As you are waiting, please fill out the pre-workshop survey in your packet.

Transitioning to the Common Core State Standards

Sarah Thaler
Instruction and Assessment Coordinator

What is the Goal of Public Education?

"The problem is not that we do not know how to make schools better but that we are fighting among ourselves about what goals schools should pursue" (Labaree, 1997, p. 40).

Goal 1: Let's create citizens!

Character education, service learning, citizenship, liberal arts curriculum that emphasizes general education

Goal 2: Let's create workers!

Vocational education, CTE, job skills

Goal 3: Let's create winners!

Rigorous curriculum with stratification and tracking (gifted and talented, AP courses, honors courses, special education)

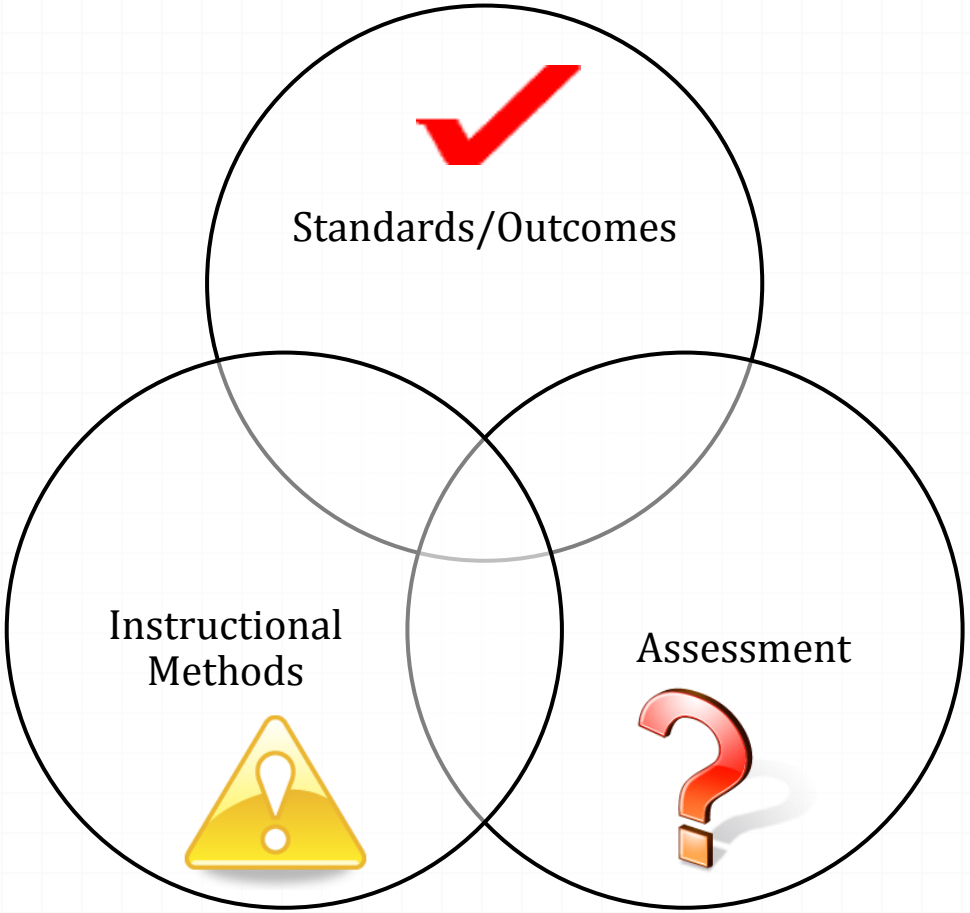
Labaree, D.F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal, 34*(1), 39-81.

Curriculum: Recipe for Learning

THE BIG QUESTIONS:

How can we support our teachers and build their capacity?

How can we support our parents to help them understand the changes?



Standards

- The standards are what students **should know and be able to do** (also referred to as outcomes)
- Having standards is not the same as standardization.
- CC are standards for K-12 Math
- CC are standards for K-12 ELA (English Language Arts)
- CC are standards for 6th-12th **Literacy** in History/Social Studies, Science, and Technical Subjects
  - Literacy = Reading, writing, language, speaking & listening
  - Supplements content standards but does not replace

Standards are Not New

- *A Nation at Risk* (1983) pushed for increased accountability.
- Every state has its own set of academic standards with its own measure of proficiency
- Michigan has GLCEs and HSCEs
  - Grade-level content expectations and high-school content expectations for all content areas
  - Verbose, broad and numerous
  - Discrepancy between intended and implemented curriculum
  - Continue to use GLCEs and HSCEs for all areas except math and ELA

Big Picture

- Fewer – Clearer – Higher
  - The standards are reasonable to learn in a year
  - The standards more precisely describe outcomes
  - Higher refers to the ability to apply concepts to other new situations

"We need to produce people who know how to act when they're faced with situations for which they were not specifically prepared."
--Papert (1998)

A mile wide and an inch deep (GLCEs and HSCEs)
vs.
A mile deep and an inch wide (CCSS)

CCSS are an improvement, but not perfect

Frustrations with the CC

The title: Common Core

Political issues

- Who are the policy makers and what is their goal of education?

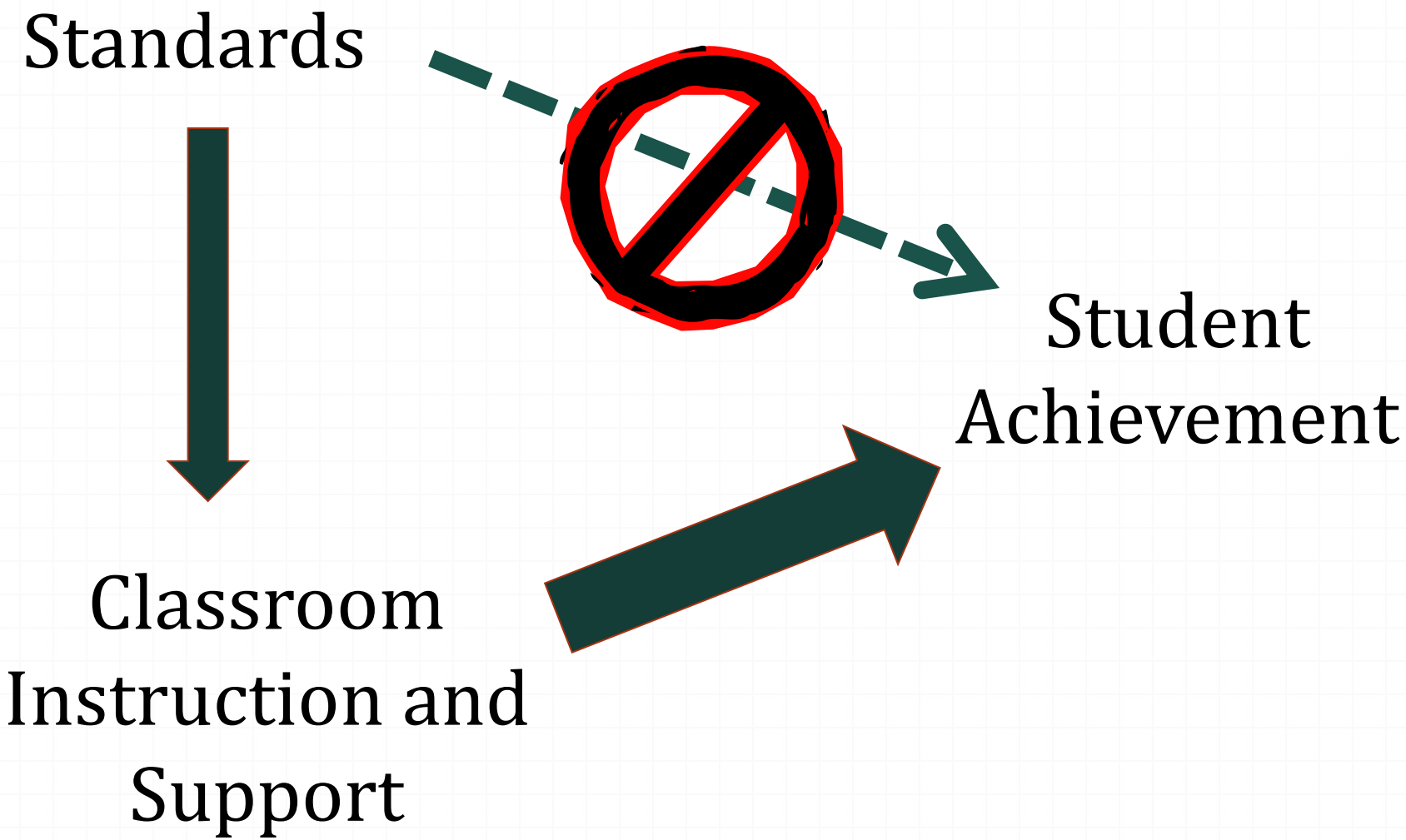
It's uncomfortable and confusing for parents

- I was taught this way and I turned out fine
- Try to educate about CC and hear different messages
- Homework can be irritating
  - Why is the teacher teaching it like this?

State-wide implementation has been poor

Teachers haven't been taught to teach differently and their professional evaluations are being based on new outcomes

How Standards Affect Student Achievement



What is Not Covered by the Standards

Look at page 6 of the stapled white packet.

Read these silently to yourself and highlight or note key points.

Point #1

The Standards define what all students are expected to know and be able to do, not how teachers should teach.

Point #2

While the Standards focus on what is most essential, they do not describe all that can or should be taught.

Point #3

The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school.

Point #4

The Standards do not define intervention methods or materials necessary to support students who are below or above grade-level.

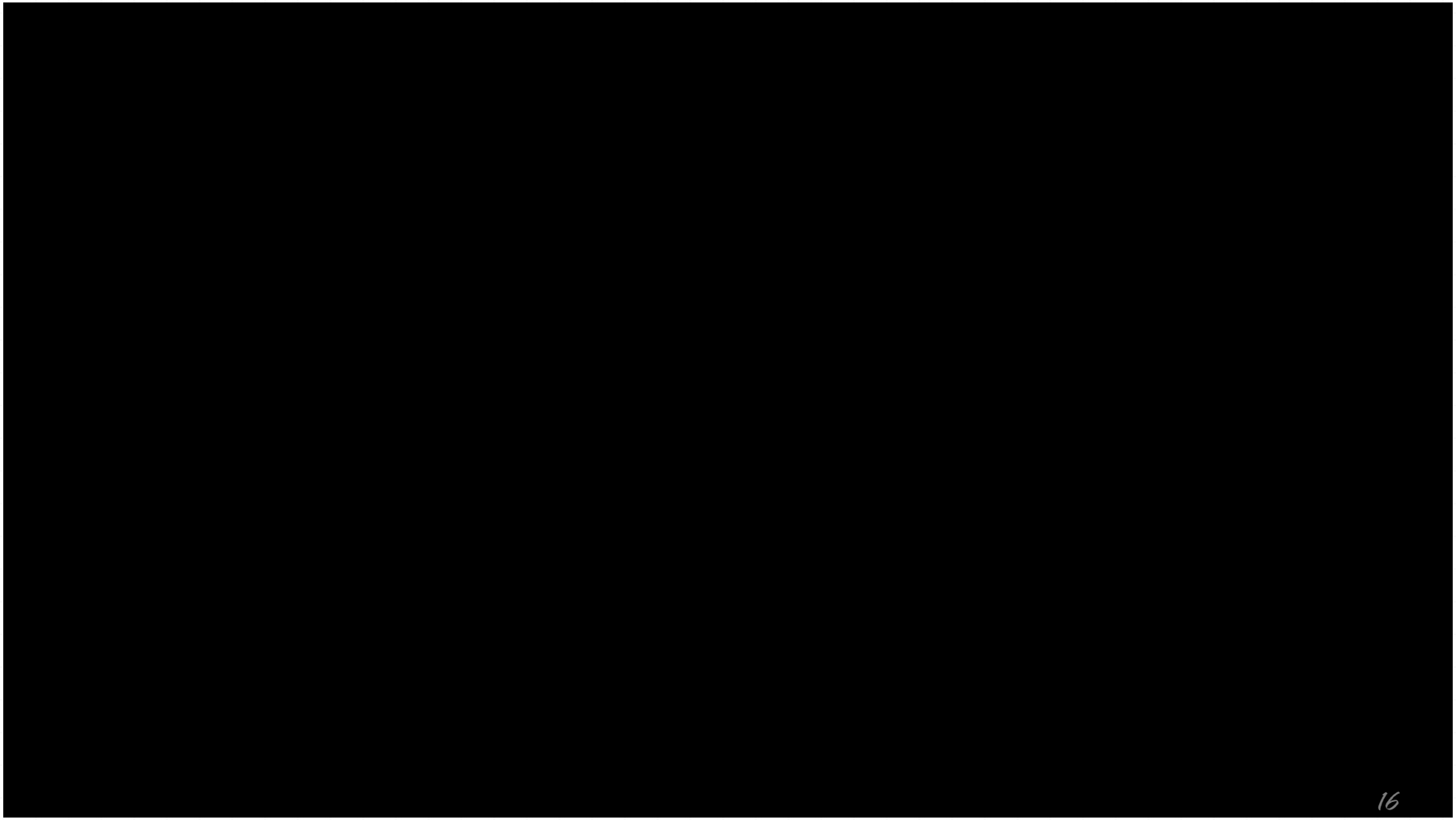
Point #5

The Standards do not define supports for English Language Learners and for students with special needs.

Point #6

Literacy should be taught schoolwide and comprehensively.

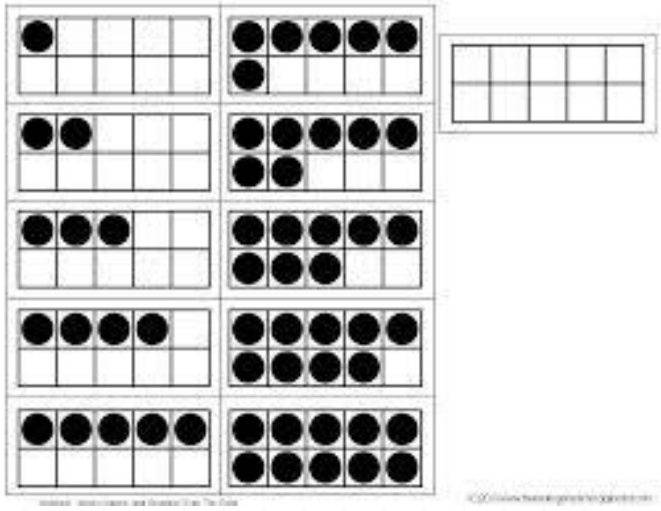
The Importance of Focus in Math: Secondary

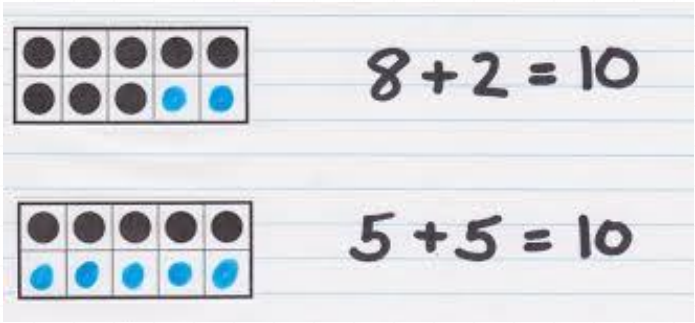


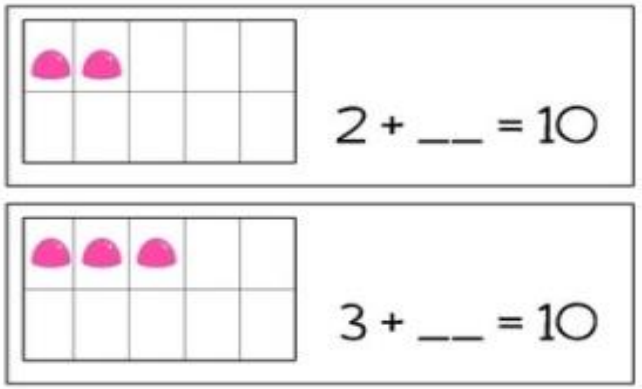
Math Shifts

1. Focus: Narrow and deepen what is taught
2. Coherence: Mathematics consists of pieces that make sense; they are not just independent manipulation/skills to be practiced and memorized – as perceived by many students.
3. Rigor:
   a. Conceptual understanding: Students must be able to access concepts from a number of perspectives
   b. Procedural skills and fluency: Speed and accuracy in calculations
   c. Application: The ability to use math outside of math class

Elementary Math Tools







Tens Frames:

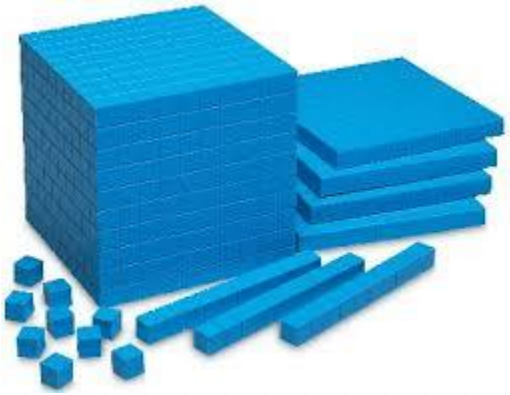
1. Visual tool to help develop number sense.
2. Helps to develop the idea of place value.
3. Helps students compose and decompose numbers (7 is 5 and 2).
4. “Making a ten” develops base-ten thinking

Elementary Math Tools
Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

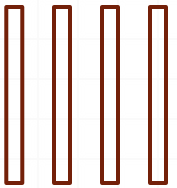
- Framework to allow students to build a mental model of the mathematical structure of our number system
- Help students look for and make patterns
- Supports the idea of a base-ten number system, number lines, and coordinate planes

Elementary Math Tools
Place Value

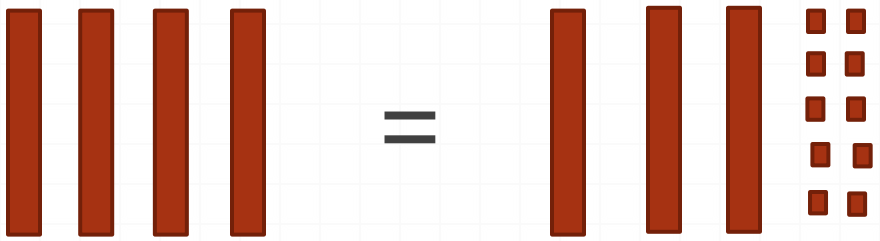


Tens	Ones
4	3

43 = 4 tens and 3 ones

Tens	Ones
	

Regrouping



40 = 4 Tens

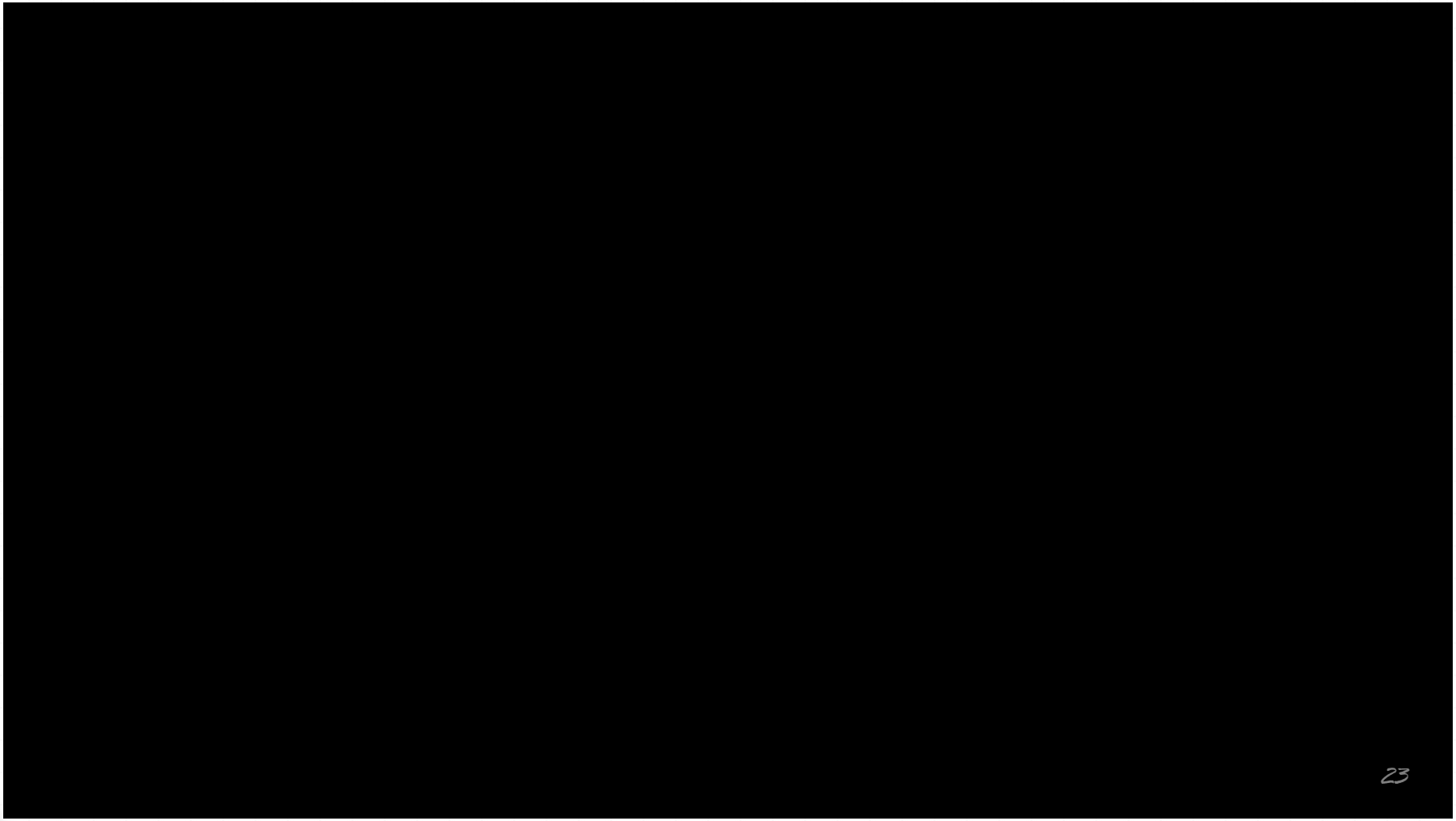
40 is the same as 3 Tens and 10 Ones
40 is the same as 2 Tens and 20 Ones
40 is the same as 1 Ten and 30 Ones
40 is the same as 0 Tens and 40 Ones

Why does this work?

$$\begin{array}{r} 45 \\ -\ 17 \\ \hline \end{array}$$

$$\begin{array}{r} {}^{3}\cancel{45}^{15} \\ -\ 17 \\ \hline 28 \end{array}$$

2nd Grade Subtraction



Why does this work?

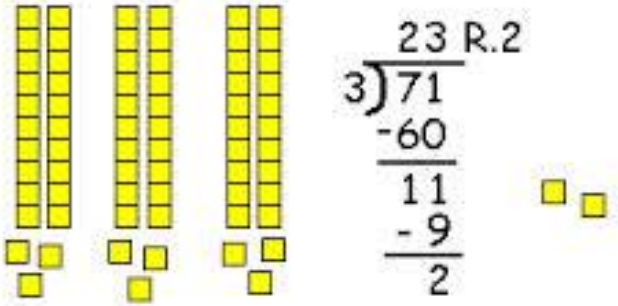
$$\begin{array}{r} 45 \\ -\ 17 \\ \hline \end{array}$$

$$\begin{array}{r} {}^{3}\cancel{45}^{15} \\ -\ 17 \\ \hline 28 \end{array}$$

Common Core Makes Me Mad



Elementary Math



$$\begin{array}{r} 23\ \text{R.}2 \\ 3\overline{)71} \\ -60 \\ \hline 11 \\ -9 \\ \hline 2 \end{array}$$

Partial Products		Area Model
324	300 + 20 + 4	x 300 20 4
x 6		6 | 1,800 | 120 | 24
24	6 x 4	1,800 + 120+ 24 = 1,944
120	6 x 20	
1,800	6 x 300	
1,944		

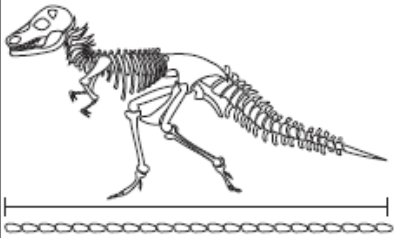
Which number is sixteen thousand four hundred seventy-two in standard form?

A 16,471
B 16,702
C 160,472
D 164,702

124040510_2

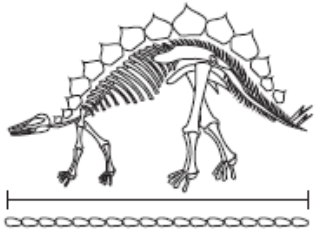
Bradley saw 3 dinosaur skeletons at the museum. To measure the length of each skeleton, he counted the number of his shoe lengths from the head to the tail, as shown in the picture below.

Dinosaur X



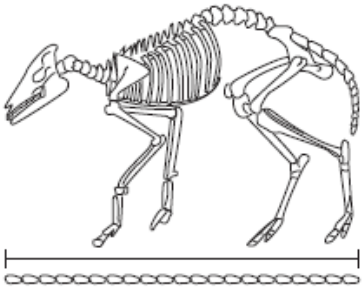
23 Steps

Dinosaur Y



18 Steps

Dinosaur Z



21 Steps

KEY
⬭ = 1 shoe length

Bradley's shoe length is 17 cm long. Which list shows the dinosaur skeletons that were more than 320 centimeters long?

A Dinosaur X and Dinosaur Y

B Dinosaur X and Dinosaur Z

C Dinosaur Y and Dinosaur Z

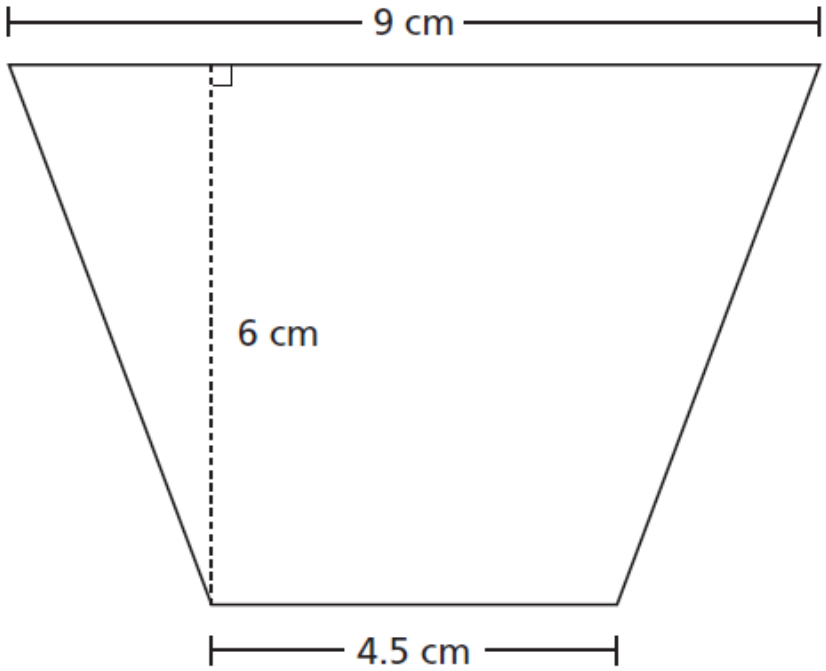
D Dinosaur X, Dinosaur Y, and Dinosaur Z

4th Grade Example: Asks the student to multiply 2 two-digit whole numbers

6th Grade

124060056_3

What is the area of the isosceles trapezoid shown?



A 27 cm^2

B 33.8 cm^2

C 40.5 cm^2

D 54 cm^2

11th Grade

A circle has its center at (6, 7) and goes through the point (1, 4). A second circle is tangent to the first circle at the point (1, 4) and has the same area.

What are the coordinates for the center of the second circle? Show your work or explain how you found your answer.

Middle School

- Moving to project-based learning
- Re-writing curriculum in grades 6 and 7 this summer

Look at Practice Sets

Key Points

Final Math Questions?

English Language Arts

Reading

- ✓ Literature K-12
- ✓ Informational Text K-12
- ✓ Foundational Skills K-5

  Print Concepts, Phonological Awareness (rhyme, blends, sounds), Phonics and Word Recognition, Fluency

Writing K-12

Speaking & Listening K-12

Language K-5

Grammar

Shift #1: Complex Text and Academic Language

- Instruction should be centered around grade-appropriate text which requires close reading
- K-2 need exposure to complex read alouds
- Use leveled text to build independence but support when provided with complex text
- Build the vocabulary necessary to access complex text
- Teach word association and context rather than words in isolation

Shift #2: Evidence from Text

- Students should develop habits for making evidentiary arguments both in conversation as well as in writing
- Students are required to gather evidence from the text and not rely on memorization or prior knowledge
- Students are taught how to go back and find evidence
- Spend a greater amount of time on a common text

Shift #3: Literacy Across the Disciplines

K-5 = 50%/50% balance between informational and literary texts

6-12 = 30 % literary (covered by ELA) and 70% informational (covered by other content)

- Explicitly teach strategies for reading informational text
- Teach different approaches to different types of text
- Model how to support an opinion with evidence

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. 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.
5. 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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. 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.
9. 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

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading Standards for Literature K–5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literature 6–12

RL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. (Not applicable to literature)	8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Look at Sample Items

Key Features

Final ELA Questions?

Agree or Disagree?

"The crucial indicator of a student's understanding of a concept, a principle, or a procedure is that he is able to apply it in circumstances that are different from those under which it was taught. Transferability is the key feature of meaningful learning."

TENTATIVE

Assessment Schedule for Next Year

Spring 2015 Testing Schedule for Summative Assessments										
	April				May				June	
Grades 5 and 8										
Grades 4 and 7										
Grades 3 and 6										
Grade 11										

Assessing the Outcomes

	SBAC ELA (CC)	SBAC Math (CC)	MEAP Science (GLCEs)	MEAP Social Studies (GLCEs)	ACT/ Work Keys/ MME
3rd Grade	4 hours	3 hours			
4th Grade	4 hours	3 hours	1.5 hours		
5th Grade	4 hours	3 hours		1.4 hours	
6th Grade	4 hours	3.5 hours			
7th Grade	4 hours	3.5 hours	1.5 hours		
8th Grade	4 hours	3.5 hours		1.5 hours	
11th Grade	4.5 hours	4 hours			Usual time

Thank you!

1. Please fill out the post-workshop survey
2. Pick up additional handouts
   - Grade level expectations
   - Special education considerations

My contact information:
Sarah Thaler
thalers@wy.k12.mi.us
734-759-6021

State Standards and Consistency with the CC - MATH

Most Like CCSS	Alabama Michigan	California Minnesota	Florida Mississippi	Georgia Oklahoma	Indiana Washington
	Idaho Utah	North Dakota	Oregon	South Dakota	Tennessee
	Alaska Massachusetts Pennsylvania	Arkansas New Mexico South Carolina	Colorado New York Texas	Delaware North Carolina Vermont	Hawaii Ohio West Virginia
	Connecticut Montana	Illinois Nebraska	Maine New Hampshire	Maryland Virginia	Missouri Wyoming
Least Like CCSS	Arizona Nevada	Iowa New Jersey	Kansas Rhode Island	Kentucky Wisconsin	Louisiana

Source: Michigan State University

Backpacks: What you should see

Real-world examples that makes what they're learning in English and math make more sense

Books that are both fiction *and* non-fiction



Writing assignments that require students to use *evidence* instead of opinion

Math homework that asks students to write out *how* they got their answer

Math homework that ask students to use different methods to solve the same problem