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
Goal of the CCSS

To create students who are college and career ready
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?

- Preparation
- Collaboration
- Competition
- Clarity
- Equity
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

<table>
<thead>
<tr>
<th>The <em>Standards</em> DO...</th>
<th>The <em>Standards</em> DO NOT...</th>
</tr>
</thead>
<tbody>
<tr>
<td>establish what students need to learn</td>
<td>dictate how teachers should teach</td>
</tr>
<tr>
<td>provide a clear set of shared goals and expectations for what knowledge and skills will help students succeed</td>
<td>amount to a national curriculum for schools</td>
</tr>
</tbody>
</table>
## CCSS Two Organizational Frameworks

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• College and Career Readiness Anchor Standards</td>
<td>• Mathematical Practices “Habits of Mind”</td>
</tr>
<tr>
<td>• K-12 Content Standards</td>
<td>• K-12 Content Standards</td>
</tr>
<tr>
<td>• 6-12 Literacy Standards for History / Social Studies, Science and Technical Subjects</td>
<td></td>
</tr>
</tbody>
</table>
College and Career Readiness Standards

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

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

<table>
<thead>
<tr>
<th>Strands</th>
<th>K-5</th>
<th>6-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>English Language Arts</strong></td>
<td><strong>ELA</strong></td>
</tr>
<tr>
<td><strong>Strand Sets</strong></td>
<td><strong>College and Career Readiness Anchor Standards</strong></td>
<td><strong>Literacy in History/Social Studies, Science &amp; Technical Subjects</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong> - 20</td>
<td><strong>Writing</strong> - 10</td>
</tr>
<tr>
<td></td>
<td><strong>Speaking and Listening</strong> - 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Language</strong> - 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Foundation Skills</strong> - 4</td>
<td></td>
</tr>
</tbody>
</table>
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
What does English Language Arts Include?

- Reading
- Writing
- Speaking
- Listening
- Language
## Reading

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>12</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stories</strong></td>
<td><strong>Dramas</strong></td>
</tr>
<tr>
<td>Folktales</td>
<td>Plays</td>
</tr>
<tr>
<td>Legends</td>
<td>Scripts</td>
</tr>
<tr>
<td>Fables</td>
<td>Nursery rhymes</td>
</tr>
<tr>
<td>Fantasy</td>
<td>Narrative poem</td>
</tr>
<tr>
<td>Realistic fiction</td>
<td>Limerick</td>
</tr>
<tr>
<td></td>
<td>Free verse</td>
</tr>
<tr>
<td></td>
<td><strong>Biographies</strong></td>
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<tr>
<td></td>
<td><strong>Autobiographies</strong></td>
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<tr>
<td></td>
<td><strong>Social studies</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Science</strong></td>
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<tr>
<td></td>
<td><strong>Technical texts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Charts</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Maps</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Digital sources</strong></td>
</tr>
</tbody>
</table>
## Range of Text Types in 6-12 CCSS

<table>
<thead>
<tr>
<th>Literature</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stories</strong></td>
<td><strong>Literary Nonfiction and Historical, Scientific, and Technical Texts</strong></td>
</tr>
<tr>
<td>Adventure</td>
<td>Personal essays</td>
</tr>
<tr>
<td>Historical fiction</td>
<td>Speeches</td>
</tr>
<tr>
<td>Mysteries</td>
<td>Opinion pieces</td>
</tr>
<tr>
<td>Science fiction</td>
<td>Biographies</td>
</tr>
<tr>
<td></td>
<td>Memoirs</td>
</tr>
<tr>
<td><strong>Dramas</strong></td>
<td></td>
</tr>
<tr>
<td>One-act and multi-act</td>
<td></td>
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<tr>
<td>plays</td>
<td></td>
</tr>
<tr>
<td><strong>Poetry</strong></td>
<td></td>
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<tr>
<td>Narrative poems</td>
<td></td>
</tr>
<tr>
<td>Lyrical poems</td>
<td></td>
</tr>
<tr>
<td>Sonnets</td>
<td></td>
</tr>
<tr>
<td>Odes</td>
<td></td>
</tr>
<tr>
<td>Ballads</td>
<td></td>
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</tbody>
</table>
## Writing

<table>
<thead>
<tr>
<th>Grade</th>
<th>Persuade</th>
<th>Explain</th>
<th>Convey Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>30%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>8</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
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<tr>
<td>12</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Distribution of Writing Genres based on 2009 NAEP Reading Framework
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

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>HS</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>HS</td>
<td></td>
</tr>
<tr>
<td>Counting &amp; Cardinality</td>
<td>Number &amp; Operations Base Ten</td>
<td>Ratios &amp; Proportional Relationships</td>
<td>Number &amp; Quantity</td>
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<td></td>
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<tr>
<td>Number &amp; Operations Fractions</td>
<td>The Number System</td>
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<tr>
<td>Operations &amp; Algebraic Thinking</td>
<td>Expressions &amp; Equations</td>
<td>Algebra</td>
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<td>Functions</td>
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<td>Geometry</td>
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<tr>
<td>Measurement &amp; Data</td>
<td>Statistics &amp; Probability</td>
<td>Statistics &amp; Probability</td>
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</tbody>
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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
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

[Map of the United States showing states colored in shades of blue to represent Governing States and Advisory States.]
Our Generation vs. Next Generation Assessments
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
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

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.
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
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.
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