

**California Common
Core Standards
Parent Information
Night**

March 25, 2014

April 1, 2014

Agenda

- Welcome
- Define the process, purpose and principles for the California Common Core Standards (CCCS)
- Share the district's CCCS Implementation Plan
- Introduce the key shifts in English Language Arts
 - Tips for supporting students at home
- Introduce the key shifts in mathematics
 - Tips for supporting students at home
- Review the new CCCS assessment
- Provide additional resources
- Share next steps and answer questions

California Common Core Standards Development Process

- The Council of Chief State School Officers and the National Governor's Association Center for Best Practices identified the need for common standards
- The college and career readiness standards were developed
- K-12 ELA and mathematics standards were developed
- Multiple rounds of feedback from states, teachers, researchers, higher education individuals, content experts and the general public were provided to the standards committees
- K-12 learning progressions were developed for ELA and Math
- California's State Board of Education adopted the standards on August 2, 2010

California Common Core Standards

Purpose

- The focus of the CCCS is to ensure that all students are college and career ready as they exit from high school
- Previously, every state had its own set of academic standards, meaning public education students in each state were subject to different expectations
- All students must be prepared to compete with not only their American peers in the next state, but with students from around the world

California Common Core Standards Principles

- Standards provide a consistent, clear understanding of what students are expected to know and be able to do
- Standards at each grade level are fewer, clearer, and more rigorous than the previous California Standards
- Standards provide all children with future college or career readiness skills

During the development process, the standards were divided into two categories.

- **College and career readiness standards**
 - Address what students are expected to learn by the time they have graduated from high school graduation
- **K-12 content standards**
 - Address expectations for elementary through high school

College and Career Readiness Standards

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

College and Career Readiness (CCR) Anchor Standards for English Language Arts and Mathematics

- Consist of broad expectations
- Remain consistent across grades and content areas
- Based on evidence about college and workforce training expectations

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.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for 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, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields 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 coherently 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.

K-12 California Common Core Content Standards

Standards Development

- Content experts, teachers, researchers and an advisory board helped develop
- Groups brought multiple areas of expertise
- The validation committee members certified the standards before releasing for public comment

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

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 <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> 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.

Bellflower Unified School District's California Common Core Standards Implementation Plan

Awareness

2011-2012

- Administrators and teacher leaders attended a variety of introductory CCCS professional development workshops
- Every K-12 teacher district-wide received a copy of the CCCS
- Initial implementation timeline was drafted
- Online resources distributed district-wide

Planning

2012-2013

- Implementation teams met throughout the year
- Prepared staff to implement SBAC Assessments
- Continued professional development opportunities
- Reviewed options for CCCS Curriculum and chose The Synced Solution
- Decided on full implementation of CCCS in K-2 for 2013-14

Bellflower Unified School District's

California Common Core Standards Implementation Plan

Transition

2013-2014

- K-2 implementation of CCCS via The Synced Solution and course planning
- Developing ELA implementation plan for 3-12 ELA
- Implementing instructional materials adoption process for mathematics in K-8, and Algebra 1 for 8th grade
- Determining pathway and curriculum for secondary high school mathematics
- Administer SBAC field test assessments to all students in grades 3-8, and grade 11

Implementation

2014-2015

- Full implementation of the CCCS
- Continue professional development and training in CCCS
- Continue gathering feedback from all stakeholders
- Select high school mathematics curriculum
- Administer spring SBAC assessments to all students in grades 3-8, and Grade 11

California Common Core Standards

Mrs. Colleen McKinley, Director of Curriculum

Major Shifts in California Common Core Standards English Language Arts

1. Regular practice with complex text and its academic language
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Building knowledge through content rich nonfiction

ELA Shift #1

Regular practice with complex text and its academic language

Students will...	Parents/ Guardians can...
<ul style="list-style-type: none">• Read text at comfort level and work with more challenging text above grade level/ability• Read often• Read text independently and aloud• Speak and write using academic content language• Speak and write using academic skill language	<ul style="list-style-type: none">• Provide more challenging text at home• Read with them and read often• Ask questions using academic language and expect answers in academic language• Acknowledge regular use of academic language

ELA Shift #2

Reading, writing, and speaking grounded in evidence from text, both literary and informational

Students will...	Parents/ Guardians can...
<ul style="list-style-type: none">• Read and respond to text dependent questions by citing textual evidence• Make statements, judgments/arguments based on textual evidence free of personal opinion and prior experiences	<ul style="list-style-type: none">• Read the same text and talk about it• Demand evidence in everyday discussions• Encourage writing at home• When opinions are given, ask for text based evidence or reasoning

ELA Shift #3

Building knowledge through content rich nonfiction

Students will...	Parents/ Guardians can...
<ul style="list-style-type: none">• Read more nonfiction text• Read various forms of nonfiction text• Understand and apply explicit literacy skills in the content areas	<ul style="list-style-type: none">• Provide more nonfiction texts at home• Identify areas of interest and choose nonfiction text on that topic• Read aloud and discuss nonfiction texts

California Common Core Standards in Mathematics:

- Elementary School Focus: Units
- Middle School Focus: Ratios
- High School Focus: Functions

K-2	3-5	6-8	9-12
<ul style="list-style-type: none"> • Number/Operations - Base 10 • Operations and Algebraic Thinking • Geometry 	<ul style="list-style-type: none"> • Number/Operations in Base 10 • Operations and Algebraic Thinking • Geometry • Number and Operations-Fractions 	<ul style="list-style-type: none"> • Ratios and Proportional Relationships • Expressions and Equations • Geometry • Statistics and Probability 	<ul style="list-style-type: none"> • Interpreting Functions • Reasoning with Equations and Inequalities • Similarity, Right Triangles and Trigonometry • Geometric Measurement and Dimension • Interpreting Categorical and Quantitative Data

Math Practice Standards

Overarching habits of mind of a productive mathematical thinker

1. Make sense of problems and persevere in solving them.

6. Attend to precision.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

Reasoning and explaining

Modeling and using tools

Seeing structure and generalizing

Major Shifts in CCCS Mathematics

1. **Focus:** strong emphasis where the standards focus and narrow the scope of content at each grade
2. **Coherence:** think across grades, and link to major topics within grades.
3. **Rigor:** in major topics, pursue conceptual understanding, procedural skill and fluency, and application.

Mathematics Shift #1

Focus: strong emphasis where the standards focus and narrow the scope of content at each grade

Students will...	Parents/ Guardians can...
<ul style="list-style-type: none">• Spend more time on fewer concepts in math• Go deeper and understand why and how math works• Focus on major topics that are essential skills for future grades• Learn the mathematics practice standards and how to apply them with their grade level content	<ul style="list-style-type: none">• Understand the focus and major topics at each grade level• Talk and practice math at home that supports the focus and major topics• Talk with student and teacher about progress in major topics• Understand the mathematical practices and how to support them at home

Mathematics Shift #2

Coherence: think across grades, and link to major topics within grades.

Students will...	Parents/ Guardians can...
<ul style="list-style-type: none">• Build upon skills from previous grades• Build upon skills from current instruction• Make connections between math concepts being taught throughout the year	<ul style="list-style-type: none">• Be aware of challenges from prior years and support accordingly• Ask math questions that loop back to previous skills and concepts

Mathematics Shift #3

1. **Rigor:** in major topics, pursue conceptual understanding, procedural skill and fluency, and application

Students will...	Parents/ Guardians can...
<ul style="list-style-type: none">• Spend more time practicing math in and out of the classroom• Spend more time going in depth to understand the algorithms of math and the real world application• Talk about why and how math works• Prove that they know their conclusions are correct	<ul style="list-style-type: none">• Practice and memorize basic math facts with students• Understand the key fluencies at each grade level• Talk about and ask questions about real-world and everyday math• Advocate for and provide time for math practice and application at home

Changes to Student Assessment

**Mrs. Charlene Bowden, Director, Assessment
and Instructional Support Services**

Smarter Balanced Assessment Consortium (SBAC)

- Annual summative assessment, grades 3-8 and grade 11 in ELA and mathematics, with performance tasks and computer adaptive items
- Interim assessments and formative resources are part of the assessment system
- Measures current student achievement and growth across time, showing progress toward college and career readiness
- Major shift from current CA STAR multiple choice assessments
- More information and sample assessments at:
www.smarterbalanced.org
- <https://www.youtube.com/watch?v=YKerb7NsDUE&feature=youtu.be>

Smarter Balanced

QUALITY

Smarter Balanced's design reflects what we have learned assessment can do for instruction

STAR was designed to...

Smarter Balanced is designed to...

Formative and interim tools

Be a **stand-alone event** that provides a valid and reliable snapshot in time

Provide an **integrated system** of customizable, aligned assessments and **formative tools** to be used as a **feedback loop** throughout the year by teachers

Summative

Provide data for an **accountability measure**

Provide detailed **information** about students to **inform instruction**, and an accountability measure

Primarily be a **multiple choice** assessment

Assess deeper learning beyond multiple choice capabilities through **performance tasks, constructed response and tech-enhanced items**

Be a **fixed-form** test to be accurate at a **point in time**

Be an **adaptive** test to provide an accurate, **individual assessment** of a student's knowledge and skills **over time**

Curricular alignment

Measure content standards (that were not vertically aligned)

Measure content standards that are vertically aligned, to show **growth across grades**

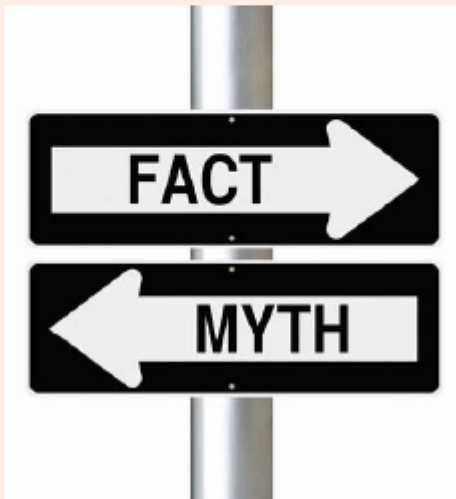
Security

Be **as secure as a paper, fixed form, handled test** can be

Be **secure through** a 35,000 item bank, adaptive, and electronic

Smarter Balanced Assessment

Section Three Smarter Balanced Fiction vs. Fact



Smarter Balanced Fiction vs. Fact

Fiction	Fact
These new assessments are untested	Smarter has conducted or completed the following "tests of the tests": <ul style="list-style-type: none">• Cognitive labs• Small-scale trials• Pilot test• Technology Readiness Tool Field test will be completed in Spring 2014 These procedures are critical in the development of valid and reliable assessment measures

Fiction vs. Fact

Smarter Balanced Fiction vs. Fact

Fiction	Fact
These tests will result in the collection of intrusive and inappropriate data on children.	<ul style="list-style-type: none">•States will make all policy decisions regarding the use of their student data.•Smarter Balanced will adhere to all federal and state privacy laws (FERPA, etc.).
	Smarter has created a tentative data privacy policy which is consistent with the two bullet points above.








Smarter Balanced Fiction vs. Fact

Fiction	Fact
These assessments will result in standardization of teaching and learning.	Smarter Balanced is based on a theory of action which supports a balanced assessment system that supports an integral system of instruction and assessment. <ul style="list-style-type: none">•In California, teachers will be able to use the interim assessments in the manner in which suits their instructional needs.•The digital library contains a myriad of formative tools, practices, and professional development resources to support quality and appropriate instruction.

ELA Sample Performance Task Grade 3

← → ↻ <https://sat2.sbacpt.tds.airast.org/Student/Pages/TestShellModern.aspx> ☆ ☰

QUESTION: GUEST, GUEST (State-SSID: GUEST -2700867) G3 ELA Performance Task (0 out of 4) Questions: 1 - 3 ▾

STUDENT DIRECTIONS

Astronauts Informational Performance Task



Task:
Your class is creating a magazine about interesting jobs people do. Each person has been assigned to learn about a different job. Your assignment is to learn about what it is like to be an astronaut. You have found two sources about being an astronaut.

After you have looked at these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and write an informational article.

In Part 2, you will write an informational article using information you have read.



Directions for Beginning:
You will now look at two sources. You can look at either of the sources as often as you like.

Research Questions:
After looking at the sources, use the rest of the time in Part 1 to answer three questions about them.

1  



Explain why it is hard to be an astronaut. Give three reasons, using information from both sources. Be sure to tell which source you used for each reason.

Type your answer in the space provided.

2  

Which source best tells how feeling “as though they are floating in space” affects the astronauts? Explain your answer by giving two examples from that source.

Type your answer in the space provided.

3  

Which topic can be found in both sources?

A Astronauts train to do different kinds of jobs in space.

B Astronauts have a special view of the Moon and Earth.



C It is important for astronauts to get plenty of exercise.





ELA Sample- Grade 5


← → ↻ <https://sat3.sbact.tds.airast.org/Student/Pages/TestShellModern.aspx> ☆ ☰

Click to go back, hold to see history

GUEST, GUEST (State-SSID: GUEST -2696588) ELA Grades 3-5 Training Test (4 out of 6) Questions: 5 ▾


 ZOOM IN  ZOOM OUT

 SAVE  PAUSE  BACK  NEXT






Water in Space

Listen to the presentation. Then answer the questions.



“Water in Space” by NASA, from http://www.nasa.gov/mov/178680main_028_ksmn_3-5_water_cap.mov. In the public domain.

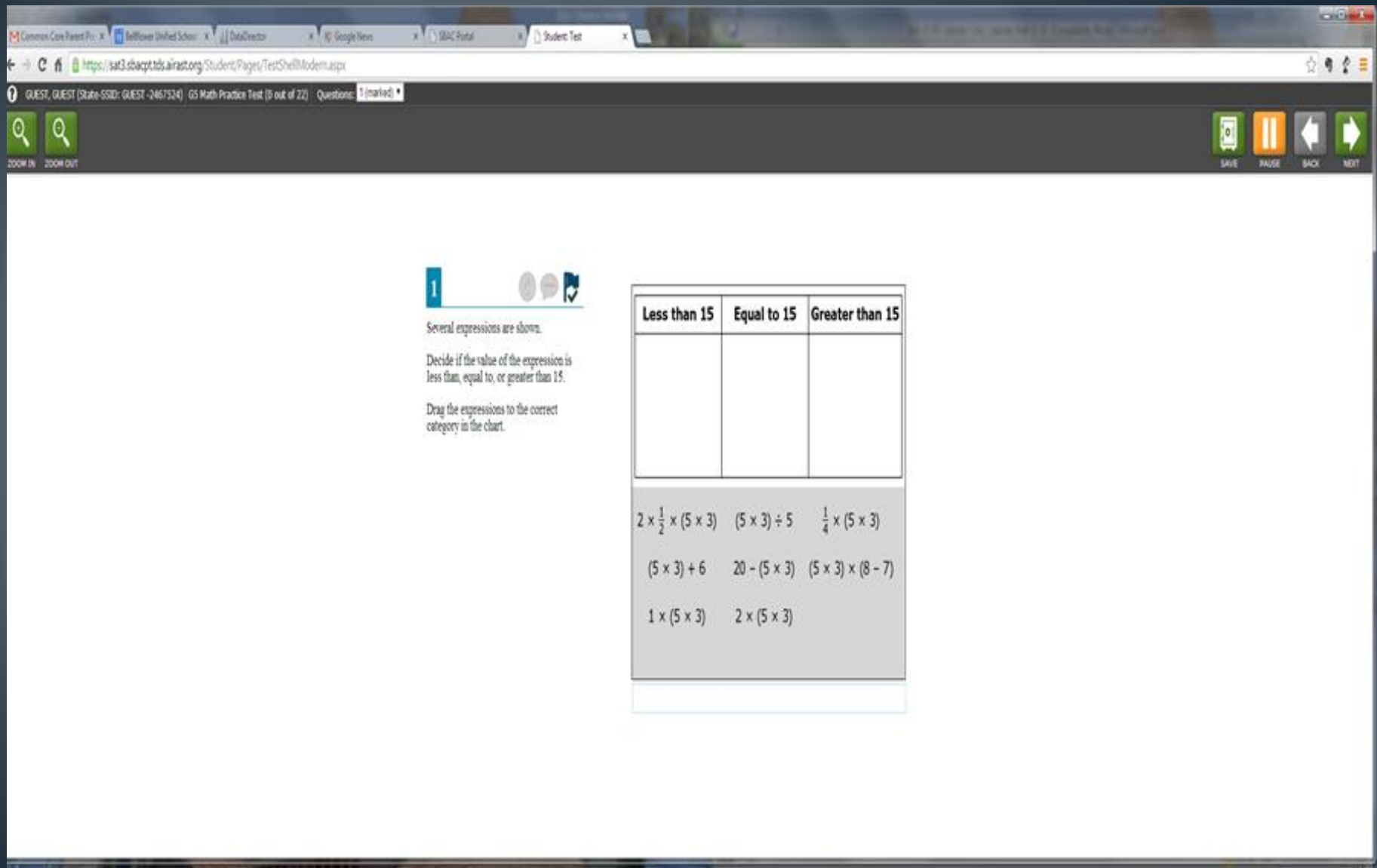
5   

Many scientists are studying hard to find ways to recycle water in space.

Pick **two** reasons from the presentation that explain why NASA wants to recycle water in space.

- Water is difficult to store.
- NASA wants to save money.
- NASA ships have little extra space.
- NASA cares about the environment.
- People use a lot of water in their daily lives.
- Astronauts need more water than other people do.

Math Sample- Grade 5



1

Several expressions are shown.

Decide if the value of the expression is less than, equal to, or greater than 15.

Drag the expressions to the correct category in the chart.

Less than 15	Equal to 15	Greater than 15

$2 \times \frac{1}{2} \times (5 \times 3)$ $(5 \times 3) \div 5$ $\frac{1}{4} \times (5 \times 3)$

$(5 \times 3) + 6$ $20 - (5 \times 3)$ $(5 \times 3) \times (8 - 7)$

$1 \times (5 \times 3)$ $2 \times (5 \times 3)$

Math Sample- Grade 4 Performance Task

<https://sat1.sbacpt.tds.airast.org/Student/Pages/TestShellModern.aspx>

GUEST, GUEST (State-SSID: GUEST -2701146) G4 Math Performance Task (0 out of 5) Questions: 1 - 5

A TRIP TO THE ZOO

Anna and her family go to the zoo. The zoo ticket prices, snack shop menu, and gift store prices are shown in the tables.

Zoo Ticket Prices

Type of Ticket	Price
Adult (ages 12-64)	\$16
Senior (ages 65+)	\$13
Child (ages 2-11)	\$11
Under 2	Free

Snack Shop Menu

Food	Price
Hamburger	\$5
Cheeseburger	\$6
Salad	\$3
Pizza	\$3
Drinks	Price
Water	\$1
Milk	\$2
Juice	\$3
Soda	\$3

1

Use the **Zoo Ticket Prices** table and **Anna's Family** list to answer the question.

What is the total cost, in dollars, of zoo tickets for Anna's family?

2

Part A

Use the **Snack Shop Menu** and **Anna's Family** list to answer the question.

Each person in Anna's family will buy one food item and one drink. Choose one food and one drink item for each person.

Enter the name for the food and drink choices for each member of the family and the total cost of the food and drink for each person.

	Food Choice	Drink Choice	Total Food and Drink Cost for Each Person
Betsy	<input type="text"/>	<input type="text"/>	<input type="text"/>
Grandma	<input type="text"/>	<input type="text"/>	<input type="text"/>

In Summary

- The California Common Core Standards are expectations for student outcomes in the core subjects of mathematics and English. They are clear, consistent, understandable and rigorous.
- The California Common Core Standards are **not a** curriculum. Curriculum decisions, such as which textbooks to purchase and which books students should read, will continue to be made locally.
- The standards focus on the real-world skills and critical thinking that will prepare students for college and/or careers.
- The standards represent a significant shift in both content and instructional practice.
- All stakeholders, including parents and/or guardians, should expect to see a change in not only what students are learning, but how they are learning.
- The students ability and mastery of the CCCS will be greatly impacted when additional support and practice occurs at home.

In Summary

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 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

Locating Additional CCCS Resources

- **National Parent Teacher Association** offers grade-by-grade guides for Common Core State Standards. Available in English and Spanish for K-12.
www.pta.org/parents/content.cfm?ItemNumber=2583
- **California Common Core State Standards Resources for Parents and Guardians:** These resources have been compiled for parents and guardians interested in learning more about the Common Core State Standards (CCSS) and how to support their child's attainment of these standards.
<http://www.cde.ca.gov/re/cc/ccssresourcesparents.asp>
- **Bellflower Unified School District California Common Core Resource Page:** This page provides overview and background of the CCCS as well as links to other helpful CCCS resources.
<http://www.busd.k12.ca.us/CommonCore.htm>

Next Steps and Questions

- BUSD is committed to ongoing support and monitoring of the California Common Core Standards for all stakeholders.