



**New Year/New Learning  
Implementing the Common Core Standards:  
A Mid-Year Review**

Westampton Township Public Schools  
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# The Common Core Standards Initiative



- Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.
- **The Common Core State Standards Initiative (CCSSI) was a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).**
- [www.corestandards.org](http://www.corestandards.org)

# + Curriculum



- Goodlad and Su (1992) define curriculum as a plan that consists of learning opportunities for a specific time frame and place, a tool that aims to bring about behavior changes in students as a result of planned activities and includes all learning experiences received by students with the guidance of the school.

# + Program



- Academic program (education) is defined as a program of education in liberal arts and sciences (usually in preparation for higher education); the activities of educating or instructing; activities that impart knowledge or skill; "he received no formal education"; "our instruction was carefully programmed"; "



# Assessment



- Educator and scholar Rick DuFour defined the core mission of education as ensuring that students learn, rather than merely being taught. This raises the questions of what students should learn and how to determine whether they have learned it. State standardized tests and similar assessments help answer these questions by assessing student learning. Since the 1980s, assessment of learning has been a key element in educational accountability.

# + Instruction (Pedagogy)

- Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels. These strategies are explained in the book [\*Classroom Instruction That Works\*](#) by Robert Marzano, Debra Pickering, and Jane Pollock.

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

# + Standards



- The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

# + Mathematics Overview



- **Focus**
- **Coherence and depth**
- **Fluency, understanding and application**



# + The Common Core Math Standards...



- Call on students to practice *applying mathematical ways of thinking to real world issues and challenges*
- Require students to develop a *depth of understanding and ability to apply mathematics to novel situations, as college students and employees are regularly called to do*
- Emphasize *mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions*
- Identify the mathematics that all students should study in order to be *college and career ready*.

# + Distribution of Topics



- **Number and Operations**
- **Geometry and Measurement**
- **Patterns and Algebra**
- **Data, Probability and Discrete Math**



# 8 Mathematical Practices



- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



# Common Core Mathematics



- Mathematical practices carry over year to year with increasing difficulty K-8
- Develop habits of mind with mathematics
- Think beyond the 1<sup>st</sup> possible answer and not give up
- More thinking rather than rote memorization
- Fact fluency
- Application of concepts to real world situations

# + Math Implementation Timeline



- **K-2 – September 2011**
- **Grades 3-5 and High School – September 2012**
- **Grades 6-8 – September 2013**



# Organization of Language Arts Literacy



- **Grade-Level Standards in English Language Arts K-8, grade-by-grade**
- Four strands: *Reading, Writing, Speaking and Listening, and Language*
- **Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards are embedded at grades K-5**
- Literacy as a Shared Responsibility

# + Reading Standards



- Progressive development of reading comprehension
- Emphasizes the importance of grade-level texts that are of appropriate complexity and are increasingly sophisticated
- Increased emphasis on informational texts and reading in the content areas (shared responsibility for literacy)
- Incorporates a particular type of informational text—literary nonfiction—into LA classes
- “Staircase” of increasing text complexity designed to move all students to CCR levels of reading
- Focuses on independent, close reading of texts and supporting analyses of texts with evidence



# Reading Standards: Key Points



- Making students more **independent**
- Increase the **text complexity**
- Have students **read text independently**, even if it is at their frustration level
- Teach reading and writing skills in **social studies and science**
- Increase the amount of **nonfiction** reading and writing
- Teach students to be **metacognitive** thinkers and learners

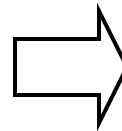




# Increasing Text Complexity: Using Science and Social Studies Texts

## Independent Reading...

- Students need to be exposed to challenging text. This means that students reading below grade level need to work **independently** with grade level material and students reading on grade level need to be exposed to above grade level material.



## Active Reading...

- Teach students how to **actively** read challenging texts by having them read **SMALL** chunks and guide them to “look” for certain information: circle key words, underline main idea, summarize section in a sentence. Do not read section aloud, students must work with text independently.



# Increase the Amount of **Nonfiction** Reading and Writing



In Reading/Writing:

- 1/3: Literacy
  - 1/3: Nonfiction/ Expository
  - 1/3: Persuasive (Argument)
- -Students need to learn to use evidence/ reasons (research and cite) in their writing
  - -Students need exposure to different writing: developing a long piece and timed writing
- Students should be reading their independent book in 3-4 weeks
  - Move away from book projects and move more towards book reviews, students need to learn to comprehend and critique
  - Use Guided Reading to teach students how to read nonfiction

# + Writing Standards



- Expect students to compose arguments and opinions, informative/explanatory pieces, and narrative texts
- Focus on the use of reasoning and evidence to substantiate an argument or claim
- Emphasize ability to conduct research –short projects and sustained inquiry
- Require students to incorporate technology as they create, refine, and collaborate on writing
- Include student writing samples that illustrate the criteria required to meet the standards

# + Speaking and Listening Standards



## **Speaking and Listening**

- Focus on speaking and listening in a range of settings, both formal and informal–academic, small-group, whole-class discussions
- Emphasize effective communication practices
- Require interpretation and analysis of message as presented through oral, visual, or multimodal formats

## **Language**

- Include conventions for writing and speaking
- Highlight the importance of vocabulary acquisition through a mix of conversation, direct instruction, and reading
- To be addressed in context of reading, writing, speaking and listening

## **Media and Technology**

- Integrated throughout the standards



# The shift is....

**From: Focus on Literature**

- **To: Balance of non-fiction, informational text**

**From: Grades 6-12 Reading being solely the work of the Language Arts classroom**

- **To: Literacy expands to science and history/social studies**
- **Text is a source of information and students are expected to draw evidence from what they read**

**From: LA standards that focus solely on the skills of reading and writing**

- **To: Standards that build a staircase of complexity that prepares students to read appropriate text for college and careers**

**From: Abundance of narrative, de-contextualized writing**

- **To: Writing from sources: using evidence to inform, argue, analyze**





# Common Core State Standards Implementation Timeline English Language Arts & Literacy In History/Social Studies And Science And Technical Subjects

- **K-12 – September 2012**

# + What we are doing...



- **Content Standards = Common Core State Standards**
- **Aligned Curriculum Frameworks and Instructional Tools**
- **Aligned Assessments and Performance Indicators**
- **Ensure teachers have the professional development they need to transition to the new standards and assessments**



# **Partnership for Assessment of Readiness for College and Careers (PARCC) Test Timeline**



- **SY 2010-11 Launch and design phase**
- **SY 2011-12 Development begins**
- **SY 2012-13 First year pilot/field testing and related research and data collection**
- **SY 2013-14 Second year pilot/field testing and related research and data collection**
- **SY 2014-15 Full administration of PARCC assessments**
- **Summer 2015 Set achievement levels, including college-ready performance levels**