

Neenah Joint School District Common Core Update

Common Core State Standards
English/Language Arts
Literacy
Math

Structure

General information

ELA and Literacy

Math

Teachers

Impetus for the Common Core State Standards

- **Every state had its own** set of academic standards
- Students were learning **different content** at different rates
- All students must be **prepared to compete nationally** with their peers as well as globally

Development of Common Core Standards

- Joint initiative of:



- Supported by:
 - Achieve
 - ACT
 - College Board



CCSS Evidence Base

- Standards from individual high-performing countries and provinces were used to inform content, structure, and language. Writing teams looked for examples of rigor, coherence, and progression.

Mathematics

Belgium (Flemish)

Canada (Alberta)

China

Chinese Taipei

England

Finland

Hong Kong

India

Ireland

Japan

Korea

Singapore

English language arts

Australia

New South Wales

Victoria

Canada

Alberta

British Columbia

Ontario

England

Finland

Hong Kong

Ireland

Singapore

What are the Common Core Standards?

“Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.”

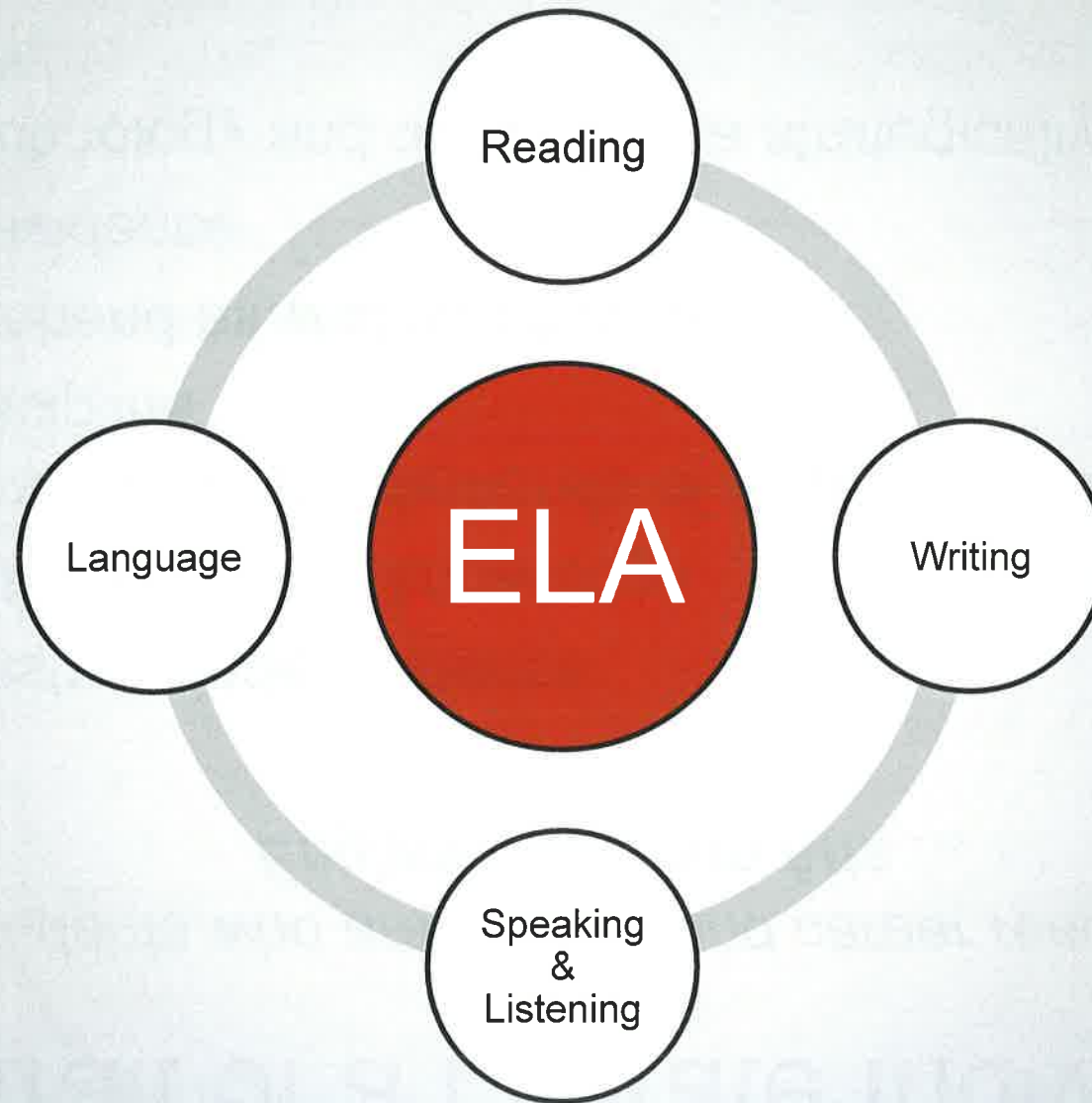
(NGA & CCSSO, 2010)

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

Portrait of a Literate Individual

*Students who are college and career ready in
English Language Arts ...*

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures



K-12 Structure

Strands through English Language Arts:

•READING

- Reading Literature
- Reading Informational Text
- Foundational Skills (K-5)

•WRITING

- Informative/explanatory
- Narrative
- Argumentative

•SPEAKING & LISTENING

- Participating in discussions
- Presenting information, findings and supportive evidence

•LANGUAGE

- Vocabulary acquisition and use
- Conventions of Standard English
- Knowledge of language and effective use

ELA Kindergarten

- Reading: Foundational Skills
 - Print Concepts—Demonstrate understanding of the organization and basic features of print
 - Follow words from left to right, top to bottom, page by page
 - Recognize that spoken words are represented in written language by specific sequences of letters
 - Understand that words are separated by spaces in print
 - Recognize and name all upper and lowercase letters

ELA Kindergarten

- Reading: Foundational Skills
 - Phonological Awareness—Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
 - Recognize and produce rhyming words
 - Count, pronounce, blend and segment syllables in spoken words

ELA Kindergarten

- Reading: Foundational Skills
 - Phonics and Word Recognition—Know and apply grade-level phonics and word analysis skills in decoding words
 - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant
 - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels
 - Read common high frequency words by sight (the, of, to, you, she, my, is, are, do, does)

ELA Literature

- Key Ideas and Details: 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.
 - Kindergarten: With prompting and support, ask and answer questions about key details in a text.
 - Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - Grade 6: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - Grade 9: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELA Informational Text

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - Kindergarten: With prompting and support, identify the main topic and retell key details of a text.
 - Grade 3: Determine the main idea of a text; recount the key details and explain how they support the main idea.
 - Grade 6: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - Grade 9: Determine a central idea of a text and analyze 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.

ELA Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Kindergarten: Use a combination of drawing, dictating, and writing to compose opinion pieces in that tell a reader the topic or the name of the book and state an opinion or preference about the topic or book (e.g., My favorite book is...).
 - Grade 3: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
 - Grade 6: Write arguments to support claims with clear reasons and relevant evidence.
 - Grade 9: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELA Speaking and Listening

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - Kindergarten: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
 - Grade 3: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
 - Grade 6: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
 - Grade 9: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELA Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Kindergarten:
 - a . Print many upper- and lowercase letters.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- Grade 3:
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., *childhood*).
 - d. Form and use regular and irregular verbs

ELA Language (continued)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Grade 6:
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - c. Recognize and correct inappropriate shifts in pronoun number and person.*
- Grade 9:
 - a. Use parallel structure.*
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Examples from classrooms

- Teachers share

6-12 Literacy for History/Social Studies, Science and technical subjects

- **READING**

- Disciplinary content
- Annotated text

- **WRITING**

- Informational
- Argumentative
 - State claim
 - Support with textual evidence
 - Stronger the evidence, stronger the argument

Literacy in SS/Sci

- Writing Science and Social Studies 6-12
 - Write arguments and informative/explanatory texts focused on discipline-specific content.
 - Produce clear and coherent writing through the writing process and the use of technology, including the internet.
 - Answer research questions by gathering relevant information from multiple print and digital sources to support analysis, reflection, and research.

Common Core State Standards Mathematics

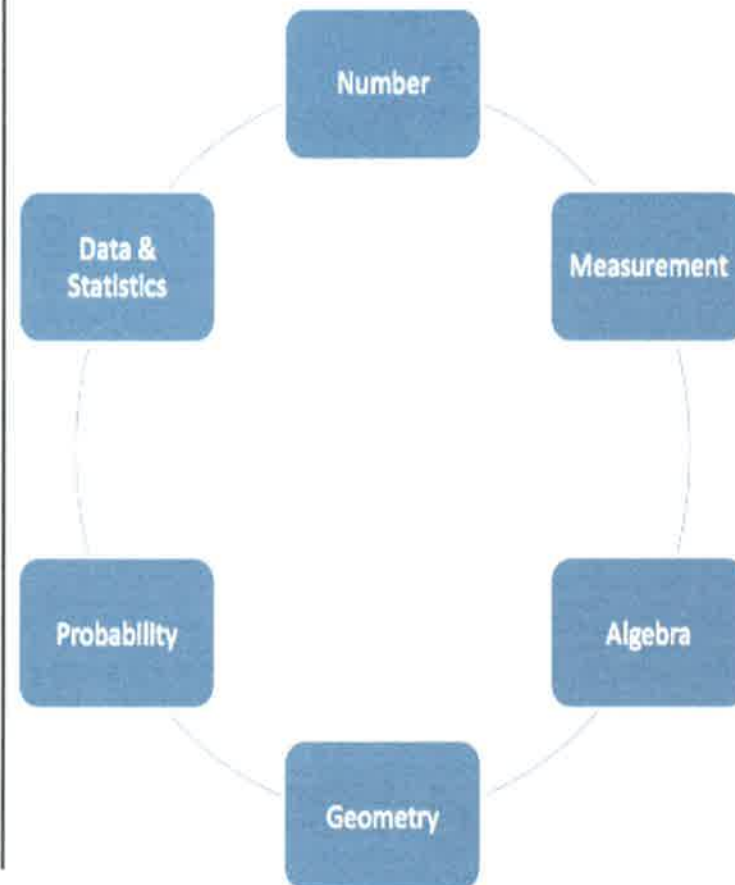
- Standards for Mathematical Practices
 - Across all grade levels
 - Mathematical practices create habits of mind (find patterns, attend to precision, etc.)
- Standards for Mathematical Content

Two Components of the CCSSM

Standards for Mathematical Practice



Standards for Mathematical Content



Standards for Mathematical Practice

1. *Make sense of problems and persevere in solving problems*
2. *Reason abstractly and quantitatively*
3. *Construct viable arguments & 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*

Standards for Mathematical Practice

- **Make sense of problems and persevere in solving them.** (MP 1)
- **Attend to precision.** (MP 6)

Reasoning and Explaining

- **Reason abstractly and quantitatively.** (MP 2)
- **Construct viable arguments and critique the reasoning of others.** (MP 3)

Modeling and Using Tools

- **Model with mathematics.** (MP 4)
- **Use appropriate tools strategically.** (MP 5)

Seeing Structure and Generalizing

- **Look for and make use of structure.** (MP 7)
- **Look for and express regularity in repeated reasoning.** (MP 8)

K-12 Standards for Mathematical Content

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

Examples from the classroom— mathematical practices

- Teachers share

K-12 Focus

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

Impact on Instruction

CCSSM Key Points: **How do they impact instruction?**

- The standards stress ***not only procedural skill, but also conceptual understanding.***
- 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.***
- The high school standards call on students to ***practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically.***
- The high school standards set a ***rigorous definition of college and career readiness***, by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
- The high school standards ***emphasize mathematical modeling, the use of mathematics and statistics to analyze empirical situations, understand them better, and improve decisions.***

Examples from the classroom— math content

- Teachers share

What does this mean for students in Neenah?

- ***Curriculum*** – Common Core State Standards change some of **WHAT** we expect students to know and be able to do
- ***Instruction*** – Common Core State Standards do not mandate **HOW** we deliver instruction
- The high standards we work so hard to achieve is **validated** by the Common Core State Standards

NJSD and CCSS

- What do we want students to know and be able to do? ***Transitioning local curriculum for English Language Arts and Mathematics to CCSS***
- How will we know students have learned it/can do it? ***summative assessments, screeners***, common assessments, formative assessments
- What are the best approaches to learning? ***Teacher effectiveness, literacy strategies, mathematical practices, differentiated instruction, technology***

