The Common Core California Standards

CALIFORNIA DEPARTMENT OF EDUCATION
Jack O'Connell, State Superintendent of Public Instruction

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The Common Core Standards

- Rigorous, research-based standards for English-language arts and mathematics for grades K-12
- Designed to prepare the nation's students with the knowledge and skills needed for success in college and the workforce
- Internationally benchmarked to ensure that students will be globally competitive
- A clear and consistent educational framework
- A collaborative effort that builds on the best of current state standards

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College and Career Readiness Standards

- In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) committed to developing a set of standards that would help prepare students for success in college and career.
- In September 2009, College and Career Readiness standards were released.
- This work became the foundation for the Common Core.

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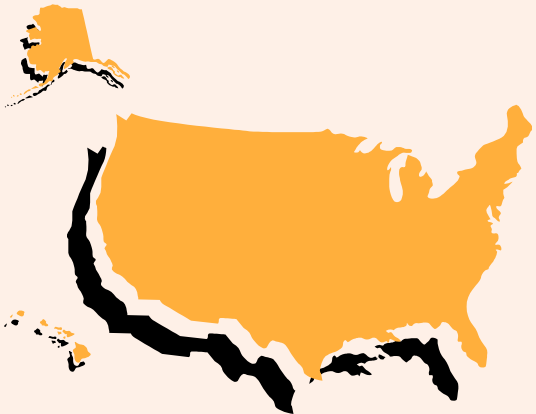
The Common Core State Standards Initiative

- A voluntary state-led effort coordinated by the CCSSO and NGA
- Includes parents, educators, content experts, researchers, national organizations and community groups from 48 states, 2 territories and the District of Columbia



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The Common Core State Standards

- Feedback and review from national organizations, including:
  - American Council on Education (ACE)
  - American Federation of Teachers (AFT)
  - Campaign for High School Equity (CHSE)
  - Conference Board of the Mathematical Sciences (CBMS)
  - Modern Language Association (MLA)
  - National Council of Teachers of English (NCTE)
  - National Council of Teachers of Mathematics (NCTM)
  - National Education Association (NEA)

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California and the Common Core State Standards

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1):

- established an Academic Content Standards Commission (ACSC) to develop standards in mathematics and English–language arts
- stated that 85 percent of the standards were to consist of the CCSS with up to 15 percent additional material
- directed the State Board of Education (SBE) to adopt or reject recommendations of the ACSC

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The Academic Content Standards Commission

- The ACSC convened during the summer of 2010 to evaluate the CCSS for rigor and alignment to California standards.
- They inserted words, phrases, and select California standards in their entirety to maintain California's high expectations for students.
- On July 15, 2010, the commission recommended that the SBE adopt the CCSS as amended.

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- The SBE voted unanimously to adopt the recommendations of the ACSC on August 2, 2010.

- The CCSS as amended and adopted by the SBE for California are referred to as the Common Core California Standards (CCCS).

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Next Steps

- Frameworks and instructional materials
- Assessments
- Professional development

The California Department of Education is currently working on implementation plans for the CCCS and will bring its plan to the SBE on November and/or January.

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

- The Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects are organized around the College and Career Readiness (CCR) Standards for Reading, Writing, Speaking and Listening, and Language.
- Each strand is headed by a set of CCR anchor standards that is identical across all grades and content areas.
- The Common Core Standards for English-language arts also set requirements for reading and writing in the social and natural sciences.

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

The Standards comprise three main sections:

- a comprehensive K–5 section
- two content area-specific sections for grades 6–12
  - one in English-language arts
  - one in history/social studies, science and technical subjects.

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Correlating Standards

- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words. (3.WA.1.4)
- Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/ mammal/ animal/ living things*) (3.WA.1.5)
- Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). … (3.RC.2.0)

1997 CA Standards

☆ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (3.RI.4)

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Reading Literature

- Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).(7.LRA.3.2)
- Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses. (7.LRA.3.6)

1997 CA Standards

☆ Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(7.RL.1)

☆ Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (7.RL.7)

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Reading Informational Text

- Recall major points in the text and make and modify predictions about forthcoming information. (3.RC. 2.4)
- Extract appropriate and significant information from the text, including problems and solutions. (3.RC.2.6)

1997 CA Standards

☆ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3.RI.3)

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Writing

- Write informative pieces, well-reasoned arguments and narrative texts
- Identify audience and adapt writing to purpose and task
- Conduct research
- Provide evidence
- Incorporate appropriate technology to create, collaborate on and refine writing
- Significant time and effort, numerous pieces

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Writing

- Write historical investigation reports:

  b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

  c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

  d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

  e. Include a formal bibliography. (11-12.WA.2.4)

1997 CA Standards

☆ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. (11-12.W.8)

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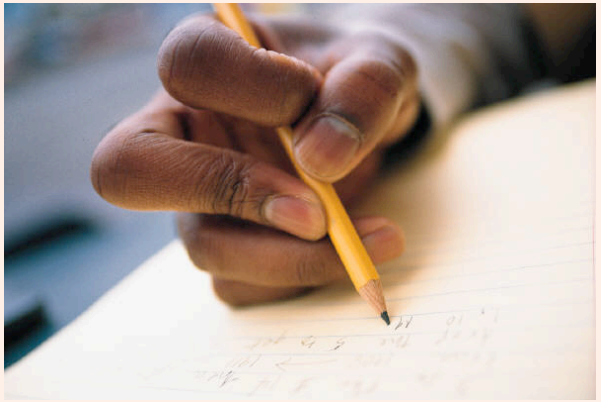
Writing

- ☆ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (2-12.W.10)



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Speaking and Listening

- Communicate effectively in whole class, small group, partner situations
- Analyze and synthesize increasingly large amount of information
- Participate in rich, structured conversations

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Speaking and Listening

- Deliver multimedia presentations:

  a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

  b. Select an appropriate medium for each element of the presentation.

  c. Use the selected media skillfully, editing appropriately and monitoring for quality. (11-12.SA.2.4)

1997 CA Standards

☆ Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

(11-12.SL.5)

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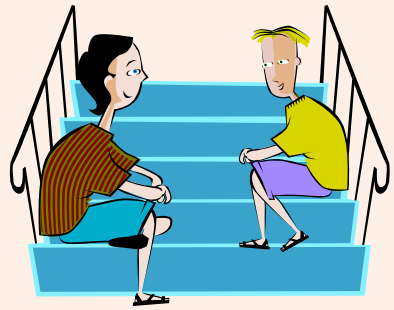

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Language

- Conventions for writing and speaking
- Vocabulary acquisition
- In context of reading, writing, speaking and listening

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Language

- Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. (6.WOL.1.1)
- Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. (6.LS.1.7)

1997 CA Standards

☆ Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning, reader/ listener interest, and style.

b. Maintain consistency in style and tone. (6.L.3)

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Focus on Text Complexity

- ☆ By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (5.RL.10)

- ☆ Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. (11-12.SL.1)

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Vocabulary Acquisition

- ☆ Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (2.SL.1)

- ☆ Use precise language and domain-specific vocabulary to inform about or explain the topic. (7.W.2.d)

- ☆ Determine the meaning of word and phrase as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) (9-10.RL.4)

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Critical Analysis and Use of Evidence

- ☆ Distinguish their own point of view from that of the narrator or those of the characters. (3.RL.6)
- ☆ Summarize the points a speaker or a media source makes and explain how each claim is supported by reason and evidence, and identify and analyze any logical fallacies. (5.SL.3)
- ☆ Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1.b)

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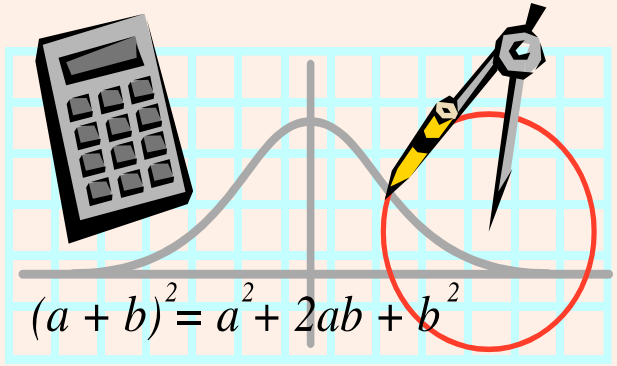
Common Core Standards for Mathematics

The standards for mathematics:

- aim for clarity and specificity
- stress conceptual understanding of key ideas
- balance mathematical understanding and procedural skill
- are internationally benchmarked



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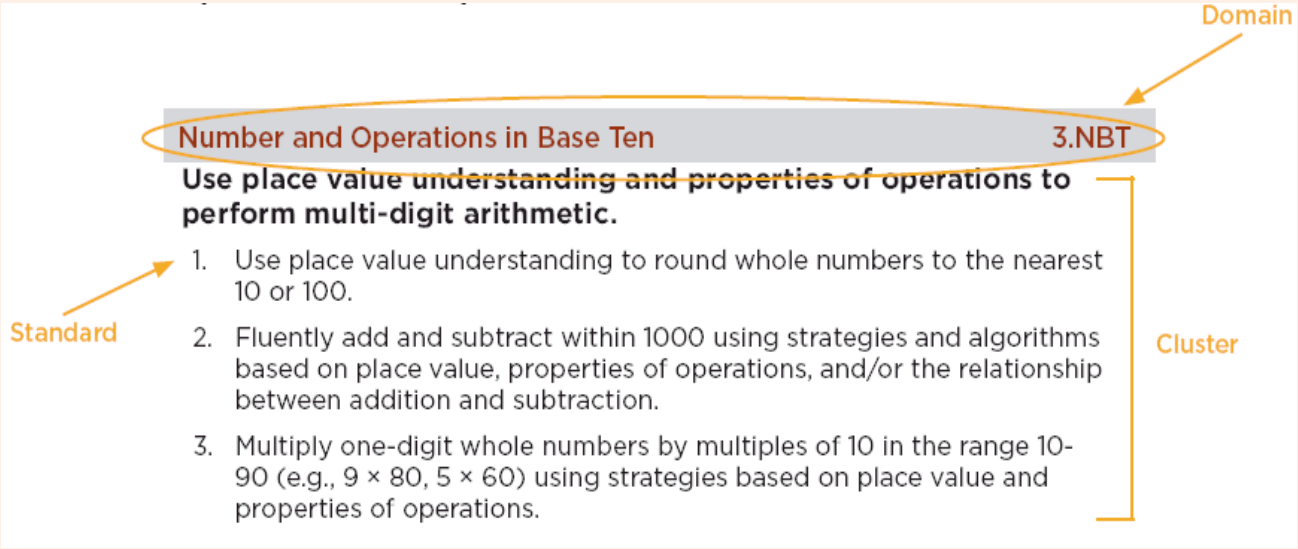
K-8 Mathematics

Standards define what students should understand and be able to do.

Clusters are groups of related standards.

Domains are larger groups of related standards.



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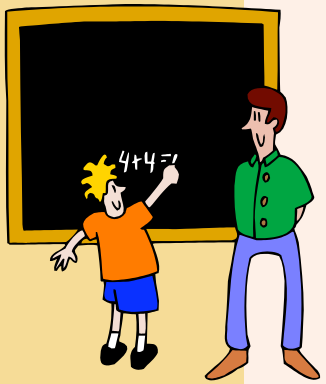
Develop Conceptual Understandings

☆ Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K.OA.2)

☆ Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (2NBT.7)



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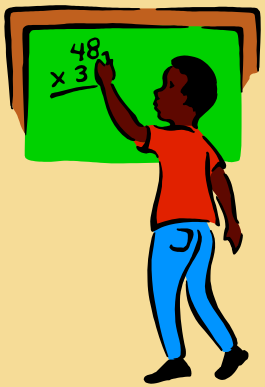
Emphasis on Mastery



- ☆ Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g. knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers. (3.OA.7)

- ☆ Fluently multiply multi-digit whole numbers using the standard algorithm. (5.NBT.5)

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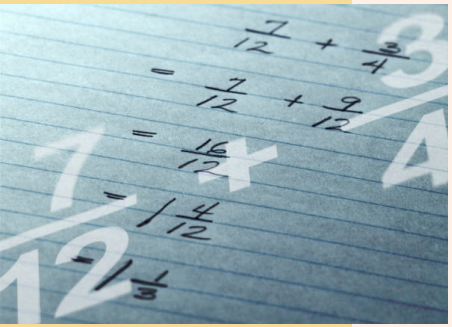
A Focus on Fractions

- ☆ 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. (3.NF. 2.a)

- ☆ Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g. by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5+ 1/2 = 3/7, by observing that 3/7 < 1/2.* (5.NF.2)



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Grade 8 Mathematics

- The CCCS prepare students for Algebra 1 in grade 8.

- The CCCS also include a set of challenging grade 8 standards to prepare students for success in higher math, including Algebra 1.

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High School Mathematics

The high school standards are listed in conceptual categories:

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

Modeling standards are indicated by a **(*)** symbol.

Standards necessary to prepare for advanced courses in mathematics are indicated by a (+) symbol.

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High School Mathematics

☆ **Build a function that models a relationship between two quantities**

1. Write a function that describes a relationship between two quantities. *
   a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
   b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
   c. (+) Compose functions. *For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.*

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Resources

For the full text of the Common Core California Standards, see: http://www.scoe.net/castandards/index.html (Outside Source)

For more information about the Common Core, see: http://www.corestandards.org/ (Outside Source)

For additional information, contact:

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