

Common Core State Standards CCSS Overview

School Boards
Parents
Community



CURRICULUM AND INSTRUCTION STEERING COMMITTEE
A Committee of the California County Superintendents Educational Services Association



Presentation Outcomes

- CCSS English Language Arts (ELA) and Mathematics Goals
- Instructional Shifts
- College and Career Anchor Standards
- Mathematical Practices
- CCSS Implementation Timeline
- Smarter Balanced Assessments Overview



Background

- State-led effort, not a federal mandate
- Internationally benchmarked
- 21st Century Learning
- Consistent standards across states



Created by Collaborative Groups

- Parents
- Educators
- Experts
- Researchers
- National Organizations
- Community Groups



To create students who
are college and career
ready

Goal of the CCSS





California's Influence on CCSS

The state standards of California and Massachusetts greatly aided in the development of the CCSS. Many of the authors of California's standards also worked on the new standards.

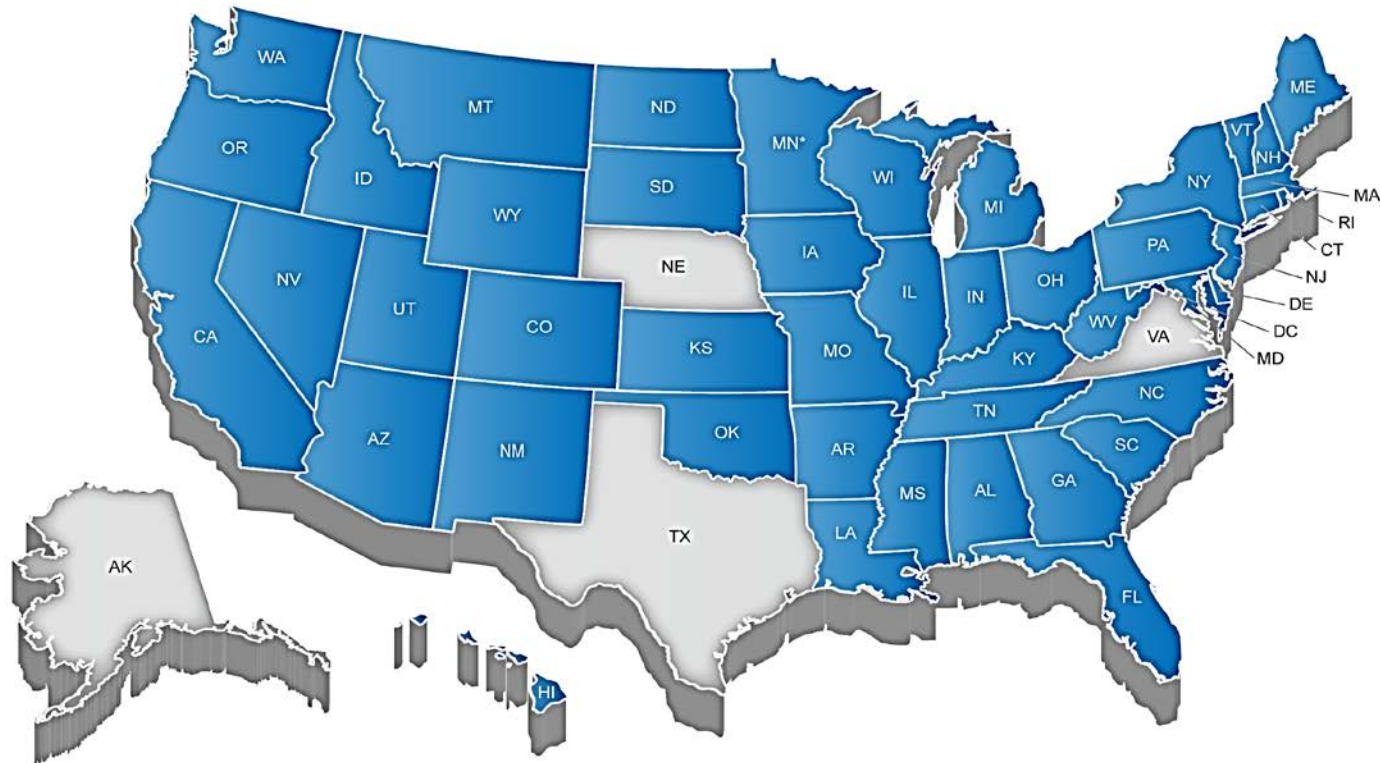


Common Core State-Specific Standards

Criteria for the Additional 15%

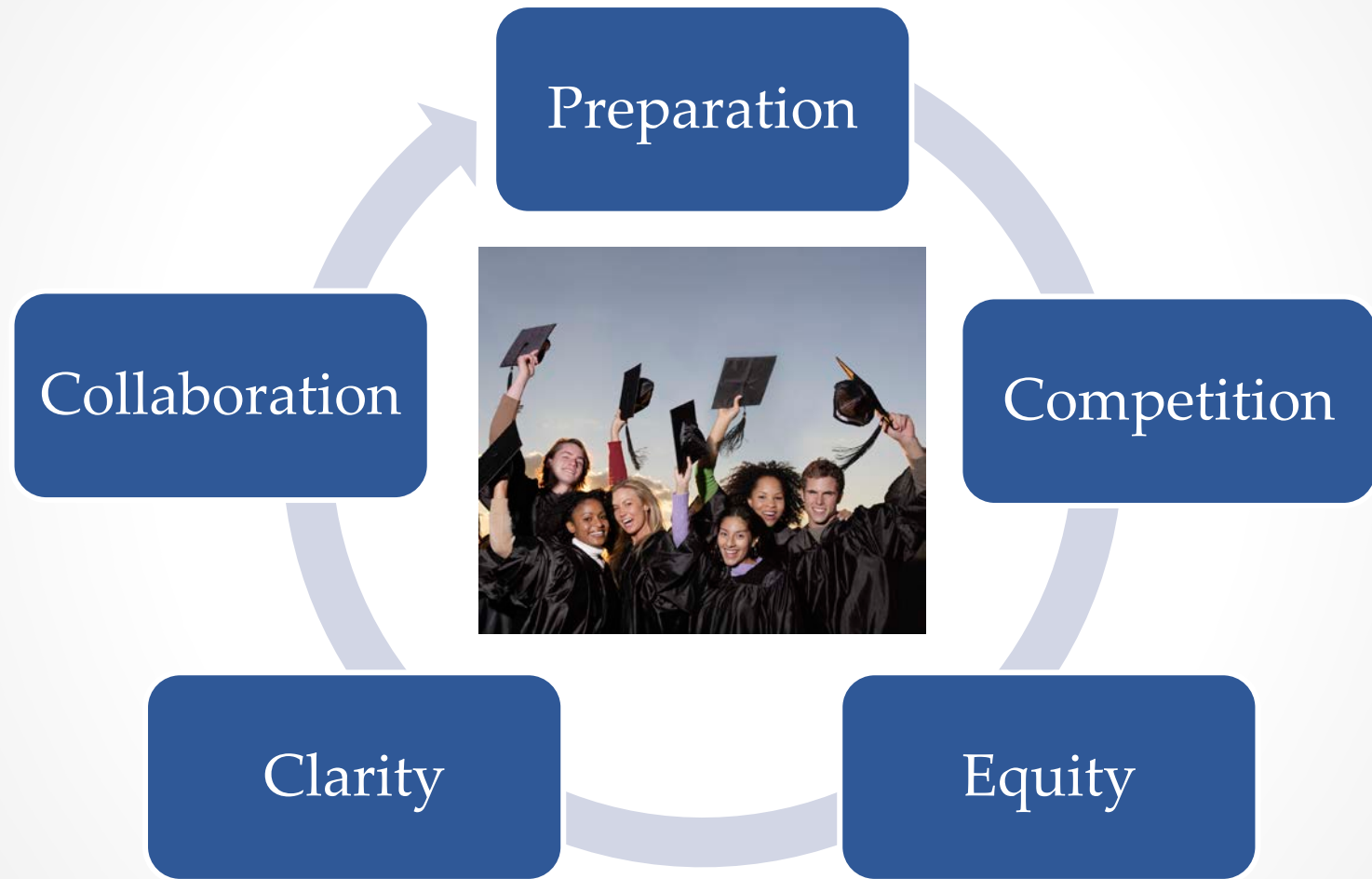
- Substantively enhance
- Address a perceived gap
- Be defensible to classroom practitioners
- Keep the original standard intact
- Ensure the rigor of California's existing standards is maintained

Common Core State Standards States that Adopted



*Minnesota adopted the CCSS in ELA only.

Why the CCSS?





College and Career Ready Students

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose and discipline
- Comprehend and critique
- Utilize evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures

Future of California

- By 2018, **61%** of jobs in California will require postsecondary education.
- This is **2** percentage points below the national average of **63%**.
- California ranks **29th** in postsecondary education intensity for 2018.



Why Common Core?

<http://vimeo.com/30055181>





Attributes of Common Core State Standards

<i>The Standards DO...</i>	<i>The Standards DO NOT...</i>
establish what students need to learn	dictate how teachers should teach
provide a clear set of shared goals and expectations for what knowledge and skills will help students succeed	amount to a national curriculum for schools



CCSS Two Organizational Frameworks

English Language Arts

- **College and Career Readiness Anchor Standards**
- **K-12 Content Standards**
- **6-12 Literacy Standards for History / Social Studies, Science and Technical Subjects**

Mathematics

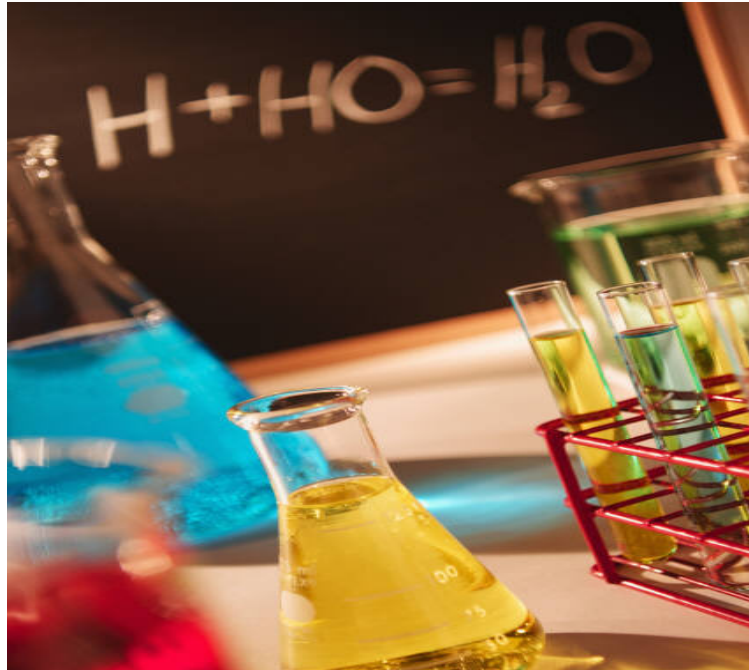
- **Mathematical Practices
“Habits of Mind”**
- **K-12 Content Standards**

College and Career Readiness Standards

Overarching standards that define the competencies students must demonstrate to be college and career ready



<http://www.hunt-institute.org/knowledge-library/articles/2011-9-1/common-core-state-standards-principles-of-development>



Common Core Content Standards

English Language Arts

Literacy in History/Social Studies &
Science and Technical Subjects

What are Content Standards?

Content standards provide expectations for what students should know and be able to do at each grade level



CCSS ELA STRUCTURE

Strands		K-5	6-12	
		English Language Arts	ELA	Literacy in History/Social Studies, Science & Technical Subjects
Strand Sets	College and Career Readiness Anchor Standards	Reading - 20		
		Writing - 10		
		Speaking and Listening - 6		
		Language - 6		
		Foundation Skills - 4		



Literacy in History/Social Studies, Science and Technical Subjects

- Support college and career readiness
- Shared responsibility of students' literacy development
- Embedded at grades K-5
- Provide for content specific literacy standards in grades 6-8, 9-10, and 11-12



What are Literacy Standards?

- Discipline-specific vocabulary
- Students will read and write in history classrooms, science classrooms and other classrooms
- Students will develop informational/technical writing skills
- Critical analysis and evidence is a focus



Reading

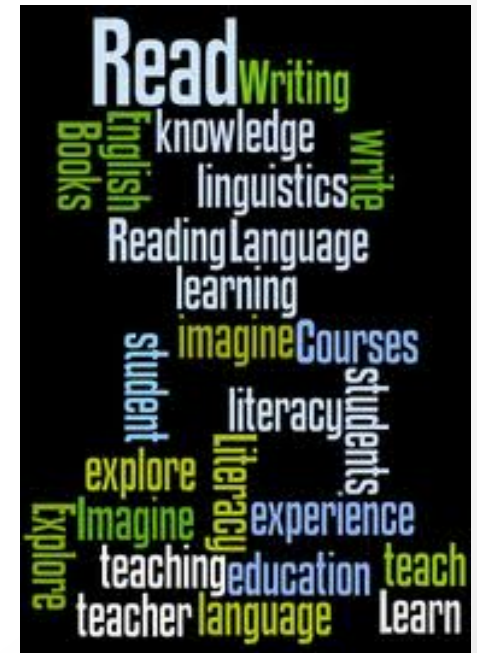
Writing

Speaking

Listening

Language

What does English Language Arts Include?





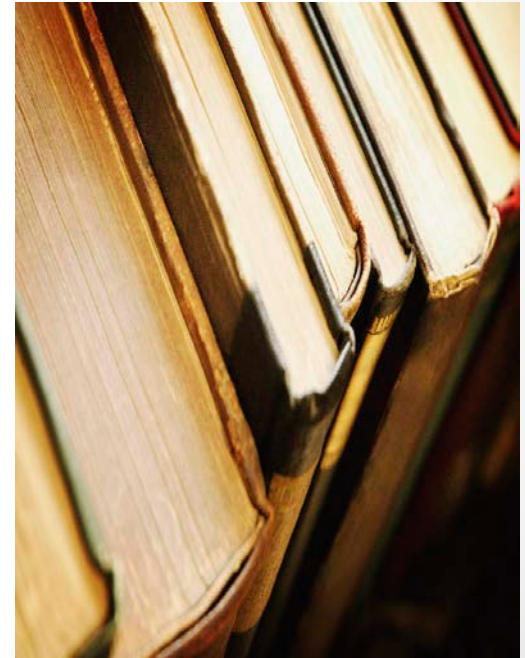
Reading

Distribution of Literary and Informational Passages based on 2009 NAEP Reading Framework

Grade	Literary	Information
4	50%	50%
8	45%	55%
12	30%	70%

What Is Informational Text?

- Argumentation and persuasive text
(e.g., political speeches, editorials, ads)
- Exposition
(e.g., texts, news)
- Procedural text and documents
(e.g., manuals, directions)





Range of Text Types in K-5 CCSS

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Folktales Legends Fables Fantasy Realistic fiction	Plays Scripts	Nursery rhymes Narrative poem Limerick Free verse	Biographies Autobiographies Social studies Science Technical texts Charts Maps Digital sources



Range of Text Types in 6-12 CCSS

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Adventure Historical fiction Mysteries Science fiction	One-act and multi-act plays	Narrative poems Lyrical poems Sonnets Odes Ballads	Personal essays Speeches Opinion pieces Biographies Memoirs



Writing

Distribution of Writing Genres based on 2009 NAEP Reading Framework			
Grade	Persuade	Explain	Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%



Speaking and Listening

- Engage in collaborative discussions with diverse partners
 - One on one
 - Small groups
 - Teacher led
- Plan and deliver information clearly



Language

- Include conventions for writing and speaking
- Emphasizes the importance of vocabulary
- Includes reading, writing, speaking, and listening

Common Core in the Classroom

<https://www.teachingchannel.org/videos/high-school-literature-lesson-plan>





Common Core Content Standards Mathematics

What are the Standards for Mathematical Practice?

Describe “habits of mind” of a mathematically proficient student





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



What are Math Content Standards?

K-8


Standards presented by grade level
Organized into domains that progress
over several grades

High School

Standards presented by conceptual
category (Number & Quantity, Algebra,
Functions, Modeling, Geometry, Statistics
& Probability)

CCSS Domain and Conceptual Categories

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Number & Operations Base Ten						Ratios & Proportional Relationships			Number & Quantity
			Number & Operations Fractions			The Number System			
Operations & Algebraic Thinking						Expressions & Equations			Algebra
								Functions	Functions
Geometry									Geometry
Measurement & Data						Statistics & Probability			Statistics & Probability



Transitioning to the Common Core System

**Awareness and
Dissemination**

*Building
Readiness*

Transition

*Moving to the
New Standards*

Implementation

Making Meaning

Transformation

*Changing Teaching
and Learning*



Smarter Balanced Assessment System

- Aligned to the Common Core State Standards for ELA and Math
- Provided online in grades 3-8 and once in grade 11
- Requires technology component/adapted
- Administer single end of year summative assessment with performance tasks

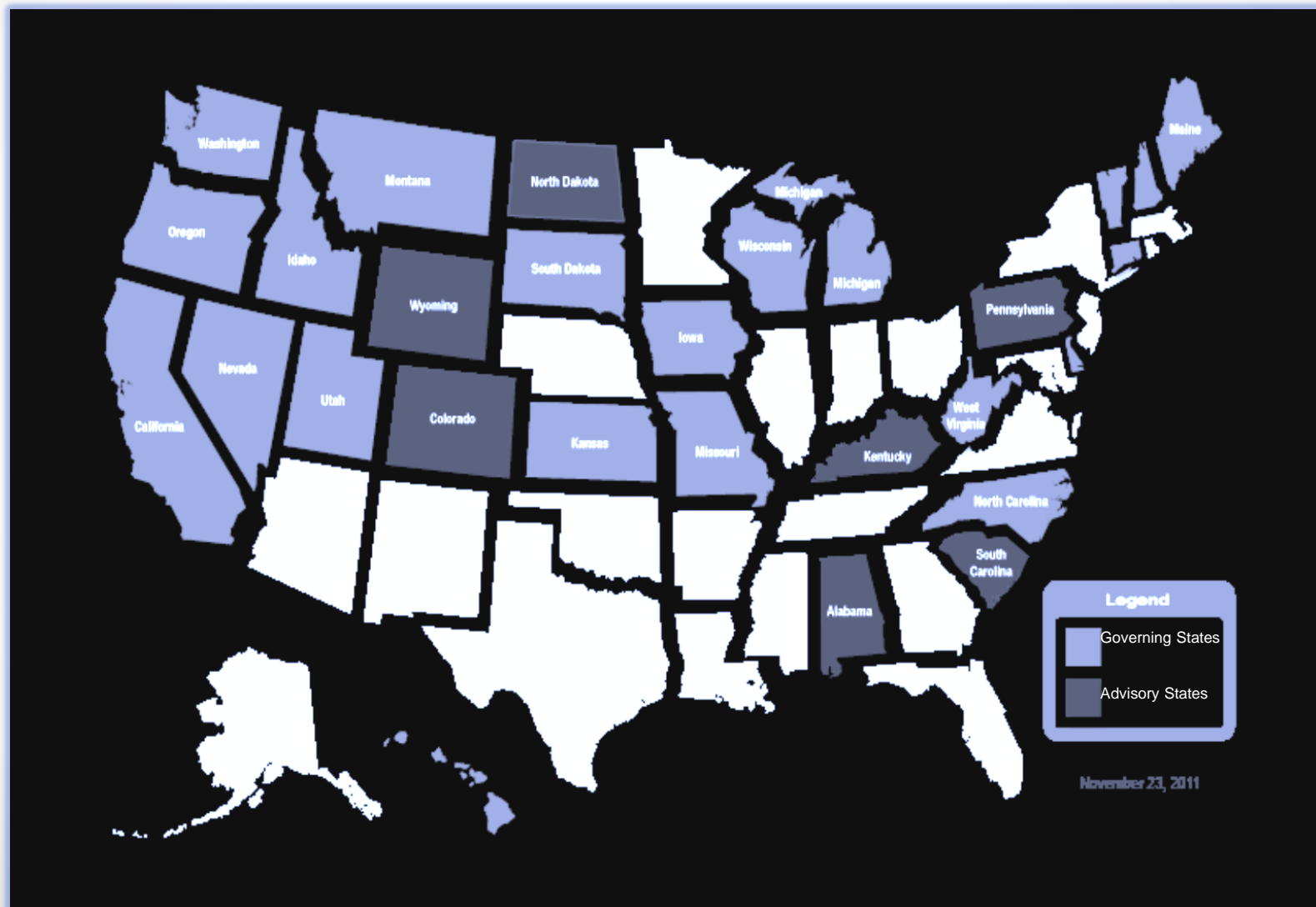




Smarter Balanced Assessment System (cont.)

- Clear window on whether students are on track to graduate high school, ready for college and the workplace
- Assessments will be ready by the 2014-15 school year
- Parents and students will receive the results of these assessments in a readable and easy-to-understand format, most likely online

SBAC Adopted States







Our Generation vs. Next Generation Assessments



Our Generation Grade 6

A rectangular painting has an area of 720 square inches. Jasmine reduced both the length and width of this painting by a scale factor of $\frac{1}{6}$ to create a miniature copy. What is the area of the miniature copy?

- A. 12 square inches
 - B. 20 square inches
 - C. 60 square inches
 - D. 120 square inches
- 
- 



Next Generation Grade 6

Alexis needs to paint the four exterior walls of a large rectangular barn. The length of the barn is 80 feet, the width is 50 feet, and the height is 30 feet. The paint costs \$28 per gallon, and each gallon covers 420 square feet. How much will it cost Alexis to paint the barn? Explain your work.

Common Core in the Classroom

<http://www.insidemathematics.org/index.php/standard-2>



Our Generation Grade 7

Yep, Laurence. *Dragonwings*. New York: HarperCollins, 1975. (1975)
From Chapter IX: "The Dragon Wakes (December, 1905–April, 1906)"

By the time the winter rains came to the city, we were not becoming rich, but we were doing well. Each day we put a little money away in our cold tin can. Father never said anything, but I knew he was thinking about the day when we might be able to afford to bring Mother over. You see, it was not simply a matter of paying her passage over on the boat. Father would probably have to go over after her and escort her across. There had to be money for bribes—tea money, Uncle called it—at both ends of the ocean. Now that we no longer belonged to the Company, we somehow had to acquire a thousand dollars worth of property, a faraway figure when you can only save nickels and dimes.

And yet the hope that we could start our own little fix-it shop and qualify as merchants steadily grew with the collection of coins in the tin can. I was happy most of the time, even when it became the time for the New Year by the Tang people's reckoning. [...]

We took the old picture of the Stove King and smeared some honey on it before we burned it in the stove. Later that evening we would hang up a new picture of the Stove King that we had bought in the Tang people's town. That was a sign the Stove King had returned to his place above our stove. After we had finished burning the old picture, we sat down to a lunch of meat pastries and dumplings.



Our Generation Grade 7

In sentence 5, the author uses the word *escort to mean:*

- A. Follow
- B. Direct
- C. Lead
- D. Accompany

In sentence 7, the author uses the words, “*most of the time.*”
Which word best replaces the phrase “*most of the time.*”

- A. Always
- B. Never
- C. Often
- D. None of the above



Next Generation Grade 7

Compare and contrast Laurence Yep's fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real.

A large, empty rectangular box with a black border, intended for student work or notes.



ELA Shifts

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**



Math Shifts

1. **Focus:** Focus strongly where the Standards focus.
2. **Coherence:** **Think** across grades, and **link** to major topics within grades.
3. **Rigor:** In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**.

21st Century Learning

Communication

Critical Thinking

Collaboration

Creativity

