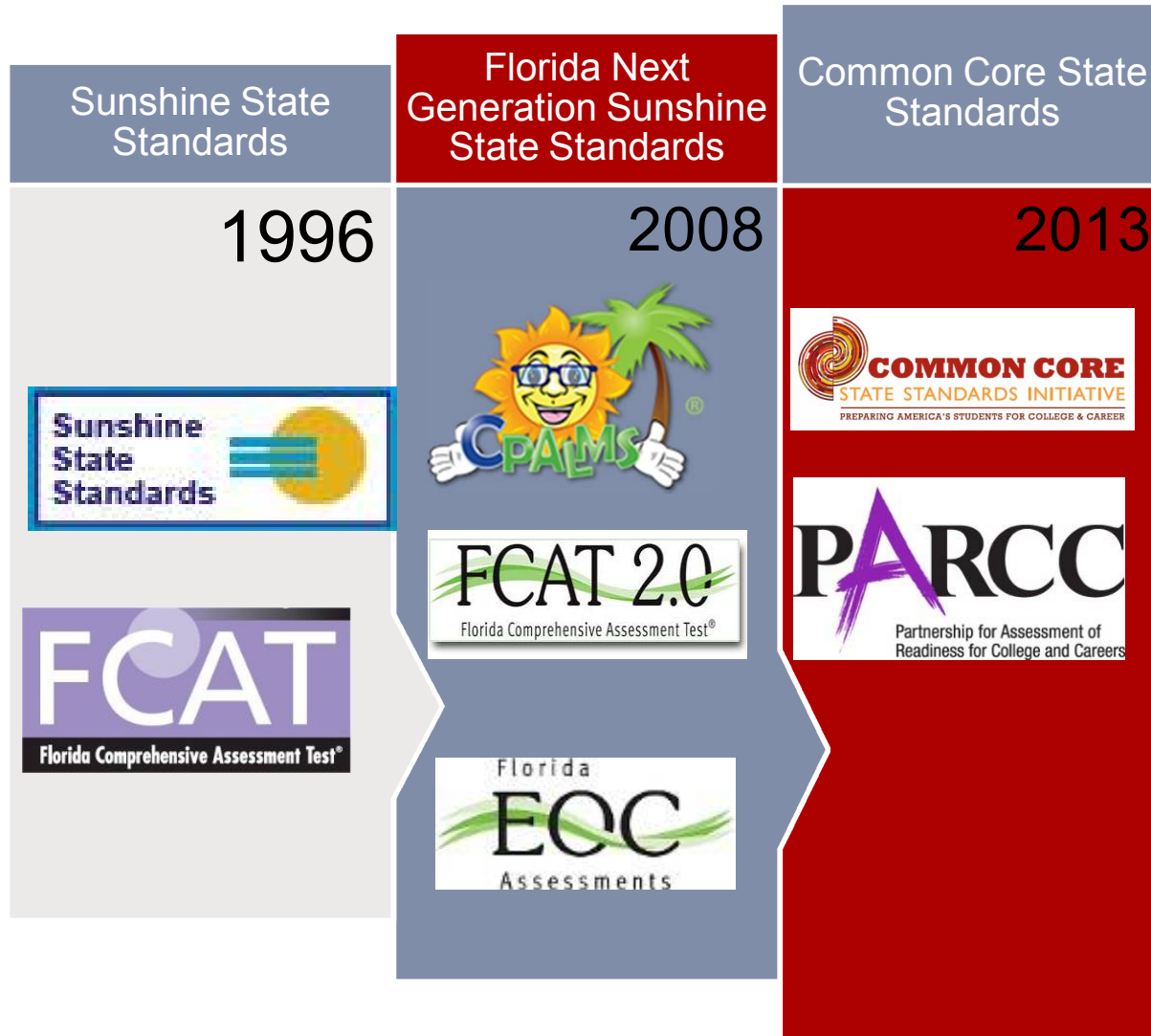




# Common Core State Standards

Awareness

# History of Florida's Education Curriculum

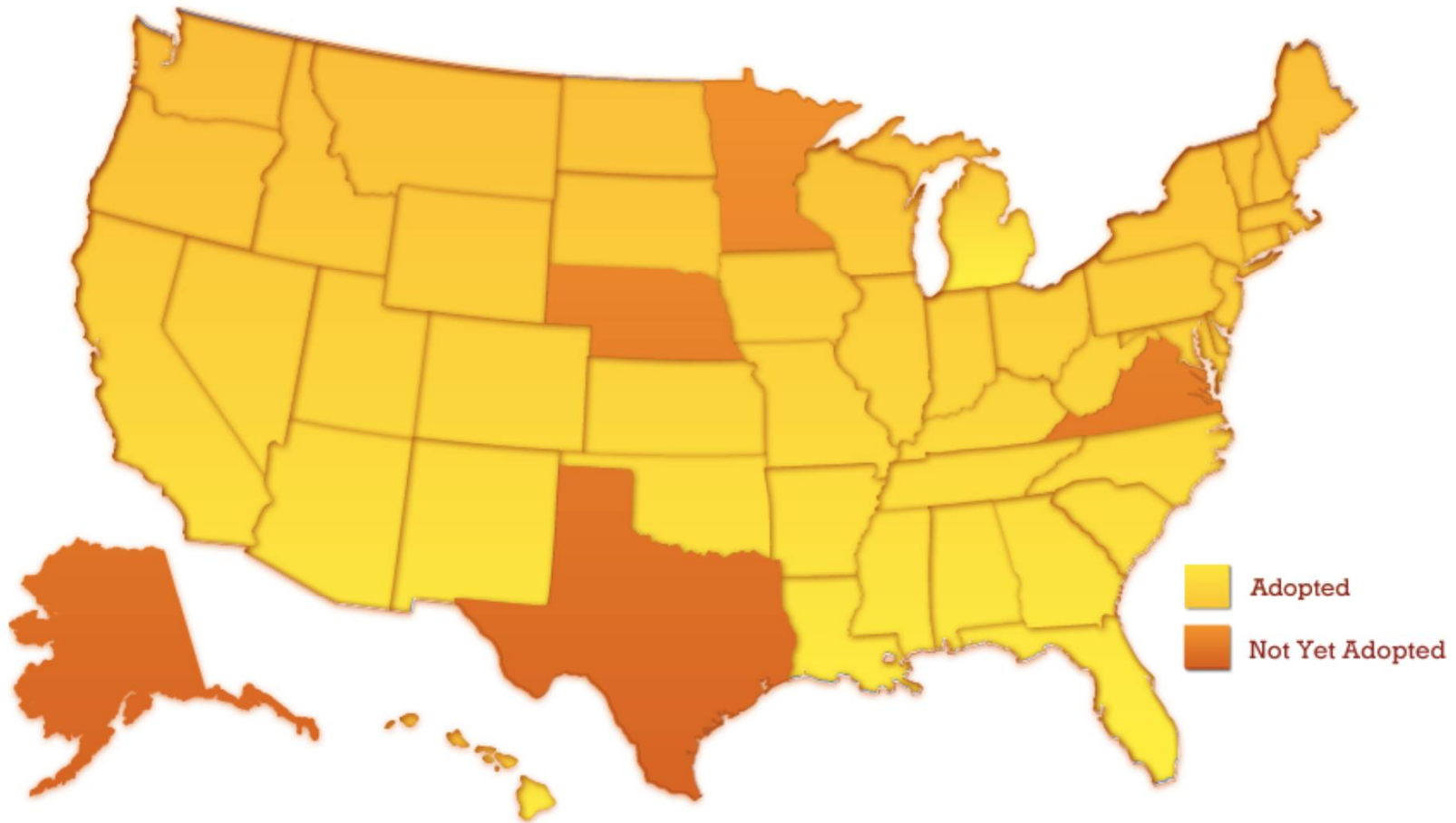


***□We live in a time of vast changes that include accelerating globalization, mounting quantities of information, the dominating influence of science and technology, and the clash of civilizations. Those changes call for new ways of learning and thinking in school, business, and the professions.□***

***-Howard Gardner  
Five Minds for the Future (2007)***



# Common Core States



# Florida Transitions to Common Core State Standards

## NGSSS

- Standards-based instruction
- **Test item specifications** guide development of curriculum maps
- Focus **mini-assessments aligned to individual benchmarks** and used to monitor student progress
- Teaching benchmarks in isolation results in **long lists of tasks to master**

## CCSS

- Standards-based instruction **facilitated by learning goals**
- Big ideas and learning goals guide the **development of curriculum maps**
- **Learning progressions or scales** describe expectations for student progress in attaining the learning goals
- Assessments used to **monitor student progress** are aligned directly to the learning progressions or scales
- Teaching big ideas **narrows the focus** and allows students to delve deeper for a greater depth of understanding

# Standards for College and Career Readiness

- Common Core State Standards – A New Foundation for Student Success
  - History of Standards Development
  - Promise of College and Career Ready Students



# What are Common Core State Standards?

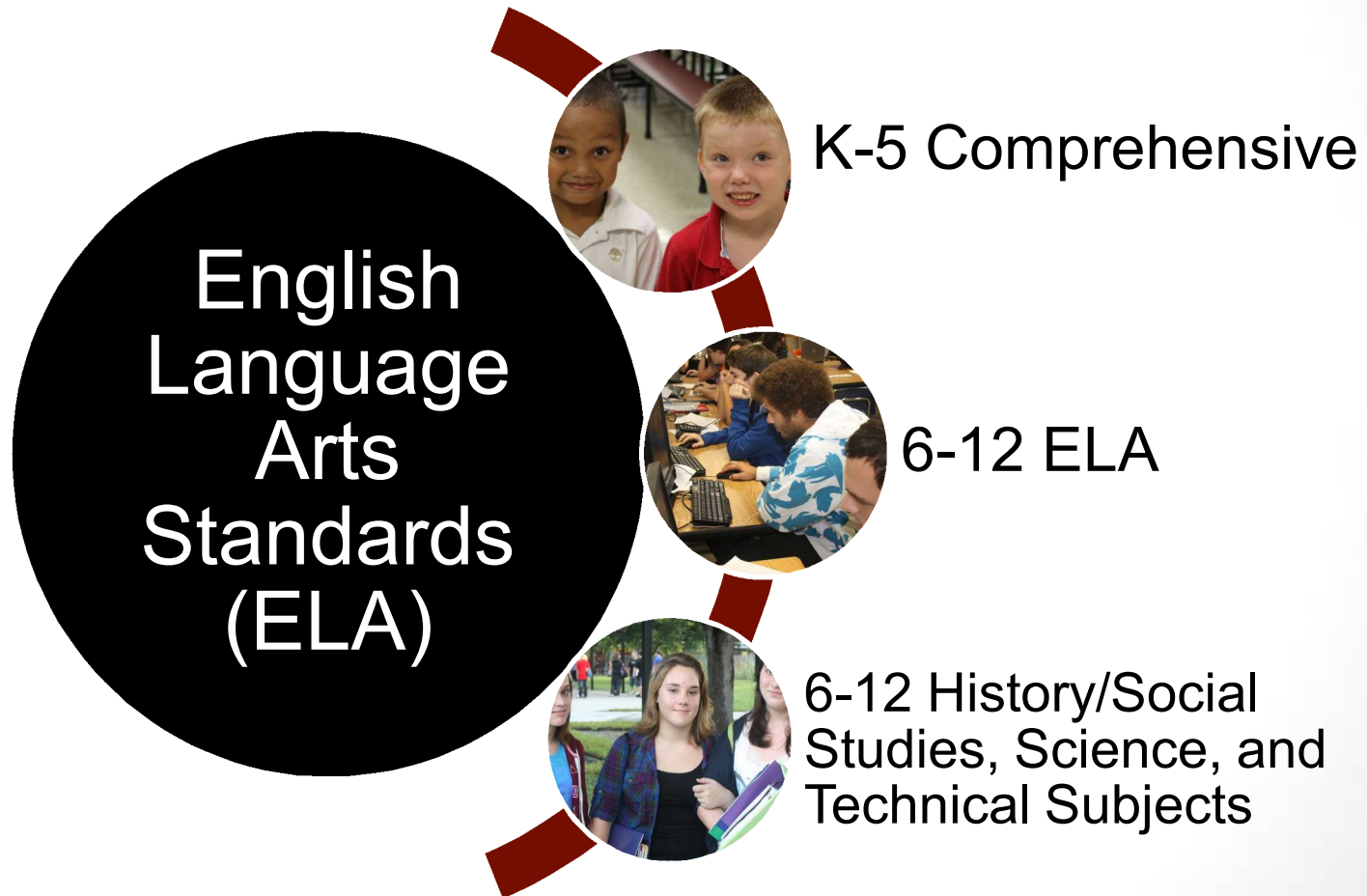
- Rigorous, research-based standards for mathematics, and English- language arts and literacy in history/social studies, science, and technical subjects for grades K-12
- Designed to prepare the nation's students with the knowledge and skills needed for success in college and the workforce regardless of their zip code.
- Internationally benchmarked to ensure that students will be globally competitive
- A clear and consistent educational framework
- A collaborative effort that builds on the best of current state standards

# Why Transition to Common Core Now?

- It better serves our students and teachers. Providing a focus on mastery and not isolated skill development.
- The CCSS creates a common language for all students and teachers.
- For many young people. High school wasn't preparing them for college and career.
- Federal funding is tied to CCSS adoption, implementation, and accountability.



# English Language Arts (ELA) CCSS



# ELA Strands



K-5 ELA- Reading, Writing, Speaking & Listening, and Language

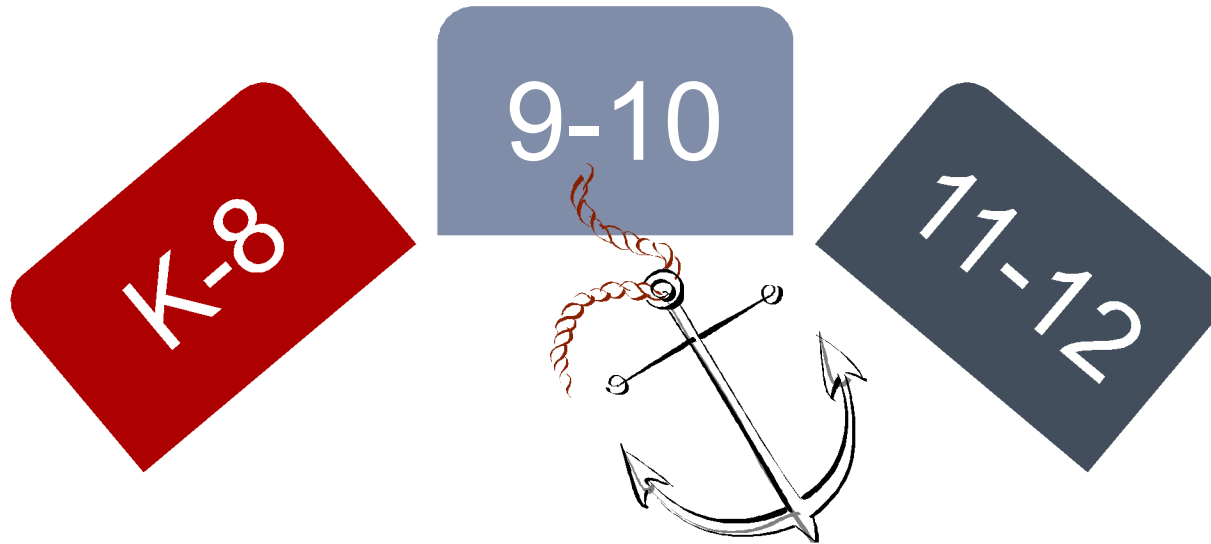


6-12 ELA- Reading, Writing, Speaking & Listening, and Language



6-12 History/SS, Science, and Technical Subjects focus on Reading and Writing

# Career and Readiness Broad Anchor Standards for Reading



Key Ideas & Details

Craft & Structure

Integration of Knowledge & Ideas

Range of Reading & Level of Text Complexity

# Reading Standards for Literature K-5

## Grade 3 students:

## Grade 4 students:

### Key Ideas and Details

- |                                                                                                                                                                                                   |                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.                                                                | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.                                 |
| 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.                                                                       |
| 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.                                              | 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |

# Career and Readiness Broad Anchor Standards for Writing



Production  
and  
Distribution  
of Writing

Research to  
Build and  
Present  
Knowledge

Range of  
Writing

Text Types  
& Purposes

Grade 6 students:

Grade 7 students:

Grade 8 students:

**Grade 6 students:**

**Grade 7 students:**

**Text Types and Purposes (continued)**

- 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

- 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

defined in standards 1–3 above.)

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defined in standards 1–3 above.)

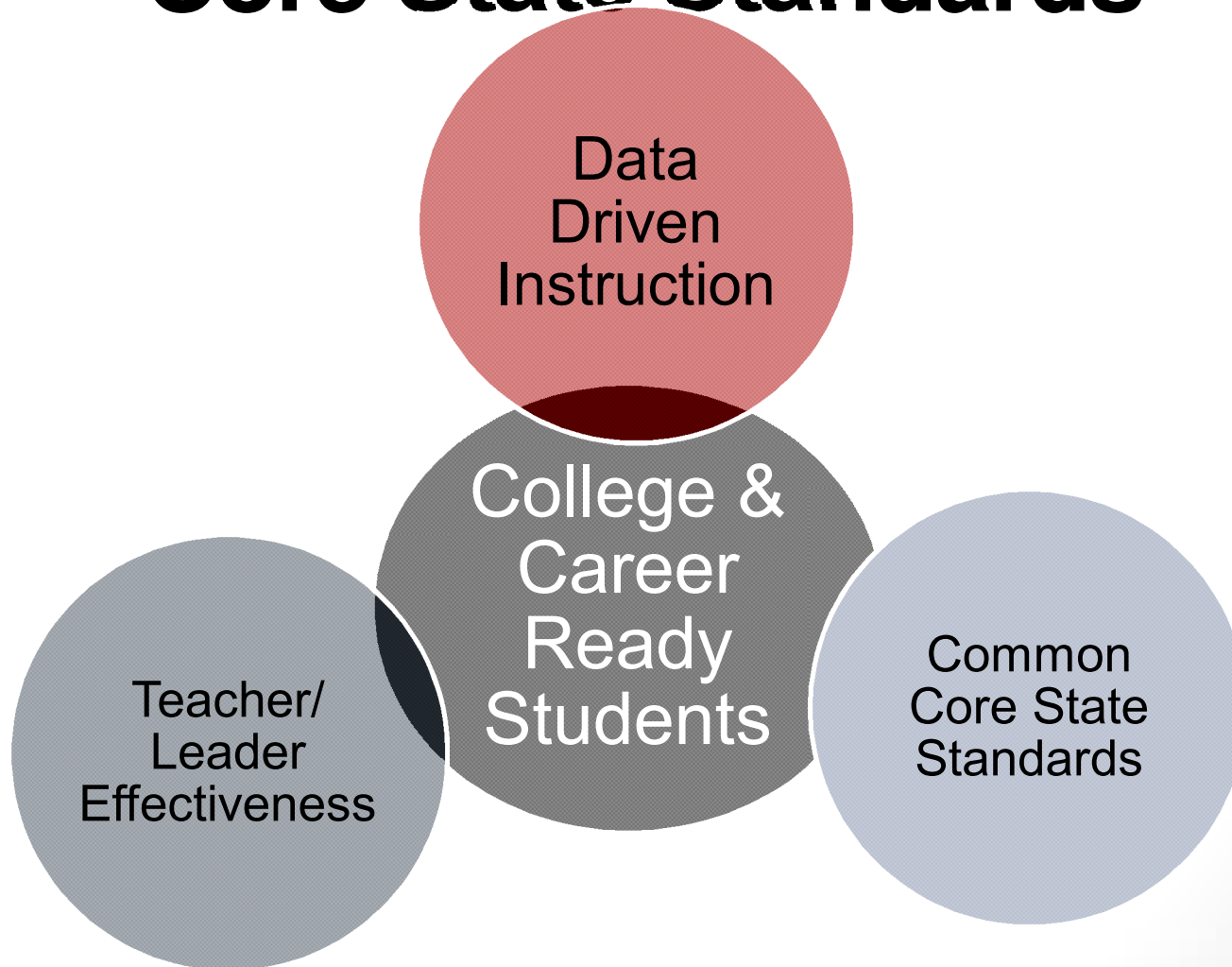
- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)

- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade

- 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade

# Instructional Shifts

## Implementation of the Common Core State Standards



# Instructional Shifts

## Implementation of the Common Core State Standards English Language Arts

- Shift 1 - K-5, Balancing Informational & Literary Texts
- Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational. A focus on the Foundational Skills.
  
- Shift 2 - 6-12, Knowledge in the Disciplines
- Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.



## Instructional Shifts

### Implementation of the Common Core State Standards

- Shift 3- Staircase of Complexity
- In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
- Shift 4 - Text-based Answers
- Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

# Instructional Shifts

## Implementation of the Common Core State Standards

- Shift 5 - Writing from Sources

- Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

- Shift 6 - Academic Vocabulary

- Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.

# What's in a Title?

## Everything!

**English Language Arts &  
Literacy in History/Social Studies,  
Science, and Technical Subjects**



Page 59 of  
the ELA  
Standards



STANDARDS FOR

**Grades 9–10 students:**

**Grades 11–12 students:**

- |                                                                                                                                                                                    |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>               | <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> |                                                                                                                                                                                                                                                                 |
| <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> | <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>      |                                                                                                                                                                                                                                                                 |
| <p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>                                    | <p>3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>    |                                                                                                                                                                                                                                                                 |
| <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>                       | <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>          | <p>4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> |

Standard

# Writing

## Grades 9–10 students:

## Grades 11–12 students:

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of

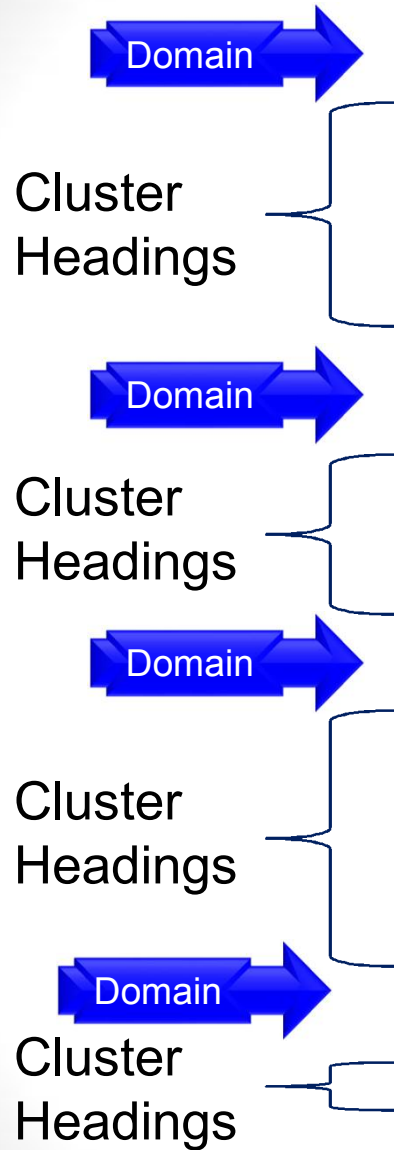
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language, domain-specific

# Mathematics

- The Common Core State Standards of Mathematics define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry level, credit-bearing academic college courses and in workforce training programs.



# Grade 2 Overview



## Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

## Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

## Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

## Geometry

- Reason with shapes and their attributes.

## 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.



# Mathematics for High School

The high school standards are listed in conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

Conceptual categories portray a coherent view of high school mathematics; a student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus.



# Instructional Shifts

## Implementation of the Common Core State Standards

- Shift 1 – Focus
- Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
- Shift 2 – Coherence
- Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

# Instructional Shifts

## Implementation of the Common Core State Standards Mathematics

- Shift 3 – Fluency
- Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.
  
- Shift 4 – Deep Understanding
- Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations. as well as writing and speaking about their understanding.

## Instructional Shifts

### Implementation of the Common Core State Standards

- Shift 5- Applications
- Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.
- Shift 6 - Dual Intensity
- Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.

# Domains for K-12

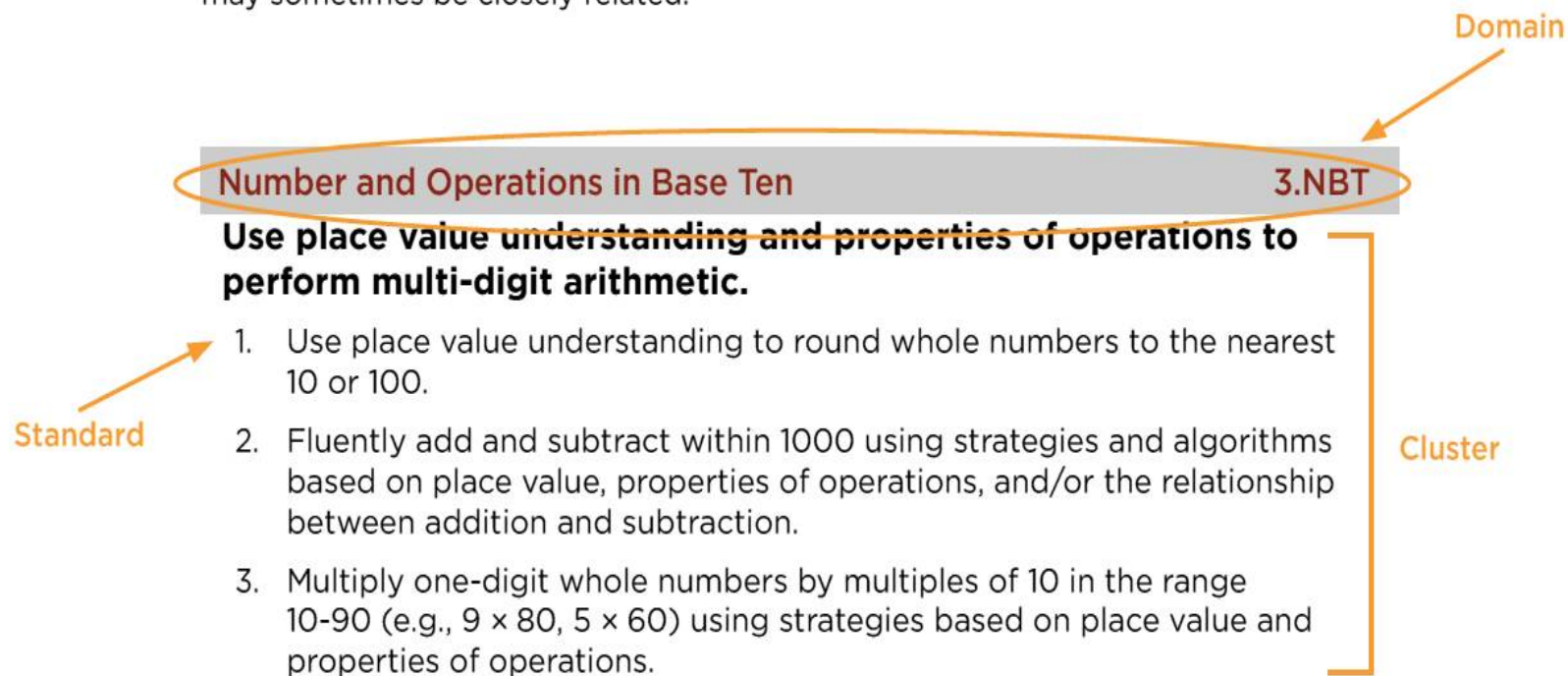
K	1	2	3	4	5	6	7	8	HS
Counting and Cardinality (CC)									Number and Quantity
Number and Operations in Base Ten (NBT)						The Number System			
			Number and Operations-Fractions (NF)			Ratios and Proportional Relationships (RP)			
Operations and Algebraic Thinking (OA)								Functions (F)	
						Expressions and Equations (EE)			Algebra
Geometry (G)									
Measurement and Data (MD)									
						Statistics and Probability (SP)			

# Organization of CCSS for Mathematics

**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.



# 8 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 sense of structure

8

Look for and express regularity in repeated reasoning

# Standards for Mathematical Practice

## The Importance of Mathematical Practices



# Florida Course Descriptions

- The Florida Department of Education is currently writing, approving & posting the new Course Descriptions

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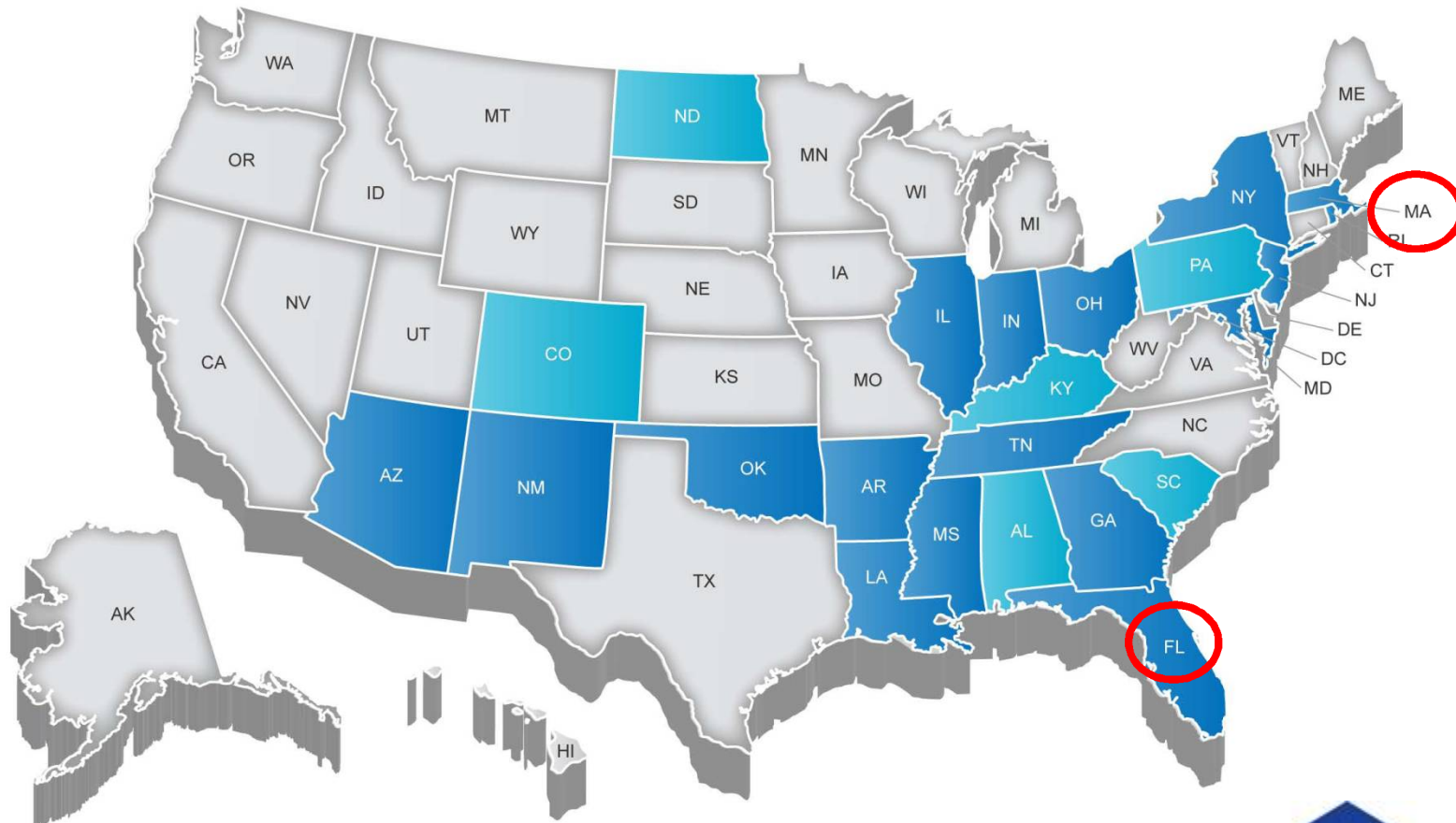


# Assessments

# Measuring Achievement of the Common Core State Standards

- **Common Core State Standards** are critical, but they are just the first step.
- **Common assessments** aligned to the Common Core will help ensure the new standards truly reach every classroom.

# PARCC Membership



 **Governing State**

 **Participating State**



# K-12 and Postsecondary Roles in PARCC

## **K-12 Educators & Education Leaders**

- Educators have been and will continue to be involved throughout the development of the PARCC assessments and related instructional and reporting tools to help ensure the system provides the information and resources educators most need

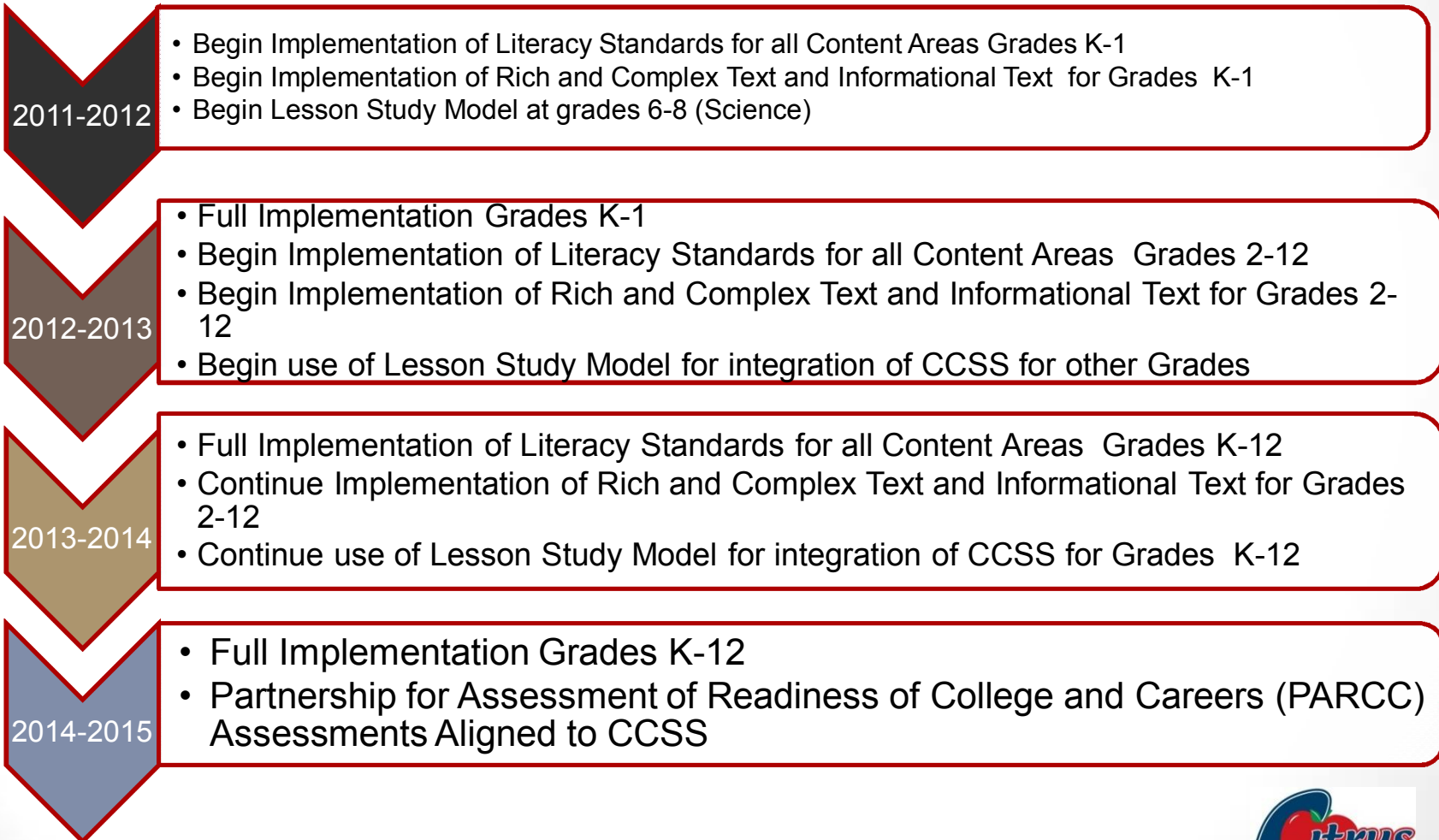
## **Postsecondary Faculty & Leaders**

- More than 200 institutions and systems covering hundreds of campuses across PARCC states have committed to help develop the high school assessments and set the college-ready cut score that will be used to place incoming freshmen



# Timelines

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



Timeline 2011-2015



# Common Core State Standards Mathematics

2011-2012

- Begin Implementation of the Standards for Mathematical Practice Grades K-1
- Begin Identification of Mathematical Domains and Critical Areas for Grades K-1
- Begin Lesson Study Model at grades 6-8 (Mathematics and Science)

2012-2013

- Full Implementation Grades K-1
- Begin Implementation of the Standards for Mathematical Practice Grades 2-12
- Begin Identification of Mathematical Domains and Critical Areas for Grades 2-12
- Begin use of Lesson Study Model for integration of CCSS for other Grades

2013-2014

- Full Implementation of Mathematics Common Core State Standards for Grades K-12
- Continue use of Lesson Study Model for integration of CCSS for Grades K-12

2014-2015

- Full Implementation of Mathematics Common Core State Standards for Grades K-12
- Partnership for Assessment of Readiness of College and Careers (PARCC) Assessments Aligned to Common Core State Standards (CCSS) and Administration takes place

Timeline 2011-2015



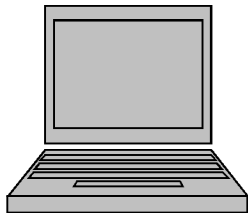
# Digital Resources for Common Co



- Apple
  - <http://itunes.apple.com/us/app/common-core-standards/id439424555>



- Android
  - <https://play.google.com/store/apps/details?id=com.edutater.corestandards>



- Common Core State Standards
  - <http://www.corestandards.org/>

- CCSB:
  - <http://www.citrus.k12.fl.us/edserv/klauderm/FL-NGSSS.htm>

