DEVELOP MINDS...
DELIVER DREAMS
TEACH

Common Core State Standards Foundation
Moseka Medlock
Common Core Success Coach
TQRP 2015
AGREEMENTS

• Be respectful at all times
• Participate fully
• Pay close attention
• Work collaboratively with your groups
• Learn, reflect, implement and HAVE FUN!
• Limit comments to 30 seconds or less
AGENDA

• Word Scramble (Engage)
• K-W-L (Explore)
• Background & Emergence of CCSS (Explain)
• 3 CCSS Shifts (Elaborate)
• Assessment (Evaluate)
K-W-L

http://padlet.com/moseka_medlock/CCSSKWL

- K- What do you know about the Common Core State Standards?
- W- What do you want to know about the Common Core State Standards?
- L- What have you learned about the Common Core State Standards?
Background of the Common Core

Initiated by the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO) with the following design principles:

• Result in College and Career Readiness
• Research and evidence based
• Fewer, clearer and higher
How did CCSS emerge?

- State led initiative - not national standards
- Took best of state standards and internationally benchmarked them
- 2009 College and Career Anchor Standards released
- 2010 CCSS released
- Different states are at different levels of implementation.
Why were these standards created?

Before Common Core State Standards we had standards, but rarely did we have standards-based instruction.

✓ Long lists of broad, vague statements
✓ Mysterious assessments
✓ Coverage mentality
✓ Focused on teacher behaviors – “the inputs”
CCSS Requires 3 Shifts in ELA/Literacy

1. Building knowledge through content-rich nonfiction

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

3. Regular practice with complex text and its academic language
Power of the Shifts

• **Know** them – both the *what* and the *why*

• **Internalize** them

• **Apply** them to your decisions about
  ✓ Time
  ✓ Energy
  ✓ Resources
  ✓ Assessments
  ✓ Conversations with parents, students, colleagues

• Continue to **engage** with them:
  ✓ [www.achievethecore.org](http://www.achievethecore.org)
  ✓ Follow @achievethecore on Twitter
ELA/Literacy Shifts in action

Shift #1: Building Knowledge Through Content-Rich Nonfiction

http://padlet.com/moseka_medlock/DISCUSS_CCSS
Building Knowledge Through Content-rich Nonfiction – Why?

• Students are required to read very little informational text in elementary and middle school.

• Non-fiction makes up the vast majority of required reading in college/workplace.

• Informational text is harder for students to comprehend than narrative text.

• Supports students learning how to read different types of informational text.
Distribution of Literary and Informational Texts

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>12</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Shared Responsibility

• “The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.”

from the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, page 4.
Shift #2: Reading, Writing and Speaking - Grounded in Evidence From Text, Both Literary and Informational
Reading, Writing and Speaking - Grounded in Evidence from Text: Why?

• Most college and workplace writing requires evidence.

• Ability to cite evidence differentiates strong from weak student performance on NAEP.

• Being able to locate and deploy evidence are hallmarks of strong readers and writers.
James Watson used time away from his laboratory and a set of models similar to preschool toys to help him solve the puzzle of DNA. In an essay discuss how play and relaxation help promote clear thinking and problem solving.
Text-Dependent Question... Yes or No?

Text **LIMBERMOON835** to 22333 once to join, then text A or B
Sample Assessment Question:

**Pre-Common Core State Standards**

High school students read an excerpt of James D. Watson’s *The Double Helix* and respond to the following:

James Watson used time away from his laboratory and a set of models similar to preschool toys to help him solve the puzzle of DNA. In an essay discuss how play and relaxation help promote clear thinking and problem solving.

**Common Core State Standards**

High school students read an excerpt of James D. Watson’s *The Double Helix* and respond to the following:

By the end of this article, James Watson felt that "the answer to everything was in our hands."

What was the answer? What problem was Watson trying to solve? What steps or process did he use to discover the answer? What mistakes did he make along the way to his discovery? What was his response to this mistake?
Shift #3: Regular Practice with Complex Text and Its Academic Language

http://padlet.com/moseka_medlock/ELAshift3
Regular Practice With Complex text and Its Academic Language: Why?

• Gap between complexity of college and high school texts is huge.

• What students can read, in terms of complexity, is greatest predictor of success in college (2006 ACT study).

• Too many students are reading at too low a level.

• Standards include a staircase of increasing text complexity from elementary through high school.

• Standards also focus on building general academic vocabulary so critical to comprehension.
The CCSS requires 3 Shifts in Math

• Nationwide, many students in two-year and four-year colleges need remediation in math.

• Remedial classes lower the odds of finishing the degree or program.

• We need to set the agenda in high school math to prepare more students for postsecondary education and training.
3 Math Shifts

1. **Focus:** Focus strongly where the standards focus.

2. **Coherence:** *Think* across grades, and *link* to major topics.

3. **Rigor:** In major topics, pursue *conceptual understanding*, procedural skill and *fluency*, and *application*. 
Traditional U.S. Approach

<table>
<thead>
<tr>
<th>Subject</th>
<th>K</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Operations</td>
<td></td>
<td></td>
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<tr>
<td>Measurement and Geometry</td>
<td></td>
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<tr>
<td>Algebra and Functions</td>
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<tr>
<td>Statistics and Probability</td>
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</tbody>
</table>
Focusing attention within Number and Operations

- Operations and Algebraic Thinking
- Number and Operations—Base Ten
- Number and Operations—Fractions
- Expressions and Equations
- The Number System
- Algebra

K 1 2 3 4 5 6 7 8 High School
Shifts Mean a Change in Practice!

• From…
  • Content knowledge *primarily from teacher-led lecture*

• To…
  • Content knowledge comes from a *balance of reading, writing, lecture, and hands-on experience*
Assessment

app.gosoapbox.com

Access code: TQRP2015!
QUESTIONS
&
ANSWERS
Contact Information

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Thank you for your time!