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PEOPLES

Common Core

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Peoples Common Core

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INTRODUCTION

In January 2002, President George Bush signed into law the No Child Left Behind Act of 2001.

Under this law, educational programs and materials paid for by federal funding must be based on sound, widely accepted educational research that supports the materials' design, thus increasing the likelihood that the materials will help students achieve the desired learning outcomes. This law, commonly known as NCLB, requires educators to be aware of the body of research that supports the design of any materials they are considering for use with their students.

Furthering efforts to stimulate an economic recovery, the American Recovery and Reinvestment Act of 2009 (ARRA), signed into law by President Obama, funded Race to the Top, a competitive state education grant. Grant funds were designed to encourage and reward states that are creating education innovation and reform achieving significant improvement in student outcomes, including making substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and careers. As part of the grant criteria, considerable weight was given to states that adopted and participated in a con-

sortium to develop a set of common standards and assessment. These standards are known as the Common Core State Standards.

Since its inception in 1990, Peoples Education has created student-learning products based on continual review of the scientific research literature. The foundation of Peoples Education's Common Core program is a set of principles derived from the soundest, current theory and research on reading and language arts, mathematics, writing, science, social studies, assessment, and literacy. These principles are based specifically on the student-learning standards of the Common Core State Standards. Additionally, content experts creating this series built upon the methodology and best practices from the best-selling *Measuring Up* state-specific resources that have served over 13 million students in the last 10 years.

This document serves both to provide information about Peoples Common Core and to explain the research on learning theory on which the series is based. Consequently, this document is organized to be useful to educators who are considering the soundness and the practical uses of the materials in classrooms.

First, each principle that supports the design of the materials is articulated. Second, the best known and most

respected educational research substantiating the principle is given. Third, a discussion of the way the Peoples Common Core materials specifically embody both the principle and its research-based foundation helps prospective educators see how the materials can be used to help teachers collect information about their students' strengths and weaknesses and help students explore their own understanding of standards-based information.

THE CHALLENGE

Today's educators, schools, and districts face a daunting challenge: how to raise student achievement while incorporating the increasingly rigorous new Common Core State Standards. It is well documented that implementing change is a daunting task that brings about uncertainty. (Fullen, 2006) This dilemma is particularly critical because current legislation requires that:

- Each state educational agency implement a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of children and discerning whether they meet the challenging academic standards of the Common Core State Standards

The Peoples Common Core series was created to help educators understand, navigate and teach the new standards, replacing uncertainty

with confidence. The series provides grade-appropriate lessons that encompass the new requirements for instruction of the rigorous, high-level skills incorporated in the standards. These lessons, based on sound, research-based pedagogy, provide an easy-to-use resource to teach for and assess student mastery.

PRINCIPLE 1: Peoples Common Core Incorporates Sound Research- Based Pedagogy

The Peoples Common Core series has been designed to support and enhance best practices for effective teaching of the Common Core State Standards. There are some research-based unifying pedagogical principles, summarized in the following pages, that are common across Common Core State Standards and that form the foundation of the Peoples Common Core design.

Each lesson follows a consistent format and embodies the principles of the whole-part-whole pedagogical framework. The framework provides learners with the ability to understand the content at a variety of levels and allows for higher-order cognitive development. (Swanson, 1993) The whole-part-whole model provides a comprehensive conceptual framework for instruction throughout the series that is derived directly from the standards.

Pedagogical Framework	Process and Purpose	Peoples Common Core
Whole	The first “whole” provides a foundational understanding and purpose for learning.	<ul style="list-style-type: none"> • Real World Connections that review and explain the skills with examples and problems from real life. • Toolbox lists supplies needed for the lesson and Key Words lists the academic vocabulary for easy reference.
Part	Then specific skills, or “parts” are examined in depth for mastery.	<p>Take It Apart provides step-by-step problem-solving instruction and review to build mastery.</p>
Whole	Finally, the “parts” are brought together within the context of the “whole” for deep understanding and application.	<ul style="list-style-type: none"> • Put It Together asks students to apply the skill with different types of questions and activities. • Make It Work assesses student learning of the lesson skill with a variety of formats, including multiple choice, short answer, and extended response. • Kick It Up end-of-chapter project-based activities encourage students to extend and apply learning.

The systematic instruction provided in the student worktexts, combined with the teaching lessons in the Teacher Edition, is designed to help students master the challenges of the rigorous Common Core State Standards. Each component of the lesson is purposeful and explicit, providing effective strategy instruction that is clearly explained, used, and applied. (Duffy, 2002)

Clearly written, teacher-friendly lessons serve as a model of effective, instruction building teachers’ confidence that they are meeting the rigorous requirements while navigating the changing educational environment.

Peoples Common Core State Standards Supplemental Workbook: English Language Arts, Grade 7

Lesson 14 Connecting Versions of Literature

7.RL.2: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.

7.SL.2: Analyze the main ideas and supporting details presented in diverse media and formats.

7.RL.10: Read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently.

CCR.8.7: Integrate and evaluate content presented in diverse media and formats.

Real World Connections

People retell old stories all the time. A favorite, familiar example is *The Wizard of Oz*. This classic children’s novel from the year 1900 was made into an award-winning musical film in 1939.

Key Words
compare
contrast

Why do storytellers tell new versions of old stories? What can you learn from analyzing how the two versions are alike and different? This process reveals many things about both versions. It tells you something about the time and place in which each version was produced. It tells you what kind of audience the writers wanted to please. It tells you about the different rules each artistic medium has—written prose, fiction or nonfiction, stage plays, and movies.

People use this skill in many different jobs. Historians and journalists weigh different accounts of events as they try to figure out what really happened. Jurors compare and contrast the stories of different witnesses. A critic might review a movie or play by comparing and contrasting it with the novel or story on which it is based.

When you **compare** two different versions of the same story, you focus on what they have in common. The movie version of *The Wizard of Oz* features the same main characters as the novel. Both versions tell the story of Dorothy’s journey through Oz and the adventures she and her friends have there. Both versions share the same theme: there’s no place like home.

To **contrast**, think about how two versions of a story differ from each other. For example, the characters in the movie *The Wizard of Oz* sing and dance, while the characters in the novel only speak.

Take It Apart

Think about ways in which seeing a film is different from reading the story on which the film is based. Ask yourself “Why did the filmmakers make these changes?” and “What effect do the filmmakers’ decisions have on me?”

Example: In the novel, Dorothy takes “silver shoes with pointed toes” from the dead Witch of the East. In the film, Dorothy’s shoes are called “ruby slippers” and are covered in bright red sequins.

Think: What is the effect of making Dorothy’s shoes sparkling red? Red is a bright, strong color and grabs the viewer’s attention. That must be why the filmmakers decided on ruby slippers instead of silver ones: they attract the eye more. Try these examples yourself.

Peoples Education Copying is illegal. Chapter 2 • Reading Literature 67

PRINCIPLE 2: Peoples Common Core Provides Comprehensive Coverage of Common Core State Standards

The Common Core State Standards (CCSS) are a clear set of K–12 grade-specific expectations for English language arts and mathematics. Developed by a consortium of states and coordinated by the National Governors Association and the Council of Chief State School Officers, these standards define what it means for students to be college and career-ready in the 21st century. These standards are fewer, clearer, higher, evidence-based, and internationally benchmarked.

The standards contain a hierarchy of standards. Anchor standards, those that identify college- and career-ready 21st-century skills, form the backbone; grade-specific K–12 standards translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

Each anchor and grade-specific standard is easily identified within the Peoples Common Core series. CCSS and College and Career Readiness (CCR) Anchor Strands included at each grade level are described at the beginning of each student worktext and Teacher Edition. Additionally, each lesson in both resources clearly identifies the standards of study.

Peoples Common Core State Standards Supplemental Worktext: Mathematics, Gr 7

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Pretest (Teacher Edition)
Your teacher may choose to assign the pretest to diagnose your CCSS proficiency and direct you to help in this worktext.

Chapter 1 Ratio & Proportional Relationships

Common Core Standards	Lesson	
7.RP.1	1	Finding Unit Rates 2
7.RP.2	2	Determining Proportional Relationships 6
7.RP.2	3	Finding the Unit Rate in Tables, Graphs, and Equations 10
7.RP.2	4	Writing Equations to Show Proportional Relationships 14
7.RP.2	5	Using Graphs to Understand Proportions 18
7.RP.3	6	Using Proportions to Solve Simple Interest and Tax Problems 22
7.RP.3	7	Using Proportions to Solve Problems: Markup/Markdown, Tips, and Commission 26
7.RP.3	8	Using Proportions to Solve Problems: Percent Increase/Decrease and Percent Error 40
		Kick It Up 44

Chapter 2 The Number System

Common Core Standards	Lesson	
7.NS.1.a, 7.NS.1.b	9	Understanding Positive and Negative Numbers 46
7.NS.1.c, 7.NS.1.d	10	Adding and Subtracting Rational Numbers 50
7.NS.2.a	11	Understanding the Distributive Property 54
	12	Dividing Integers 58

PRINCIPLE 3: Peoples Common Core Provides Rigorous Content and Application of Knowledge through High-order Skills

The Common Core State Standards include rigorous content and application of knowledge through high-order skills. A study conducted by University of Pennsylvania Education School Dean Andrew Porter and three graduate students found that the Common Core State Standards emphasized different cognitive skills than those currently included in state standards. The team found a de-emphasis on memorization and performing procedures, with a greater emphasis on demonstrating understanding and analyzing written material in the Common Core State Standards. (Hess, 2010)

A “Snapshot” of the Cognitive Rigor Matrix
(Hess, Carlock, Jones, & Walkup, 2009)

Taken from Draft Specifications, p. 65

Depth of Thinking (Webb) + Type of Thinking (Revised Bloom, 2001)	DOK Level 1 Recall & Reproduction	DOK Level 2 Basic Skills & Concepts	DOK Level 3 Strategic Thinking & Reasoning	DOK Level 4 Extended Thinking
Remember	- Recall, locate basic facts, definitions, details, events			
Understand	- Select appropriate words for use when intended meaning is clearly evident	- Select appropriate words for use when intended meaning is clearly evident - Specify, explain relationships - Summarize - Identify central ideas	- Explain, generalize, or connect ideas using supporting evidence (quote, text evidence, example)	- Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	- Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	- Use context to identify word meanings - Obtain and interpret information using text features	- Use concepts to solve non-routine problems	- Devise an approach among many alternatives to research a novel problem
Analyze	- Identify the kind of information contained in a graphic, table, visual, etc.	- Compare literary elements, facts, terms, events - Analyze format, organization, & text structures	- Analyze or interpret author’s craft (e.g., literary devices, viewpoint, or potential bias) to critique a text	- Analyze multiple sources or texts - Analyze complex/abstract themes
Evaluate			- Cite evidence and develop a logical argument for conjectures based on one text or problem	- Evaluate relevancy, accuracy, & completeness of information across texts/ sources
Create	- Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	- Generate conjectures or hypotheses based on observations or prior knowledge and experience	- Develop a complex model for a given situation - Develop an alternative solution	- Synthesize information across multiple sources or texts - Articulate a new voice, alternate theme, new knowledge or perspective

The table above shows a snapshot of the cognitive rigor matrix being used to create high-stakes assessment of the Common Core State Standards. (SMARTER Balanced Assessment Consortium, 2011)

Lesson 6 Using Proportion to Solve Simple Interest and Tax Problems

7.BP.3: Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

Real World Connections

You are shopping for clothes for school. You have \$35 to spend and find a pair of pants on sale for \$20 and a shirt for \$13. Sales tax is 6%. You can use proportional reasoning to determine if you have enough money.

Key Words
simple interest
principal
tax

Simple interest is money that is paid or earned for the use of money. The original amount of money borrowed or invested is called **principal**. **Sales tax** is money that the government charges you for buying some things. Sales tax is a percent of what you spend on the taxable item. Proportions are one tool for calculating simple interest and taxes.

<p>Simple interest is figured based on a percent of the principal. You can use a proportion to describe the interest p as a percent.</p> <p>simple interest</p> $\frac{\text{amount of interest}}{\text{principal amount}} = \frac{p}{100}$	<p>Sales tax is figured based on a percent of the price paid for the items. You can use a proportion to describe the taxes p as a percent.</p> <p>sales tax</p> $\frac{\text{tax}}{\text{price paid}} = \frac{p}{100}$
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Take It Apart

Use a strategy similar to this one to calculate the total price, including tax. Apply the same strategy to simple interest.

Step 1 Find the amount paid for the merchandise.
 $\$20 + \$13 = \$33$

Step 2 Set up a proportion.
Let p = percent of the tax and t = amount of tax.

Step 3 Multiply cross products.

$$\frac{\text{tax}}{\text{price paid}} = \frac{p}{100}$$

$$\frac{t}{\$33} = \frac{6}{100}$$

$$100t = 33(6)$$

$$100t = 198$$

188 Mathematics — Level 6 Copying is illegal. Peoples Common Core State Standards for Mathematics

Peoples Education has created this worktext series to help students master the new Common Core State Standards and to get them to think on a higher level. The five chapters in each book are focused on a different set of skills, modeled on the Common Core State Standards. As students move through the high-quality instruction, activities, and review in this series, they are challenged to consider, analyze, interpret, and evaluate instead of just simply recalling facts.

The standards, their research bases, and the educational application of the standards have been presented through a collaborative effort between Publisher's Partnership and Peoples Education.

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