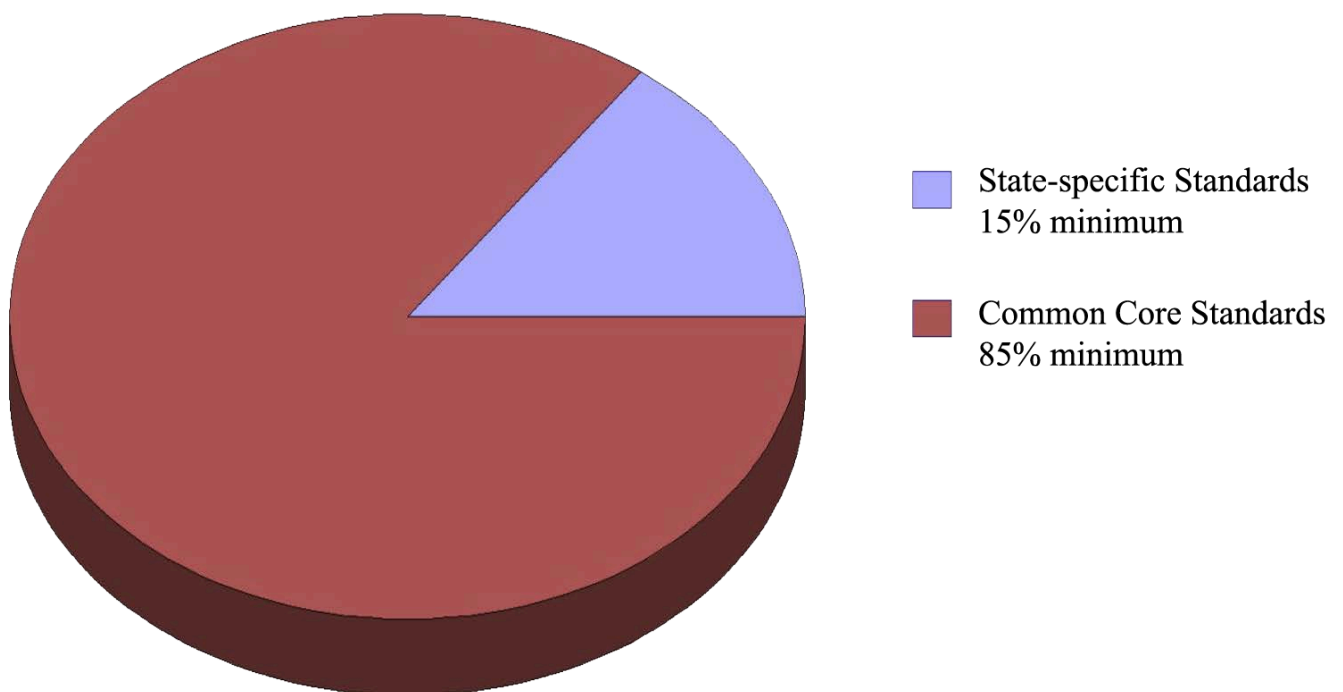


# Five Guiding Principles

1. College-and-career ready
2. Use the best state standards
3. Solid evidence
4. Clear focus
5. Local flexibility, teacher judgment

# Standards Within Adopting States



# The Standards

- ▶ Aligned with college and work expectations
- ▶ Clear, understandable and consistent
- ▶ Rigorous content and application
- ▶ Built upon best of current state standards
- ▶ Informed by other top performing countries
- ▶ Evidence-based (CCSSI, 2012)

# Key Changes and Their Evidence

- ▶ Shift one: Text complexity
- ▶ Shift two: Analyze, infer, give evidence
- ▶ Shift three: Writing to sources
  - New emphasis on short focused research projects
- ▶ Shift four: Mastery of writing and speaking
  - Focus on academic standards for English learners
- ▶ Shift five: Academic vocabulary

# *Goldilocks and the Three Bears*

## **Evidence of persistence**

(Persistence is a CCSS academic vocabulary word.)

- ▶ Goldilocks was persistent when she tried the three bowls of porridge to find the one she liked.
- ▶ She was persistent when she tried three chairs to find the one that fit.
- ▶ She was persistent when she tried all three beds to find the one she liked best.

## The Balance of Informational and Literacy Texts in K-5

In elementary grades, reading is equally balanced between literature and informational texts.

What is more, students today are asked to read very little informational text—as little as seven and fifteen percent of elementary and middle school instructional reading, for example, is informational.

The demands of college and career are 80% informational texts and 20% literature.

## Informational Text Structures

- ▶ *Cause and effect* presents how an event or fact brings about another event or result.
- ▶ *Comparison and contrast* analyzes similarities and differences among concepts and events.
- ▶ *Description* explains an idea or concept.
- ▶ *Question and answer* presents a problem with a solution.
- ▶ *Simple listing* arranges a group of facts, concepts, or events.
- ▶ *Time order* organizes information into a chronological sequence.

# Who? What? Where? When? Why? How?

- ▶ Explain a process
- ▶ Compare and contrast
- ▶ Cause and effect
- ▶ Problem and solution



# Types of Writing

There are three types of writing

- ▶ To argue
- ▶ To inform and explain
- ▶ To tell a story

**In high school, students  
will write 80% of the time  
to explain or make  
arguments.**

# Design and Organization

## Introduction

- ▶ Description of capacities of a literate student (ex., demonstrate independence, come to understand other perspectives and cultures)

## Three main sections

- ▶ K-5 (cross-disciplinary)
- ▶ 6-12 English Language Arts
- ▶ 6-12 Literacy in History/Social Studies, Science and Technical Subjects

## Three Appendices

- A. Research and evidence; glossary of key terms
- B. Reading text exemplars; sample performance tasks
- C. Annotated student writing samples

# **Emphasis on short, focused research projects**

**Good writing  
comes from  
good reading**

# Preschool Writing Activities

<u>Type of Writing</u>	<u>Preschool Activity</u>
Writing to inform or explain	— Tell how they go home after school
Writing to provide strong arguments	— Tell why their favorite ice cream is the best
Writing to tell a story	— Make up a story about their favorite animal

**Student collaboration  
is key to preparing for  
college and career.**

# **Conventions of Standard English Writing and Speaking**

**The new standards emphasize grammar and conventions.**

**Good grammar is essential for college and career.**



# The Mathematics Standards: How They Were Developed and Who Was Involved

## Design and Organization

- ▶ Standards for Mathematical Content
  - K-8 Standards presented by grade level
  - High School Standards presented by conceptual theme
- ▶ Standards for Mathematical Practice
  - Carry across all grade levels
  - Describe habits of mind of a mathematically expert student
- ▶ Appendix
  - Designing high school math courses based on the Common Core State Standards

**Math Standards stress focus and coherence.**

**Many math professionals and organizations contributed to standards development.**

**Focus on number and operations in elementary school.**

# Mathematic Key Changes and Their Evidence

- ▶ **Shift one:** Text complexity
- ▶ **Shift two:** Analyze, infer, give evidence, direct modeling, counting strategies, and number facts
  - As number facts are learned, children apply this knowledge to solve problems
  - This developmental approach differs from the practice of rote drill for memorization of fact.
  - Children allowed to progress through the stages develop number sense and mathematical reasoning.
- ▶ **Shift three:** Writing to sources
  - New emphasis on short focused project based learning projects
- ▶ **Shift four:** Mastery of writing and speaking
  - Focus on academic standards for English learners
  - Using literature and cross content connections
- ▶ **Shift five:** Academic vocabulary