough to allow for differentiated approaches for all learners.
- Students with Individualized Education Program (IEP) will receive the same accommodations and learning supports.
- Students with learning or cognitive disabilities will still be taught the same standards, in a manner appropriate for their unique needs.
- Finally, gifted and talented students will continue to be offered extra challenges and opportunities for enrichment and/or acceleration.
How do I know if my child is meeting the standards?

- Your child’s teacher and school will communicate with you about your child’s performance.
- You will still have report cards and conferences to keep you informed.
New assessments are currently under development.

In New Jersey, the Partnership for Assessment of Readiness for College and Careers (PARCC) is developing common national assessments for the common core.

The new assessments are planned for the 2014–2015 school year.
What works best?

"Well, yes, we could read your blog... or you could just tell us about your school day."
Parent support can help students succeed

- By staying involved, informed and engaged, parents can help students be successful
- There are many ways to help:
  - Read with your children
  - Review and discuss their homework
  - Communicate with their teachers
  - Attend public meetings to learn more
  - Learn about the standards and how they affect your child’s education and school
  - Look through your child’s backpack each afternoon
CCSS vs PARCC

- Partnership for the Assessment of Readiness for College and Career
- On-Line Assessments aligned to Common Core designed to measure student achievement
- States voluntarily administer PARCC
- 46 Common Core States, 12 are PARCC including NJ (had been 19 states)
PARCC replaces NJASK and HSPA beginning Spring, 2015

Public Schools in NJ have NO CHOICE in administering PARCC just as there was no choice in administering NJASK and HSPA

Tests are very different than prior tests in terms of time and administration

- Performance Based Component
- End of Year Component
PARCC – Performance Based Assessments

- Testing Window – March 2 – 27th
  - ELA/Literacy: Read texts and write several pieces to demonstrate that can read and understand complex texts independently, write effectively when using and analyzing sources and build/communicate knowledge by integrating, comparing and synthesizing ideas
  - Math: Solve problems based on knowledge and skills for their grade, express mathematical reasoning and construct a mathematical argument, apply concepts to solve model real world problems
PARCC – End of Year Assessments

- April 27 – May 22 (Grades 3 – 8) and April 20 – May 15 (Grades 9 – 11)
  - Students will demonstrate their acquired skills and knowledge by answering computer-based, machine scorable questions
  - Scores of PBA and EOY are combined into a single score
## PARCC Grades 3 – 5

<table>
<thead>
<tr>
<th>Grade 3, ELA</th>
<th>PBA Unit 1</th>
<th>PBA Unit 2</th>
<th>PBA Unit 3</th>
<th>EOY Unit 1</th>
<th>EOY Unit 2</th>
<th>Ttl Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Time</td>
<td>75</td>
<td>75</td>
<td>60</td>
<td>75</td>
<td>–</td>
<td>4 hrs, 45 m</td>
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<td>Est. Time on Task</td>
<td>50</td>
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<td>40</td>
<td>50</td>
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<td>3 hrs, 10 m</td>
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<tr>
<td>Grade 3 Math</td>
<td>PBA Unit 1</td>
<td>PBA Unit 2</td>
<td>PBA Unit 3</td>
<td>EOY Unit 1</td>
<td>EOY Unit 2</td>
<td>Ttl Time</td>
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<tr>
<td>Unit Time</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>5 hrs</td>
</tr>
<tr>
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<td>50</td>
<td>50</td>
<td>50</td>
<td>3 hrs, 20 m</td>
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<tr>
<td>Grades 4–5, ELA</td>
<td>PBA Unit 1</td>
<td>PBA Unit 2</td>
<td>PBA Unit 3</td>
<td>EOY Unit 1</td>
<td>EOY Unit 2</td>
<td>Ttl Time</td>
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<tr>
<td>Unit Time</td>
<td>75</td>
<td>90</td>
<td>60</td>
<td>75</td>
<td>–</td>
<td>5 hrs</td>
</tr>
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<td>Est. Time on Task</td>
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<td>60</td>
<td>40</td>
<td>50</td>
<td>–</td>
<td>3 hrs, 20 m</td>
</tr>
<tr>
<td>Grades 4–5, Math</td>
<td>PBA Unit 1</td>
<td>PBA Unit 2</td>
<td>PBA Unit 3</td>
<td>EOY Unit 1</td>
<td>EOY Unit 2</td>
<td>Ttl Time</td>
</tr>
<tr>
<td>Unit Time</td>
<td>80</td>
<td>70</td>
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<td>5 hrs</td>
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<td>Est. Time on Task</td>
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<td>50</td>
<td>50</td>
<td>50</td>
<td>3 hrs, 25 m</td>
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## PARCC Grades 6 – 8

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<tr>
<th></th>
<th>PBA Unit 1</th>
<th>PBA Unit 2</th>
<th>PBA Unit 3</th>
<th>EOY Unit 1</th>
<th>EOY Unit 2</th>
<th>Ttl Time</th>
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<tbody>
<tr>
<td><strong>Grades 6, 7, 8 ELA</strong></td>
<td>Unit Time</td>
<td>75</td>
<td>90</td>
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<td>5 hrs, 45 m</td>
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<tr>
<td><strong>Math 6, 7, 8</strong></td>
<td>Unit Time</td>
<td>80</td>
<td>70</td>
<td>–</td>
<td>80</td>
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<td>Est. Time on Task</td>
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<td>3 hrs, 35 m</td>
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<td><strong>Alg 1 and GeoH</strong>*</td>
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<td>80</td>
<td>75</td>
<td>5 hrs, 20 m</td>
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<td>Est. Time on Task</td>
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<td>50</td>
<td>60</td>
<td>50</td>
<td>3 hrs, 40 m</td>
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Students in Algebra 1 and Geometry H take these rather than the Grade Level PARCC
# PARCC Grades 9 – 11

<table>
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<tr>
<th>Grades 9 – 11 ELA</th>
<th>PBA Unit 1</th>
<th>PBA Unit 2</th>
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<th>EOY Unit 1</th>
<th>EOY Unit 2</th>
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<td>Unit Time</td>
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<td>5 hrs, 45 m</td>
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<td>40</td>
<td>40</td>
<td>40</td>
<td>3 hrs, 50 m</td>
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<table>
<thead>
<tr>
<th>Grades 9 – 11 ELA</th>
<th>PBA Unit 1</th>
<th>PBA Unit 2</th>
<th>PBA Unit 3</th>
<th>EOY Unit 1</th>
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<tr>
<td>Unit Time</td>
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<td>75</td>
<td>–</td>
<td>80</td>
<td>75</td>
<td>5 hrs, 20 m</td>
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<td>Est. Time on Task</td>
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<td>–</td>
<td>60</td>
<td>50</td>
<td>3 hrs, 40 m</td>
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<table>
<thead>
<tr>
<th>Grades 9 – 11 ELA</th>
<th>PBA Unit 1</th>
<th>PBA Unit 2</th>
<th>PBA Unit 3</th>
<th>EOY Unit 1</th>
<th>EOY Unit 2</th>
<th>Ttl Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Time</td>
<td>90</td>
<td>75</td>
<td>–</td>
<td>90</td>
<td>75</td>
<td>5 hrs, 30 m</td>
</tr>
<tr>
<td>Est. Time on Task</td>
<td>60</td>
<td>50</td>
<td>–</td>
<td>60</td>
<td>50</td>
<td>3 hrs, 40 m</td>
</tr>
</tbody>
</table>
Resources

- http://www.corestandards.org/
- http://www.state.nj.us/education/sca/resources/parents.htm
- www.achievethecore.org
- www.pta.org/4446.htm
- http://www.commoncoreworks.org/domain/114
- http://www.commoncoreworks.org/domain/149
- http://parcconline.org
Resources