

# Common Core

General Overview for Parents

# What is the Common Core?

- The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).
- The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

# How will national standards help?

The standards:

- 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
- Are evidence-based

# Who has adopted the Common Core?



# Myth vs. Fact

- **Myth:** Adopting common standards will bring all standards' down to the lowest common denominator, so some states may be taking a step backward by adopting the standards.
- **Fact:** The Standards are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers. There has been an explicit agreement that no state would lower its standards.
- **Myth:** The Standards amount to a national curriculum for our schools.
- **Fact:** The Standards are not a curriculum. They are a cleared set of shared goals and expectations for what knowledge and skills will help our students succeed. Teachers will continue to devise lesson plans and tailor instruction to the instruction to the individual needs of the students in their classrooms

# Key Points in Reading

## The standards:

- ***Establish a “staircase” of increasing complexity*** in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school.
- ***Require the progressive development of reading comprehension*** so that students advancing through the grades are able to gain more from whatever they read.
- ***Mandate certain critical types of content for all students***, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective.



# Reading Clusters

- **Key Ideas and Details**
  - 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.
  - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **Craft and Structure**
  - 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.
  - 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.
  - Assess how point of view or purpose shapes the content and style of a text.
- **Integration of Knowledge and Ideas**
  - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
  - 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.
  - 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**
  - Read and comprehend complex literary and informational texts independently and proficiently.

# Key Points in Writing

- **The ability to write logical arguments** based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- **Research**—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.



# Writing Clusters

- **Text Type and Purposes**
  - **Write arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - **Write informative/explanatory texts** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **Production and Distribution of Writing**
  - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **Research to Build and Present Knowledge**
  - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Range of Writing**
  - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# Key Points in Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is **academic discussion in one-on-one, small-group, and whole-class settings**. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

# Speaking and Listening Clusters

- **Comprehension and Collaboration**
  - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
  - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **Presentation of Knowledge and Ideas**
  - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
  - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

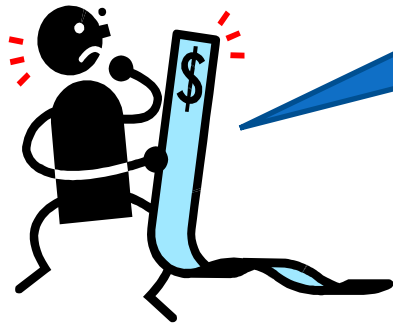
# Key Points in Language

- The standards **expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading.** The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help **prepare students for real life experience at college and in 21st century careers.** The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- *Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.*

# Language Clusters

- **Conventions of Standard English**
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **Knowledge of Language**
  - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **Vocabulary Acquisition and Use**
  - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
  - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing,

# Out to lunch...



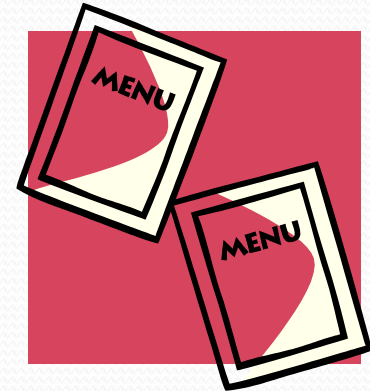
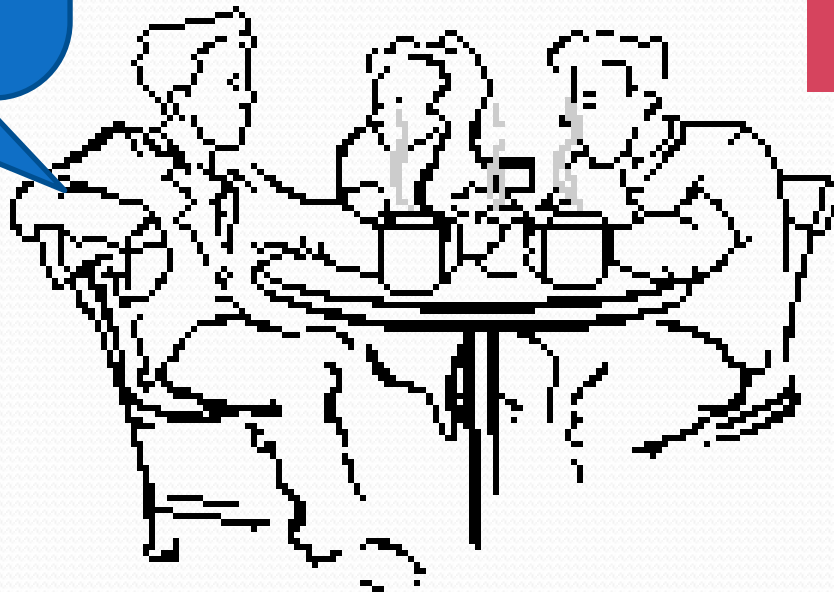
“I’m not good at math, have Drew figure it out.”

Last week, I was at a restaurant with a group of friends. The bill came and this is what was said...



# Next time we go...

“I’m not good at reading, can you read this to me?”



# Same Reaction?

Illiteracy      Innumeracy

Why is it socially  
acceptable to be  
innumerate?

# Innumeracy

21<sup>0</sup>% of Americans possess numeracy skills at the lowest level . . . [which] means that people cannot . . . work out the change from \$2 when buying goods worth \$1.58.

(Murray, 2000. p. 2)

[www.lausd.net/District\\_8/math/secmath/o6o7/math\\_anx\\_ncsm](http://www.lausd.net/District_8/math/secmath/o6o7/math_anx_ncsm).

*ppt*

# Common Core State Standards for Math

- Standards for Mathematical Content
- 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.**

# Traditional U.S. Approach

**K**

**12**

**Number and  
Operations**



**Measurement  
and Geometry**



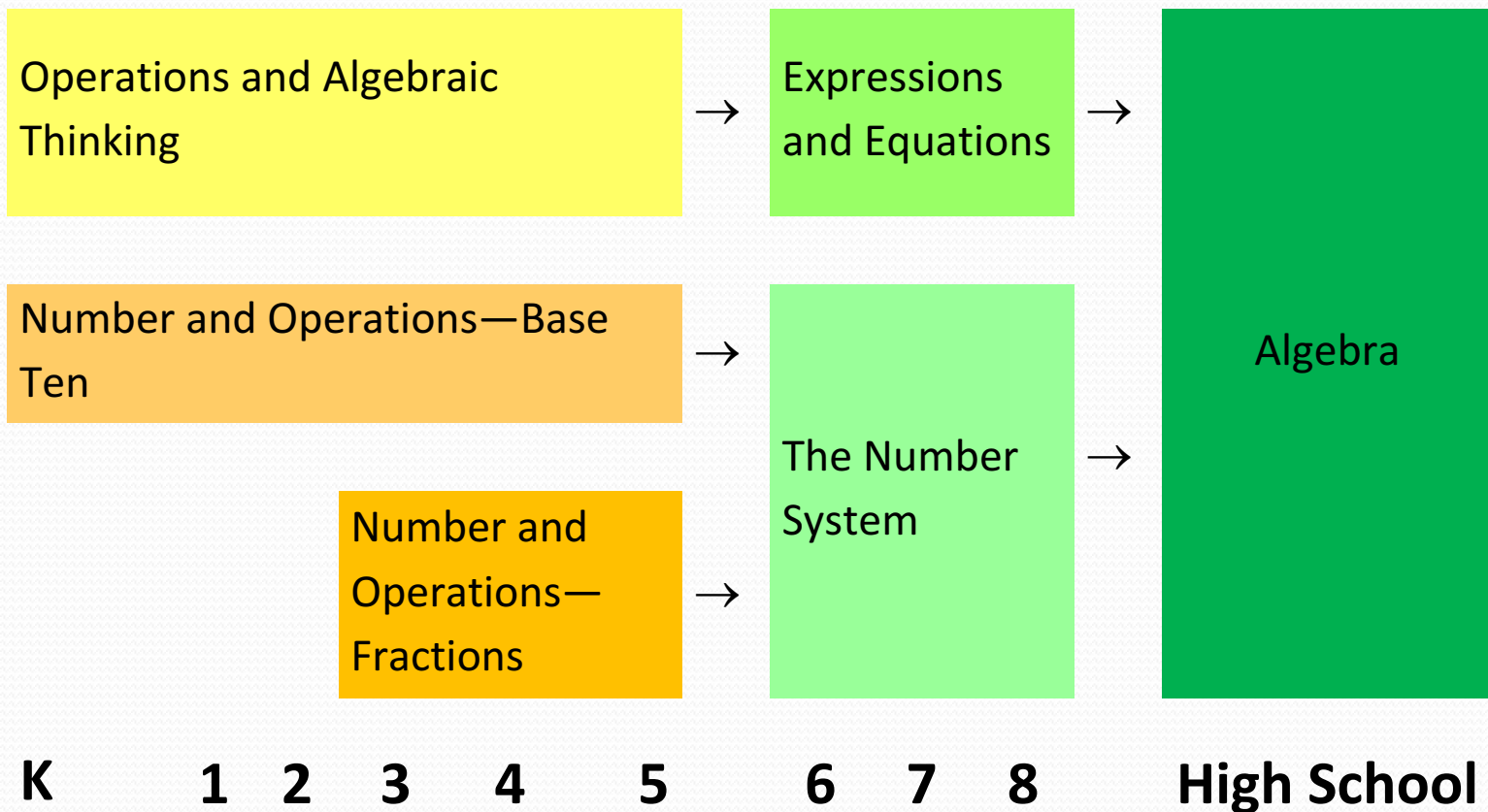
**Algebra and  
Functions**



**Statistics and  
Probability**



# **Focusing** attention within Number and Operations





# Procedures $\neq$ Understanding

$$\begin{array}{r} 17 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

- How did changing the numbers influence the “difficulty” of the task?

# Procedures $\neq$ Understanding

$$\begin{array}{r} 17 \\ - 6 \\ \hline \end{array}$$

- By place value...start at the right...
  - Ones column:  $7 - 6 = 1$ .
  - Tens column: Bring down the 1.
  - I have a 1 in both places. Answer is 11.

# Procedures ≠ Understanding

$$\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$$

**Do they understand?**

- By place value...start at the right...
  - Ones column: I can't do 0 minus 6.
    - Go next door... change the 1 to a 0 in the tens
    - Change the 0 to a 10 in the ones.
  - Ones:  $10 - 6 = 4$
  - Tens:  $0 - 0 = 0$ .
  - I have 0 tens and 4 ones. My answer is 4.

# Procedures $\neq$ Understanding

- Think of a mathematical procedure you learned as a student.
- How does that make it difficult for you to explain your mathematics behind your solution?
  - Foil
  - Butterfly
  - Standard Algorithm for ...
    - Change mixed numbers to improper fractions
    - Multiplying Fractions
    - Dividing Fractions

# SMARTER Balanced Assessment Consortium



# Interim Assessments

- Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals
- Designed as item sets that can provide actionable information about student progress



# Summative Assessments

- Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and high school for English Language Arts (ELA) and mathematics
- Designed to provide valid, reliable, and fair measures of students' progress toward and attainment of the knowledge and skills required to be college and career ready
- ***Capitalize on the strengths of computer adaptive testing***, i.e., efficient and precise measurement across the full range of achievement and quick turnaround of results
- Produce composite content area scores, based on the computer-adaptive items and performance tasks.

# Assessment

- Constructed response
- Extended written response



# Your Turn...

## Storage Facility

The owner of an empty building wants to construct walls to divide the building into individual storage units. All the space in the building will be used for the storage units. Each storage unit will have a door on the outside (perimeter) of the building.

### Design the Storage Building

The grid that follows represents the rectangular floor of the building. Draw lines on the grid to divide the floor into 9 individual storage units.

The following rules apply:

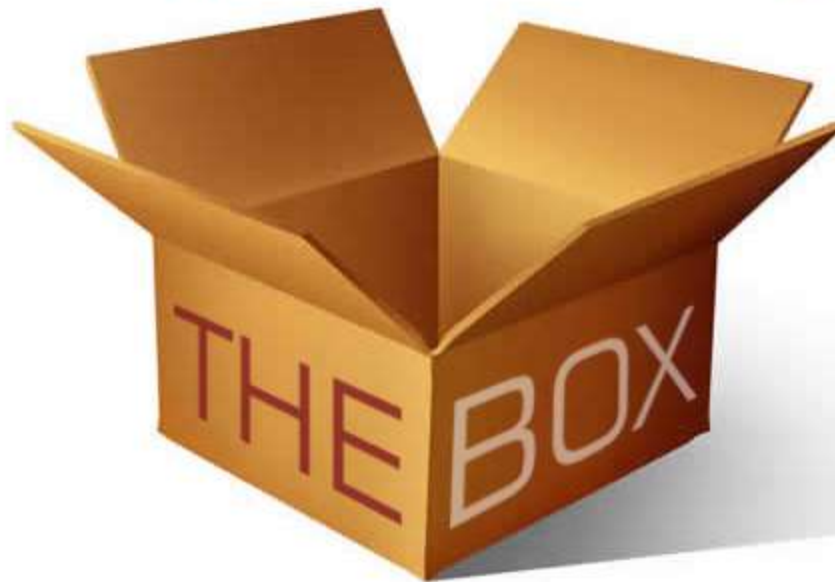
- Each unit must have a rectangular floor.
- Each unit will share one side with the outside edge (perimeter) of the building.
- The storage units must not overlap.

The sizes of the storage units and the number of each size that must be included in the drawing are shown in the following table.

Dimensions of Floor (in feet)	Number of Storage Units in the Building
5 by 5	1
5 by 10	2
5 by 15	1
10 by 10	2
10 by 15	1
10 by 20	1
10 by 25	1

So...

t h i n k i n g



# Resources

- NC Department of Public Instruction
  - <http://www.dpi.state.nc.us/acre/standards/common-core/>
    - Copy of Common Core Standards
    - Unpacking Documents
- [Elementarymathematics.org](http://Elementarymathematics.org)
- [Elementarymath.cmswiki.wikispaces.net](http://Elementarymath.cmswiki.wikispaces.net)
- [Readingandwritingproject.com](http://Readingandwritingproject.com)



# The Common Core

There's an app for that...

