

Overview of the Common Core State Standards & Content Area Transition Plans (2011-14)

MATHEMATICS

Preschool	K	1	2	3	4	5	6	7	8	HS	
Counting and Cardinality											
Operations and Algebraic Thinking							Ratio and Proportional Relationships		Functions		Modeling
	Numbers and Operations in Base Ten					Expressions and Equations		Algebra			
				Fractions		The Number System		Number and Quantity			
Measurement and Data							Probability and Statistics				
Geometry											
Standards for Mathematical Practice											

Critical Areas in Mathematics

Grade	Priorities in Support of Rich Instruction Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Standards for Mathematical Practice

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.

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Washington's Three-Year Transition Plan for Common Core State Standards for Mathematics

While districts can determine their own plan for implementing the Common Core State Standards (CCSS) for Mathematics, the following is a transition plan for those districts who want guidance on how to begin implementing portions of the CCSS. This plan is based on the understanding that the 2008 Washington K-8 Learning Standards will be assessed through 2013-2014. Replacing aligned standards with CCSS domains allows districts to slowly move teachers to the CCSS by emphasizing areas that overlap between the two sets of standards. The cited CCSS domains would be taught in lieu of those 2008 WA standards aligned to these CCSS domains. Any professional development should incorporate the Standards for Mathematical Practice in each domain.

	K-2	3-5	6-8	High School
Year 1 2011-2012	<p><i>School districts that can, should consider adopting the CCSS for K-2 in total.</i></p> <p>K – Counting and Cardinality (CC); Operations and Algebraic Thinking (OA)</p> <p>1 – Operations and Algebraic Thinking (OA); Number and Operations in Base Ten (NBT)</p> <p>2 – Operations and Algebraic Thinking (OA); Number and Operations in Base Ten (NBT)</p> <p>and remaining 2008 WA Standards</p>	<p>3 – Number and Operations – Fractions (NF)</p> <p>4 – Number and Operations – Fractions (NF)</p> <p>5 – Number and Operations – Fractions (NF)</p> <p>and remaining 2008 WA Standards</p>	<p>6 – Ratio and Proportion Relationships (RP)</p> <p>7 – Ratio and Proportion Relationships (RP)</p> <p>8 – Expressions and Equations (EE)</p> <p>and remaining 2008 WA Standards</p>	<p>Teach all of the 2008 WA Mathematics Standards for each course</p> <p>and prepare for</p> <p>Algebra 1- Unit 2: Linear and Exponential Relationships</p> <p>Geometry- Unit 1: Congruence, Proof and Constructions and Unit 4: Connecting Algebra and Geometry through Coordinates</p>

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	K-2	3-5	6-8	High School
Year 2 2012-2013	<p><i>School districts that can, should consider adopting the CCSS for K-2 in total.</i></p> <p>Year One domains and:</p> <p>K- Measurement and Data (MD)</p> <p>1 – Measurement and Data (MD)</p> <p>2 – Measurement and Data (MD)</p> <p>and remaining 2008 WA Standards</p>	<p>Year One domain and:</p> <p>3 – Operations and Algebraic Thinking (OA); Number and Operations in Base Ten (NBT)</p> <p>4 – Operations and Algebraic Thinking (OA); Number and Operations in Base Ten (NBT)</p> <p>5 - Operations and Algebraic Thinking (OA); Number and Operations in Base Ten (NBT)</p> <p>and remaining 2008 WA Standards</p>	<p>Year One domain and:</p> <p>6- The Number System (NS); Expressions and Equations (EE)</p> <p>7 - The Number System (NS); Expressions and Equations (EE)</p> <p>8 – The Number System (NS); Functions (F)</p> <p>and remaining 2008 WA Standards</p>	<p>Year One units and:</p> <p>Algebra 1- Unit 1: Relationship Between Quantities and Reasoning with Equations and Unit 4: Expressions and Equations</p> <p>Geometry- Unit 2: Similarity, Proof, and Trigonometry and Unit 3: Extending to Three Dimensions</p> <p>and remaining 2008 WA Standards</p>

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	K-2	3-5	6-8	High School
Year 3 2013-2014	<i>School districts that can, should consider adopting the CCSS for K-2 in total.</i> Year One and Two domains, and: K – Geometry (G) 1 – Geometry (G) 2 – Geometry (G) and remaining 2008 WA Standards	Year One and Two domains, and: 3 – Measurement and Data (MD) 4 – Measurement and Data (MD) 5 – Measurement and Data (MD) and remaining 2008 WA Standards	Year One and Two domains, and: 6 – Geometry (G); Statistics and Probability (SP) 7 – Geometry (G); Statistics and Probability (SP) 8 – Geometry (G); Statistics and Probability (SP) and remaining 2008 WA Standards	Year One and Two units, and: Algebra 1- Unit 3: Descriptive Statistics and Unit 5: Quadratic Functions and Modeling Geometry- Unit 5: Circles With and Without Coordinates and Unit 6: Applications of Probability and remaining 2008 WA Standards
K-2	3-5	6-8	High School	K-2
Year 4 2014-2015	Full implementation of CCSS	Full implementation of CCSS	Full implementation of CCSS	Full implementation of CCSS

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ENGLISH LANGUAGE ARTS

The *Map of Skills and Concepts* shows what students should know and be able to do when they exit Washington's K12 system; it is the destination for their literacy learning. A departure from the current standards, the Common Core State Standards provide all students with an integrated approach to literacy, as opposed to discrete separations among the skills of reading, writing, speaking, and listening.

K	1	2	3	4	5	6	7	8	9-10	11-12
Foundational Skills										
<ul style="list-style-type: none">Print concepts and alphabetic principlePhonological awarenessPhonics and word recognitionFluency						Although foundational skills are addressed prior to grade 6, students who struggle in these areas will need further support.				
Reading Literature and Informational Texts										
Focus on teaching students reading skills to engage with rigorous texts across a broad spectrum of content; balance the types of texts students read. *Percentages represent comprehensive use (teaching, learning, and student production) across a school year.										
<ul style="list-style-type: none">Balance grades K-5 = 50%* literature; 50%* informational text						<ul style="list-style-type: none">Balance grade 6-8 = 45%* literature; 55%* informational textBalance grades 9-12 = 30%* literature; 70%* informational text				
Literacy (Reading and Writing) in History/Social Studies, Science, and Other Technical Subjects										
Focus on teaching key ideas, details, using evidence from text to support conclusions, contextual vocabulary acquisition, and point of view.										
Writing Standards										
Focus on teaching the processes of writing, including a balance of text types and the role of argument in History/ social studies, and science *Percentages represent comprehensive use (teaching, learning, and student production) across a school year.										
Balance of writing types, including writing in the content areas <ul style="list-style-type: none">By grade 4—opinion =30%; information = 35%; narrative =35%						Balance of writing types, including writing in the content areas <ul style="list-style-type: none">Grade 8 – argument = 35%; information = 35%; narrative = 30%Grade 12 – argument = 40%; information = 40%; narrative = 20%				
Speaking & Listening Standards										
Focus on teaching use of rhetorical and critical thinking in speaking, listening, and collaborative study and work <ul style="list-style-type: none">Comprehension and collaborationPresentation of knowledge and ideasEvaluate speaker’s point of view										
Language Standards										
Focus on teaching conventions of standard English, knowledge of language in different contexts, and vocabulary acquisition.										

Major Shifts in English language arts

- Balance of Literary and Informational Texts
- Literacy in the Content Areas
- Increased Complexity of Text
- Text-based Questions and Answers
- Writing Using Evidence
- Academic Vocabulary

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

These descriptions offer a portrait of students who meet the standards set out in the standards. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

Washington's Three Year Transition Plan for English Language Arts

The 3 Year Transition Plan outlines what OSPI and statewide partners are committed to providing in terms of support for Washington's schools as we transition to the Common Core State Standards. Whereas the Map of Skills and Concepts shows the destination, the transition plan highlights one path being built. Both documents were created as collaborative efforts between OSPI and members of the Literacy Leadership Cadre (LLC), which represents all nine ESDs.

While districts may determine their own plans for implementing the Common Core State Standards (CCSS) for English Language Arts, this transition plan was designed for those districts who want guidance on how to begin implementation. This framework shows the basic calendar for support availability.

This plan is based on the understanding that the Washington K-10 Reading and Writing Standards (EALRs and GLEs) will be assessed through 2013-2014.

	K-12 English Language Arts
Introduction	Familiarize district/building leadership team with <i>Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects</i>. Investigate and interpret the implications for instruction in reading, writing, speaking and listening, and language.
Year One 2011-2012	Identify and understand the design of skills and concepts in ELA <ul style="list-style-type: none">• Develop an understanding of the vertical articulation of skills and concepts from Kindergarten through Career and College Readiness• Develop an understanding of overarching cross-content concepts (i.e., technology and media) Understand the increasing text complexity, its role in preparing students to be career and college ready, and implications for instruction and materials. <i>Continue strong instruction of current Washington Reading, Writing, and Communication Standards (EALRs and GLEs)</i>
Resources	Common Core State Standards Documents ESD support and technical assistance <i>Introduction and Year One Support Modules</i> OSPI technical assistance OSPI CCSS Webinar Series

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	K-12 English Language Arts
Year Two 2012-2013	<p>Year One focus and strategies, and:</p> <p>Adjust curricular materials and adapt instruction to:</p> <ul style="list-style-type: none">• Build a shared responsibility for the development of reading and writing skills and knowledge across content areas through a balance of nonfiction and literature texts• Focus on the role of argument in reading and writing and speaking and listening instruction, with particular emphasis incorporating text-based questions and writing using evidence from sources.• Intentionally address academic vocabulary and its role in reading comprehension and written and oral language production.• Begin to develop, enhance, and integrate literacy skills across social studies/History, science, and other technical subjects. <p><i>Continue strong instruction of current Washington Reading, Writing, and Communication Standards (EALRs and GLEs)</i></p>
Resources	Common Core State Standards Documents ESD support and technical assistance OSPI technical assistance OSPI CCSS ELA Webinar Series

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	K-12 English Language Arts
Year Three 2013-2014	<p>Years One and Two foci and strategies, and:</p> <p>Adjust curricular materials and adapt instruction to:</p> <ul style="list-style-type: none"> Emphasize speaking and listening skills as an avenue to evaluate, integrate and present information from many sources. Expand and deepen the teaching of language skills, focusing on the relationship between grammar and usage and the comprehension and production of effective written text. Incorporate technology/multi-media to gather, research, develop, and publish information. <p>Engage in continued professional development, collaborative study, and action to address the depth of the curricular and instructional shifts (i.e. text complexity, academic vocabulary, content literacy, and writing instruction).</p> <ul style="list-style-type: none"> Plan collaboratively to develop rigorous English language arts lessons and units using the CCSS. <p><i>Continue strong instruction of current Washington Reading, Writing, and Communication Standards (EALRs and GLEs)</i></p>
Resources	Common Core State Standards Documents ESD support and technical assistance OSPI technical assistance

	K-12 English Language Arts
Year Four 2014-2015	<p>Full implementation of CCSS</p>
Resources	Common Core State Standards Documents ESD support and technical assistance OSPI technical assistance