



# **The Common Core State Standards**

## **Key Communicators**

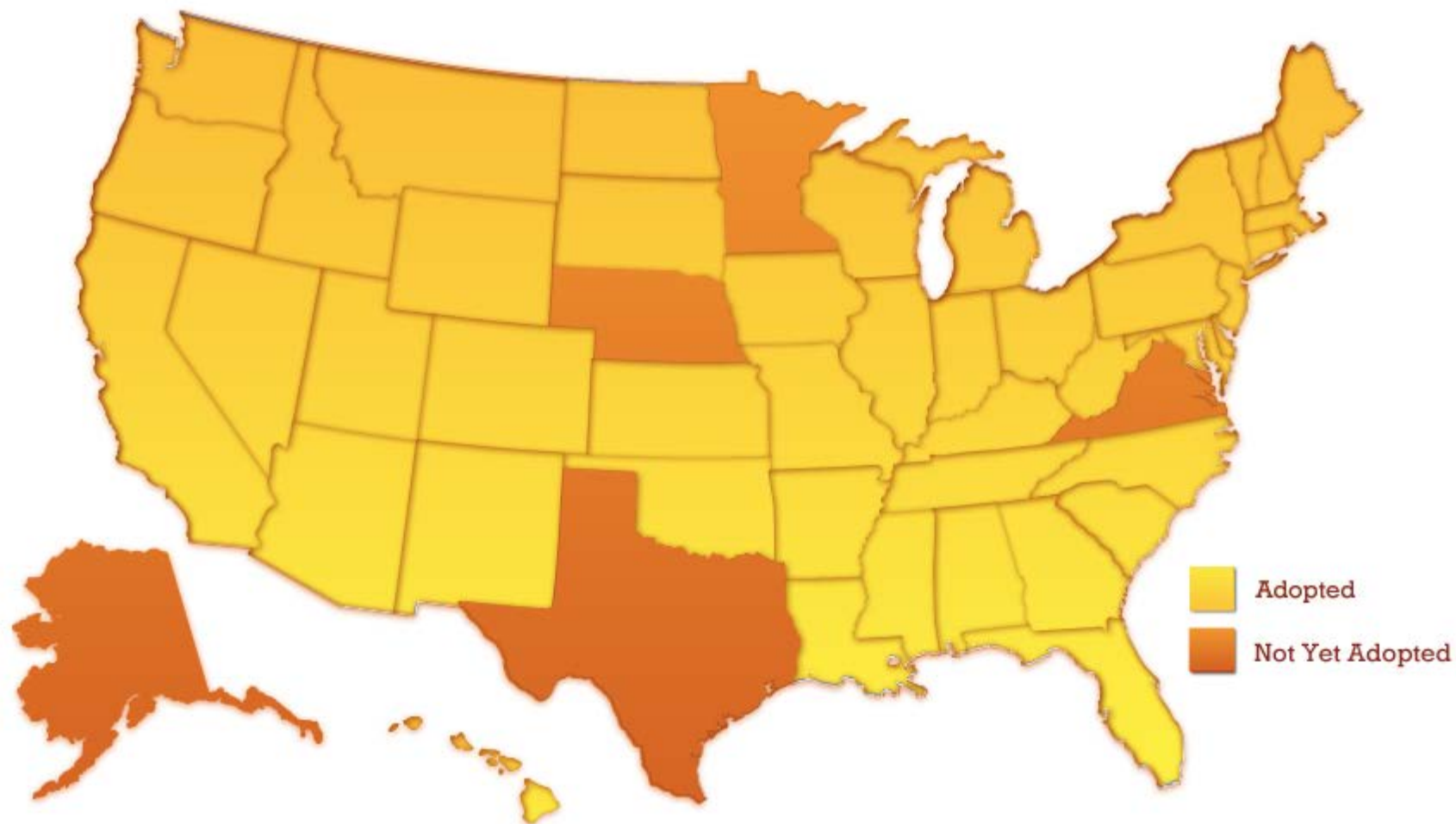
**May 9, 2013**

# Common Core State Standards

- What are they?
- Why are we doing it?
- How will it change our schools?

Forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards.

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# What are the Common Core State Standards?

## **They are for:**

- English Language Arts
- Math
- Literacy K-12

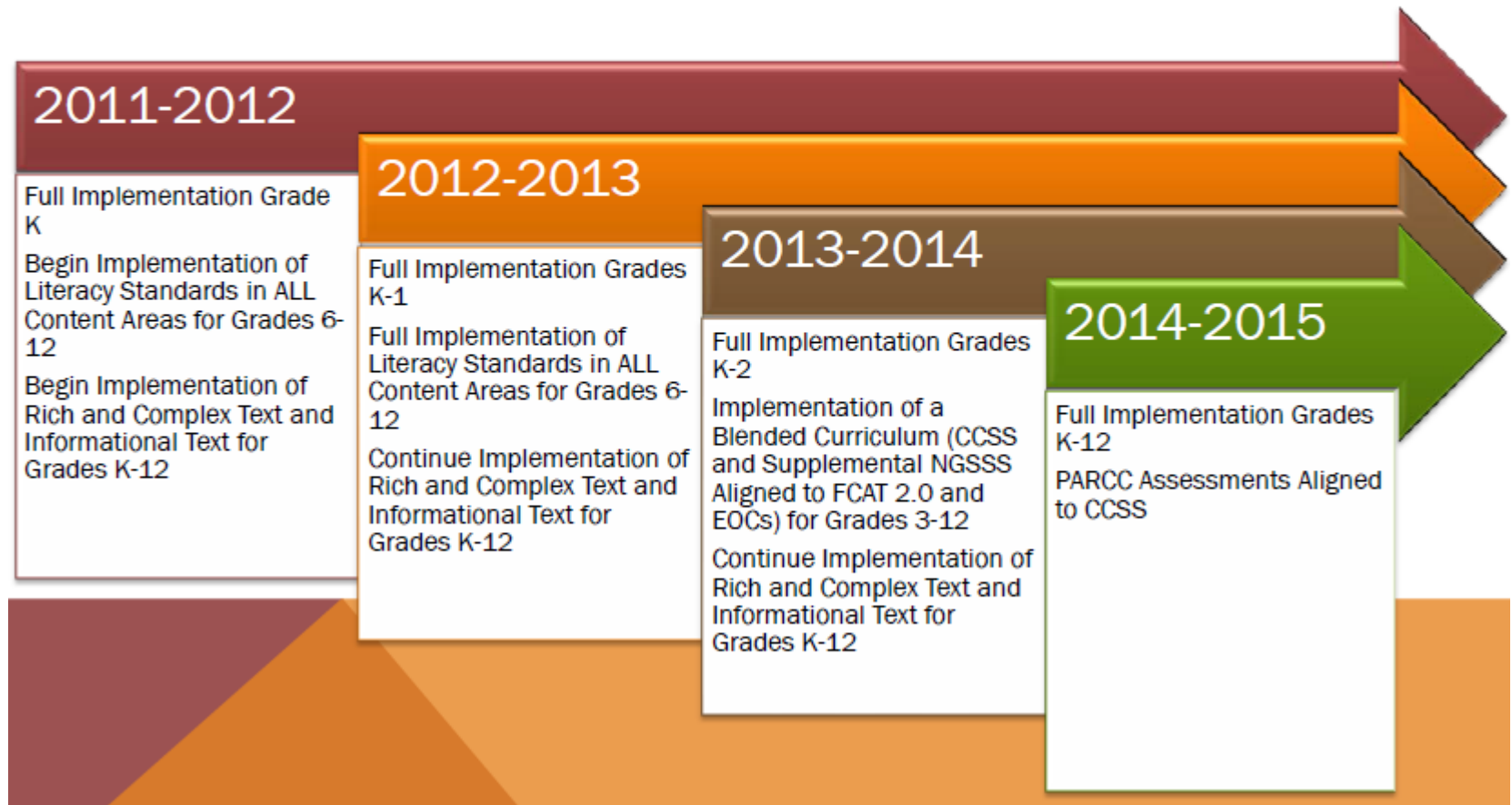
## **They are not:**

- New standards for science, social studies, or any other subject (except ELA and math)
- A National Curriculum
- Forced on us

# Why are we doing the CCSS?

- Our Florida State Board of Education adopted the CCSS in July 2010 because, as a state
  - 37.6% of our graduates are not considered college or career ready (SJCSD 21.3%) in math, reading and writing
  - We have an obligation to prepare our students to be ready for more rigorous assessments that are required by statutes in 2014-2015
  - Our students must be prepared to compete with their peers within and across the states and around the world

# FLORIDA'S COMMON CORE STATE STANDARDS (CCSS) IMPLEMENTATION PLAN



# How will CCSS change our schools?

## ELA/Literacy

- Informational text balanced with literature (K-5)
- More writing about a document with evidence from the text, comparing, analyzing, summarizing, and evaluating two or more texts
- Slow down, read and re-read. (The ability to read complex text is the differentiating factor in college and career readiness.)
- After reading – what did you learn? Can you support your conclusions? Not just how do you feel?
- Focus on critical thinking and analysis rather than rote memorization and “teaching to the test”

# How will CCSS change our schools?

## Mathematics

- Fewer topics but greater detail and understanding
- Compare and reason – build on prior knowledge
- Understanding – students will be asked to apply what they know to new situations
- Students will be asked to explain their reasoning, analyze and critique the work of others, locate errors, think of alternative approaches to solutions, collaborate, etc.



# Shifts in ELA/Literacy

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Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

# Shifts in Mathematics

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Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

# Long term systemic change to improve instruction in all content areas K-12

- Reading complex informational text in all content area classes
- Writing from sources in all subjects
- Science and social studies classes support reading and math standards
- Increase critical thinking – high order thinking questions
  - What would Goldilocks and the 3 Bears look like in a city setting?
  - Compare Pearl Harbor and 9/11

# Learning

**Our Students will be better prepared for whatever they choose to do after high school graduation.**