

REACH³H

REAC³H Network

Inaugural Summit: Looking Ahead to the Future
Common Core State Standards

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Common Core State Standards

Common Core State Standards are written for:

- K-12 mathematics
- K-12 English language arts
- 6-12 Literacy in history/social studies, science, and technical subjects: applications across all content areas



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Common Core State Standards

- Aligned with **college and work expectations**
- Focused and coherent
- Include **rigorous** content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Based on evidence and research
- **Internationally benchmarked** so that all students are prepared to succeed in our global economy and society
- Provide opportunity to significantly improve the quality and usefulness of **large-scale assessments**



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International Benchmarks

English Language Arts

Australia, New South Wales, Victoria
Canada (Alberta, British Columbia,
Ontario)
England
Finland
Hong Kong
Ireland
Singapore

Mathematics

Belgium (Flemish)
Canada (Alberta)
China
Chinese Taipei
England
Finland
Hong Kong
India
Ireland
Japan
Korea
Singapore



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Common Core State Standards

- State-led
- Coordinated by:
 - National Governor’s Association (NGA) Center for Best Practices
 - Council of Chief State School Officers (CCSSO)

Key Shifts: English Language Arts

- **Reading**
 - Balance of literature and informational texts
 - Measurement of Text Complexity
- **Writing**
 - Emphasis on argument and informative/explanatory
 - Writing about sources
- **Speaking and Listening**
 - Inclusion of formal and informal talk
- **Language**
 - Focus on general academic and domain-specific vocabulary

Secondary Literacy Performance Task Example

- **Example:** Cite strong and thorough textual evidence from John Keats's “**Ode on a Grecian Urn**” to **support an analysis** of what the poem says explicitly about
- the urn as well as **what can be inferred** from
- the text regarding what meanings the figures
- decorating the urn convey as well as noting
- where the poem leaves matters about the
- urn and its decoration uncertain.

- **CCSS Match:** RL.11-12.1
- **Source:** CCSS Appendix B: Text Exemplars and
- Sample Performance Tasks



Key Shifts: ELA/Literacy

- **Standards for reading and writing in history/social studies, science, and technical subjects**
 - Complement rather than replace content standards in those subjects
 - Responsibility of teachers in those subjects

Secondary Literacy

Science, History/Social Studies, Technical Subjects

Example: Science/Technical Texts

- Read and view different examples of case-making materials related to the Genetically Modified Food debate. **Take a position** and **cite specific textual evidence** from your sources, attending to important distinctions each author makes and to any gaps or inconsistencies in the account. Defend your conclusion from counter-claims. **Create a presentation** of your analysis that highlights **key evidence** and your strongest claims.

CCSS Match: 11-12.RST.8

Source: Achieve

Key Shifts: Mathematics

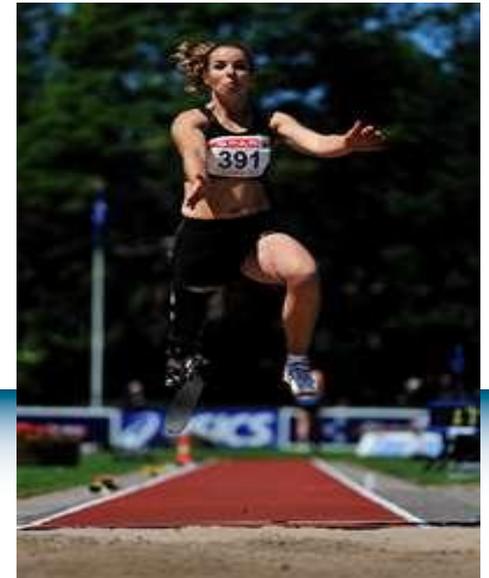
- **Focus and Coherence**
 - Focus on key topics at each grade level
 - Coherent progressions across grade levels
- **Balance of concepts and skills**
 - Content standards require both conceptual understanding and procedural fluency
 - Clusters of standards provide deep knowledge development opportunities
- **Mathematical practices**
 - Foster reasoning and sense-making in math

Middle School Mathematics Performance Example

- **Example:** Our school has to select a girl for the long jump at the regional championship. Three girls are in contention. We have a school jump-off. Their results, in meters, are given in the accompanying table.

CCSS Match: 6.RP.2 and 6.RP.3b

Source: College and Career Readiness Sample
Mathematics Tasks



Continued Mathematics Example

Elsa	Miki	Aisha
3.25	3.55	3.67
3.95	3.88	3.78
4.28	3.61	3.92
2.95	3.97	3.62
3.66	3.75	3.85
3.81	3.59	3.73

Table 3: Data from the jump-off: distances are given in meters.

Hans says, “Aisha has the longest average. She should go to the championship.” Do you think Hans is right?

Explain your reasoning.

Instructional Focus

1. Include more reading and writing related to **informational text in all content areas**.
2. Provide practice for students in 3 types of rhetorical **modes of writing** (informational, argument, narrative) for all grades.
3. Provide assignments that require use of **multiple data displays**.
4. Provide assignments using **sample performance tasks** (ELA - Appendix B of CCSS and College and Career Readiness Sample Mathematics Tasks).
5. Require students to justify mathematical reasoning.

Instructional Focus

6. Use text which is comparable to appropriate **text complexity** in CCSS.
7. Provide assignments that require students to **cite evidence** to support interpretations of text.
8. **Collect student work** (writing) samples from each grade that illustrate proficiency.
9. Teach *PASS* using **CCSS-like strategies and performance tasks**.
10. Provide technical assistance and training for students and teachers on the **use of technology** tools.

3-Year Transition Plan

District transition plan on
Accreditation Checklist this
year.



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Common Core Standards: State-led

“The Common Core State Standards are an example of states recognizing a problem, then working together, sharing what works and what doesn’t.”

Jeb Bush, former Governor of Florida

Joel Klein, former Chancellor, New York City Public Schools



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Common Core Standards: Stakeholder Endorsed

“Common core academic standards among the states are essential to helping the United States remain competitive and enabling students to succeed in a global economy.”

**Arthur J. Rothkopf, former Senior Vice President, U.S.
Chamber of Commerce**



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Common Core Standards: Public Support

Two-thirds of voters believe it is better for all states to have the same tests at each grade level in math and English so test scores can be compared across states rather than all states having “their own tests that reflect their own priorities.”

**Partnership for Assessment of Readiness
for College and Careers**



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