COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO)

&

NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES (NGA CENTER)

JUNE 2010

Standards Development Process

- College and career readiness standards developed in summer 2009
- Based on the college and career readiness standards, K-12 learning progressions developed
- Multiple rounds of feedback from states, teachers, researchers, higher education, and the general public
- Final Common Core State Standards released on June 2, 2010

What are the Common Core State Standards?

- Aligned with college and work expectations
- Focused and coherent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked so that all students are prepared to succeed in our global economy and society
- Based on evidence and research
- State led – coordinated by NGA Center and CCSSO

Why is this important?

- Currently, every state has its own set of academic standards, meaning public education students in each state are learning to different levels
- All students must be prepared to compete with not only their American peers in the next state, but with students from around the world

More Information

www.corestandards.org

For more information

and to post a video of support

STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

JUNE 2010

Design and Organization

Major design goals

- Align with best evidence on college and career readiness expectations
- Build on the best standards work of the states
- Maintain focus on what matters most for readiness

Design and Organization

Three main sections

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

Shared responsibility for students' literacy development

Three appendices

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

Design and Organization

Four strands

- Reading (including Reading Foundational Skills)
- Writing
- Speaking and Listening
- Language

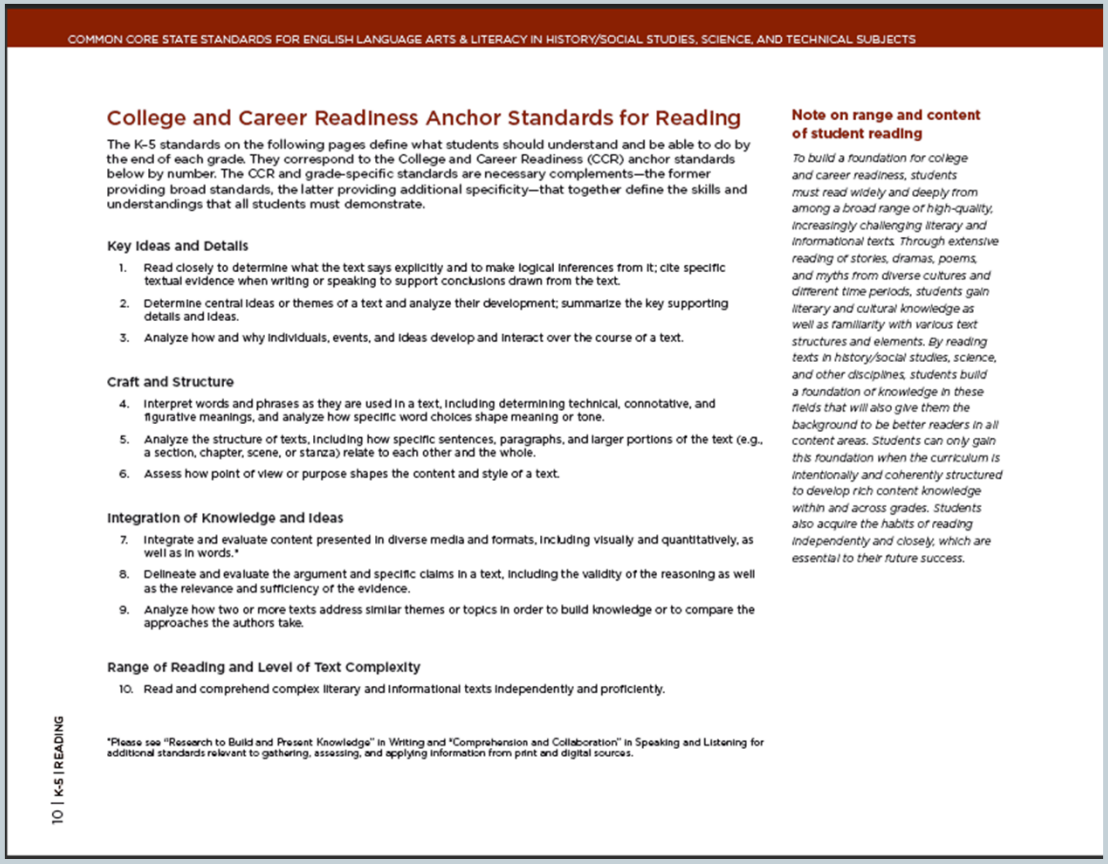
An integrated model of literacy

Media requirements blended throughout

Design and Organization

College and Career Readiness (CCR) anchor standards

- Broad expectations consistent across grades and content areas
- Based on evidence about college and workforce training expectations
- Range and content



COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. 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.
9. 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

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

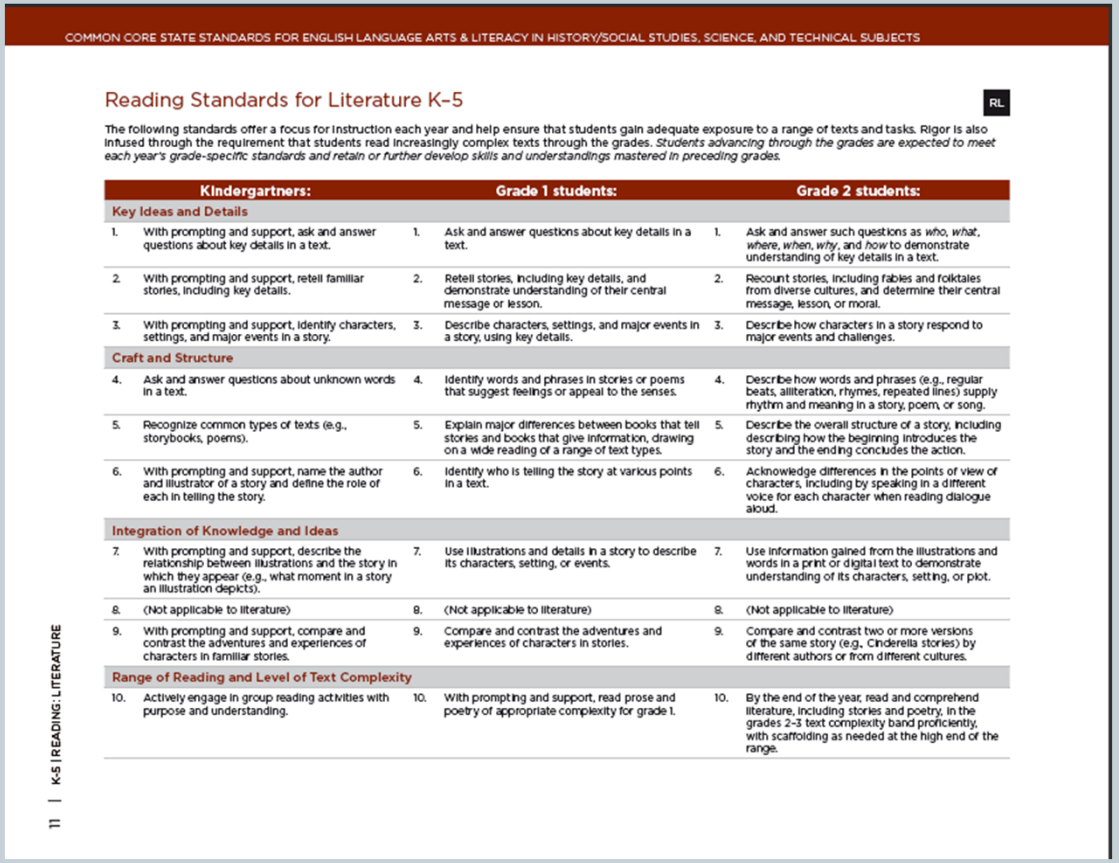
To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

10 | K-5 | READING

Design and Organization

K–12 standards

- Grade-specific end-of-year expectations
- Developmentally appropriate, cumulative progression of skills and understandings
- One-to-one correspondence with CCR standards



COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards for Literature K–5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading

Comprehension (standards 1–9)

- Standards for reading literature and informational texts
- Strong and growing *across-the-curriculum* emphasis on students' ability to read and comprehend informational texts
- Aligned with NAEP Reading framework

Range of reading and level of text complexity (standard 10, Appendices A and B)

- "Staircase" of growing text complexity across grades
- High-quality literature and informational texts in a range of genres and subgenres

Reading Foundational Skills

Four categories (standards 1–4)

- Print concepts (K–1)
- Phonological awareness (K–1)
- Phonics and word recognition (K–5)
- Fluency (K–5)

- Not an end in and of themselves
- Differentiated instruction

Writing

Writing types/purposes (standards 1–3)

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives

- Strong and growing *across-the-curriculum* emphasis on students writing arguments and informative/explanatory texts
- Aligned with NAEP Writing framework

Writing

Production and distribution of writing (standards 4–6)

- Developing and strengthening writing
- Using technology to produce and enhance writing

Research (standards 7–9)

- Engaging in research and writing about sources

Range of writing (standard 10)

- Writing routinely over various time frames

Speaking and Listening

Comprehension and collaboration (standards 1–3)

- Day-to-day, purposeful academic talk in one-on-one, small-group, and large-group settings

Presentation of knowledge and ideas (standards 4–6)

- Formal sharing of information and concepts, including through the use of technology

Language

Conventions of standard English

Knowledge of language (standards 1–3)

- Using standard English in formal writing and speaking
- Using language effectively and recognizing language varieties

Vocabulary (standards 4–6)

- Determining word meanings and word nuances
- Acquiring general academic and domain-specific words and phrases

Key Advances

Reading

- Balance of literature and informational texts
- Text complexity

Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources

Speaking and Listening

- Inclusion of formal and informal talk

Language

- Stress on general academic and domain-specific vocabulary

Key Advances

Standards for reading and writing in history/ social studies, science, and technical subjects

- Complement rather than replace content standards in those subjects
- Responsibility of teachers in those subjects

Alignment with college and career readiness expectations

Intentional Design Limitations

What the Standards do NOT define:

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready

Conclusion

Standards: Important but insufficient

- To be effective in improving education and getting all students ready for college, workforce training, and life, the Standards must be partnered with a content-rich curriculum and robust assessments, both aligned to the Standards.

STANDARDS FOR MATHEMATICS

JUNE 2010

Design and Organization

Standards for Mathematical Practice

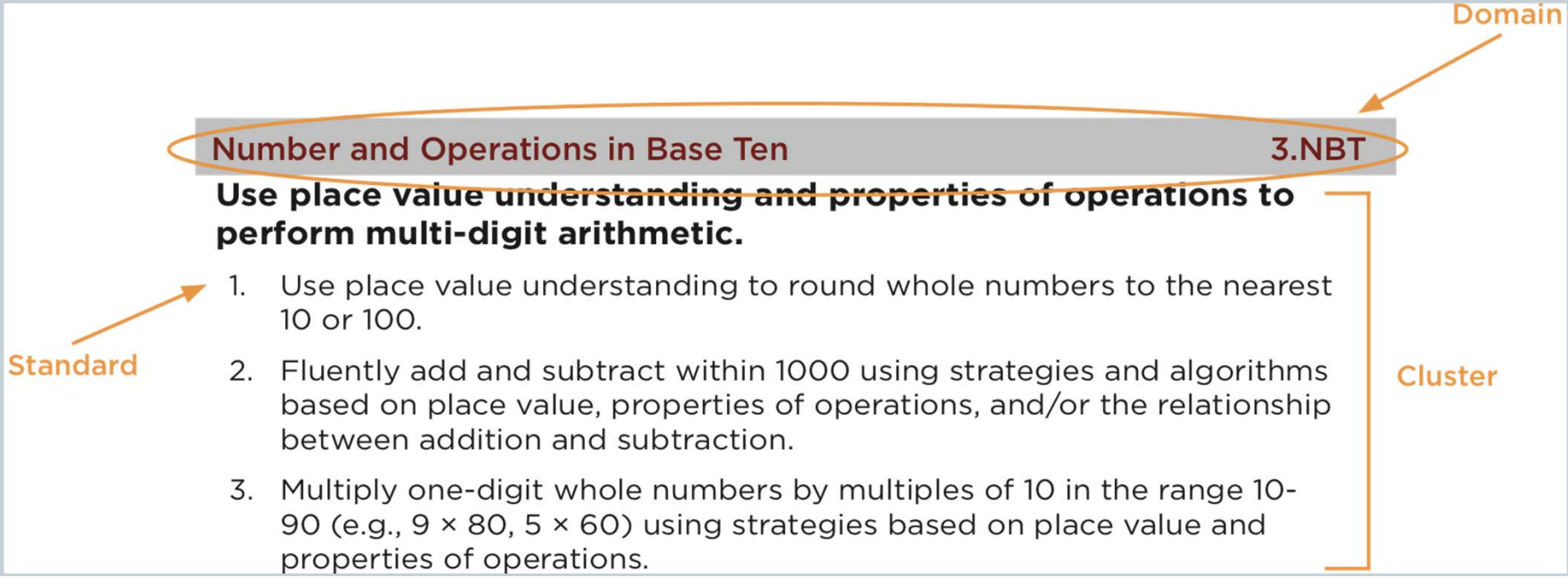
- Carry across all grade levels
- Describe habits of mind of a mathematically expert student

Standards for Mathematical Content

- K-8 standards presented by grade level
- Organized into domains that progress over several grades
- Grade introductions give 2–4 focal points at each grade level
- High school standards presented by conceptual theme (Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability)

Design and Organization

- *Content standards* define what students should understand and be able to do
- *Clusters* are groups of related standards
- *Domains* are larger groups that progress across grades



Design and Organization

Grade Level Overviews

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Design and Organization

Focal points at each grade level

Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of

Number and Operations, Grade 1

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Fractions, Grades 3–6

- 3. Develop an understanding of fractions as numbers.
- 4. Extend understanding of fraction equivalence and ordering.
- 4. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- 4. Understand decimal notation for fractions, and compare decimal fractions.
- 5. Use equivalent fractions as a strategy to add and subtract fractions.
- 5. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- 6. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

Statistics and Probability, Grade 6

Develop understanding of statistical variability

- Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Algebra, Grade 8

Graded ramp up to Algebra in Grade 8

- Properties of operations, similarity, ratio and proportional relationships, rational number system.

Focus on linear equations and functions in Grade 8

- Expressions and Equations
  - Work with radicals and integer exponents.
  - Understand the connections between proportional relationships, lines, and linear equations.
  - Analyze and solve linear equations and pairs of simultaneous linear equations.
- Functions
  - Define, evaluate, and compare functions.
  - Use functions to model relationships between quantities.

High School

Conceptual themes in high school

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

College and career readiness threshold

- (+) standards indicate material beyond the threshold; can be in courses required for all students.

Geometry, High School

Middle school foundations

- Hands-on experience with transformations.
- Low tech (transparencies) or high tech (dynamic geometry software).

High school rigor and applications

- Properties of rotations, reflections, translations, and dilations are assumed, proofs start from there.
- Connections with algebra and modeling

Key Advances

Focus and coherence

- Focus on key topics at each grade level.
- Coherent progressions across grade levels.

Balance of concepts and skills

- Content standards require both conceptual understanding and procedural fluency.

Mathematical practices

- Foster reasoning and sense-making in mathematics.

College and career readiness

- Level is ambitious but achievable.

Conclusion

The promise of standards

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.

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

You can ask questions by typing your question into the Q&A panel and

clicking "send.“

Webinar recording will be available at
www.corestandards.org