



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

**S/CDN Presentation: September 15th, 2010
John Svendsen and Erik Sweet
SED Office of Curriculum & Instruction**

Today's Presentation/Goals

- Adoption of Common Core State Standards: current update and next steps for recommended 15%
- Overview of CCSS for Mathematics and CCSS for ELA: main highlights for each
- Summary of your feedback from the June meeting on necessary resources
- General timeline for Common Core implementation and table discussions

2009-2010 CCSS Development Highlights

- **September 2009:** Draft college- and career-readiness standards released for public review and comment; SED provided feedback
- **March 2010:** Final draft of K-12 grade-by-grade standards for ELA and mathematics released for public review and comment; SED gathered public input from the field and responded to NGA/CCSSO
- **June 2, 2010:** Final Common Core State Standards for Mathematics and ELA released to public
- **July 19th, 2010:** Board of Regents adopted CCSS for ELA and CCSS for Mathematics
- **Summer 2010:** Committee analyzed Common Core and made recommendations for additional standards (up to 15%, as needed)

Recommended Additions: (The 15%)

- In July 2010, SED convened two groups of P-12 and higher education practitioners (teachers, administrators, curriculum specialists, professors) to analyze the Common Core, develop prekindergarten standards, and make possible recommendations for additional materials
- Both groups made recommendations for minor additions to the CCSS for ELA and CCSS for Mathematics
- In August, a small group of practitioners (including an S/CDN representative) provided feedback to the Department on the recommended additions
- The Board of Regents will discuss these recommendations during the October meeting; public feedback to follow

Draft Committee Recommendations

CCSS for English Language Arts

- Two new CCR Standards for Responding to Literature (Reading P-12 and Writing 5-12)—these expectations relate to literary response
- More grade-level expectations for inquiry and culture and diversity—added in specific areas throughout the document
- A separate group will review the Grades 6-12 literacy piece to determine alignment to current NYS standards in other content areas (e.g., social studies, science, etc.)

Draft Committee Recommendations

CCSS for Mathematics

- The P-4 group added Prekindergarten standards to provide foundational support for kindergarten standards and beyond and two grade level standards, one at the Kindergarten level and one at the first grade level
- No new standards were recommended as additions to the rest of the grade levels (2-12)
- The whole group (P-12) recommended that additional materials and guidance be created to assist the field throughout implementation of the CCSS

Overview of CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

- Includes 32 College and Career Readiness Standards (Anchor Standards)
- Organized into Reading, Writing, Speaking and Listening, and Language strands
- Similar to the expectations included in the four main NYS English Language Arts Standards and *ELA Core Curriculum* (2005), but framed differently, with various subheadings and levels of specificity

Overview of CCSS for ELA and Literacy (continued)

- 6-12 Literacy (Reading & Writing) in history/social studies, science, and technical subjects section for content area teachers
- Grade-specific expectations for K-8 and grade bands for 9-10 and 11-12
- A clear vertical progression across grades is included to show how each grade level standard leads to the college- and career-readiness standards
 - This design feature will help educators see the developmental progression of the standards

Overview of Appendices

- Appendix A -Research Supporting Key Elements of the Standards; Glossary of Key Terms
- Appendix B -Text Exemplars and Sample Performance Tasks
- Appendix C -Examples of Student Writing

Key Features of CCSS for ELA and Literacy

Reading Strand:

- Increasing complexity in what students must be able to read
- In **grades K-5**, the range of text types include literature (e.g., stories, folktales, drama, and poetry) and informational texts (e.g., literary nonfiction and historical, scientific, and technical)
 - Reading Foundational Skills in the K-5 section includes print concepts, phonological awareness, phonics and word recognition, and fluency

Key Features of CCSS for ELA and Literacy (con't)

Reading Strand (con't)

- In **grades 6-12** students are expected to read literature and informational texts (e.g., literary nonfiction, including personal essays, speeches, biographies) both outside of and within the ELA classroom

Writing Strand:

- The CCSS Writing expectations focus on the following main writing capacities for K-12: arguments; informative/explanatory texts; and narratives that convey real or imagined experience (similar to NAEP expectations)
- In addition to these three main types, students will be expected to perform research and create texts in various media forms

Other Key Features of CCSS for ELA and Literacy

Speaking and Listening Strand:

- Students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking, as well as through media

Language Strand:

- Students increase their vocabularies through a mix of conversations, direct instruction, and reading. This strand also includes the conventions of standard English grammar

Overview of CCSS for Mathematics

- The Common Core State Standards (CCSS) for Mathematics are similar to the New York State Mathematics Core Curriculum (revised 2005). The CCSS for Mathematics are organized as:
 - ~ Standards for Mathematical Practice (e.g., reason abstractly and quantitatively; use appropriate tools strategically; and model with mathematics) and;
 - ~ Standards for Mathematical Content (e.g., number and operations; algebra; geometry; and statistics and probability).

Overview of CCSS for Mathematics (con't)

- There are eight Standards for Mathematical Practice that are to be woven throughout the curriculum and taught in conjunction with content and procedures.
 - ~ These standards correspond to NYS's current process strands in Mathematics (e.g., reasoning and proof, representation, and problem solving).

Overview of CCSS for Mathematics (con't)

- The CCSS for Mathematics Standards for Mathematical Content are grouped into:
 - ~ Domains - Large groups of related standards (e.g., operations and algebraic thinking; geometry; and expressions and equations) and;
 - ~ Clusters - Smaller groups of related standards within a domain. (e.g., understand the place value system; represent and interpret data; and summarize and describe distributions).

These standards correspond to NYS's current content strands in mathematics (e.g., number sense and operations; statistics and probability).

Overview of CCSS for Mathematics (con't)

- In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core:
 - ~ Learning how numbers correspond to quantities and;
 - ~ Learning how to put numbers together and take them apart (the beginnings of addition and subtraction).

Overview of CCSS for Mathematics (con't)

- The CCSS for Mathematics are grade specific for kindergarten through grade 8
- The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals
- 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

Overview of CCSS for Mathematics (con't)

- Grades 9-12 are organized in six conceptual categories:
 - ~ Number and Quantity
 - ~ Algebra
 - ~ Functions
 - ~ Geometry
 - ~ Statistics and Probability
 - ~ Modeling

Overview of CCSS for Mathematics (con't)

- The high school portion of the Standards for Mathematical Content specifies the mathematics all students should study for college and career readiness. These standards are not organized as a sequence of high school courses. However, the organization of high school courses is a critical component to implementation of the standards.
- Appendix A includes model pathways based on the CCSS.

June S/CDN Suggestions for Resources

Question 1: What types of resources have been useful in the past? How would you like to see this resource updated?

- Samples/exemplars for tasks, tests, or student work
- Virtual Learning System
- Toolkits

S/CDN Suggestions for Resources (con't)

Question 2: What will be useful for future examples of curriculum guidance and resources?

- Samples/exemplars for tasks, tests, or student work
- Model or base curriculums and guides to them
- Virtual Learning System resources
- Wikis/Blogs
- Online (electronic) resources
- Explanations for reading levels/readability

Development of Curriculum Models

- The State will issue an RFP for two Curriculum Resource Centers (ELA and Math) which will develop P-12 ELA and Mathematics curriculum models based on the Common Core and additional standards
- The models will be sequenced, content-specific, and spiraled; they will also include sample tasks
- NYS educators and professional organizations will be involved in the development of the models
- Development will begin in spring 2011; models are scheduled to be available in spring 2012

Common Core State Standards Implementation Timeline

- **July 2010:** Board of Regents adopted CCSS for ELA and Mathematics
- **Summer 2010:** NYS educator committees provided recommendations for additional standards to add to the CCSS (up to 15%, as necessary)
- **October 2010:** The proposed draft of recommended ELA and Mathematics P-12 Standards will be shared with the Board of Regents and will be widely distributed for public comment
- **January 2011 (at the latest):** Board of Regents will vote on the final combined standards

Common Core State Standards Implementation Timeline (continued)

- **Spring 2011:** Development of curriculum models and guidance for educators; rollout of new standards and professional development
- **Fall 2011-Spring 2012:** Implementation of the final combined standards begins in classrooms across the State
- **Fall 2014-Spring 2015:** Based on the standards, new formative and summative assessments will commence



STANDARDS AND ASSESSMENTS

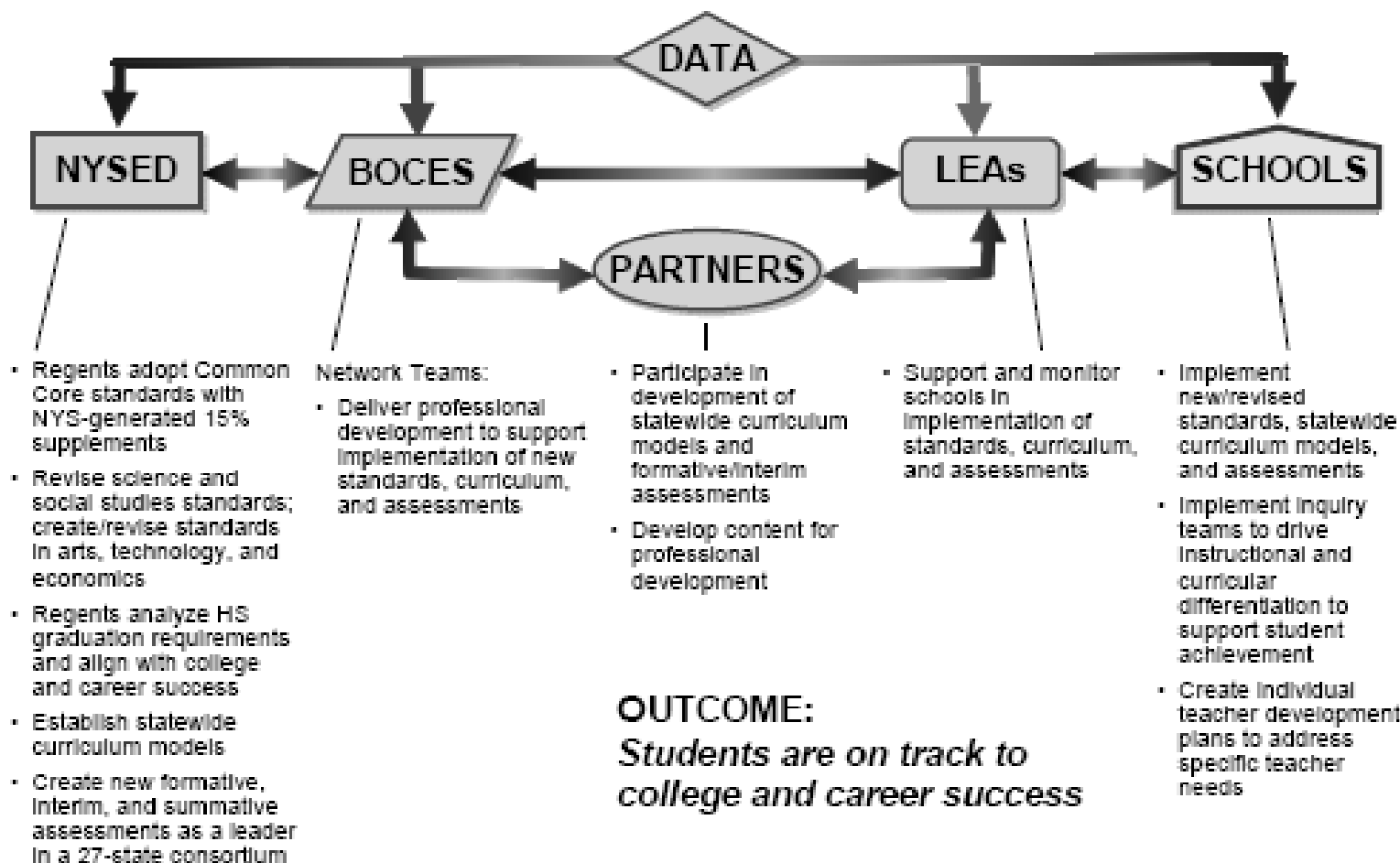


Table Discussion

How can S/CDN assist in the implementation of new standards and curriculum?

Thank You!

John Svendsen, Associate in Mathematics
(jsvendse@mail.nysed.gov)

Erik Sweet, Associate in English Language Arts
(esweet@mail.nysed.gov)

Office of Curriculum and Instruction: 518-474-5922
<http://www.emsc.nysed.gov/ciai/>