



Common Core Standards

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➔ <http://youtu.be/5s0rRk9sER0>



Common Core Standards

- Fewer, clearer, higher
- Internationally benchmarked
- 21st Century Skills
- Evidence - based

The Illinois State Board of Education adopted new Math and English Language Arts standards for K - 12 education known as the *New Illinois State Learning Standards Incorporating the Common Core in 2010*. The goal is to better prepare Illinois students for success in college and the workforce in a competitive global economy.

Why New Standards?

- * Our expectations for what students must know and be able to demonstrate were different in 1997 when Illinois adopted the current standards.
- * The new standards aim to provide clear, consistent academic benchmarks with “fewer, clearer and higher” academic standards for essential learning and skills. The standards were developed while considering the standards of top performing countries and the strengths of current state standards.
- * The 2010 state standards provide benchmarks for academic progress (skills and knowledge) that students should have at the conclusion of each grade level. This will allow teachers to establish the best approach to help their students meet those standards.
- * Students and parents will clearly understand the knowledge students are expected to attain **each year**.


How were the standards developed?

- ▶ The best understanding of what works in education comes from practice and experience. That's why the standards were developed by teachers, principals, parents and education experts with lots of feedback along the way from the general public, not politicians in Washington.
- ▶ Illinoisans had the opportunity to provide feedback on the Common Core State Standards during two public comment periods, one in September 2009 and the other in March 2010. Teachers, parents, higher education representatives, and community members from Illinois offered their comments on the standards. Illinois contributed to the development of the Common Core as well by having Illinois State Board of Education staff provide feedback on multiple drafts of the standards throughout the development process.
- ▶ The Illinois State Board of Education initially reviewed the standards on June 24, 2010. The standards were also published in the Illinois Register on July 9, 2010, which initiated a 45-day public comment period. The Board adopted the rulemaking on Sept. 24, 2010, and the Joint Committee on Administrative Rules, a bipartisan legislative oversight committee, issued a Certification of No Objection on Oct. 19, 2010. The rulemaking incorporating the standards took effect on Oct. 28, 2010 and was published in the Illinois Register on Nov. 12, 2010.



Internationally Benchmarked

- ▶ The standards incorporate the best and highest of previous state standards in the U.S. and are internationally benchmarked to the top performing nations around the world.
- ▶ When American students have the skills and knowledge needed in today's job market, our communities will be strong and competitive in the global economy.



College, Career and Real-World Readiness

- ▶ The standards are designed to be relevant in the real world and to make sure all students graduate high school with the knowledge and skills necessary for success in college and careers.



Clear and Consistent Expectations/Goals

- ▶ The standards provide students, parents and teachers with a clear understanding of what students are expected to learn at every grade level and as such, serve as a roadmap to quality education. Outcomes improve when students, parents and teachers are on the same page working together toward shared goals.
- ▶ The standards provide consistent learning goals for all students – regardless of where they live – so that when children move from one state to another they will stay on track in school, making the transition of moving more seamless for both students and teachers.



Local Decision Making

- ▶ The standards establish what students need to learn, but do not tell teachers how to teach. Teachers will continue to create lesson plans and tailor instruction to the unique needs of the students in their classroom. The best understanding of what works in the classroom comes from the teachers who are in them, which is why the standards allow each teacher in each classroom to figure out what works best.
- ▶ Implementation decisions will remain local. Teachers and school leaders will determine how the standards are to be taught and will establish the curriculum, just as they currently do, allowing for continued flexibility and creativity.



ELA – English Language Arts

Combination of Informational and Literary Text Required

► The English Language Arts (ELA) Common Core Standards require a range of high quality readings through a combination of informational and literary text. This includes but is not limited to fiction, poetry, non-fiction and historical documents.

No Required Reading, Just Suggestions

► The standards contain no required reading list for teachers, just suggestions of works that encompass a diverse catalogue of informational and literary text.

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. The standards also require the progressive development of reading comprehension skills so that students advancing through the grades are able to gain more from whatever they read.
- ▶ 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. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a required reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- ▶ The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, and seminal works of literature. The standards appropriately defer the many remaining decisions about what and how to teach to state districts, and schools.

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.
- ▶ Student research—both short, focused projects (such as those commonly required 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

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 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.

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.

Media and Technology

- ▶ Just as media and technology are integrated in school and life in the 21st century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

What Does this all Mean for Students?

- ▶ The standards will provide more clarity about and consistency in what is expected of student learning across the country. Until now, every state has had its own set of academic standards, meaning public education students at the same grade level in different states have been expected to achieve at different levels.
- ▶ This initiative will allow states to share information effectively and help provide all students with an equal opportunity for an education that will prepare them to go to college or enter the workforce, regardless of where they live.
- ▶ Common standards will not prevent different levels of achievement among students. Rather, they will ensure more consistent exposure to materials and learning experiences through curriculum, instruction, and teacher preparation among other supports for student learning.
- ▶ In a global economy, students must be prepared to compete with not only their peers in the next state, but also with students from around the world.

Math

- ▶ The standards stress not only procedural skills, but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.
- ▶ The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals--which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.
- ▶ In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).
- ▶ The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as fractions, negative numbers, and geometry, and do so by maintaining a continuous progression from grade to grade.



Math Continued

- ▶ Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well- prepared for algebra in grade 8.
- ▶ The middle school standards are robust and provide a coherent and rich preparation for high school mathematics.



ELA Standard- Writing

Grade 4, Standard 3 (W.4.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

ELA – 2nd Grade

Paying close attention to details, including illustrations and graphics, in stories and books to answer *who, what, where, when, why, and how* questions

- Determining the lesson or moral of stories, fables, and folktales
- Using text features (e.g., captions, bold print, indexes) to locate key facts or information efficiently
- Writing an opinion about a book he or she has read, using important details from the materials to support that opinion
- Writing stories that include a short sequence of events and include a clear beginning, middle, and end

Participating in shared research projects (e.g., read books on a single topic to produce a report)

- Taking part in conversations by linking his or her comments to the remarks of others and asking and answering questions to gather additional information or deepen understanding of the topic
- Retelling key information or ideas from media or books read aloud
- Producing, expanding, and rearranging sentences (e.g., “The boy watched the movie”; “The little boy watched the movie”; “The action movie was watched by the little boy”)
- Determining the meaning of the new word formed when a known prefix or suffix is added to a known word (happy/unhappy; pain/painful/painless)



Math

- ▶ **6.NS.2** Students fluently divide multi-digit numbers using the standard algorithm. This is the culminating standard for several years' worth of work with division of whole numbers.
- ▶ **6.NS.3** Students fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. This is the culminating standard for several years' worth of work relating to the domains of Number and Operations in Base Ten, Operations and Algebraic Thinking, and Number and Operations — Fractions.
- ▶ **6.NS.1** Students interpret and compute quotients of fractions and solve word problems involving division of fractions by fractions. This completes the extension of operations to fractions.



4th Grade - Math

Using whole-number arithmetic to solve word problems, including problems with remainders and problems with measurements

- Adding and subtracting whole numbers quickly and accurately (numbers up to 1 million)
- Multiplying and dividing multi-digit numbers in simple cases (e.g., multiplying $1,638 \times 7$ or 24×17 , and dividing 6,966 by 6)
- Understanding and applying equivalent fractions (e.g., recognizing that $\frac{1}{4}$ is less than $\frac{3}{8}$ because $\frac{2}{8}$ is less than $\frac{3}{8}$)

Adding, subtracting, and multiplying fractions in simple cases (such as $2\frac{3}{4} - 1\frac{1}{4}$ or $3 \times \frac{5}{8}$), and solving related word problems

- Understanding simple decimals in terms of fractions (e.g., rewriting 0.62 as $\frac{62}{100}$)
- Measuring angles and finding unknown angles in a diagram



Assessments

- ▶ PARCC assessment will take the place of ISAT next year (2014-2015)!
- ▶ PARCC assessments will be three times a year and computer based.
- ▶ 3rd, 4th and 6th will take the PARCC Field Tests after Spring Break
- ▶ ISAT tests for this year (March 10-21st) are completed aligned to common core standards. They are paper and will have the same format.



www.parcconline.org/computer-based-samples



What Can Parents Do?

- ▶ Children need home support to succeed in their studies. Try to create a quiet place for your student to study.
- ▶ Carve out time every day for reading, writing, math, without distractions.
- ▶ Try to sit down with your student at least once a week for 30 minutes when he/she works on homework.
- ▶ Continue to talk to your child about what they are learning in school. Ask them what they are learning and why they are learning for the topic they talk about.
- ▶ Talk to the teachers regularly about your child and how he/she is doing.
- ▶ Read with your student daily. Let he/she read to you or vice versa.
- ▶ Talk about current events or other things your child is interested in – their chapter books (I Pick books), math, sports, etc.
- ▶ Keep books, magazines, newspapers around the house for your child to read. The local library has many good resources too!
- ▶ Cooking, Sudoku puzzles, crosswords, word finds, etc .



Resources

www.isbe.net

www.corestandards.org

National PTA @ PTA.org



Questions?

