

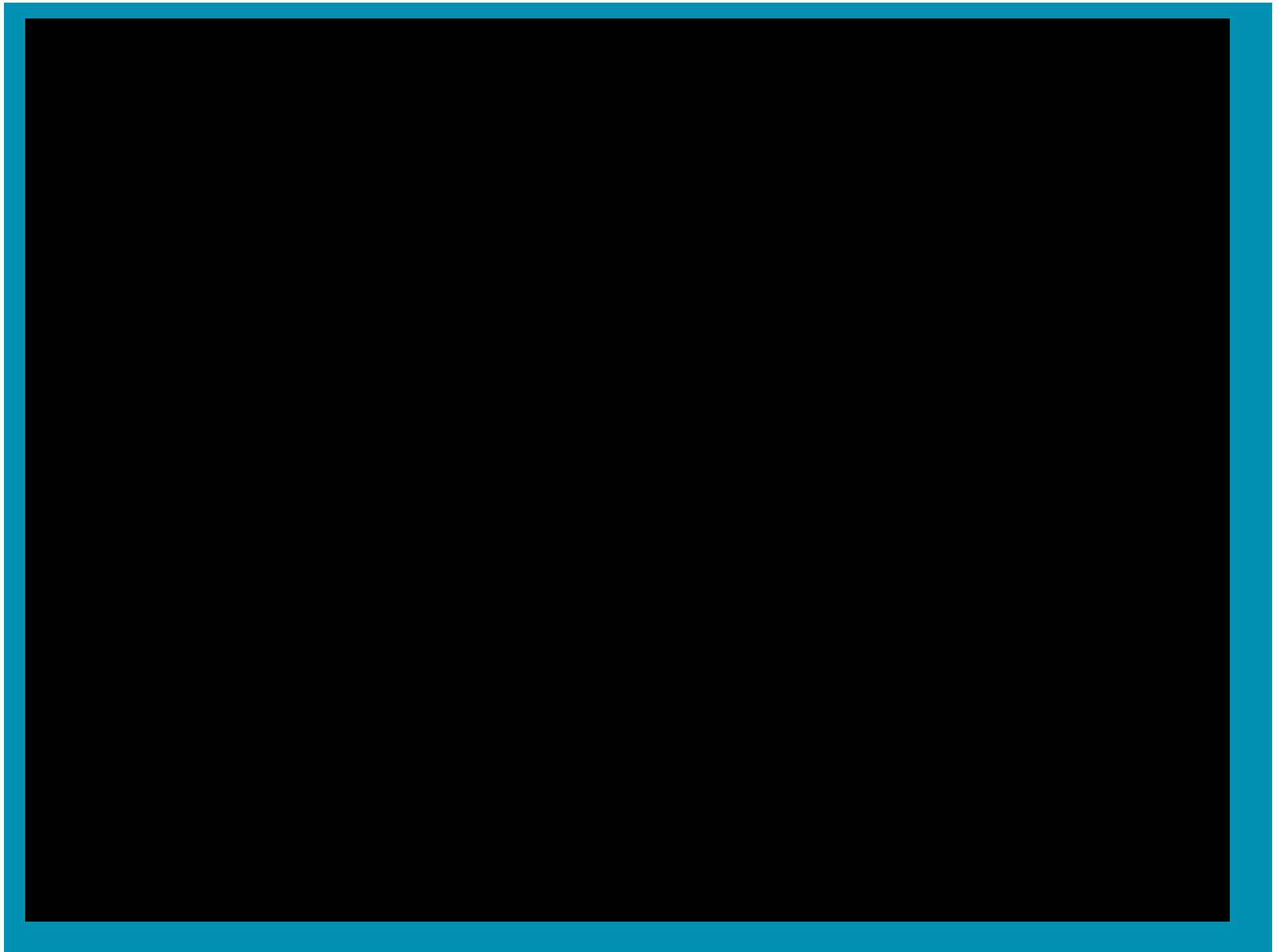


Understanding the Common Core State Standards



Achieve

American Diploma Project Network



Why Common Core State Standards?



We need them because

- ◆ Disparate standards across the states
- ◆ Global, not neighborhood competition
- ◆ For many young people, high school wasn't preparing them for college or careers

Why the CCSS Are Important

- ◆ Prepare students with knowledge and skills to succeed in college and career
- ◆ Ensure consistent expectations regardless of a student's zip code
- ◆ Provide educators, parents and students with clear, focused guideposts
- ◆ Offer economies of scale and sharing of best practices



The Common Core State Standards Initiative

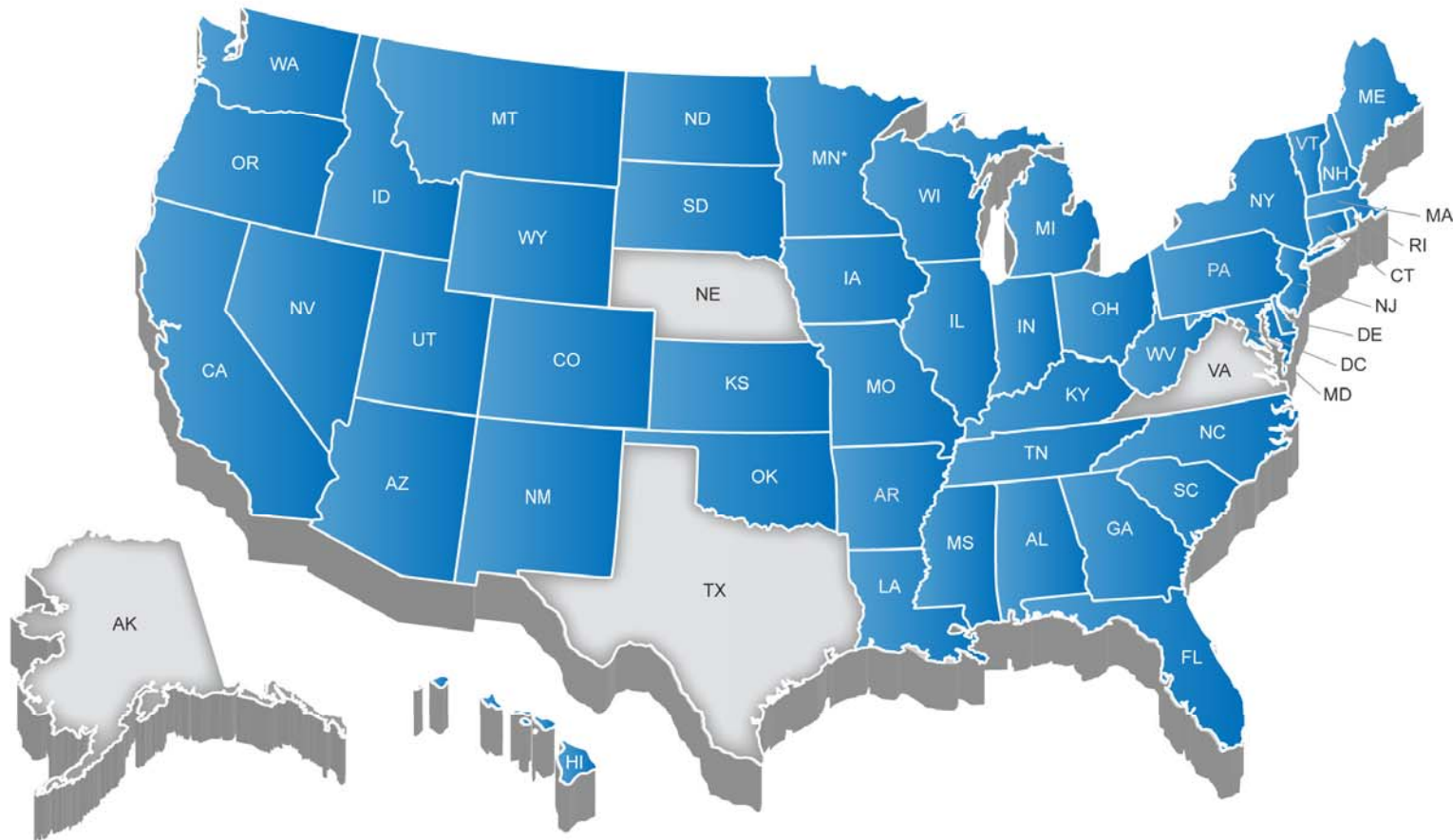


Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.

The **Common Core State Standards Initiative (CCSSI)** was a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).
www.corestandards.org

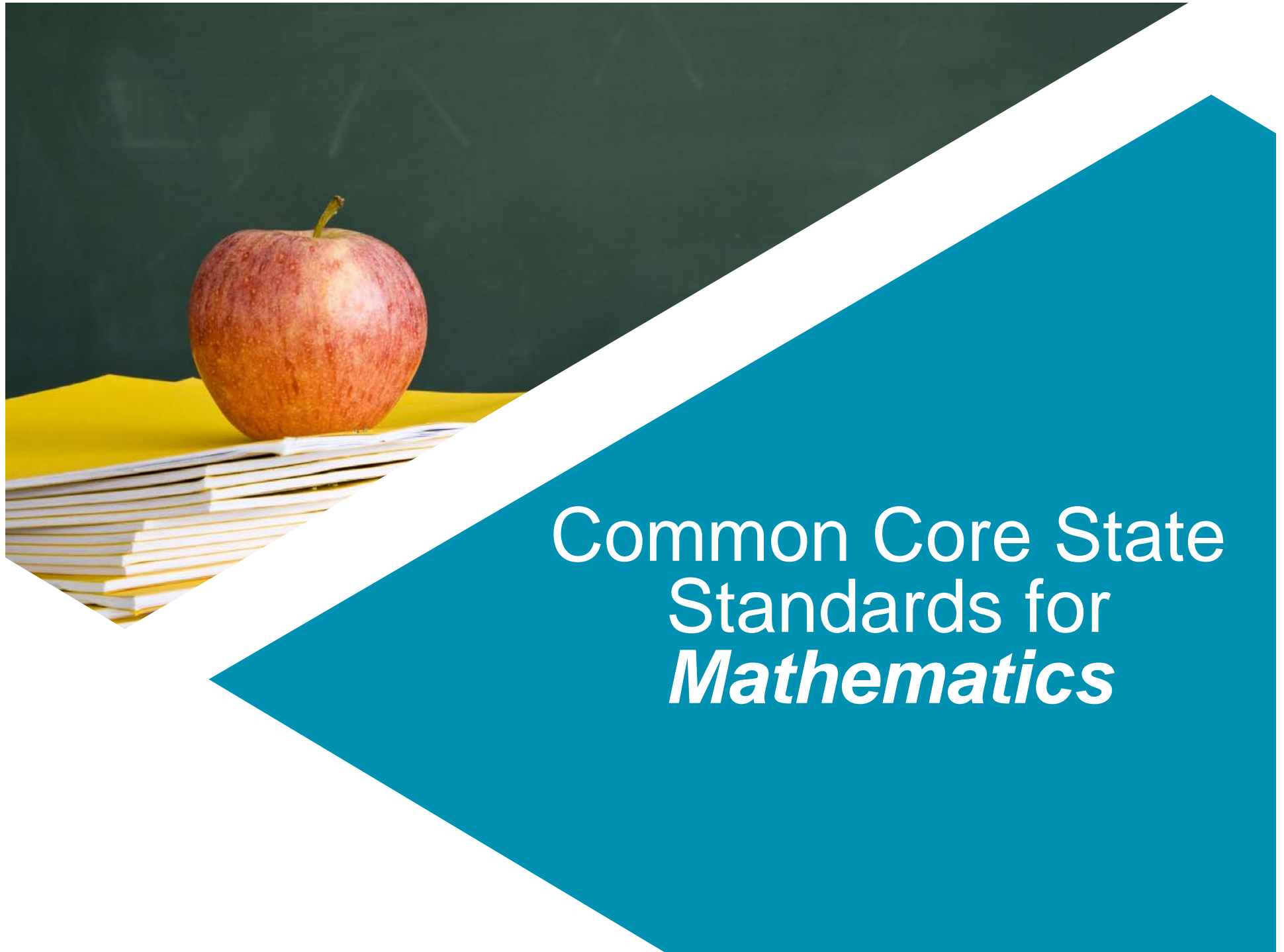


46 States + DC Have Adopted the Common Core State Standards



* Minnesota adopted the CCSS in ELA only





Common Core State
Standards for
Mathematics

Standards for Mathematical Practice



Eight Standards for Mathematical Practice

- ◆ Make sense of problems and persevere in solving them
- ◆ Reason abstractly and quantitatively
- ◆ Construct viable arguments and critique the understanding of others
- ◆ Model with mathematics
- ◆ Use appropriate tools strategically
- ◆ Attend to precision
- ◆ Look for and make use of structure
- ◆ Look for and express regularity in repeated reasoning



K-8 Mathematics Domains



K – Counting and Cardinality

K – 5

- ◆ Operations and Algebraic Thinking
- ◆ Number and Operations in Base Ten
- ◆ Measurement and Data
- ◆ Geometry

3 – 5 Number and Operations – Fractions

6 – 8

- ◆ Ratio & Proportional Relationships
- ◆ The Number System
- ◆ Expressions & Equations
- ◆ Geometry
- ◆ Statistics & Probability



Grades 9-12 Conceptual Categories



Conceptual categories portray a coherent view of HS mathematics.

- **Number and Quantity**
- **Algebra**
- **Functions**
- **Modeling**
- **Geometry**
- **Statistics and Probability**





Common Core State
Standards for *English
Language Arts and
Literacy in History/
Social Studies, Science,
and Technical Subjects*

The New Role of **ALL** Educators



“...every teacher [is] now a teacher of literacy, that there [are] reading and writing components explicit in everyone’s practice now, that there [are] instructional shifts toward informational text, deep reading and analysis, building domain specific vocabulary, and rigorous researching skills.”

(Michael Fischer, ASCD)



Seven Anchors of Career and College Readiness



Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.



Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects



College and Career Readiness (CCR) Standards

- ◆ Overarching standards for each strand that are further defined by grade-specific standards

Grade-Level Standards in English Language Arts

- ◆ K-8, grade-by-grade
- ◆ 9-10 and 11-12 grade bands for high school
- ◆ Four strands: *Reading*, *Writing*, *Speaking and Listening*, and *Language*

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- ◆ Standards are embedded at grades K-5
- ◆ Content-specific literacy standards are provided for grades 6-8, 9-10, 11-12



The Layout...



<http://www.corestandards.org/>



Overview of Reading Strand



Reading

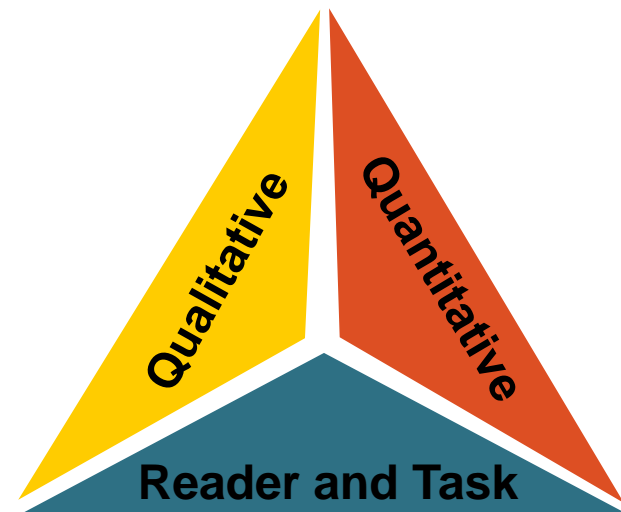
- ◆ Progressive development of reading comprehension; students gain more from what they read
- ◆ Emphasize the importance of grade-level texts that are of appropriate difficulty and are increasingly sophisticated
 - Standards for Reading Foundational Skills (K-5)
 - Reading Standards for Literature (K-12)
 - Reading Standards for Informational Text (K-12)
 - Reading Standards for Literacy in History/Social Studies (6-12)
 - Reading Standards for Literacy in Science and Technical Subjects (6-12)



Overview of Text Complexity



- ◆ Reading Standards include exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade
- ◆ Text complexity is defined by:
 1. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands
 2. Quantitative measures – readability and other scores of text complexity
 3. Reader and Task – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



Overview of Writing Strand



Writing

- ◆ Expect students to compose arguments and opinions, informative/explanatory pieces, and narrative texts
- ◆ Focus on the use of reason and evidence to substantiate an argument or claim
- ◆ Emphasize ability to conduct research – short projects and sustained inquiry
- ◆ Require students to incorporate technology as they create, refine, and collaborate on writing
- ◆ Include student writing samples that illustrate the criteria required to meet the standards (See standards' appendices for writing samples)



Overview of Speaking and Listening and Language Strands



Speaking and Listening

- ◆ Focus on speaking and listening in a range of settings, both formal and informal
 - academic, small-group, whole-class discussions
- ◆ Emphasize effective communication practices
- ◆ Require interpretation and analysis of message as presented through oral, visual, or multimodal formats

Language

- ◆ Include conventions for writing and speaking
- ◆ Highlight the importance of vocabulary acquisition through a mix of conversation, direct instruction, and reading
- ◆ To be addressed in context of reading, writing, speaking and listening

Media and Technology are integrated throughout the CCSS





Common Core State Standards for Literacy in Technical Subjects

[Video](#)

Common Core State Standards for Literacy in Technical Subjects



➤ Purpose for CCSS Literacy Standards in Technical Subjects

- As we prepare students for college or careers, every teacher is responsible to support and instruct students in reading informational text within each of their own content areas.



Common Core State Standards for Literacy in Technical Subjects



➤ **Standards for Literacy in Technical Subjects**

- Embedded in grades K-5
- Separate content-specific literacy standards are provided for grade bands of 6-8, 9-10, and 11-12
 - ❖ 10 Reading Standards
 - ❖ 10 Writing Standards



Reading Standards for Technical Subjects



- Knowledge of **content-specific vocabulary**
 - *All content areas currently utilize content/domain specific vocabulary in order to aid students in comprehension*
- Analyze, evaluate, and differentiate **primary and secondary sources**
- Synthesize **quantitative and technical information**, including facts presented in maps, timelines, flowcharts, or diagrams
 - *All content areas ask students to engage in learning this way*
- **Intentional and explicit instruction** for students as they interact with discipline-specific text
 - *No longer “Reading Across the Curriculum” but reading within each content area.*



Writing Standards for Technical Subjects



- Write arguments on discipline-specific content and informative/explanatory texts
 - *No longer “Writing Across the Curriculum” - teaching writing tasks specific to each discipline.*
- Make arguments or claims and support those with the use of data, evidence, and reason
- Apply domain-specific vocabulary through writing exercises unique to each discipline



Common Core State Standards for Literacy in Technical Subjects



- **Common Core Literacy Standards are used in coordination with each content area's New Jersey's Academic Standards**
 - The literacy standards DO NOT replace New Jersey Academic Standards but are to be integrated into current content standards
 - Consider connections between the Common Core Literacy Standards and our Academic/ Content Standards.





Common Core



Next Steps for Implementing Common Core Literacy Standards



➤ 10 reading & 10 writing standards for Technical Subjects

- Become familiar with the standards in the grades you teach

➤ Identify existing connections

- Examine current lessons
- Collaborate with others

➤ Modify lessons to incorporate literacy standards

- Examples of possible lesson modifications:
 - ❖ Students respond in writing instead of orally to a problem posed
 - ❖ Students read and analyze additional resources and informational text to expand content in textbook



Take a look at the Literacy Standards...



- **K-5 Health and Nurses: How will this impact your classroom?**
- **K-5 Fine and Performing Arts, Technology, and Business: How will this impact your classroom?**
- **6-12 Health and Nurses: How will this impact your classroom?**
- **7-12 Science: How will this impact your classroom?**
- **6-12 Fine and Performing Arts, Technology, and Business: How will this impact your classroom?**
- **Media Specialists: What resources and instruction can you provide to support the classroom teacher in achieving these standards?**
- **Guidance: Identify connections between the 7 Anchors of College and Career Readiness to the programs and presentations you organize?**



Moving Forward...



- **Take the anchors and reading and writing standards.**
 - In groups, with your scope and sequence documents or UbD units, identify how and where you will address the Common Core standards.
 - On the worksheet, document which standards you can assist the classroom teacher in reaching and how you will assist them.



Materials Needed



WE need to bring:

- Worksheet for the work session
- K-5 Reading and Writing standards from ELA
- 6-12 Literacy Reading and Writing for Science & Tech
- 7 Anchors

Teachers Need to Bring:

- Scope and Sequence for their course
- UbD units

