Understanding the New Common Core State Standards

Tom Adams,
Director, Curriculum Frameworks & Instructional Resources Division

May 7, 2012

Transitioning to the Common Core System

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Awareness & Dissemination

Building Readiness

Transition

Moving to the New Standards

Implementation

Making Meaning

Transformation

Changing Teaching and Learning

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.

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)

The Common Core State Standards

Benefits:

- Internationally benchmarked
- Evidence and research-based
- Consistent expectations – no matter where you live
- Opportunity for shared resources and reduced costs

# 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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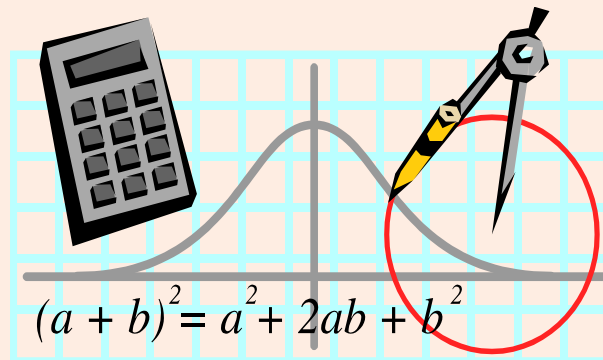State Superintendent
of Public Instruction
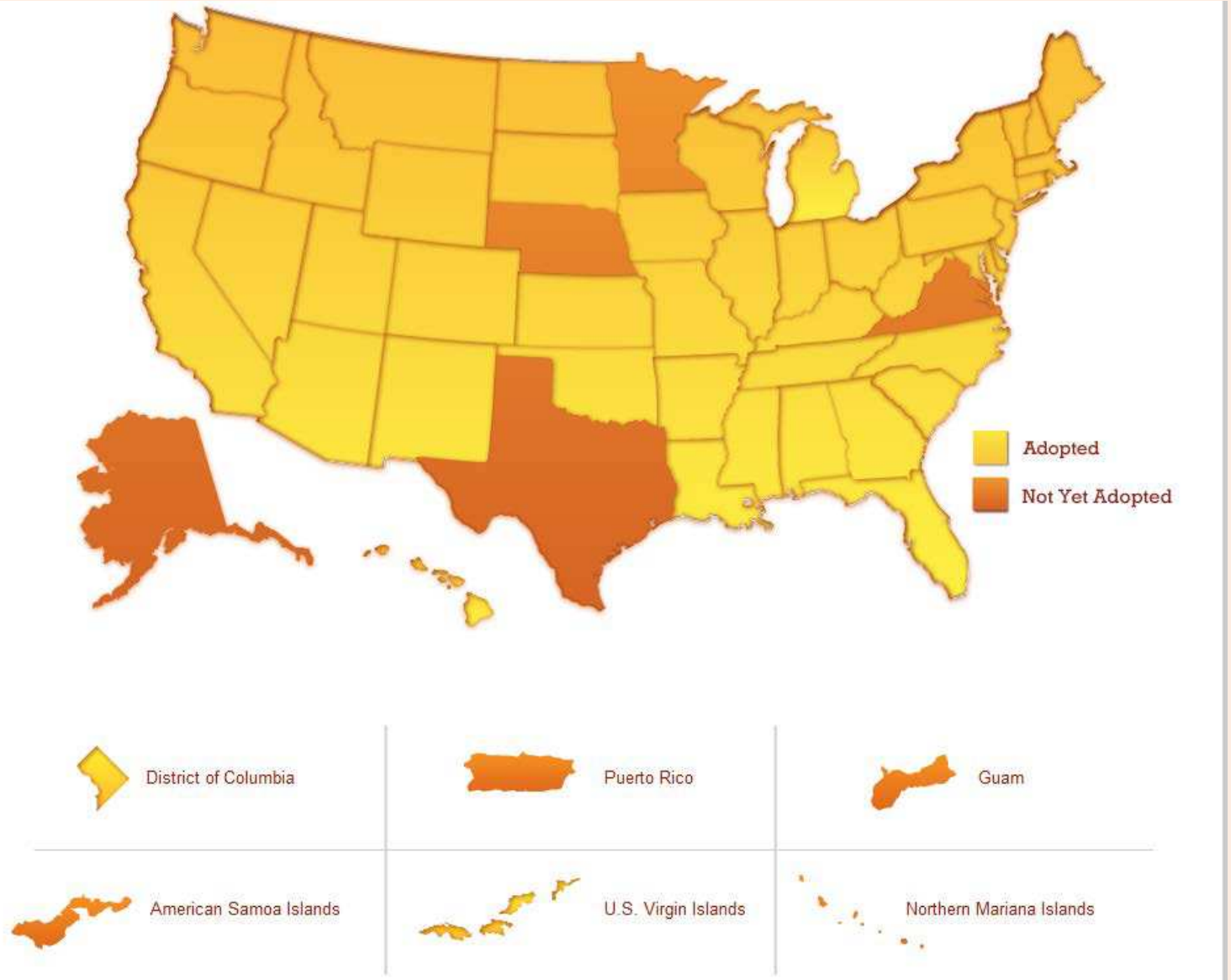
Source: http://www.corestandards.org/in-the-states

Common Core Standards for Mathematics

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The standards for mathematics:

- are focused, coherent, and rigorous

- aim for clarity and specificity

- stress conceptual understanding of key ideas

- balance mathematical understanding and procedural skill

- are internationally benchmarked

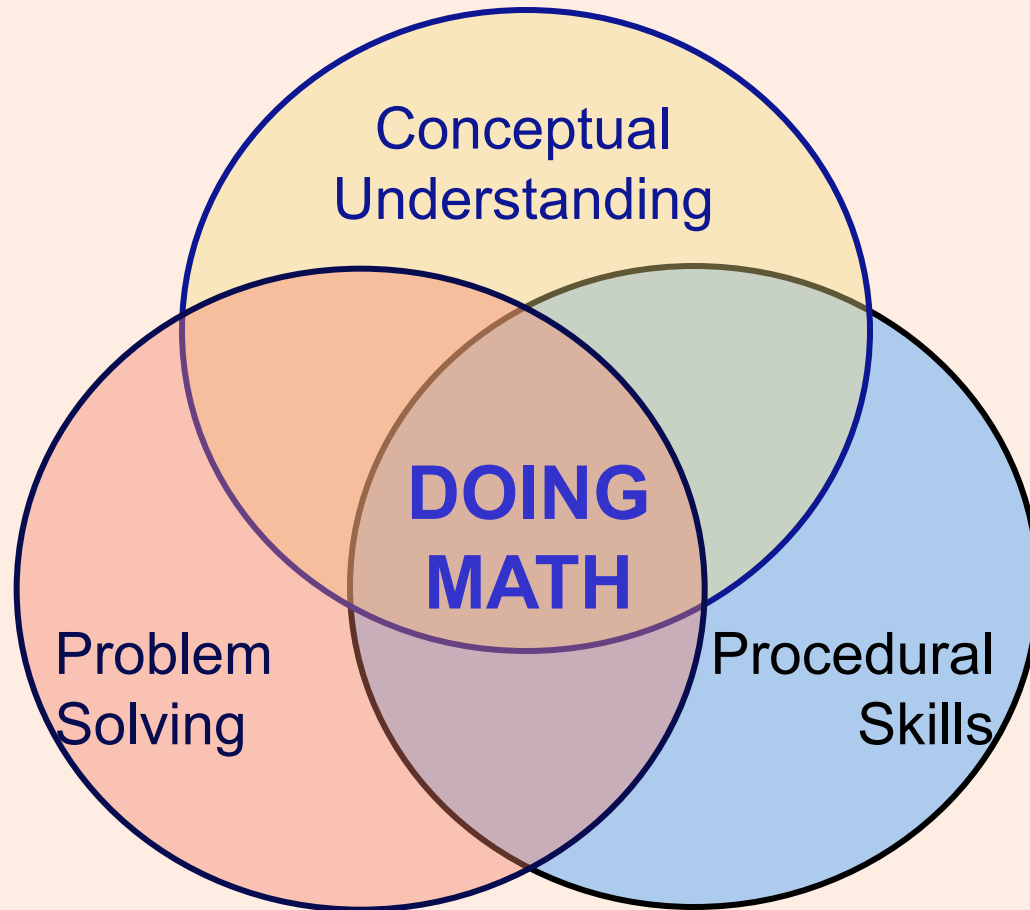$$(a + b)^2 = a^2 + 2ab + b^2$$

Mathematical Proficiency
as defined by the California Framework (2006)

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Conceptual Understanding

DOING MATH

Problem Solving

Procedural Skills

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

Standards for Mathematical Content K-8

How the grade level standards are organized
• Standards • Clusters • Domains

Domain →

Cluster

Standard →

Grade 4

Operations and Algebraic Thinking — 4.OA

Use the four operations with whole numbers to solve problems.

1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1]

3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding _**and explain why a rounded solution is appropriate.**_

Gain familiarity with factors and multiples.

4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. _For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way._

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CCSS Domains K-5

Domain	K	1	2	3	4	5
Counting and Cardinality (CC)	✓					
Operations and Algebraic Thinking (OA)	✓	✓	✓	✓	✓	✓
Number and Operations in Base Ten (NBT)	✓	✓	✓	✓	✓	✓
Measurement and Data (MD)	✓	✓	✓	✓	✓	✓
Geometry (G)	✓	✓	✓	✓	✓	✓
Number and Operations – Fractions (NF)				✓	✓	✓

CCSS Domains 6-8

Domain	6	7	8
Ratios and Proportional Relationships (RP)	✓	✓	
The Number System (NS)	✓	✓	✓
Expressions and Equations (EE)	✓	✓	✓
Geometry (G)	✓	✓	✓
Statistics and Probability (SP)	✓	✓	✓
Functions (F)			✓

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Develop Conceptual Understandings

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✫ 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)
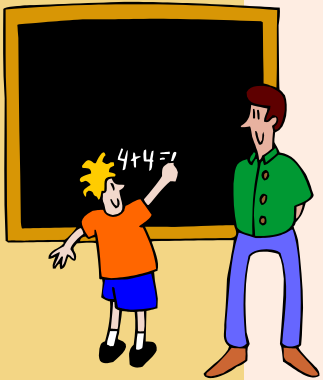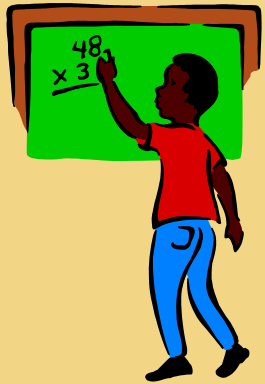
Emphasis on Fluency

☆ 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)

A Focus on Fractions

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☆ 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)
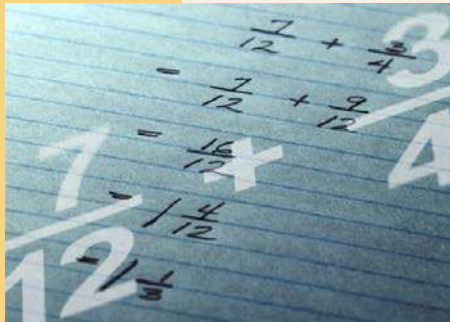
☆ Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g. by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess 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)

Transition to Common Core
Grade Shift Examples: K–2

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Concept	1997 Standards Grade	CCSS Grade
Count from 30 to 100	1	K
Skip count by 2s, 5s, and 10s to 100	1	2
Know from memory the multiplication tables for 2s and 5s *CCSS 3.OA.7-Know from memory all products of two one-digit numbers	2	3*
Introduction to fractions as numbers	2	3

Transition to Common Core
Grade Shift Examples: Grades 3–5

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Concept	1997 Standards Grade	CCSS Grade
Introduction to fractions as numbers	2	3
Add and subtract simple fractions, with like denominators	3	4
Multiply a fraction by a whole number and solve related word problems	5	4
Add, subtract and round decimals	4	5
Operations with negative integers	5	6
Dividing fractions by fractions	5	6

Transition to Common Core
Grade Shift Examples: Grades 6–8

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Concept	1997 Standards Grade	CCSS Grade
Dividing fractions by fractions	5	6
Concepts of mean and median to summarize data sets	5	6
Operations with numbers in scientific notation	7	8
Pythagorean Theorem	7	8

Grade 8 Mathematics

- The CCSS include a set of challenging grade 8 standards to prepare students for success in higher mathematics.

- The CCSS allows for acceleration to higher mathematics in grade 8, including Algebra 1 or Integrated Mathematics 1.
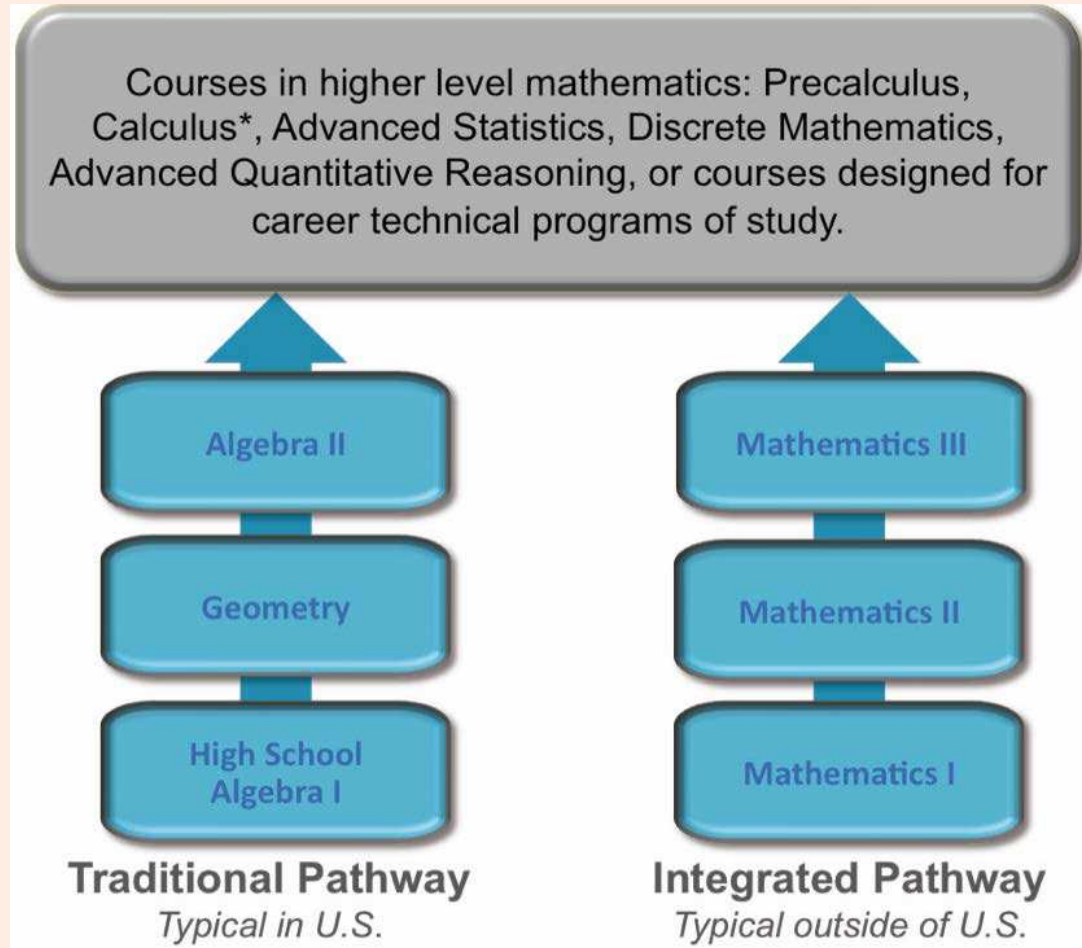
Grade 8 Mathematics

- "The California State Board of Education acknowledges that the goal for 8th grade students is Algebra I. However, they also recognize that not all 8th grade students have the necessary prerequisite skills for Algebra I. Consequently, the State Board of Education adopted two sets of standards for 8th grade. The first set describes standards for Algebra I."

Source: *K-12 California's Common Core Content Standards for Mathematics*, p. 33

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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.

Algebra II

Geometry

High School Algebra I

Traditional Pathway
Typical in U.S.

Mathematics III

Mathematics II

Mathematics I

Integrated Pathway
Typical outside of U.S.

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

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.

Organization of the Standards

4 Domains 1997 CA Standards	**4 Strands** 2010 Common Core
Reading (includes vocabulary)	Reading
Writing	Writing
Written and Oral Language Conventions	Language (includes vocabulary)
Listening and Speaking	Speaking and Listening

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Strand Organization

Reading Strand	Reading Standards for Literature and Informational Text: 1) Key ideas and details 2) Craft and Structure 3) Integration of Knowledge and Ideas 4) Range and Level of Text Complexity Reading Standards: Foundational Skills (K-5) (Print Concepts; Phonological Awareness; Phonics & Word Recognition; Fluency)
Writing Strand	1) Text Types and Purposes 2) Production and Distribution of Writing 3) Research to Build and Present Knowledge 4) Range of Writing
Speaking and Listening	1) Comprehension and Collaboration 2) Presentation of Knowledge and Ideas
Language	1) Conventions of Standard English 2) Knowledge of Language 3) Vocabulary Acquisition and Use

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

Key Design Considerations

- Organized around the College and Career Readiness (CCR) Standards for Reading, Writing, Speaking and Listening, and Language that are identical across all grades and content area and define cross-discipline literacy expectations to prepare students for career/college

- Integrated model of literacy, with shared responsibility for students' literacy, including expectations for reading and writing in the social and natural sciences

- Research and media skills blended into standards.

Reading Standards Excerpt

Reading Standards: Foundational Skills (K–5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 Students:
Print Concepts	

1. Demonstrate understanding of the organization and basic features of print.
  a. Follow words from left to right, top to bottom, and page by page.
  b. Recognize that spoken words are represented in written language by specific sequences of letters.
  c. Understand that words are separated by spaces in print.
  d. Recognize and name all upper- and lowercase letters of the alphabet.
	1. Demonstrate understanding of the organization and basic features of print.
	  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness	

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  a. Recognize and produce rhyming words.
  b. Count, pronounce, blend, and segment syllables in spoken words.
  c. Blend and segment onsets and rimes of single-syllable spoken words.
  d. Blend two to three phonemes into recognizable words.
  e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
  f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
	  a. Distinguish long from short vowel sounds in spoken single-syllable words.
	  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Balanced Representation of Literary and Informational Text

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- 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

Writing

Three types and Purposes:
- Opinions/Arguments
- Informative/Explanatory
- Narratives

(Emphasis on argument and informative/explanatory writing)

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Speaking and Listening Strand

New Opportunities for More Informal Conversations

- Students come to discussions prepared, drawing on preparation or other information known about topic/ideas under discussion
- Follow agreed upon rules and carry out assigned roles
- Pose and respond to questions, contributing to discussion and elaborating on remarks of others
- Review ideas expressed and draw conclusions gained from discussions

Language Strand

<u>Vocabulary Acquisition and Use</u>

- Engage in the study of vocabulary (i.e. academic and domain-specific words and phrases)
- Learn a variety of strategies
- Understand figurative language, word relationships and nuances

<u>Conventions of Language</u>

- Use knowledge of language and conventions of standard English grammar when writing, speaking, listening, and reading

Integration of Technology and Multimedia

Use as sources of information and tools for communication:

- Create audio recordings of stories or poems; add drawing or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2.SL.5)

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (5.RL.7)

- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (8.W.6)

Literacy in History/Social Studies, Science, and Technical Subjects

- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.(2.RI.3)

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3.RI.7)

- Analyze the relationship between a primary and secondary source on the same topic. (6-8.RH.9)

- By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. (6-8.RST.10)

Focus on Text Complexity

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☆ 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)

Vocabulary Acquisition

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☆ 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)

Common Core State Standards: Implementation Plan

Common Core State Standards
Systems Implementation Plan for California

January 2012

COMMON CORE
STATE STANDARDS
CALIFORNIA

<u>Guiding Strategies</u>

As a structural framework for activities, and the phases into which they fall, the plan is grounded in seven guiding strategies for implementation. These strategies encompass all areas of our educational system, and while they provide focus to the work, they also reveal its highly integrated nature. The seven guiding strategies for the Common Core State Standards (CCSS) systems implementation are:

1. Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.

2. Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students.

3. Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability.

Guiding Strategies (Cont.)

4. Collaborate with parents, guardians, and the early childhood and extended learning communities to integrate the CCSS into programs and activities beyond the K–12 school setting.

5. Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.

6. Seek, create, and disseminate resources to support stakeholders as CCSS systems implementation moves forward.

7. Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.

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Common Core State Standards Implementation

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- **English Language Development Standards** — September/November 2012
- **Supplemental Instructional Materials Review** — November 2012/January 2013
- **Professional Development Modules** — September 2013
- **Mathematics Framework** — November 2013
- **English Language Arts Framework** — May 2014

More information

The draft plan is available at:
http://www.cde.ca.gov/ci/cc/

Contact us:
commoncoreteam@cde.ca.gov

Assembly Bill 124 (Fuentes)

- Establishes the English Language Development (ELD) Standards Advisory Committee to update, revise and align the ELD standards with the Common Core State Standards

- Committee must include teachers and administrators with expertise in instructing English learners in the membership of the committee

- Draft ELD standards presented to SBE late summer 2012

ELD Standards Timeline

	Review Process
1/2012	SPI develops plan for standards development
2/2012	5 Focus Groups
3-6/2012	Panel of Experts meets
7/2012	Public Review and Two Hearings
8/31/2012	Deadline for SPI to submit ELD standards
9 or 11/2012	SBE Action

Assembly Bill 250 (Brownley)

- Superintendent sponsored
- Begins process for the development and adoption of curriculum frameworks aligned to the Common Core State Standards
- Extends the operative date of the state's assessment system by one year
- Creates professional learning modules
- ELD Standards in ELA Framework
- Instructional Quality Commission created

Instructional Quality Commission

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- Main advisory body to the SBE on curriculum and instructional materials

- Implementing the Common Core

- Renames Curriculum Commission

Curriculum Frameworks Timeline: Mathematics

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	Review Process
1/2012	SBE Approves Plan, Timeline, Curriculum Framework and Evaluation Criteria Committee (CFCC) Application
2/2012	4 Focus Groups
7/2012	SBE Appoints CFCC, Approves Guidance
9/2012-2/2013	CFCC Work: 6 Meetings
2013	Two Required 60-Day Public Reviews
11/2013	SBE Action

Curriculum Frameworks Timeline: English Language Arts

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	Review Process
11/2012	SBE Approves Plan, Timeline, Curriculum Framework and Evaluation Criteria Committee (CFCC) Application
5-6/2012	4 Focus Groups
11/2012	SBE Appoints CFCC, Approves Guidance
2-7/2013	CFCC Work: 6 Meetings
2013-14	Two Required 60-Day Public Reviews
5/2014	SBE Action

Professional Learning Modules

- Educator Task Force

- Create and sustain professional development training opportunities that support teachers and administrators in delivering to all pupils curriculum and instruction that are aligned to the Common Core State Standards (CCSS).

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Professional Learning Module Timeline: 2012 Activities

Feb 15-16:   On-site meeting with statewide Task Force

Feb 24:   California Department of Education (CDE) confirms providers and develops contracts

April 1:   Module development begins

May 30:   Four (or more) draft modules to the CDE for review and approval

June 1-15:   CDE and State Board of Education (SBE) review and submit edits and announce upcoming availability of modules to field

June 15-30:   Providers revise modules

August: CDE and SBE approve of modules

September: Posting to CDE Common Core Web site and announcement

Develop model professional development modules to **deepen the understanding** of the following:

- The common core academic state standards

- Instructional strategies to support the learning of all pupils, including English learners, pupils with disabilities, and underperforming pupils

- Instructional strategies that promote creativity, innovation, critical thinking, problem solving, collaboration, and communication skills in all academic content areas

- The integration of subject content knowledge

- Instructional leadership and coaching

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Additional Module Development

At least 10-14 modules are planned to be completed by September 2013 including:

- Collaborative Conversations
- Literacy in History and Social Studies
- Literacy in Science
- Literacy in Technical Subjects
- English Learners, ELD standards and Common Core

Common Core State Standards: Resources

- CDE CCSS Web page: http://www.cde.ca.gov/ci/cc

- The standards

- FAQ

- Informational flyers

- California resources

- Resources from the CCSSO

- Grade Level Curriculum documents

- Webinars and presentations

- Information about the SSPI's Supplemental Instructional Materials Review/Framework Updates

CCSS Resources Web Page

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Curriculum & Instruction	Testing & Accountability	Professional Development
Finance & Grants	Data & Statistics	Learning Support	Specialized Programs

Home » Curriculum & Instruction » Common Core State Standards Resources   **Printer-friendly version**

Common Core State Standards Resources

Information and resources about the new academic content standards for English language arts and mathematics adopted by the State Board of Education on August 2, 2010.

COMMON CORE STATE STANDARDS CALIFORNIA

Common Core State Standards

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 college, career, and the competitive global economy. The California State Board of Education (SBE) adopted the standards on August 2, 2010. Visit the adoption process Web page to learn more about the process.

- California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects ⬚ (PDF; Outside Source)

- California's Common Core State Standards for Mathematics ⬚ (PDF; Outside Source)

- Common Core State Standards Initiative (Outside Source)
  The multi-state initiative released the CCSS on June 2, 2010. The initiative site includes information about the development and research behind the standards, appendices, the states that have adopted the CCSS, and frequently asked questions.
  - ◈ English Language Arts Standards - Appendix A ⬚ (Outside Source)
    Research Supporting Key Elements of the Standards and Glossary of Terms
  - ◈ English Language Arts Standards - Appendix B ⬚ (Outside Source)
    Text Exemplars and Sample Performance Tasks
  - ◈ English Language Arts Standards - Appendix C ⬚ (Outside Source)
    Samples of Student Writing
  - ◈ Mathematics Standards - Appendix A ⬚ (Outside Source)
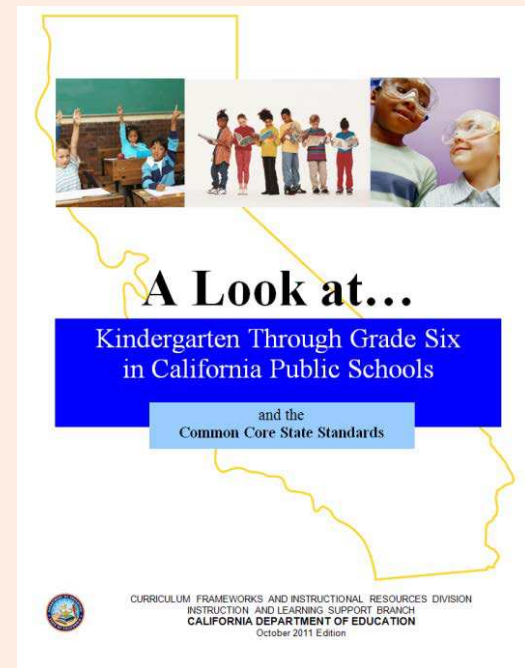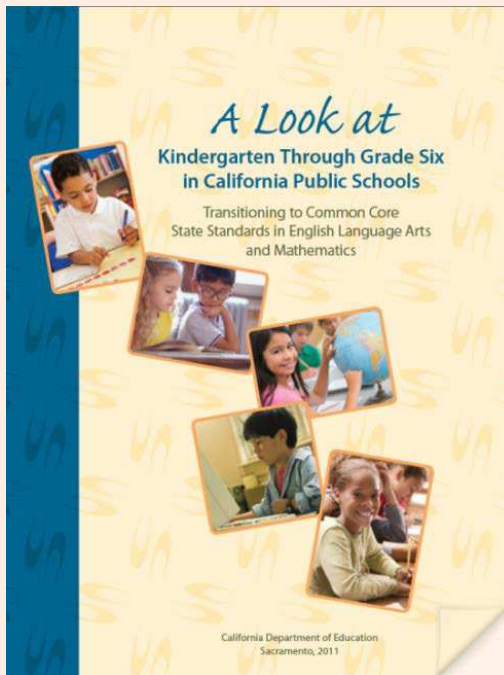   Designing High School Mathematics Courses Based on the CCSS

Transitioning to the Common Core

A Look at Kindergarten Through Grade Six in California Public Schools

New online and printed publications focusing on California's content standards, including the Common Core State Standards

CDE on iTunes U

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CDE on iTunes U: Highlighted Links

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CDE on iTunes U
CCSS main link:
http://itunes.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=401376538

Common Core State Standards:
http://itunes.apple.com/WebObjects/DZR.woa/wa/viewTagged?id=389183656&tag=Common+Core+State+Standards

NGA/CCSSO:
http://itunes.apple.com/us/itunes-u/common-core-state-standards/id401376538

CTA Good Teaching:
http://itunes.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=431738206

Grade Level Curriculum:
http://itunes.apple.com/WebObjects/DZR.woa/wa/viewTagged?id=389183656&tag=Grade+Level+Curriculum

Outside CDE on iTunes U
New York State Education Department:
http://usny.nysed.gov/rttt/resources/bringing-the-common-core-to-life.html

Common Core State Standards ListServ

TOM TORLAKSON
State Superintendent
of Public Instruction

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Questions?

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