

## A3 Understanding the Common Core State Standards & Assessment (Gr. K-5)

Presented by :  
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**Expect Extra-ordinary**

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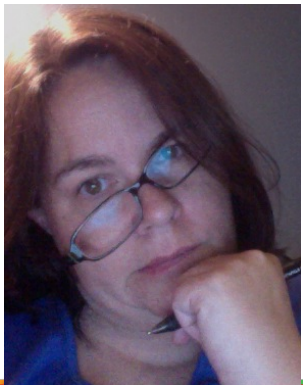
### Our Session Focus

- 2010, Common Core Is Introduced
- Common Core benefits, and the most commonly repeated misunderstandings about CCSS.
- Your existing professional knowledge about 21st teaching and learning aligns with CCSS.

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My initial thought when the CCSS were introduced in 2010 my initial reaction was, "Here we go again."

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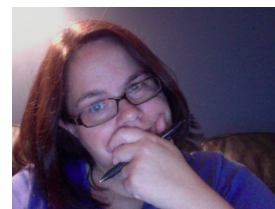
### But Then I Had A "Jerry McGuire" Moment.....

A Focus on Results Rather Than Means

Standards leave room for teachers

Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies

Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.



Common Core State Standards, P. 4.

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## EDUCATORS MAKE THE STANDARDS “ALIVE”

- Due to the Structure of the Standards, Educators Determine How to Best Develop the Skills that are Articulated in the Standards.
- A Close Reading of The Standards is Necessary!!!!



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## COMMON CORE STATE STANDARDS: PARADIGM CHANGES ENGLISH LANGUAGE ARTS K-12

CHANGES	INTERDISCIPLINARY LITERACY SKILLS AND CONTENT KNOWLEDGE CONTENT
PK-5 Balancing Informational & Literary Texts	Students read a true balance of information and literary texts. At least 50% of what students read is informational.
6-12 Discipline Knowledge	Rather than just referring to science and social studies texts, students are expected to learn from what they read. Teachers outside of the ELA classroom emphasize literacy experiences.
Complexity Staircase	Each grade level requires a “step” of growth on the “staircase”. Teachers support below-grade readers and create time and space in the curriculum for close and careful reading.
Text-based answers	Students develop habits for making evidentiary arguments both in conversation, as well as in writing, to demonstrate comprehension of a text.
Drawing from Sources and Argument Based Writing	While the narrative still has an important role, students develop skills through written, evidence-based arguments that respond to the ideas, facts, and arguments found in the texts they read.
Academic Vocabulary	By focusing on pivotal and commonly found words, and less on esoteric literary terms, teachers build students’ ability to access more complex texts across the content areas.



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## COMMON CORE STATE STANDARDS: PARADIGM CHANGES MATHEMATICS

CHANGES	MATHEMATICS SKILLS
Focus	Teachers focus deeply on the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer skills across concepts and grades.
Coherence	Principals and teachers carefully connect learning within and across grades so that, concepts spiral across grade levels and students can build new understanding onto foundations built in previous years.
Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize core functions.
Deep Understanding	Teachers teach more than “how to get the answer” and instead support student’s ability to access concepts from a number of perspectives. Students demonstrate understanding by applying core math concepts to new situations as well as writing and speaking about them.
Application	Teachers provide opportunities for students to apply math concepts in “real world” situations; students are expected to choose the appropriate concept for application. Teachers in content areas outside of math ensure that students are using math to access and interpret content.
Dual Intensity	Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application. The amount of time spent practicing skills and learning application varies, depending on the concept.



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## Time for Some Myth Busting...



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### Myth: CCSS Is A Federal Mandate

#### Fact:

- The Federal Government does not and will not govern CCSS.
- The CCSS initiative was and is a state-led effort.
- The CCSS governance structure is comprised of governors, chief state officers, and other state policy makers.



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### Myth: CCSS is a National Curriculum

#### Fact:

- CCSS is NOT a curriculum.
- CCSS IS a set of shared goals and expectations for students in order to become career and college ready.



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### Myth: The Standards Mandate What Should Be Taught

#### Fact:

“...these standards will establish **what** students need to learn, but **they will not dictate how teachers should teach**. Instead, schools and teachers will decide how best to help students reach the standards.”

Source: <http://www.corestandards.org/resources/myths-vs-facts>



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### Myth: The Standards are Not Research Based

#### Fact:

- ELA standards are built on the NAEP framework and the strong body of research and evidence based practice in reading and writing.
- Mathematics is built on the evidence of effective practice in high performing countries. The traditional US mathematics curriculum lacks coherence in comparison.



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## Myth: Less Literature Should Be Taught

### Fact:

Students need a balanced diet of text.

**Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework**

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.



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## Myth: ELA Teachers Must Teach Social Studies and Science Content

### Fact:

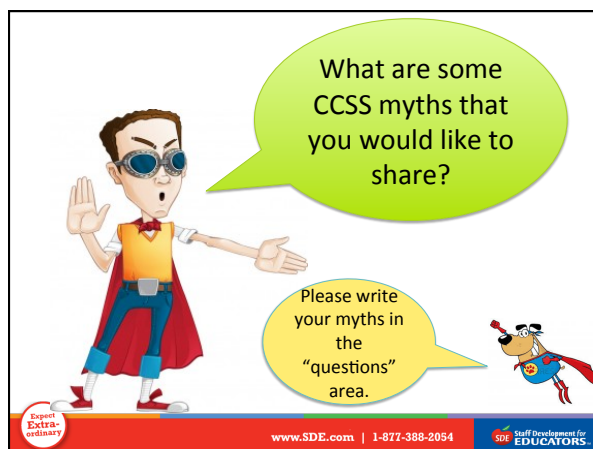
With the Common Core ELA *Standards*, English teachers will still teach their students literature as well as literary non-fiction. However, because college and career readiness overwhelmingly focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write, and research across the curriculum, including in history and science. These goals can be achieved by ensuring that teachers in other disciplines are also focusing on reading and writing to build knowledge within their subject areas.

Source: <http://www.corestandards.org/resources/myths-vs-facts>



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## CCSS Friendly Practices

- Understanding By Design
- Writing Workshop
- Guided Reading
- Reading Workshop
- Inquiry Based Projects
- Formative Assessment
- Guided Reading
- Content Area Reading and Writing
- Literature Circles
- Inquiry Based Mathematics
- Singapore Math
- Mastery Based Assessment
- Differentiated Instruction




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## Let's Take a Look at Assessment Expectations

Smarter Balanced

PARCC



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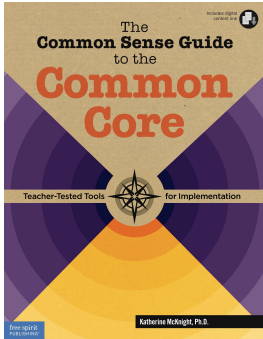



## This is All Challenging.....


Yet I am completely  
"geeked up"  
about CCSS!




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## Thank You!

- Q&A
- Next Steps...
  - Check out Katie's upcoming events and SAVE 10% if you register by November 17, 2013 and mention promo code W101713B.
    - **Conference on Common Core State Standards for Grades 6-12**  
Lafayette, LA • Nov 18-19, 2013
    - Greensboro, NC • Dec 2-3, 2013
    - **Formative Assessment & Common Core State Standards:**  
*New Expectations, New Tools*  
Albany, NY • Dec 5, 2013
    - Manchester, NH • Dec 6, 2013
    - Atlanta, GA • Dec 9, 2013
    - Nashville, TN • Dec 10, 2013
  - Bring Katie McKnight or *Common Core State Standards* training on-site to your school/district.



For more information or to register call 877-388-2054.



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