COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO) & NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES (NGA CENTER) JUNE 2010
Standards Development Process

- College and career readiness standards developed in summer 2009
- Based on the college and career readiness standards, K-12 learning progressions developed
- Multiple rounds of feedback from states, teachers, researchers, higher education, and the general public
- Final Common Core State Standards released on June 2, 2010
What are the Common Core State Standards?

- Aligned with college and work expectations
- Focused and coherent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked so that all students are prepared to succeed in our global economy and society
- Based on evidence and research
- State led – coordinated by NGA Center and CCSSO
Currently, every state has its own set of academic standards, meaning public education students in each state are learning to different levels.

All students must be prepared to compete with not only their American peers in the next state, but with students from around the world.
www.corestandards.org

For more information and to post a video of support
STANDARDS FOR
ENGLISH LANGUAGE ARTS
&
LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE, AND TECHNICAL SUBJECTS
JUNE 2010
Design and Organization

Major design goals

- Align with best evidence on college and career readiness expectations
- Build on the best standards work of the states
- Maintain focus on what matters most for readiness
Design and Organization

Three main sections

- K–5 (cross-disciplinary)
- 6–12 English Language Arts
- 6–12 Literacy in History/Social Studies, Science, and Technical Subjects

Shared responsibility for students’ literacy development

Three appendices

- A: Research and evidence; glossary of key terms
- B: Reading text exemplars; sample performance tasks
- C: Annotated student writing samples
Design and Organization

Four strands

- Reading (including Reading Foundational Skills)
- Writing
- Speaking and Listening
- Language

An integrated model of literacy

Media requirements blended throughout
Design and Organization

College and Career Readiness (CCR) anchor standards

- Broad expectations consistent across grades and content areas
- Based on evidence about college and workforce training expectations
- Range and content

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

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 CCRs 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 a central idea or theme of a text and analyze its 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 sentence, paragraph, 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. Demonstrate understanding of a central idea or theme of a text by referring to text details.
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.

Note on range and content of student reading

In the first grades of college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, poems, and myths, students diversify and enrich their reading experience as well as familiarize themselves with various text structures and elements. By reading across literary, social studies, science, and other disciplines, students build a foundation of knowledge in these areas that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and consistently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

*Planned for Research to Read and Report Knowledge* in Literacy and *Comparison of College Readiness* in Reading and Writing for additional standards references to gathering, assembling, and applying information from print and digital sources.
Design and Organization

K–12 standards
- Grade-specific end-of-year expectations
- Developmentally appropriate, cumulative progression of skills and understandings
- One-to-one correspondence with CCR standards

Reading Standards for Literature K–5

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. Interior text is also inserted 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 measured in preceding grades.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1 students</th>
<th>Grade 2 students</th>
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<tbody>
<tr>
<td>Key Ideas and Details</td>
<td>1. With prompting and support, ask and answer questions about key details in a text.</td>
<td>1. Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text.</td>
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<td>2. With prompting and support, recall familiar stories, including key details.</td>
<td>2. Recall stories, including key details, and demonstrate understanding of their central message or lesson.</td>
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<td>3. With prompting and support, identify characters, settings, and major events in a story.</td>
<td>3. Describe characters, settings, and major events in a story using key details.</td>
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<td>3. Describe new characters in a story and respond to major events and challenges.</td>
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<td></td>
<td>Craft and Structure</td>
<td>4. Ask and answer questions about unknown words in a text.</td>
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<td>4. Contextualize words and phrases in stories or poems that suggest feelings or opinions to the reader.</td>
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<td>5. Recognize common types of texts (e.g., storybooks, poems).</td>
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<td>5. Explain major differences between prose that is stories and books that give information, using one or more readings of a range of text types.</td>
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<td>6. With prompting and support, name the author and illustrator of a story and discuss the role of each in telling the story.</td>
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<td>6. Identify who is telling the story at various points in a text.</td>
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<td>Integration of Knowledge and Ideas</td>
<td>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).</td>
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<td></td>
<td>7. Use illustrations and details in a story to describe its characters, setting, or events.</td>
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<td>8. Use text features to find information.</td>
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<td>8. Use information gained from the illustrations and words in a text or specific text to demonstrate understanding of its characters, setting, or plot.</td>
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<td>9. With prompting and support, compare and contrast the adjectives and adverbs, and experiences of characters in familiar stories.</td>
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<td>9. Compare the overall structure of a story, including describing how the beginning introduces the story and the setting and includes the events.</td>
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<td></td>
<td>Range of Reading and Level of Text Complexity</td>
<td>10. Actively engage in group reading activities with purpose and understanding.</td>
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<td>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</td>
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</tbody>
</table>

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–5 text complexity band proficiently, with a wide range of expository text complexity as needed at the high end of the range.
Reading

Comprehension (standards 1–9)
- Standards for reading literature and informational texts
- Strong and growing *across-the-curriculum* emphasis on students’ ability to read and comprehend informational texts
- Aligned with NAEP Reading framework

Range of reading and level of text complexity (standard 10, Appendices A and B)
- “Staircase” of growing text complexity across grades
- High-quality literature and informational texts in a range of genres and subgenres
Reading Foundational Skills

Four categories (standards 1–4)

- Print concepts (K–1)
- Phonological awareness (K–1)
- Phonics and word recognition (K–5)
- Fluency (K–5)

- Not an end in and of themselves
- Differentiated instruction
Writing types/purposes (standards 1–3)

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives

- Strong and growing *across-the-curriculum* emphasis on students writing arguments and informative/explanatory texts
- Aligned with NAEP Writing framework
Writing

Production and distribution of writing (standards 4–6)
- Developing and strengthening writing
- Using technology to produce and enhance writing

Research (standards 7–9)
- Engaging in research and writing about sources

Range of writing (standard 10)
- Writing routinely over various time frames
Speaking and Listening

Comprehension and collaboration (standards 1–3)
• Day-to-day, purposeful academic talk in one-on-one, small-group, and large-group settings

Presentation of knowledge and ideas (standards 4–6)
• Formal sharing of information and concepts, including through the use of technology
Conventions of standard English

Knowledge of language (standards 1−3)
- Using standard English in formal writing and speaking
- Using language effectively and recognizing language varieties

Vocabulary (standards 4–6)
- Determining word meanings and word nuances
- Acquiring general academic and domain-specific words and phrases
Key Advances

Reading
• Balance of literature and informational texts
• Text complexity

Writing
• Emphasis on argument and informative/explanatory writing
• Writing about sources

Speaking and Listening
• Inclusion of formal and informal talk

Language
• Stress on general academic and domain-specific vocabulary
Key Advances

Standards for reading and writing in history/social studies, science, and technical subjects

- Complement rather than replace content standards in those subjects
- Responsibility of teachers in those subjects

Alignment with college and career readiness expectations
Intentional Design Limitations

What the Standards do NOT define:

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready
Standards: Important but insufficient

- To be effective in improving education and getting all students ready for college, workforce training, and life, the Standards must be partnered with a content-rich curriculum and robust assessments, both aligned to the Standards.
Design and Organization

Standards for Mathematical Practice

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

Standards for Mathematical Content

- K-8 standards presented by grade level
- Organized into domains that progress over several grades
- Grade introductions give 2–4 focal points at each grade level
- High school standards presented by conceptual theme (Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability)
Design and Organization

- **Content standards** define what students should understand and be able to do
- **Clusters** are groups of related standards
- **Domains** are larger groups that progress across grades

**Number and Operations in Base Ten**

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.
Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Mathematical 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.
Mathematics | Grade 6

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of
## Number and Operations, Grade 1

<table>
<thead>
<tr>
<th>Number and Operations in Base Ten</th>
<th>Operations and Algebraic Thinking</th>
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<tbody>
<tr>
<td>• Extend the counting sequence.</td>
<td>• Represent and solve problems involving addition and subtraction.</td>
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<tr>
<td>• Understand place value.</td>
<td>• Understand and apply properties of operations and the relationship between addition and subtraction.</td>
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<tr>
<td>• Use place value understanding and properties of operations to add and subtract.</td>
<td>• Add and subtract within 20.</td>
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<td>• Work with addition and subtraction equations.</td>
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</tbody>
</table>
Fractions, Grades 3–6

- 3. Develop an understanding of fractions as numbers.
- 4. Extend understanding of fraction equivalence and ordering.
- 4. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- 4. Understand decimal notation for fractions, and compare decimal fractions.
- 5. Use equivalent fractions as a strategy to add and subtract fractions.
- 5. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- 6. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
Develop understanding of statistical variability

- Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.*
- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
Algebra, Grade 8

Graded ramp up to Algebra in Grade 8
- Properties of operations, similarity, ratio and proportional relationships, rational number system.

Focus on linear equations and functions in Grade 8
- Expressions and Equations
  - Work with radicals and integer exponents.
  - Understand the connections between proportional relationships, lines, and linear equations.
  - Analyze and solve linear equations and pairs of simultaneous linear equations.
- Functions
  - Define, evaluate, and compare functions.
  - Use functions to model relationships between quantities.
High School

Conceptual themes in high school

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

College and career readiness threshold

- (+) standards indicate material beyond the threshold; can be in courses required for all students.
Geometry, High School

Middle school foundations

- Hands-on experience with transformations.
- Low tech (transparencies) or high tech (dynamic geometry software).

High school rigor and applications

- Properties of rotations, reflections, translations, and dilations are assumed, proofs start from there.
- Connections with algebra and modeling
Focus and coherence
• Focus on key topics at each grade level.
• Coherent progressions across grade levels.

Balance of concepts and skills
• Content standards require both conceptual understanding and procedural fluency.

Mathematical practices
• Foster reasoning and sense-making in mathematics.

College and career readiness
• Level is ambitious but achievable.
Conclusion

The promise of standards

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.
You can ask questions by typing your question into the Q&A panel and clicking "send."

Webinar recording will be available at www.corestandards.org