



**TOM TORLAKSON**  
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# Transitioning to the Common Core State Standards

September 27, 2011 – Sacramento

October 4, 2011 – Ontario

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Standards, Curriculum Frameworks & Instructional  
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# Agenda

- Overview
- Frameworks & Adoptions Timelines
- Legislation
- Superintendent's Review
- Common Core State Standards
- Questions



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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





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

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## Reading Standards for Informational Text 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 Students:	Grades 11-12 Students:
<b>Key Ideas and Details</b>	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <b>(See grade 9/10 Language standards 4-6 on page 46 for additional expectations.)</b>	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). <b>(See grade 11/12 Language standards 4-6 on page 46 for additional expectations.)</b>
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <b>a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</b>	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <b>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</b>
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
<b>Integration of Knowledge and Ideas</b>	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Source: Sacramento County Office of Education at <http://www.scoe.net>



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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
  - includes standards for foundational skills
- two content area-specific sections for grades 6–12
  - one for English-language arts
  - one for literacy in history/social studies, science and technical subjects.





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# Balanced Representation of Literary and Informational Text

- Kindergarten through grade 5
  - 10 Reading standards for literature
  - 10 Reading standards for informational text
  - Writing standards that explicitly call for opinion pieces, narratives, and informative/explanatory texts
- Grades 6-12
  - 10 Reading standards for literature
  - 10 Reading standards for informational text
  - Writing standards that explicitly call for arguments, narratives, and informative/explanatory texts
  - An additional set of standards for reading and writing in history/social studies, science and technical subjects



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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



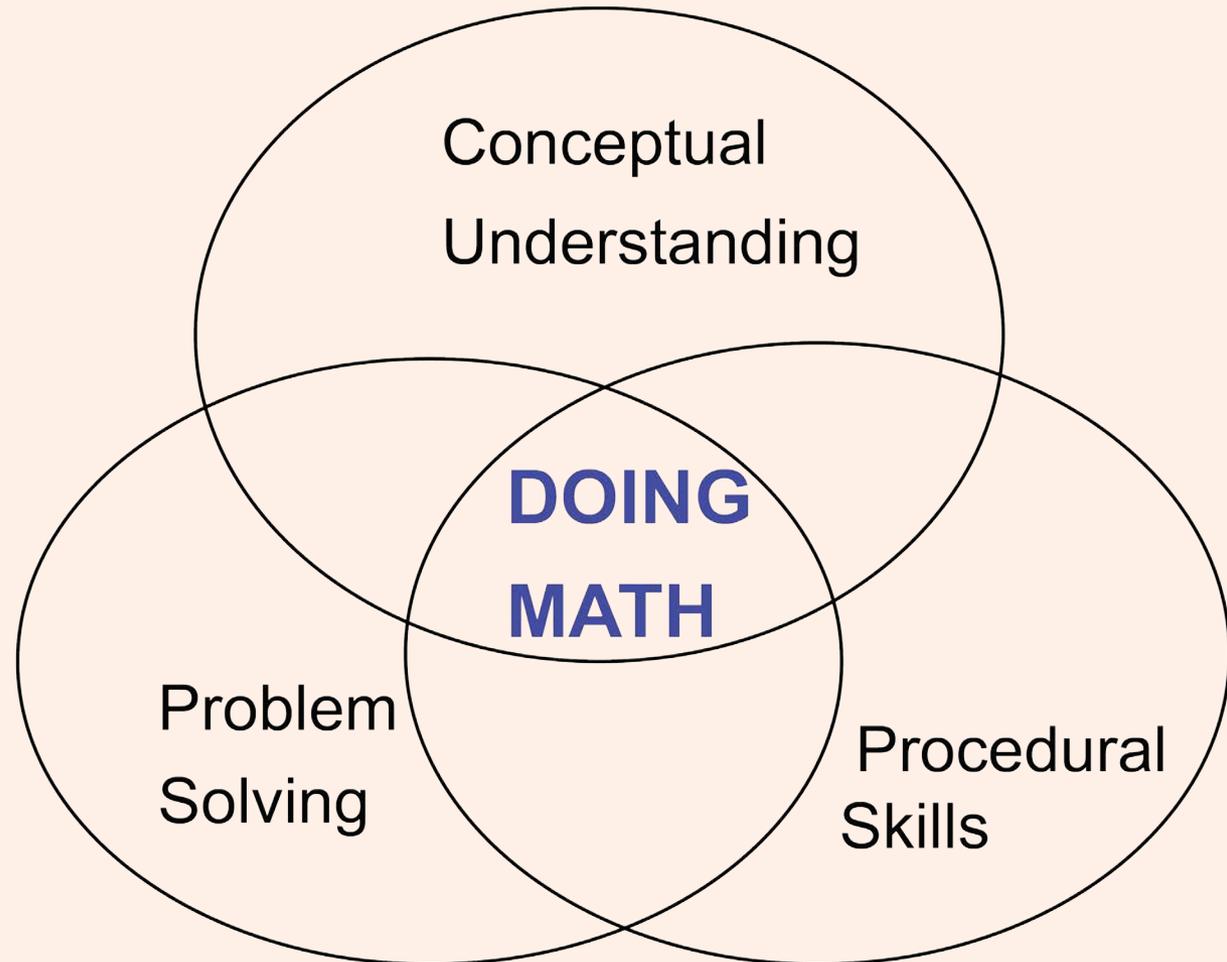
- ☆ Distinguish their own point of view from that of the narrator or those of the characters. (3.RL.6)
- ☆ Summarize the points a speaker or a media source makes and explain how each claim is supported by reason and evidence, and identify and analyze any logical fallacies. (5.SL.3)
- ☆ Develop claim(s) 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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# Mathematical Proficiency

as defined by the California Framework (2006)



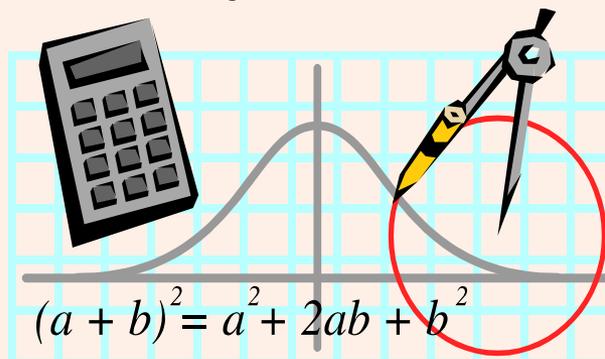


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# Common Core Standards for Mathematics

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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# Common Core Standards for Mathematics

## Two Types of Standards

- **Mathematical Practice** (recurring throughout the grades)
- **Mathematical Content** (different at each grade level)



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# Standards for Mathematical Practice

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



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# Grade Shifts: Examples

<b>Concept</b>	<b>1997 Standards</b>	<b>CCSS</b>
Compose simple shapes to form larger shapes (e.g., 2 triangles to form a rectangle)	Grade 2	K
Introduction to Probability	Grade 3	Grade 7
Introduction of fractions as numbers	Grade 2	Grade 3
Add and subtract simple fractions	Grade 3	Grade 4



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# Grade 8 Mathematics

- The CCSS prepare students for Algebra 1 in grade 8.
- The CCSS 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**



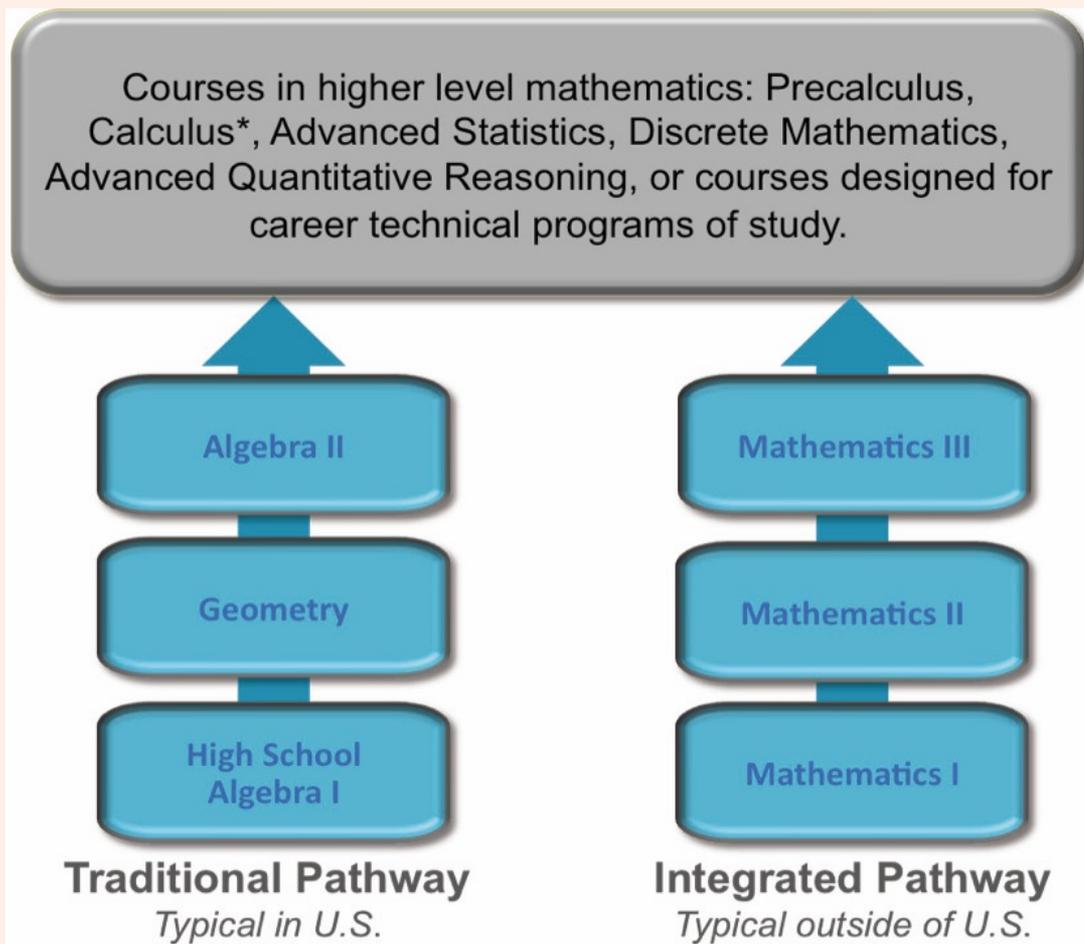
Modeling standards are indicated by a (\*) symbol.

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



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# High School Mathematics



Source: Appendix A of the CCSS for Mathematics at <http://www.corestandards.org>



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# Proposed Legislation-2011

Legislation	Proposed Action	Status
AB 250 (Brownley)	Mathematics and English Language Arts Frameworks	Sent to the Governor
SB 140 (Lowenthal)	Superintendent's Review of Supplemental Materials	Sent to the Governor

For the latest information on pending bills: [http://  
www.leginfo.ca.gov/bilinfo.html](http://www.leginfo.ca.gov/bilinfo.html)



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# Materials Implementation Timeline 1

<b>Milestone</b>	<b>Math</b>	<b>ELA</b>
Curriculum Commission approves plan, timeline and criteria committee application	Completed	1/2012
Field review of framework	9/2012	9/2013
SBE action on framework	5/2013	5/2014
Common core assessments	2014–15	2014–15
Materials submission	3/2016	3/2018
SBE approves materials	11/2016	11/2018

Assumes the passage of Assembly Bill 250 (Brownley), which partially lifts the suspension under *EC* Section 60200.7.



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# Materials Implementation Timeline 2

<b>Milestone</b>	<b>Math</b>	<b>ELA</b>
Curriculum Commission approves plan, timeline and criteria committee application	Completed	1/2016
Common core assessments	2014–15	2014–15
Field review of framework	9/2016	9/2017
SBE action on framework	5/2017	5/2018
Materials submission	3/2018	3/2020
SBE approves materials	11/2018	11/2020

Reflects Senate Bill 70, which extended the legislative suspension under *EC* Section 60200.7 through July 1, 2015.



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# Common Core State Standards Implementation

- The SBE adopted the CCSS in 2010
- New assessments scheduled for 2015
- Last SBE mathematics adoption in 2007
- Last SBE English language arts adoption in 2008
- Next likely SBE adoption of materials in 2018
- **Question**—What resources will teachers have available to help them implement the CCSS?



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# Review of Supplemental Instructional Materials

- Materials designed to bridge the gap between the content in the adopted materials and the CCSS
- Costs for districts to purchase and implement the supplements be kept as low as possible



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# Project Overview

<p><b>Phase I</b> (Fall 2011)</p>	<ul style="list-style-type: none"><li>• Review of standards maps for existing adopted programs</li><li>• by CDE staff</li><li>• Results sent to publishers</li></ul>
<p><b>Phase II</b> (Spring/ Summer 2012)</p>	<ul style="list-style-type: none"><li>• Review of supplemental materials</li><li>• by select reviewers and experts</li><li>• List of recommended supplemental materials posted on CDE Web site</li></ul>



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# This process is...

- Conducted by the CDE
- Voluntary
- Only for publishers of current SBE-adopted basic materials
- A review of supplemental materials not full programs
- Only an advisory for school districts
- Not a state adoption



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# California Learning Resources Network (CLRN)

- Resource for supplemental electronic instructional materials
- Currently reviewing instructional materials and online courses for alignment to the Common Core State Standards
- <http://www.clrn.org/>



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# Curriculum Frameworks Timeline: Mathematics

	<b>Review Process</b>
2012	SBE Approves Plan, Timeline, CFCC Application
2012	4 Focus Groups
2012	SBE Appoints CFCC, Approves Guidance
2012-13	CFCC Work: 6 Meetings
2013	Two Required 60-Day Public Reviews
2013	SBE Action



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# Curriculum Frameworks Timeline: English Language Arts

	<b>Review Process</b>
2012	SBE Approves Plan, Timeline, CFCC Application
2012	4 Focus Groups
2012	SBE Appoints CFCC, Approves Guidance
2013	CFCC Work: 6 Meetings
2013-14	Two Required 60-Day Public Reviews
2014	SBE Action



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# CCSS Resources Website

<http://www.cde.ca.gov/ci/cc>

The screenshot shows the California Department of Education website. At the top left is the state seal. The main header includes the text 'California Department of EDUCATION' and a search bar. Below the header is a navigation menu with categories: Curriculum & Instruction, Testing & Accountability, Professional Development, Finance & Grants, Data & Statistics, Learning Support, and Specialized Programs. The current page is 'Common Core State Standards Resources', which includes a brief introduction to the standards, a list of related resources, and a section for stakeholder resources.

Change Text Size: [A](#) [A](#) [A](#)  
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## Common Core State Standards Resources

Information and frequently asked questions about the new academic content standards adopted by the State Board of Education on August 2, 2010.

The Common Core State Standards (CCSS) were developed through a state-led initiative to establish consistent and clear education standards for English-language arts and mathematics that would better prepare students for success in the competitive global economy.

Senate Bill 1 from the fifth Extraordinary Session (SB X5 1) created the Academic Content Standards Commission (ACSC). The duty of the ACSC was to develop and recommend academic content standards to the SBE.

### State Standards

- [California State Board of Education](#)  
Agenda item 3 to consider the ACSC recommendation to adopt the Common Core State Standards, with California additions, on August 2, 2010.
- [CTC and SBE Joint Meeting Agenda](#)  
Agenda for the Commission on Teachers Credentialing (CTC) and State Board of Education (SBE) Joint Meeting, including a presentation on the CCSS and the development of an implementation plan.
- [Common Core State Standards for English-Language Arts, Adopted August 2010](#) (Outside Source)
- [Common Core State Standards for Mathematics, Adopted August 2010](#) (Outside Source)
- [Academic Content Standards Commission](#) (Outside Source)  
Agendas and materials of the ACSC.
- [Frequently Asked Questions](#)

### California Stakeholder Resources

- [Grade Level Curriculum](#)  
*A Look at Kindergarten through Grade Six in California Public Schools* is a compilation of subject-matter curriculum, including information about the Common Core State Standards, organized by individual grade levels.
- [Available translations of the Common Core State Standards](#)  
An informational flyer that provides a brief overview of the new standards.



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# CDE on iTunes U

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**What's New** 1 of 25 See all

Item	Downloads	Artist	Time	Popularity	Price
1. The Cleanhouse for	1,000+	CDMT & WOOD	0:00	100%	FREE
2. Female and Toys	1,000+	CDMT & WOOD	0:00	100%	FREE
3. We Inside Tool Kit	1,000+	CDMT & WOOD	0:00	100%	FREE
4. Instructional Materials	1,000+	CDMT & WOOD	0:00	100%	FREE
5. American Printing Ho.	1,000+	CDMT & WOOD	0:00	100%	FREE
6. ELL Leadership Summ	1,000+	ELL Leadership Summ - California Department of	0:18	100%	FREE
7. W ELL Tom Adams	1,000+	ELL Leadership Summ - California Department of	22:58	100%	FREE

Source: <http://www.cde.ca.gov/re/mm/it/>



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# A Look at...

## Kindergarten through Grade Six in California Public Schools

Including information about the new  
**Common Core State Standards**



STANDARDS, CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION  
CURRICULUM, LEARNING AND ACCOUNTABILITY BRANCH  
CALIFORNIA DEPARTMENT OF EDUCATION  
Prepublication Edition: January 2011



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# *A Look at*

## Kindergarten Through Grade Six in California Public Schools

Transitioning to Common Core  
State Standards in English Language Arts  
and Mathematics



California Department of Education  
Sacramento, 2011



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