OVERVIEW

PA COMMON CORE STANDARDS

Education Committee

November 2012

What are the Common Core State Standards?

National Governor's Association
and
Council of Chief State School Officers

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

http://www.corestandards.org/

English Language Arts

- ELA

ELA
Two Reporting Categories

Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two reporting categories: one based on genre and one based on skills. The matrix below shows this alignment.

Genre	Key Ideas and Details (Key Ideas)	Craft and Structure/Integration of Knowledge and Ideas (CSI)	Vocabulary Acquisition and Use (Vocabulary)
Literature Text	A-K.1.1.1	A-C.2.1.1	A-V.4.1.1
	A-K.1.1.2		A-V.4.1.2
	A-K.1.1.3	A-C.3.1.1	
Informational Text	B-K.1.1.1	B-C.2.1.1	B-V.4.1.1
	B-K.1.1.2		B-V.4.1.2
	B-K.1.1.3		
		B-C.3.1.1	
		B-C.3.1.2	
		B-C.3.1.3	

Key Instructional Shifts

English Language Arts (ELA)

Key Instructional Shifts

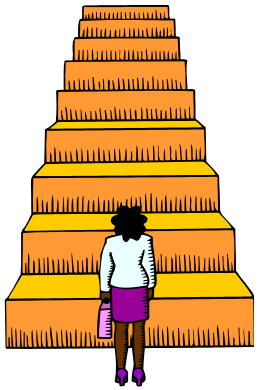
1. Text Complexity
2. Analyze infer & give evidence
3. Writing to Sources
4. Mastery of Writing & Speaking
5. Academic Vocabulary
6. Informational Text

"Read like a detective and write like an investigative reporter."

Text Complexity

- Students will be reading more complex text.

- *Staircase of complexity* so ALL students are ready for the demands of college and career level reading.



Text Complexity

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K–1	N/A	N/A
2–3	450–725	450–790
4–5	645–845	770–980
6–8	860–1010	955–1155
9–10	960–1115	1080–1305
11–CCR	1070–1220	1215–1355

Source: http://www.corestandards.org/assets/Appendix_A.pdf

Text Complexity

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	"Current" Old Lexile Ranges	Lexile Ranges Align to CCR expectations	Low end / high end
K–1	N/A	N/A	
2–3	450–725	450–790	0/65
4–5	645–845	770–980	125/135
6–8	860–1010	955–1155	95/145
9–10	960–1115	1080–1305	120/190
11–CCR	1070–1220	1215–1355	145/135

Source: http://www.corestandards.org/assets/Appendix_A.pdf

Conversion to Grade Level EXAMPLE

Grade 4-5

Range	Lexile	Grade Equivalent
Old Range	645-845	3.7-5.5
New Range	770-980	4.7-7.0

Source" http://www.ci.burlington.wa.us/imageuploads/Media-3394.pdf

Grounded in Evidence

- **Less emphasis on asking students questions** they can answer solely from their background knowledge.
- **More emphasis** with analysis and making inferences.
- Standards expect students to **answer questions that depend** on their having read the text with ***care***.
- Standards place a ***premium on students using evidence from texts.***
- Students must ***read carefully***, grasp information, ***arguments***, ideas and details ***based on text evidence***
- Answers ***require inferences based*** on ***careful attention to text.***

Writing to Sources

- Draw ***evidence from text*** to support analysis
- Present ***Careful Analysis*** & Well Developed Claims
- Form ***Arguments***
- ***Informational*** Writing
- Less emphasis on Narrative Writing

Types of Writing by %

Estimates

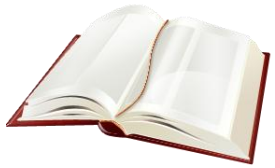
ELEMENTARY	JR. HIGH	HIGH SCHOOL
35% Narrative	30% Narrative	25% Narrative
35% To explain, to inform	35% To explain, to inform	35% To explain, to inform
65% 30% To argue	70% 35% To argue	75% 40% To argue

Academic Vocabulary

TIER I	TIER II	TIER III
Basic Everyday words	Common enough that mature readers are familiar with them. Found across various texts and topics	Low frequency words Domain specific
money	Legacy, prosperous, industrious	Monarchy, imperialism

Informational Text

- K-5 move to 50/50 balance between informational and literary reading.
- Grades 6-12, will need to place much greater attention on informational text.
- Integration across disciplines.

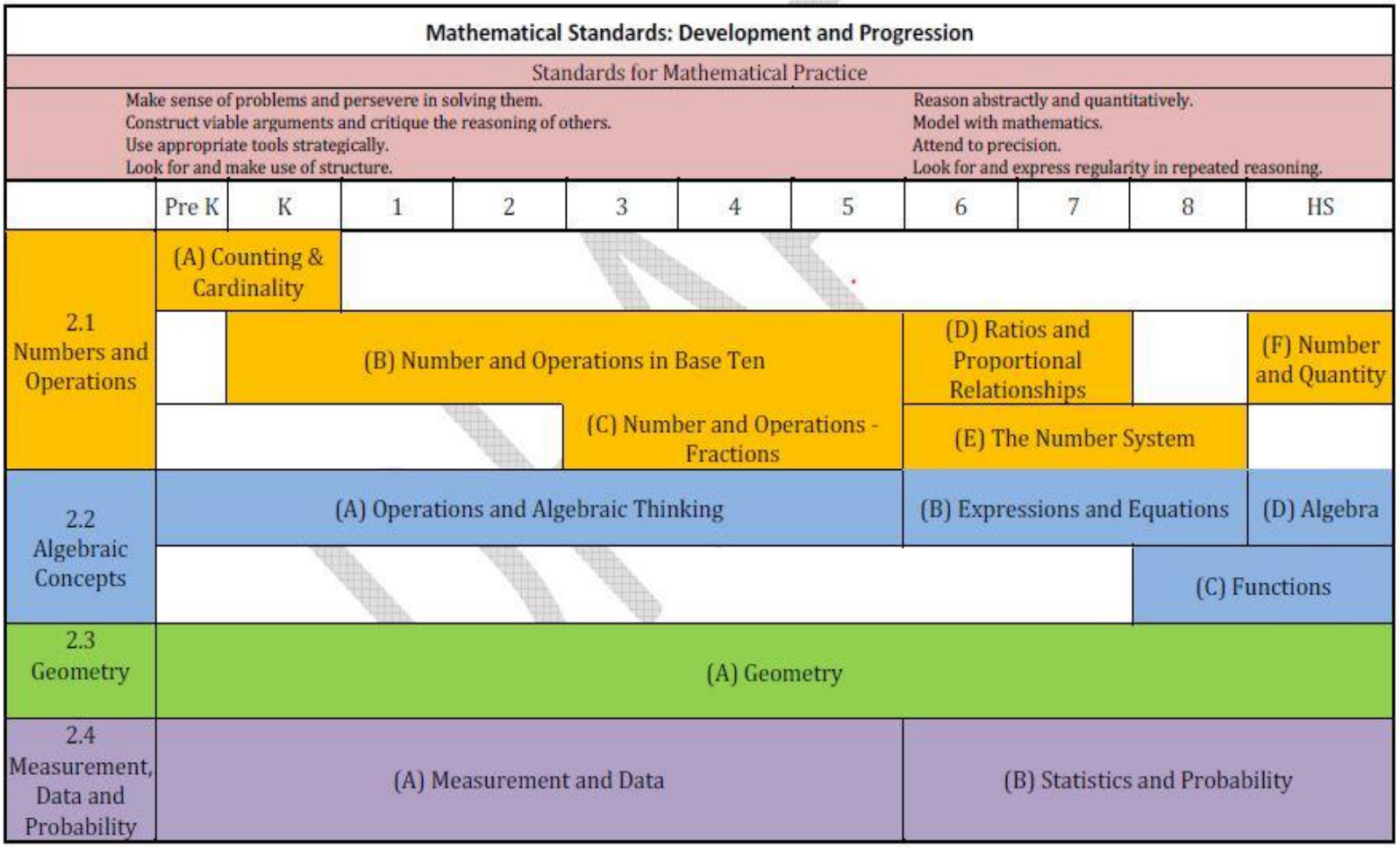


Key Instructional Shifts

MATHEMATICS

Math Categories & Progressions

All Roads Lead to Algebra



Mathematical Standards: Development and Progression

Standards for Mathematical Practice

Make sense of problems and persevere in solving them.
Construct viable arguments and critique the reasoning of others.
Use appropriate tools strategically.
Look for and make use of structure.

Reason abstractly and quantitatively.
Model with mathematics.
Attend to precision.
Look for and express regularity in repeated reasoning.

	Pre K	K	1	2	3	4	5	6	7	8	HS
2.1 Numbers and Operations	(A) Counting & Cardinality										
		(B) Number and Operations in Base Ten						(D) Ratios and Proportional Relationships			(F) Number and Quantity
					(C) Number and Operations - Fractions			(E) The Number System			
2.2 Algebraic Concepts	(A) Operations and Algebraic Thinking							(B) Expressions and Equations			(D) Algebra
										(C) Functions	
2.3 Geometry	(A) Geometry										
2.4 Measurement, Data and Probability	(A) Measurement and Data							(B) Statistics and Probability			

Key Areas of Focus in Mathematics

Grade	Focus Areas in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction - concepts, skills, and problem solving and place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Mathematics Instructional Shifts

1. **Focus**: Focus strongly where the standards focus.

2. **Coherence**: *Think* across grades, and *link* to major topics

3. **Rigor**: In major topics, pursue *conceptual* **understanding,** procedural skill and *fluency*, and *application*

Focus

- Standards call for a ***greater focus***
- ***Narrow*** and ***deepen*** content vs. Mile wide, inch deep
- Focus on major work of each grade
- ***Solid*** Conceptual Understanding
- ***High Degree*** of Procedural Skill & Fluency
- ***Apply*** problem solving skills inside and outside of the classroom

Coherence

- Thinking across grade levels
- Coherent progression from grade to grade
- Build upon ***deep*** conceptual understanding from year to year.
- Each standard is not a new event, but instead an extension of previous learning.

RIGOR

- Call for Conceptual Understanding of Key Concepts
- Access Concepts from a number of perspectives.
- Call for speed and accuracy in calculation.
- Call for students to use math flexibly for applications.

RESOURCES

- ASCD webinar, “Common Core State Standards, Instructional Shifts and Implications” handout
- http://www.pdesas.org/
- www.achievethecore.org
- http://engageny.org/common-core/
- http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf
- The Hunt Institute
- http://www.parcconline.org
- http://www.ncpublicschools.org/acre/standards/common-core-tools/#exemplar
- Allegheny Intermediate Unit
- http://www.edmodo.com/home

Questions

Comments