COMMON CORE STATE STANDARDS
A Parent Overview
So glad you're here!
WHAT?

2 Areas

- English Language Arts
- Math

...Science standards coming next
WHY?

- 50 States and 50 Standards
- U.S. students underperform when compared to peers in other developed countries
- 60% of students take remedial college level classes
WHO?

- National Governors Association (NGA)
- Council of Chief State School Officers (CCSSO)

Written and developed with input from:
- K-12 educators and administrators
- Scholarly research
- Data from college performance and workforce training programs
- National Frameworks
- International Studies
- International benchmarks
COMMON CORE AND THE WHOLE CHILD

21st Century Learning Skills

- Communication
- Critical Thinking
- Collaboration
- Creativity
SHIFTS FOR ENGLISH LANGUAGE ARTS AND MATH
Balance between content-rich non-fiction and fiction

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Information</th>
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<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
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<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
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<tr>
<td>12</td>
<td>30%</td>
<td>70%</td>
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Emphasis on reading, writing, and speaking based upon evidence/justification of responses

Writing assignments will focus on
- Opinions/Arguments
- Informative/Explanatory Texts
- Narratives
## Reading for Information

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.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grades 9–10</th>
<th>Grades 11–12</th>
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<tbody>
<tr>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>Ask and answer questions about key details in a text.</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
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SHIFTS IN MATH

- Focus on few topics, covered in greater depth
- Connect learning across grade levels
- Perform mathematics with speed and accuracy
- Use math in complex situations
- Emphasize both conceptual and procedural math
  - $9 \times 5 = 45$......Explain why the answer is 45
    (procedural) (conceptual)
FEWER STANDARDS

- **Kindergarten**
  - Representing, relating, and operating whole numbers
  - Describing shapes and space

- **First Grade**
  - Addition and subtraction within 20
  - Whole number relationships and place value to 100
  - Developing an understanding of linear measurement
  - Composing and decomposing geometric shapes

- **Second Grade**
  - Base ten notation to 1000
  - Addition and subtraction within 100
  - Use standard units of measurement
  - Describe and analyze shapes

- **Third Grade**
  - Multiplication and Division to 100
  - Introduction to fractions
  - Introduction to area
  - Describe and analyze two-dimensional shapes
<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
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</thead>
<tbody>
<tr>
<td>Ratios and Proportional</td>
<td>Functions</td>
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<td>Relationships</td>
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<td>The Number System</td>
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<td>Expressions and Equations</td>
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<tr>
<td>Geometry</td>
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<td>Statistics and Probability</td>
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COMMON MATH PATHWAYS

Pathway A

Algebra I
Geometry
Algebra II

Traditional in U.S.

Pathway B

Mathematics I
Mathematics II
Mathematics III

International Integrated approach
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
The CCSS is purposely designed to make all students ready for life in a technological society.

Technology is NOT a separate strand, but incorporated throughout the content standards.

- **Grade 1:** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
- **Grade 3:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information.
- **Grade 5:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly.
- **Grade 8:** Compare and contrast information gained from experiments, simulations, video, or multimedia sources with a text on the same topic.
- **Grade 11:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
A NEW KIND OF ASSESSMENT

- Smarter Balanced
- Coming in 2015
- Grades 3-8 and 11
- Computer adaptive tests
- Technology-based
- Assessment window wider
- Question items and performance tasks
Smarter Balanced Practice Test
Accommodations and modifications for testing have been developed for English Learners and Students with Special Needs.

Special needs students will continue to participate in assessments as stated in their Individual Education Plans (IEP’s).

Common Core will provide a change in curriculum, but no changes will be made to special education laws.
WHERE ARE WE?

- CUSD is developing proficiency among staff

- Teacher leaders are creating CCSS units and course descriptions

- District technology teams are expanding the infrastructure and purchasing additional technology

- Teachers are collaborating and building CCSS related lessons and practices
RESOURCES FOR MORE INFORMATION

- Council of the Great City Schools, Parent Roadmaps to the Common Core State Standards, by grade level and subject.
  - [http://www.cgcs.org/Page/328](http://www.cgcs.org/Page/328) for ELA
  - [http://www.cgcs.org/Page/244](http://www.cgcs.org/Page/244) for Math

- The Hunt Institute Video Series. These videos outline processes for the development of the standards, how the Standards are different and essential skills for mastery.
  - [http://www.achievethecore.org/content/upload/Shifts%202%20pager_091313.pdf](http://www.achievethecore.org/content/upload/Shifts%202%20pager_091313.pdf)

- California Department of Education
  - [http://www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/)

- Smarter Balanced Consortium for assessment information
  - [http://www.smarterbalanced.org/](http://www.smarterbalanced.org/)
QUESTION CARDS
Thank you!