



AN INTRODUCTION TO THE COMMON CORE STANDARDS

**Superintendent's Conference Day
November 8, 2011**

BASIC INFORMATION ON THE COMMON CORE STANDARDS

- At this point, 46 states (including New York) have adopted the Common Core Standards.
 - 85% of the Common Core Standards are mandated by the federal government.
 - The remaining 15% are at the discretion of each participating state.
- These Standards will:
 - Provide a shared vision of what students should know and be able to do
 - Provide a shared vision for teachers and administrators
 - Establish consistency across the states
- Key Design Considerations:
 - There is a shared responsibility for students' literacy development with teachers from all disciplines expected to be teachers of literacy
 - Part of the motivation behind this approach is research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas.
 - It will be expected that all disciplines will contribute towards the goal of students encountering 70% nonfiction text and 30% literature.
 - While disciplines other than English Language Arts can still examine literature, the understanding is that much of the nonfiction expectation will be satisfied in these courses



THE GOAL OF THE COMMON CORE STANDARDS IS COLLEGE AND CAREER READINESS

- Upon graduating, students should be able to:
 - Demonstrate independence
 - Have strong content knowledge
 - Respond to audience, task, purpose, and discipline
 - Comprehend as well as critique
 - Create projects, different kinds of writing genres, and presentations
 - Value evidence
 - Use technology and digital media well
 - Understand other perspectives and cultures



WHAT IS INCLUDED WITH THE COMMON CORE STANDARDS?

- There are 34 different areas of focus, known as “Anchor Standards”, that span all grade levels from Pre-K through Grade 12:
 - Reading (11 standards)
 - Writing (11 standards)
 - Speaking and Listening (6 standards)
 - Language (6 standards)
 - *Please note: Research and Media / Technology skills should be woven throughout the four main areas of focus*
- These “Anchor Standards” are further fleshed out into “Grade-Level Standards.”
 - There are separate grade-level for K > Grade 8 and “Grade Bands” for grades 9/10 and 11/12.
 - The language you will find is somewhat similar to the traditional performance indicators featured on the 2005 New York State Standards
- There are also three appendices included with the Common Core Standards:
 - Appendix A: Research to Support the Key Elements of the Common Core Standards
 - This includes lists of exemplar texts (stories and literature, poetry, and informational texts) that illustrate the appropriate level of complexity by grade
 - Appendix B: Text Exemplars and Sample Performance Tasks
 - Appendix C: Grade-Level Samples of Student Writing
 - This includes Narrative, Argument, and Informative/Explanatory writing



READING ANCHOR STANDARDS

- **Key Ideas and Details**
 - 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.
 - Determine **central ideas** or **themes** of a text and analyze their development; **summarize** the key supporting details and ideas.
 - **Analyze** how and why individuals, events, and ideas **develop and interact** over the course of a text.
- **Craft and Structure**
 - **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**.
 - 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**.
 - Assess how **point of view** or **purpose** shapes the content and style of a text.
- **Integration of Knowledge and Ideas**
 - **Integrate and evaluate** content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
 - See “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening.
 - 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.
 - 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**
 - Read and comprehend complex literary and informational texts independently and proficiently.
- **Responding to Literature**
 - Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. (New York addition)



WRITING ANCHOR STANDARDS

▪ Text Types and Purposes

- **Write arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write **informative/explanatory texts** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

▪ Production and Distribution of Writing

- **Produce** clear and coherent **writing** in which the development, organization, and style are **appropriate to task, purpose, and audience.**
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (**Writing Process**)
- Use **technology**, including the Internet, to **produce** and **publish** writing and to **interact** and **collaborate** with others.
- Conduct short as well as more sustained **research projects** based on focused questions, demonstrating understanding of the subject under investigation.
- **Gather** relevant **information** from multiple print and digital sources, **assess** the **credibility** and **accuracy** of each source, and **integrate** the information while avoiding plagiarism.
- Draw **evidence** from literary and informational texts to support **analysis, reflection,** and **research.**

▪ Range of Writing

- **Write routinely** over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a **range of tasks, purposes, and audiences.**

▪ Responding to Literature

- Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres. (**New York Addition**)



SPEAKING AND LISTENING ANCHOR STANDARDS

- **Comprehension and Collaboration**
 - **Prepare for and participate effectively** in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 - **Integrate and evaluate information** presented in diverse media and formats, including visually, quantitatively, and orally.
 - **Evaluate** a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **Presentation of Knowledge and Ideas**
 - **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - Make strategic use of **digital media** and **visual displays** of data to express information and enhance understanding of presentations.
 - **Adapt speech** to a variety of contexts and communicative tasks, demonstrating **command of formal English when indicated or appropriate**.



LANGUAGE ANCHOR STANDARDS

- **Conventions of Standard English**
 - Demonstrate command of the conventions of **standard English grammar and usage** when writing or speaking.
 - Demonstrate command of the conventions of **standard English capitalization, punctuation, and spelling** when writing.
- **Knowledge of Language**
 - Apply knowledge of language to understand how **language functions** in different contexts, to make effective **choices for meaning or style**, and to **comprehend** more fully when reading or listening.
- **Vocabulary Acquisition and Use**
 - Determine or clarify the **meaning** of unknown and multiple-meaning words and phrases by **using context clues**, analyzing meaningful **word parts**, and consulting general and specialized **reference materials**, as appropriate.
 - Demonstrate understanding of **word relationships** and **nuances** in word meanings.
 - Acquire and use accurately a range of **general academic** and **domain-specific words and phrases** sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate **independence** in gathering **vocabulary knowledge** when considering a word or phrase important to comprehension or expression.



HOW SHOULD THE COMMON CORE STANDARDS BE ADDRESSED IN DISCIPLINES OTHER THAN ENGLISH LANGUAGE ARTS?

- The Grades K > 5 standards are the same for English Language Arts and other disciplines.
- The grades 6–12 standards are divided into two sections, one for English Language Arts and the other for history/social studies, science, and technical subjects.
 - There are **Reading Standards for Literacy in History / Social Studies 6-12**
 - They have separate bands: Grades 6-8, 9-10, and 11-12
 - There are **Reading Standards for Literacy in Science and Technical Subjects 6-12**
 - They have separate bands: Grades 6-8, 9-10, and 11-12
 - The College and Career Readiness Anchor Standards for **Writing** are further fleshed out for **History/Social Studies, Science, and Technical Subjects 6–12**
 - They have separate bands: Grades 6-8, 9-10, and 11-12
- The following is a general overview of the Standards for Literacy in History/Social Studies, Science, and Technical Subjects:
 - **Reading Standards**
 - Knowledge of domain-specific vocabulary
 - Analyze, evaluate and differentiate primary and secondary sources
 - Synthesize quantitative and technical information, including facts presented in maps, timelines, flowcharts, or diagrams
 - **Writing Standards**
 - Write arguments on discipline-specific content and informative/explanatory texts
 - Use data, evidence and reason to support arguments and claims
 - Use of domain-specific vocabulary
 - **Assessments**
 - Assessment tasks across the curriculum must address the literacy standards in History/Social Studies, Science, Math, and Technical subjects in all areas of study.



A TIMELINE FOR MOVING FORWARD

○ **The 2011 / 2012 School Year**

- The 3-8 Testing program and Regents examinations will still be aligned to New York State's Learning Standards.
- Teachers will need to begin to become well-versed in both the Anchor Standards as well teachers' respective grade-level standards
- Teachers and administrators will analyze curriculum to find areas that need upgrades
- **Teachers, working with grade-level colleagues, will need to develop two different 3-5 day units of study and implement them with their classes**

○ **The 2012 / 2013 and 2013 / 2014 School Years (*Transitional Years*)**

- Full implementation of Common Core curriculum (Fall 2012)
- It is assumed that student achievement expectations will be based on both New York State (15%) & Common Core Learning Standards.
- We will continue to develop an updated curriculum that is specific, focused, and aligned at each grade level to insure that it addresses the knowledge and skills necessary for college and career success
- Field testing will occur for our future assessment model created by the Partnership for Assessment of Readiness for College and Careers (PARCC)

○ **The 2014 / 2015 School Year**

- The Common Core State Standards will be our only academic standards
- PARCC Assessments will be administered



THE PARCC ASSESSMENT SYSTEM

- Only the 85% of the standards of the Common Core Standards that are federally mandated will be tested
 - The 15% selected by individual states *will not be* addressed on the PARCC Assessments
- There have already been design changes from the original model but we can count on the assessments looking like following:
 - There will be a mix of item types:
 - Short answer
 - Longer open response
 - Performance-based
 - **A number of skill sets will be assessed:**
 - **Close reading of texts**
 - *This is an area that we, as a district, will need to concentrate on*
 - **Writing about texts**
 - *Making sure that students are staying away from personal information and, instead, are relying on the use of text-based evidence*
 - Research
 - Narrative Writing
 - These assessments will provide opportunities to:
 - Cite evidence
 - Analyze content
 - Study and apply grammar
 - Study and apply vocabulary
 - Conduct discussions
 - Report findings
 - Testing will occur at key points throughout the year to give teachers, parents and students better information about whether students are “on track” or need some additional support in particular areas

