

Common Core State Standards



**New
Standards**



**Old
Standards**



Standards....



“Standards” are not new!



An Increasingly Complex World





Previous Standard

Minimum
Expectation
for
Graduation



Standard
is now...

College
and
Career
Ready

College Ready



Succeed in entry
level college
classes

NO
remedial
classes

- Nationally 17% needing remedial reading to earn a degree
- Nationally 27% needing remedial math to earn a degree



Career Ready

Career options will change...



Thinking Skills

- Goal-Setting
- Problem-Solving



Thinking Habits

- Persistence
- Flexibility

Student Learning Goals

Mission

Our students will be prepared for and eager to accept the academic, occupational, personal, and practical challenges of life in a dynamic global environment.

Academics and Foundations

Upon graduation, students will be academically prepared and confident to pursue higher education or specialized career training.

Citizenship

Students will live as responsible citizens.

Technology

Throughout life, students will understand and apply current and emerging technologies to extend their personal abilities and productivity.

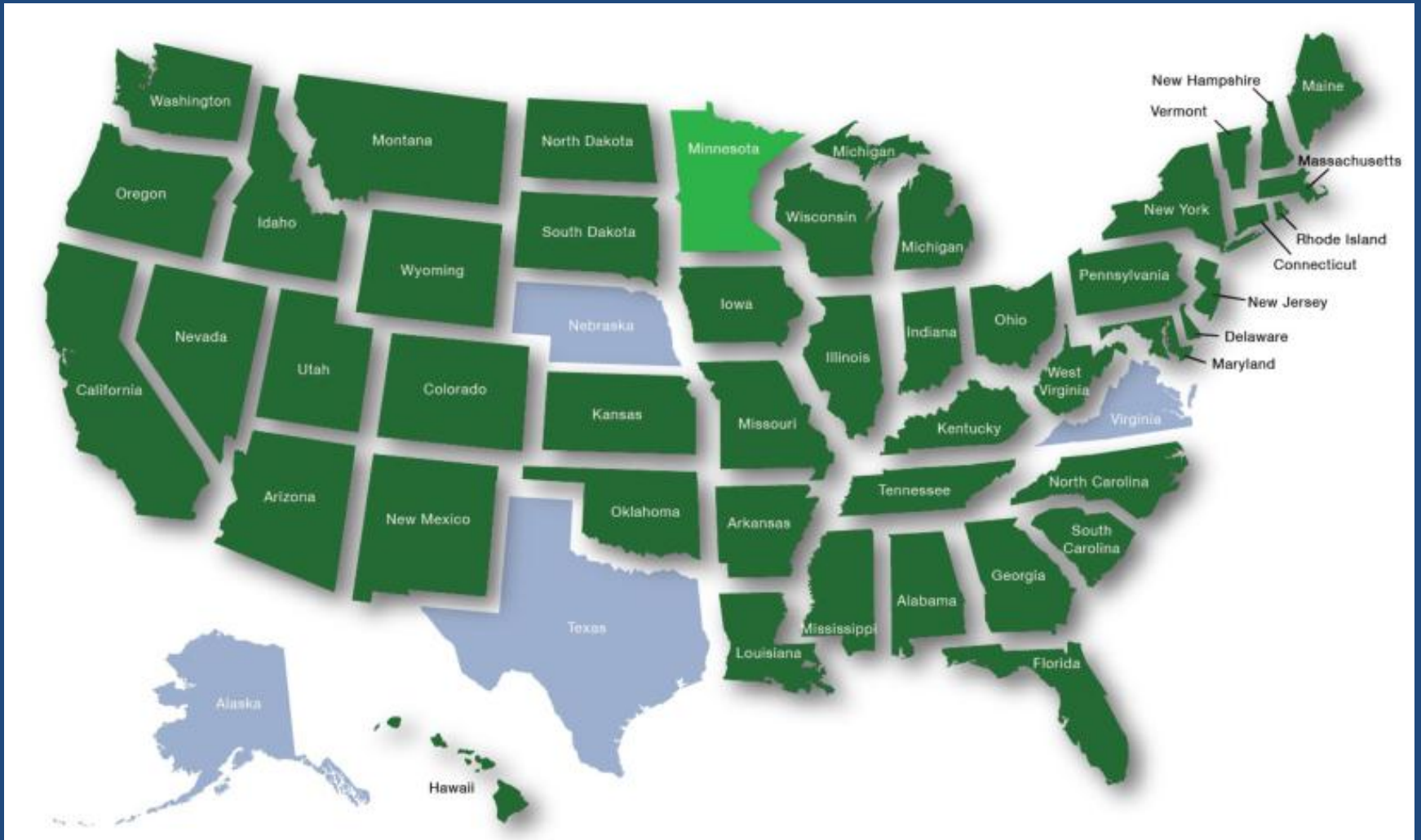
Personal Awareness and Expression

Students will understand and develop their personal gifts and strengths.

Life Management

Students will live healthy, satisfying, and productive lives.

Common Core State Standards



It's the law!



Implementation Plan for our District

Elementary

- Implementation of ELA in 2012-14
- Elementary math curriculum adjusted to align with CCSS. Implementation in 2013-14

Middle School

- Implementation of ELA 2012-15
- New middle school math courses aligned to CCSS
- Adjustments to math pathways to reflect CC philosophy 2014-15

High School

- Implementation of ELA 2012-15
- High school math courses adjusted to align with CCSS 2014-15



Professional Development for Teachers

Common Core English Language Arts (ELA) Standards

- Literary and Informational Reading
- Writing
- Speaking
- Listening
- Language Skills



Major Shifts for ELA

1. Building **knowledge** through **content-rich nonfiction**
2. Reading, writing and speaking grounded in **evidence** from text, both literary and informational
3. Regular practice with **complex text** and its **academic language**

MSP Example

1 Which sentence from the selection is an opinion?



- A.** She is also one of the most unselfish players.
- B.** She has scored more goals than anyone else.
- C.** Mia started playing soccer when she was six.
- D.** No one that young had ever played on the national team.

Critical Thinking 9: Analyze author's purpose and evaluate effectiveness for different audiences (includes fact/opinion; author's style, tone, and use of persuasive devices)

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

- 4 Explain why Mia became the youngest member of the national team. Include **two** details from the selection in your answer.

Mia became the youngest soccer player because
one she worked very hard to get good
at it and two because she built up her
confidence.

This response provides two text-based details to explain why Mia Hamm became the youngest member of the national team.

...she worked very hard to become good at it...
...because she built up her confidence.

Student Directions for Parts 1 and 2



Part 1 (35 minutes)

Your task

You will read an article and watch a video about what animals do to defend themselves from danger. Then you will answer three questions about what you have learned. In Part 2, you will write an article that explains how some animals defend themselves.

Steps to follow

In order to plan and write your article, you will do the following:

1. Examine two sources.
2. Make notes about the information from the sources.
3. Answer three questions about the sources.

Directions for beginning

You will now examine two sources. Take notes on both sources. You may use the graphic organizers to organize your notes if you like. You will want to refer to your notes while writing your article, but your notes will not be scored. You can re-read the article and watch the video as often as you like.

Supporting Your Child

- Push for understanding of and use of evidence from the text
 - What does the text say? Encourage students to summarize in their own words.
 - When making a conclusion or inference from the text, ask them to find supporting examples and information in the text
- Encourage students to use multiple sources and media
- Connect reading, writing, and speaking
- Build academic vocabulary
- Share your reading and how you use it
- Encourage reading and research in areas of interest

Common Core Math Standards

Standards for Mathematical Content

- K – 8 standards grouped by grade level
- High school standards grouped by conceptual theme

Standards for Mathematical Practice

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

Common Core Math Standards Mathematics Content

Grade	K	1	2	3	4	5	6	7	8	HS Conceptual Categories
Domains	Counting & Cardinality						Ratios & Proportional Relationships		Functions	Functions
	Operations and Algebraic Thinking						Expression and Equations			Algebra
	Number and Operations in Base Ten						The Number System			Number & Quantity
				Fractions						
	Measurement and Data						Statistics and Probability			Statistics & Probability
	Geometry						Geometry			Geometry

Mathematics 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.**

Major Shifts for Math

1. Focus

- Fewer topics at each grade level

2. Coherence

- Across and within grade levels

3. Rigor

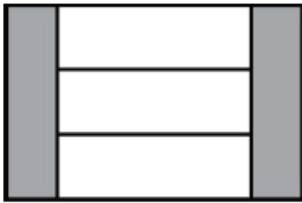
- Conceptual understanding, procedural fluency, application to real world

MSP

Multiple Choice item

Which model below best represents the fraction $\frac{2}{5}$?

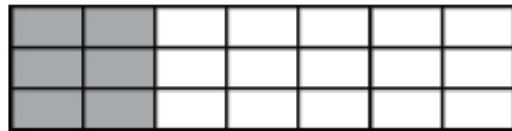
A.



B.



C.



D.



Smarter Balanced Selected Response item

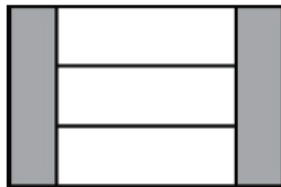
For numbers 1a-1d, state whether or not each figure has $\frac{2}{5}$ of its whole shaded.

1a.



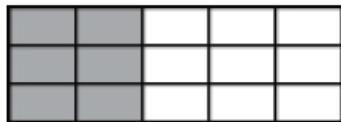
Y Yes N No

1b.



Y Yes N No

1c.



Y Yes N No

1d.



Y Yes N No

Supporting Your Child

- Encourage and praise persistence
- Find relevance to real world application
- Give opportunities to explain and justify reasoning and critique reasoning of others
- Support with procedural fluency and concepts
- Share how you use math in your personal and professional life
- Encourage positive attitude – we can learn math and get better at it



When will the
new Common
Core State
Assessments
be given ?

Spring
2015

Websites

<http://www.issaquah.wednet.edu/academics/commoncore.aspx>

<http://www.corestandards.org/>

<http://www.k12.wa.us/CoreStandards/>

<http://www.readywa.org/>

www.smarterbalanced.org

<http://www.smarterbalanced.org/pilot-test/>

<http://www.smarterbalanced.org/sample-items-and-performance-tasks>



Thank you!