Transitioning to the Common Core State Standards

September 27, 2011 – Sacramento

October 4, 2011 – Ontario

Tom Adams, Director
Standards, Curriculum Frameworks & Instructional Resources Division

Standards, Curriculum Frameworks and Instructional Resources Division (SCFIRD)
Agenda

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

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.

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Grades 9-10 Students:</th>
<th>Grades 11-12 Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>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 where the text leaves matters uncertain.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
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</tbody>
</table>

Craft and Structure
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). (See grade 11-12 Language standards 4-6 on page 46 for additional expectations.)

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).
   a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.
   b. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.

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.

Integration of Knowledge and Ideas
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.
8. Delineate and evaluate the argument and specific claims in a text, assessing the reasoning that is valid and the evidence is relevant and sufficient; identify false statements and oversimplified reasoning.

9. Analyze two or more historical sources describing a significant historical event or theme, assessing the credibility of the sources; determine the central theme, how the sources contribute to the theme, and the authors’ purpose in selecting the sources.

Range of Reading and Level of Text Complexity
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.
   a. 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.
   b. 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.
   c. 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
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.
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.
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
Focus on Text Complexity

-Star 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)

-Star 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)
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)
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)
Mathematical Proficiency
as defined by the California Framework (2006)
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

\[(a + b)^2 = a^2 + 2ab + b^2\]
Common Core Standards for Mathematics

Two Types of Standards

• **Mathematical Practice** (recurring throughout the grades)

• **Mathematical Content** (different at each grade level)
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.
### Grade Shifts: Examples

<table>
<thead>
<tr>
<th>Concept</th>
<th>1997 Standards</th>
<th>CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compose simple shapes to form larger shapes (e.g., 2 triangles to form a rectangle)</td>
<td>Grade 2</td>
<td>K</td>
</tr>
<tr>
<td>Introduction to Probability</td>
<td>Grade 3</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Introduction of fractions as numbers</td>
<td>Grade 2</td>
<td>Grade 3</td>
</tr>
<tr>
<td>Add and subtract simple fractions</td>
<td>Grade 3</td>
<td>Grade 4</td>
</tr>
</tbody>
</table>
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.
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.
High School Mathematics

Courses in higher level mathematics: Precalculus, Calculus*, Advanced Statistics, Discrete Mathematics, Advanced Quantitative Reasoning, or courses designed for career technical programs of study.

Traditional Pathway
Typical in U.S.

- Algebra II
- Geometry
- High School Algebra I

Integrated Pathway
Typical outside of U.S.

- Mathematics III
- Mathematics II
- Mathematics I

Source: Appendix A of the CCSS for Mathematics at http://www.corestandards.org
# Proposed Legislation-2011

<table>
<thead>
<tr>
<th>Legislation</th>
<th>Proposed Action</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 250 (Brownley)</td>
<td>Mathematics and English Language Arts Frameworks</td>
<td>Sent to the Governor</td>
</tr>
<tr>
<td>SB 140 (Lowenthal)</td>
<td>Superintendent’s Review of Supplemental Materials</td>
<td>Sent to the Governor</td>
</tr>
</tbody>
</table>

For the latest information on pending bills: [http://www.leginfo.ca.gov/bilinfo.html](http://www.leginfo.ca.gov/bilinfo.html)
# Materials Implementation Timeline 1

<table>
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<tr>
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<th><strong>Math</strong></th>
<th><strong>ELA</strong></th>
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<tr>
<td>Curriculum Commission approves plan, timeline and criteria committee application</td>
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<td>1/2012</td>
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<tr>
<td>Field review of framework</td>
<td>9/2012</td>
<td>9/2013</td>
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<tr>
<td>SBE action on framework</td>
<td>5/2013</td>
<td>5/2014</td>
</tr>
<tr>
<td>Common core assessments</td>
<td>2014–15</td>
<td>2014–15</td>
</tr>
<tr>
<td>Materials submission</td>
<td>3/2016</td>
<td>3/2018</td>
</tr>
<tr>
<td>SBE approves materials</td>
<td>11/2016</td>
<td>11/2018</td>
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Assumes the passage of Assembly Bill 250 (Brownley), which partially lifts the suspension under *EC* Section 60200.7.
# Materials Implementation Timeline 2

<table>
<thead>
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<th>Math</th>
<th>ELA</th>
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Reflects Senate Bill 70, which extended the legislative suspension under EC Section 60200.7 through July 1, 2015.
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?
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
# Project Overview

| Phase I               | Review of standards maps for existing adopted programs  
<table>
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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>(Fall 2011)</td>
<td>by CDE staff</td>
</tr>
<tr>
<td></td>
<td>Results sent to publishers</td>
</tr>
<tr>
<td>Phase II</td>
<td>Review of supplemental materials</td>
</tr>
<tr>
<td>(Spring/Summer 2012)</td>
<td>by select reviewers and experts</td>
</tr>
<tr>
<td></td>
<td>List of recommended supplemental materials posted on CDE Web site</td>
</tr>
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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
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/](http://www.clrn.org/)
## Curriculum Frameworks
### Timeline: Mathematics

<table>
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<th>Year</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>2012</td>
<td>SBE Approves Plan, Timeline, CFCC Application</td>
</tr>
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<td>2012</td>
<td>4 Focus Groups</td>
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<tr>
<td>2012</td>
<td>SBE Appoints CFCC, Approves Guidance</td>
</tr>
<tr>
<td>2012-13</td>
<td>CFCC Work: 6 Meetings</td>
</tr>
<tr>
<td>2013</td>
<td>Two Required 60-Day Public Reviews</td>
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<td>2013</td>
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## Curriculum Frameworks Timeline: English Language Arts

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CCSS Resources Website

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

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 11th Extraordinary Session (SB 1631) 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.
CDE on iTunes U

Source: http://www.cde.ca.gov/re/mm/it/
A Look at...

Kindergarten through Grade Six in California Public Schools

Including information about the new Common Core State Standards
Contact Us

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916-319-0663