

# The Opportunity for Change and The Challenge: New Common Core State Standards

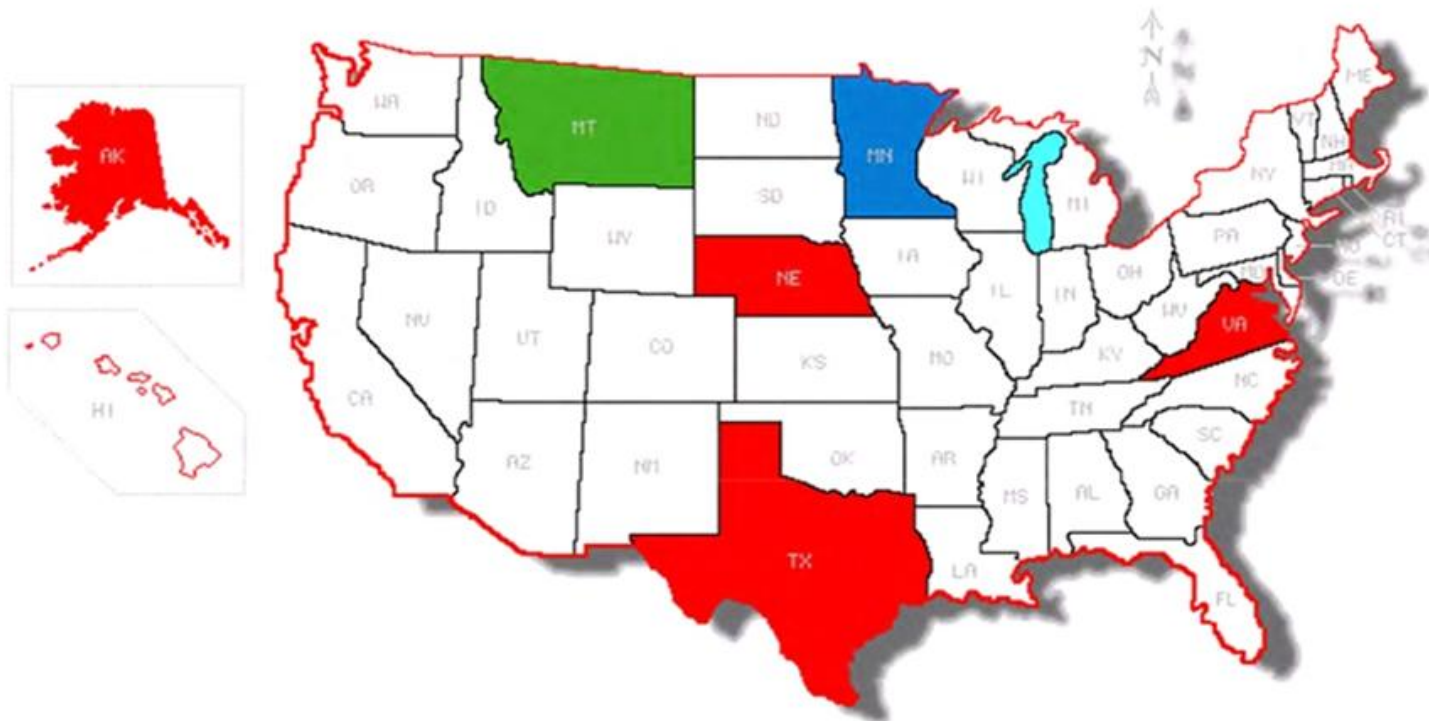
September 25, 2013



# COMMON CORE STATE STANDARDS STATES

## Common Core State Information

- - ELA only
- - Soon CCSS state
- - Not a CCSS state



# WHY ARE THEY IMPORTANT?

- Aligned with college and work expectations rather than commonalities found in the state standards
- Include rigorous content and application of knowledge through higher-order skills
- Internationally benchmarked by the National Assessment of Educational Progress (NAEP) and the Program for International Student Assessment (PISA)
- Currently, states have very different standards which results in students learning different concepts and at varying levels of thinking; adoption will ensure consistent expectations of learning across states
- Students must be prepared to compete internationally



# The Seven Survival Skills for Careers, College, and Citizenship

1. Critical Thinking and Problem-Solving
2. Collaboration Across Networks and Leading by Influence
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination



# STANDARDS DO NOT DEFINE...

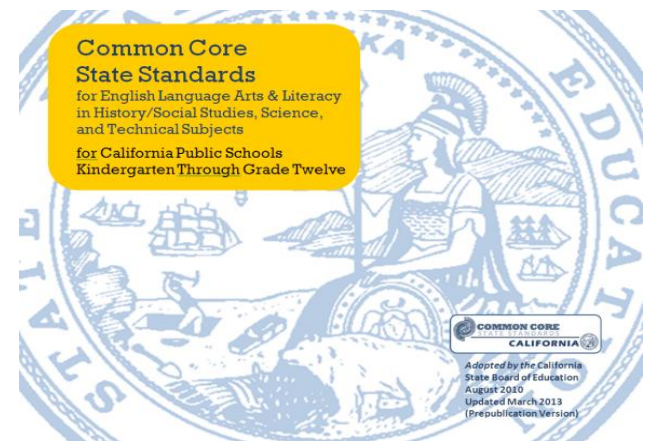
- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready
- A curriculum



# Common Core State Standards

## English Language Arts

- Identical Anchor Standards K-12
- Each grade level has its own content standards:
  - English Language Arts
    - Reading (Literary/Informational Text)
    - Writing
    - Speaking & Listening
    - Language



# Common Core State Standards Math

- Identical Mathematical Practices K-12
- Content Standards vary by grade level

K	1	2	3	4	5	6	7	8
Geometry								
Measurement and Data					Statistics and Probability			
Number and Operations in Base Ten					The Number System			
Operations and Algebraic Thinking					Expressions and Equations			
Counting and Cardinality				Number and Operations--- Fractions	Ratios and Proportional Relationships		Functions	



# College and Career Readiness Anchor Standards for Reading

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

## Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.



Grade 3 students:		Grade 4 students:		Grade 5 students:	
<b>Key Ideas and Details</b>					
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.	1.	Quote accurately from 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.	2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; 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).	3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>Craft and Structure</b>					
4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6.	Distinguish their own point of view from that of the narrator or those of the characters.	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6.	Describe how a narrator's or speaker's point of view influences how events are described.
<b>Integration of Knowledge and Ideas</b>					
7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7.	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).
8.	(Not applicable to literature)	8.	(Not applicable to literature)	8.	(Not applicable to literature)
9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>Range of Reading and Level of Text Complexity</b>					
10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.	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.

# Anchor Standard # 1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **Grade 3**  
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **Grade 4**  
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **Grade 5**  
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

# California Content Standards & Common Core State Standards

## Similarities:

- Rigorous
- Emphasize Core Areas
  - Language Arts
  - Math
  - Science
  - History/Social Studies

## Differences:

- Reading and Writing of Equal Importance in the CCSS
- Deeper, more concentrated focus in the CCSS rather than wider coverage
- Emphasis on conceptual understanding in all disciplines

# Major shifts from California Standards to CCSS

English: Information text, text complexity, academic vocabulary, text-dependent questions, writing from sources, reading emphasis in all areas.

Math: Focus, coherence, fluency, deep understanding: conceptual math, application



# What is the look and feel of CCSS in action?

- Students engaged and engaging
- Far less working alone
- Few to no worksheets
- Lots of learning-focused talk
- Lots of reading and listening to text
- Lots of writing
- Lots of doing



- Lots of opportunities to talk with fellow students
- Focused talk



# Why do we need to change?

## UC Berkeley Research

- From 1999-2003 there was more new knowledge in the world than all knowledge before.





# The challenge for the 2013-14 school year:

- Transition to the common core.
- Use more nonfiction and teach it.
- Move students into groups for collaboration more often. Pair Share.
- Facilitate more often. Be less the sage on stage.
- Offer problem solving and higher order thinking skills through Problems of the Month, greater emphasis on analysis, synthesis and evaluation.
- Ask text dependent questions.
- Ensure that students grapple with complex texts.



# Shifts for Students Demanded by the Core

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## 6 *Shifts* in ELA/Literacy

**Read as much non fiction as fiction**  
**Learn about the world by reading**  
**Read more challenging material closely**  
**Discuss reading using evidence**  
**Write non-fiction using evidence**  
**Increase academic vocabulary**

## 6 *Shifts* in Mathematics

**Focus: learn more about fewer, key topics**  
**Build skills within and across grades**  
**Develop speed and accuracy**  
**Really know it, Really do it**  
**Use it in the real world**  
**Think fast AND solve problems**

## ELA/Literacy Shift 1: Read as much non-fiction as fiction

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Students must...	Parents can...
<ul style="list-style-type: none"><li>• Read more <b>non-fiction</b></li><li>• Know the ways non-fiction can be put together</li><li>• <b>Enjoy</b> and discuss the details of non-fiction</li></ul>	<ul style="list-style-type: none"><li>• Supply more non-fiction text</li><li>• Read non-fiction texts <b>aloud or with</b> your child</li><li>• Have <b>fun</b> with non-fiction in front of them</li></ul>

## ELA/Literacy Shift 2: Learn about the world by reading

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Students must...	Parents can...
<ul style="list-style-type: none"><li>• Get smart in Science and Social Studies <b>through reading</b></li><li>• Handle “primary source” documents</li><li>• Get smarter <i>through</i> texts</li></ul>	<ul style="list-style-type: none"><li>• Supply series of texts on topics of interest</li><li>• <b>Find books that explain</b></li><li>• Discuss non-fiction texts and the ideas within</li></ul>

# The more we read the more we can read!

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- By age 3, children from affluent families have heard 30 million more words than children from parents living in poverty. (Hart and Risley, 1995).
- Children who have larger vocabularies and greater understanding of spoken language do better in school (Whitehurst and Lonigan).
- If children aren't reading on grade level by third grade, are four times more likely to leave high school without a diploma (Hernandez, 2011).

## ELA/Literacy Shift 3: Read more complex material carefully

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Students must...	Parents can
<ul style="list-style-type: none"><li>• Re-read</li><li>• Read material at comfort level <b>AND</b> work with more challenging stuff</li><li>• Unpack text</li><li>• <b>Handle frustration</b> and keep pushing</li></ul>	<ul style="list-style-type: none"><li>• <b>Provide more challenging texts</b> AND provide texts they WANT to read and can read comfortably</li><li>• <b>Know</b> what is grade level appropriate</li><li>• Read challenging stuff <i>with</i> them</li><li>• Show that challenging stuff is <b>worth</b> unpacking</li></ul>

# Rick's Reading Workshop: Mini-Lesson



<https://www.teachingchannel.org/videos/theories-of-character>



# Support their Reading. Read Challenging Texts Aloud.

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Grades	Example of Complexity: Nonfiction	Example of Complexity: Fiction
K-1	A Tree is a Plant <b>Read Aloud: Fire, Fire!</b>	Are you My Mother? <b>Read Aloud: The Owl &amp; the Pussycat</b>
2-3	Martin Luther King and the March on Washington <b>Read Aloud: What the World Eats</b>	Fire Cat <b>Read Aloud: Charlotte's Web</b>
4-5	Hurricanes: Earth's Mightiest Storms The Kids' Guide to Money	Bud not Buddy The Secret Garden
6-8	Narrative of the Life of Frederick Douglass A Night to Remember	Little Women The People Could Fly
9-10	Hope, Despair, Memory Letter from Birmingham Jail	Things Fall Apart In the Time of Butterflies
11-12	Take the Tortillas Out of Your Poetry Mother Tongue Black Boy	The Canterbury Tales Dreaming in Cuban Crime & Punishment

## ELA/Literacy Shift 4: Discuss reading using evidence

Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• Find evidence to support their <b>arguments</b></li><li>• Form judgments</li><li>• become <b>scholars</b></li><li>• Discuss what the author is “up to”</li></ul>	<ul style="list-style-type: none"><li>• Talk about text</li><li>• <b>Demand evidence</b> in every day discussions/ disagreements</li><li>• Read aloud or read the same book and discuss with evidence</li></ul>

## ELA/Literacy Shift 5: Writing from Sources

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Students Must...	Parents can...
<ul style="list-style-type: none"><li>• Make <b>arguments in writing</b> using evidence</li><li>• Compare multiple texts in writing</li><li>• Write well</li></ul>	<ul style="list-style-type: none"><li>• <b>Encourage writing</b> at home</li><li>• Write “books” together and use evidence/ details</li><li>• Look at Appendix A: <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></li></ul>

# ELA/Literacy Shift 6: Academic Vocabulary

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• Learn the words that they can use in college and career</li><li>• Get smarter at using the “<b>language of power</b>”</li></ul>	<ul style="list-style-type: none"><li>• <b>Read often</b> and constantly with babies, toddlers, preschoolers, and children</li><li>• Read multiple books about the same topic</li><li>• Let your kids see you reading</li></ul> <p>Talk to your children; Read to your children; Listen to your children; Sing with your children; Make up silly rhymes and word games with your children</p>

# Mathematics Shift 1:

## Focus: learn more about less

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• Spend more time on <b>fewer concepts.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Know what the priority work is</b> for your child for their grade level</li><li>• Spend time with your child on priority work</li><li>• Ask your child's teacher about their progress on priority work</li></ul>

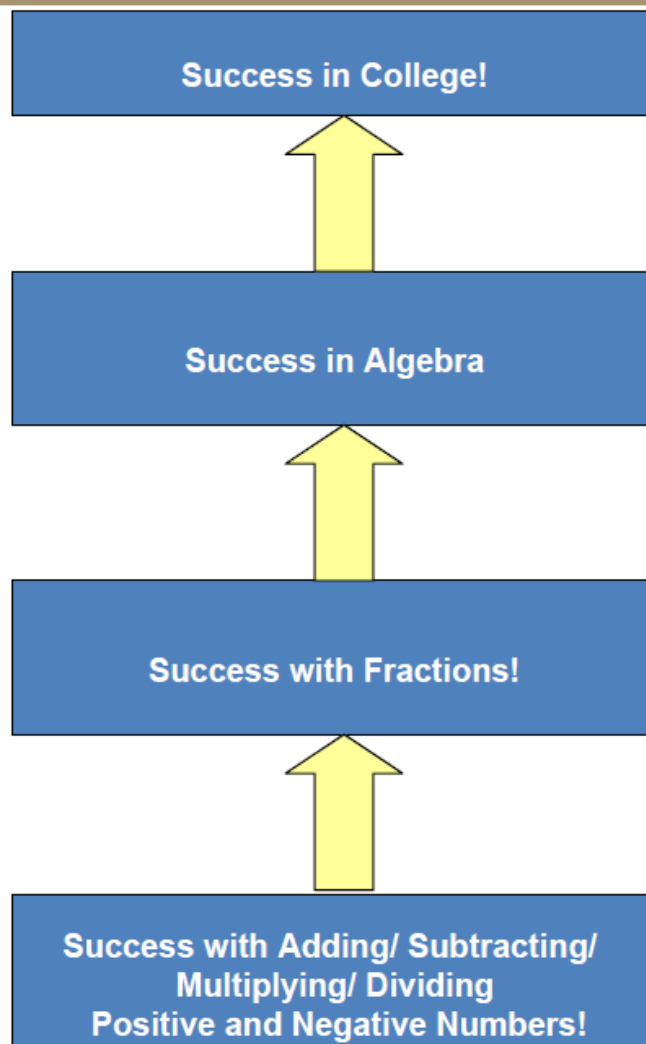
## Mathematics Shift 2: Skills Across Grades

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• <b>Keep building</b> on learning year after year</li></ul>	<ul style="list-style-type: none"><li>• Be aware of what your <b>child struggled with last year</b> and how that will affect learning this year</li> <li>• Advocate for your child and ensure that support is given for “<b>gap</b>” skills – negative numbers, fractions, etc</li></ul>

# The National Mathematics Advisory Panel's Final Report (2008)

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## Mathematics Shift 3: Speed and Accuracy

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>•Spend time <b>practicing</b> – lots of problems on the same idea</li></ul>	<ul style="list-style-type: none"><li>•<b>Push children</b> to know/memorize basic math facts</li><li>•Know all of the fluencies your child should have and prioritize learning of the ones they don't</li></ul>

# Key Fluencies

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Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px + q = r$ , $p(x + q) = r$
8	Solve simple $2 \times 2$ systems by inspection

# Reasoning About Multiplication & Division



<https://www.teachingchannel.org/videos/multiplication-division-in-the-core?fd=1>

# Mathematics Shift 4: Know it/ Do it!

## Students Must...

- **UNDERSTAND** why the math works. **MAKE** the math work.
- **TALK** about why the math works
- **PROVE** that they know why and how the math works

## Parents Can...

- Notice whether your child **REALLY** knows why the answer is what it is
- Advocate for the **TIME** your child needs to learn key math
- Provide **TIME** for your child to work hard with math at home
- Get smarter in the math your child needs to know

# Mathematics Shift 5: Real World

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• Apply math in <b>real world</b> situations</li><li>• Know <b>which math</b> to use for which situation</li></ul>	<ul style="list-style-type: none"><li>• Ask your child to <b>DO</b> the math that comes up in your daily life</li></ul>

## Mathematics Shift 6: Think Fast/ Solve Problems

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• Be able to use <b>core math facts</b> FAST</li></ul> <p>AND</p> <ul style="list-style-type: none"><li>• Be able to apply math in the real world</li></ul>	<ul style="list-style-type: none"><li>• Notice which side of this coin your child is smart at and where he/she needs to <b>get smarter</b></li><li>• Make sure your child is <b>PRACTICING</b> the math facts he/she struggles with</li><li>• Make sure your child is thinking about Math in real life</li></ul>

## Example Common Core Performance Task 5th Grade Math

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### Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.



# Example Annotated Student Work

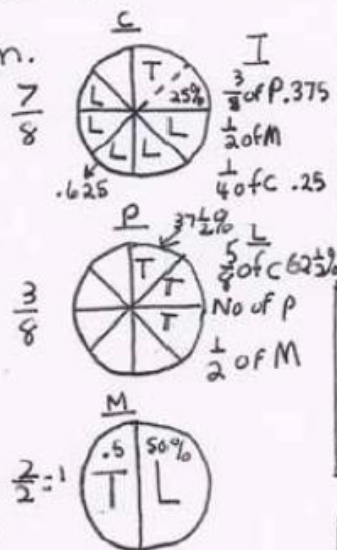
## Stuffed with Pizza

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I will find who is correct, Tito or Luis.

I will make a diagram.

Key	
T	TITO
L	LUIS
C	cheese
P	Pepperoni
M	Mushroom
	↑ pizzas



Tito ate

$$\frac{3}{8} + \frac{1}{2} + \frac{1}{4} = ?$$

$$\frac{3}{8} + \frac{4}{8} + \frac{2}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

Luis ate

$$\frac{5}{8} + \frac{1}{2} = ?$$

$$\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

you have to find how to have 8 in the denominator so you add equivalent fractions

Answer: Luis was right because they both ate  $\frac{1}{8}$  pizza

The student models with mathematics. The area model/diagram of the pizzas is accurate, labeled, and a key defines Tito, Luis, and the types of pizzas. The student uses the diagram to record some of her/his extended thinking to percents and decimals.

The student is able to make sense and persevere in solving the problem. The student demonstrates correct reasoning of proportional parts of a whole, correctly assigns each boy pizza pieces, and finds the correct equivalent fractions to state a correct answer. The student verifies her/his answer with decimals and percents and brings prior knowledge of statistics to the solution.



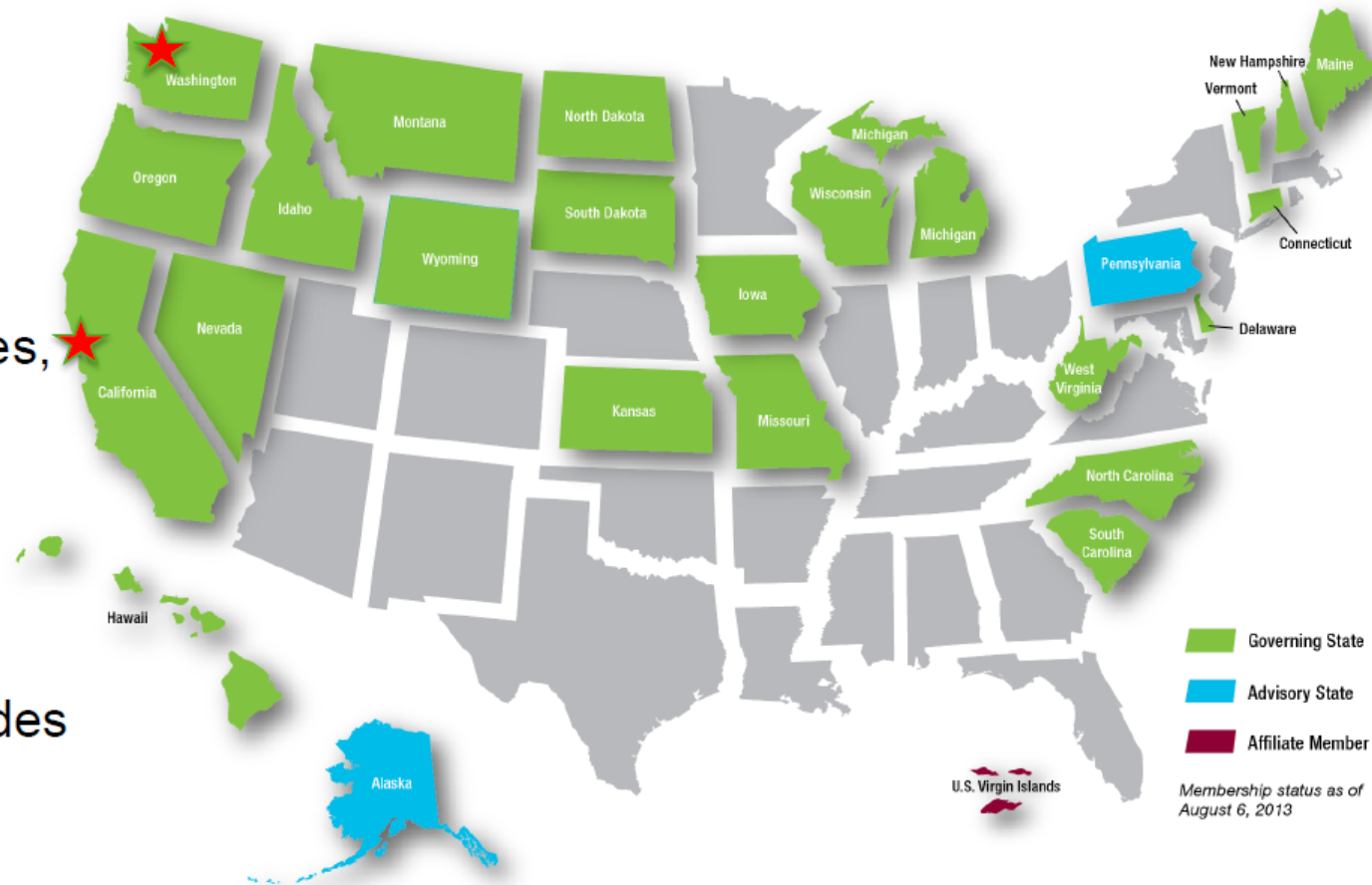
# Next Generation Assessments

The U.S. Department of Education has funded two consortia of states with development grants for new assessments aligned to college- and career-ready standards

- Rigorous assessment of progress toward “**college and career readiness**”
- **Common cut scores** across all Consortium states
- Provide both **achievement and growth information**
- **Valid, reliable, and fair** for all students, except those with “significant cognitive disabilities”
- Administer **online**
- Use **multiple** measures
- **Operational in 2014-15** school year

# A National Consortium of States

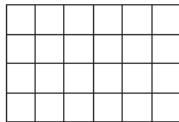
- 26 member states and territories representing 39% of K-12 students
- 23 Governing States, 2 Advisory States, 1 Affiliate Member
- Washington state is fiscal agent
- WestEd provides project management services



# Grade 3 - Mathematics

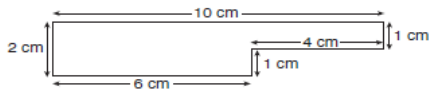
## STAR

- 70 A rectangle is 6 inches long and 4 inches wide. What is the area of the rectangle?



- A 24 square inches
- B 30 square inches
- C 74 square inches
- D 120 square inches

- 73 Look at the polygon below.



1 centimeter = 1 cm

What is the perimeter of the polygon?

- A 16 cm
- B 20 cm
- C 24 cm
- D 28 cm

## SBAC

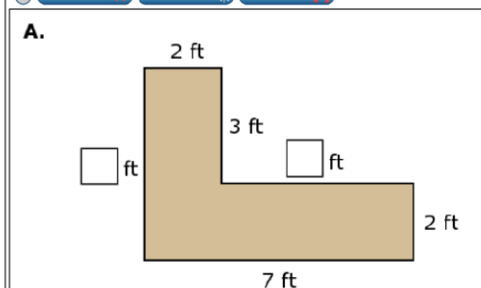
554

David wants to create the L-shaped desk shown. He decides to buy two rectangular desks and put them together.

- Drag numbers into the boxes to show the missing dimensions.
- Use the Connect Line tool to draw a line dividing the diagram into two desks. Make each desk 5 feet by 2 feet.
- What is the total area of the L-shaped desk? Drag numbers into the box to show your answer.

0  
1  
2  
3  
4  
5  
6  
7  
8  
9

**A.**



**B.**

Total area:  ft<sup>2</sup>

# Grade 5 - English Language Arts

## CST

1 Read this sentence from paragraph 1.

High on a hill in the middle of nowhere, all he could hear was the shrill cry of a hawk soaring overhead in search of prey.

The author uses the phrase in the middle of nowhere to show that

- A the hill is so tall that Elijah is as high up as the hawk.
- B Elijah imagines that he is at the center of the world.
- C the closest house to Elijah is at least one hundred miles away.
- D Elijah feels very far away from everything that is familiar to him.

CSR00294.035

2 What is Elijah's *main* problem in the story?

- A The key his mother needs is old and rusty.
- B He is angry because his mother made him leave his life in the city.
- C His mother no longer talks to him at dinnertime.
- D He does not want to come home when his mother calls to him.

CSRJ0507.138

3 The author uses details like "creaky stairs" to show that the house

- A should not be lived in anymore.
- B did not have very good stairs.
- C was not located in the city.
- D has been home to several generations.

CSR00279.035

## SBAC

900

Project Shelter is helping hermit crabs by creating artificial shells for them to use as shelters. Explain the process that is used in designing and selecting the shells. Use details from the text to support your answer.

Type your answer in the space provided.

901

Read the sentence and the directions that follow.

The hermit crabs in the ocean have learned to adapt to the changing housing situation.

Using details from the text, define the word adapt and explain how the crabs have adapted.

Type your answer in the space provided.

902

People affect hermit crabs in many ways. Using **at least two** details from the text, explain whether people have a positive or a negative effect on hermit crabs.

Type your answer in the space provided.



Questions / Answers

# Resources

Engage NY

<http://www.engageny.org/resource/shifts-for-students-and-parents/>

Smarter Balanced Assessment Consortium

<http://www.smarterbalanced.org/about/>