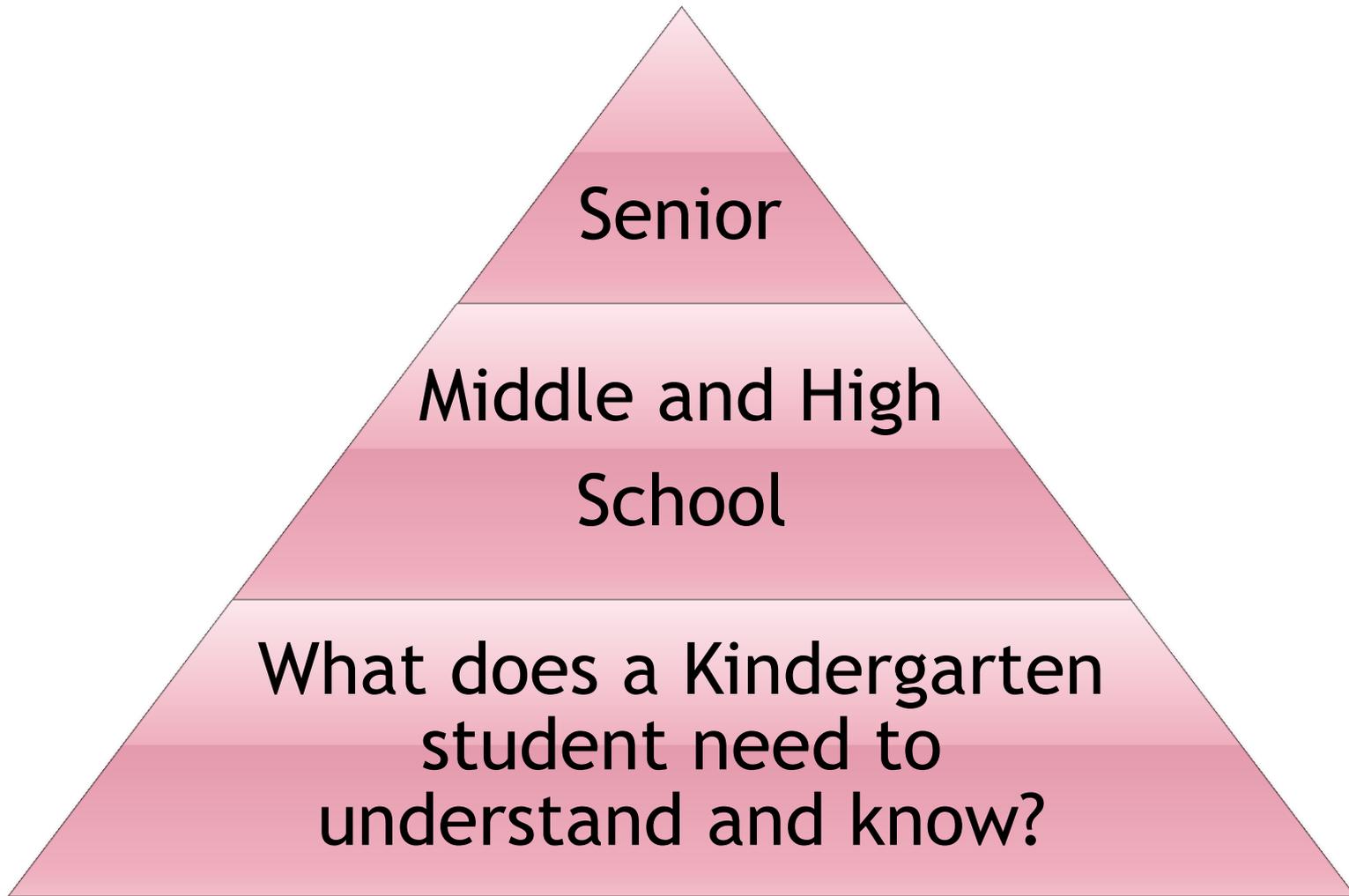


***COMMON CORE STATE  
STANDARDS &  
21<sup>ST</sup> CENTURY LEARNING  
SKILLS***

**SHIFTS FOR STUDENTS  
AND PARENTS**

Presented by Dixie School District

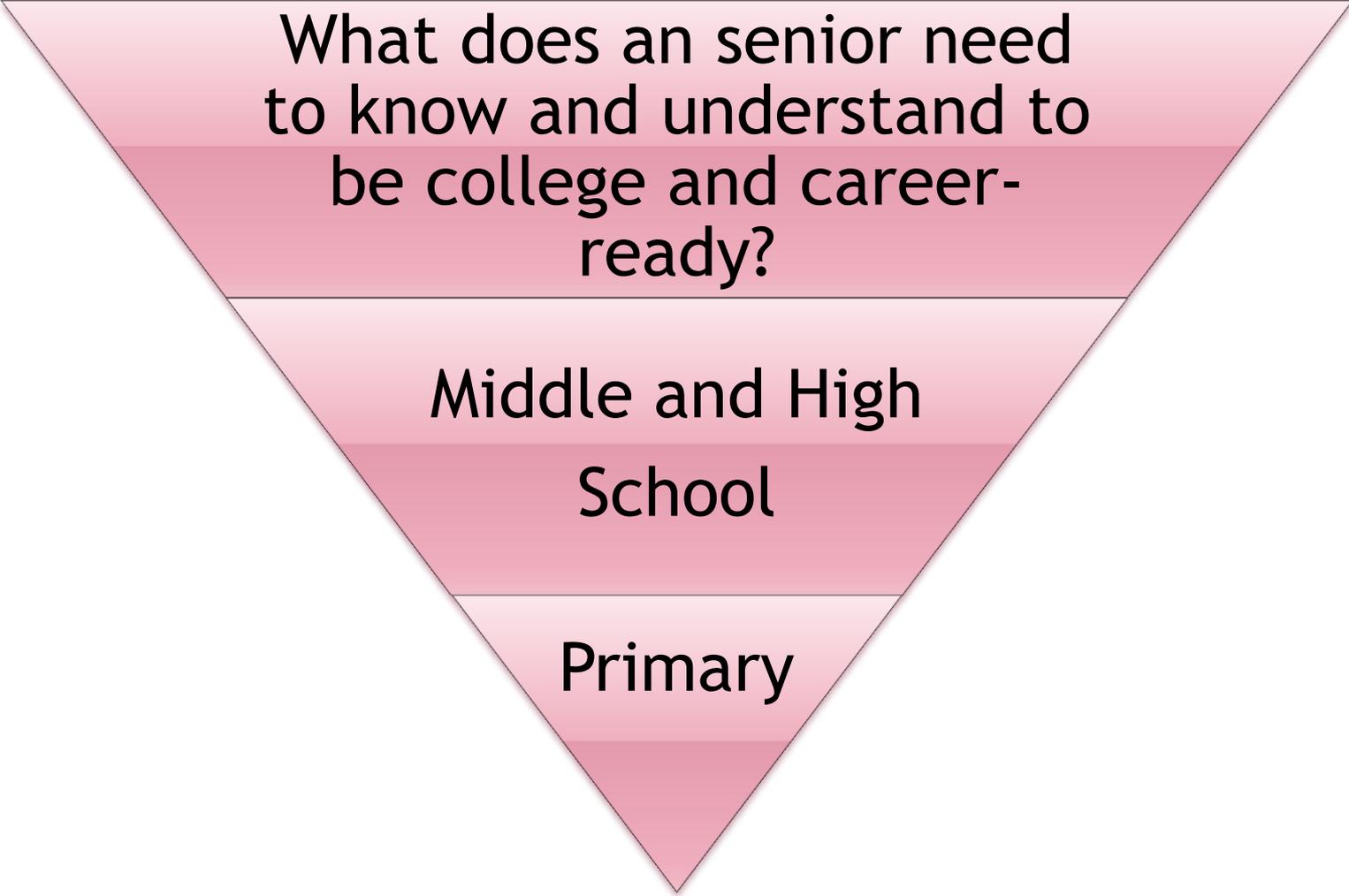
# 1997 STANDARDS STARTED AT THE BOTTOM



# 1997 CALIFORNIA STATE STANDARDS

- ⦿ Rigorous
- ⦿ Check off list
- ⦿ Wide but not deep
- ⦿ Each state adopted their own standards
- ⦿ Could not compare to other states

# 2010 COMMON CORE STANDARDS STARTED AT THE TOP



What does an senior need  
to know and understand to  
be college and career-  
ready?

Middle and High  
School

Primary

# COMMON CORE STATE STANDARD

- ◉ California's Common Core Standards (CCSS) adopted August 2010
- ◉ Based on 2009 College and Career Readiness Standards
- ◉ Coherency between grade levels
- ◉ Joining 45 states
- ◉ State data will be compared

Activity

# SHIFTS FOR STUDENTS DEMANDED BY THE CCSS

## 6 SHIFTS English Language Arts

- ◉ Read as much non-fiction as fiction
- ◉ Learn about the world by reading
- ◉ Read more challenging material closely
- ◉ Discuss reading using evidence
- ◉ Write non-fiction using evidence
- ◉ Increase academic vocabulary

## 6 SHIFTS Mathematics

- ◉ Focus: learn more about fewer, key topics
- ◉ Build skills within and across grades
- ◉ Develop speed and accuracy
- ◉ Really know it - Really do it
- ◉ Use it in the real world
- ◉ Think fast AND solve problems

# SHIFT 1 - READ AS MUCH NON-FICTION AS FICTION

## Students Must...

- ◉ Read more **non-fiction**
- ◉ Know the ways non-fiction can be put together
- ◉ **Enjoy** and discuss the details of non-fiction

## Parent Can...

- ◉ Supply more non-fiction text
- ◉ Read non-fiction texts **aloud or with your child**
- ◉ Have **fun** with non-fiction in front of them

# SHIFT 2 - LEARN ABOUT THE WORLD BY READING

## Students Must...

- ◉ Get smart in Science and Social Studies **through reading**
- ◉ Handle “primary source” documents
- ◉ Get smarter *through* texts

## Parent Can...

- ◉ Supply series of texts on topics of interest
- ◉ **Find books that explain**
- ◉ Discuss non-fiction texts and the ideas within

# THE MORE WE READ THE MORE WE CAN READ!

- By age 3, children from affluent families have heard 30 million more words than children from parents living in poverty. (Hart and Risley, 1995).
- Children who have larger vocabularies and greater understanding of spoken language do better in school (Whitehurst and Lonigan).
- If children aren't reading on grade level by third grade, they are four times more likely to leave high school without a diploma (Hernandez, 2011).

# SHIFT 3 - READ MORE COMPLEX MATERIALS CAREFULLY

## Student Must...

- ◉ Re-read
- ◉ Read material at comfort level **AND** work with more challenging materials
- ◉ Unpack text
- ◉ **Handle frustration** and keep pushing

## Parent Can...

- ◉ **Provide more challenging texts** AND provide texts they want to read and can read comfortably
- ◉ **Know** what is grade level appropriate
- ◉ Read challenging materials *with* them
- ◉ Show that challenging texts are **worth** unpacking

# SHIFT 4 - DISCUSS READING USING EVIDENCE

## Student must...

- ◉ Find evidence to support their **arguments**
- ◉ Form judgments become **scholars**
- ◉ Discuss what the author is “up to”

## Parent can...

- ◉ Talk about text
- ◉ **Demand evidence** in every day discussions/ disagreements
- ◉ Read aloud or read the same book and discuss with evidence

# SHIFT 5

## WRITING FROM SOURCES

### Student Must...

- **Make arguments in writing** using evidence
- **Compare multiple texts** in writing
- **Write well**

### Parent Can...

- **Encourage writing** at home
- **Write “books”** together and use evidence/ details
- **Look at Parent Roadmaps** at <http://www.cgcs.org/domain/36>

# SHIFT 6

## ACADEMIC VOCABULARY

### Student Must...

- Learn the words that they can use in college and career
- Get smarter at using the “**language of power**”

### Parent Can...

- **Read constantly** with babies, toddlers, preschoolers, and children
- Read multiple books about the same topic
- Let your kids see you reading
- Talk to your children;  
Read to your children;  
Listen to your children;  
Sing with your children;  
Make up silly rhymes and word games with your children

# MATHEMATICS - PRACTICE

1. Make sense of problems
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others (except your parents...)
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structures
8. Look for and express regularity in repeating reasoning

# MATHEMATICS SHIFT 1

## FOCUS: LEARN MORE ABOUT LESS

### Student Must...

- Spend more time on fewer concepts

### Parent Can...

- Know what the priority work is for your child for their grade level
- Spend time with your child on those topics
- Common Core State Standards for Math:  
<http://www.cde.ca.gov/re/cc/>

# MATHEMATICS SHIFT 2

## SKILL ACROSS GRADES

### Student Must...

- Keep building on learning year after year

### Parents Can...

- Be aware of what your **child struggled with last year** and how that will affect learning this year
- Advocate for your child and ensure that support is given for “**gap**” skills - negative numbers, fractions, etc.

# MATHEMATICS SHIFT 3

## SPEED AND ACCURACY

### Student Must...

- Spend time practicing lots of problems on the same idea

### Parents Can...

- **Push children** to know/memorize basic math facts
- **Know** all of the fluencies your child should have and prioritize learning of the ones they don't

# REQUIREMENTS FOR MATH FLUENCY

	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px + q = r$ , $p(x + q) = r$
8	Solve simple $2 \times 2$ systems by inspection

# MATHEMATICS SHIFT 4

## KNOW IT / DO IT!

### Student Must...

- ◉ **UNDERSTAND** why the math works. **MAKE** the math work.
- ◉ **TALK** about why the math works
- ◉ **PROVE** that they know why and how the math works

### Parent Can...

- ◉ Notice whether your child **REALLY** knows why the answer is what it is
- ◉ Advocate for the **TIME** your child needs to learn key math
- ◉ Provide **TIME** for your child to work hard with math at home

# MATHEMATICS SHIFT 5

## REAL WORLD

### Students Must...

- ◉ Apply math in **real world** situations
- ◉ Know **which math** to use for which situation

### Parent Can...

- ◉ Ask your child to **DO** the math that comes up in your daily life

# MATHEMATICS SHIFT 6

## THINK FAST / SOLVE PROBLEMS

### Student Must...

- ◉ Be able to use **core math facts FAST**
- ◉ Be able to apply math in the real world

### Parent Can...

- ◉ Notice which side of this coin your child is smart at and where he/she needs to **get smarter**
- ◉ Make sure your child is **PRACTICING** the math facts he/she struggles with
- ◉ Make sure your child is thinking about Math in real life

# 21<sup>ST</sup> CENTURY LEARNING SKILLS

The Common Core State  
Standards:

**WHAT WE TEACH**

The 21<sup>st</sup> Century Learning Skills:

**HOW WE TEACH**

# SKILLS IMPLEMENTATION

- ◉ Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students.
- ◉ Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

# 21<sup>ST</sup> CENTURY STUDENT OUTCOMES

Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, communication and collaboration.

# CORE SUBJECTS AND 21ST CENTURY THEMES

In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- ◉ **Global Awareness**
- ◉ **Financial, Economic, Business and Entrepreneurial Literacy**
- ◉ **Civic Literacy**
- ◉ **Health Literacy**
- ◉ **Environmental Literacy**

# LEARNING AND INNOVATION SKILLS

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world from those who are not. They include:

- ⦿ **Creativity and Innovation**
- ⦿ **Critical Thinking and Problem Solving**
- ⦿ **Communication and Collaboration**

# INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- ◉ **Information Literacy**
- ◉ **Media Literacy**
- ◉ **ICT (Information, Communications and Technology) Literacy**

# LIFE AND CAREER SKILLS

The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- ◉ **Flexibility and Adaptability**
- ◉ **Initiative and Self-Direction**
- ◉ **Social and Cross-Cultural Skills**
- ◉ **Productivity and Accountability**
- ◉ **Leadership and Responsibility**

# THE CONNECTION BETWEEN CCSS AND 21<sup>ST</sup> CENTURY LEARNING

What

gets

*measured*

gets

taught!

# NEW ASSESSMENT 2014-2015

## CST

- ◉ Summative
- ◉ Paper and Pencil
- ◉ Multi-choice

## SMARTER Balanced

- ◉ Growth Formative
- ◉ Computer Adaptive  
Technology Based
- ◉ 6 different types of  
responses
- ◉ Analysis Focused
- ◉ Evidence-based

# CST ASSESSMENT EXAMPLE

12

Pierre is making an apple crumb pie using the items below.

APPLE CRUMB PIE 	
Crumb	Filling
$\frac{3}{4}$ cup flour	4 cups sliced apples
$\frac{1}{3}$ cup sugar	$\frac{1}{3}$ cup sugar
$\frac{1}{4}$ cup butter	$\frac{1}{2}$ cup raisins

How much total sugar must Pierre use to make the pie crumb and filling?

F  $\frac{7}{12}$  cup

G  $\frac{2}{6}$  cup

H  $\frac{3}{4}$  cup

J  $\frac{2}{3}$  cup

# SELECTED RESPONSE

Which of the following statements is a property of a rectangle?  
Select all that apply.

- Contains three sides
- Contains four sides
- Contains eight sides
- Contains two sets of parallel lines
- Contains at least one interior angle that is acute
- Contains at least one interior angle that is obtuse
- All interior angles are right angles
- All sides have the same length
- All sides are of different length

# CONSTRUCTED RESPONSE

The table below shows the number of students in each **third-grade** class at Lincoln School.

Class	Number of Students
○ Mrs. Roy	24
○ Mr. Grant	21
○ Mr. Harrison	22
○ Ms. Mack	25

There are 105 fourth-grade students at Lincoln School. How many more fourth-grade students than third-grade students are at Lincoln School?

Show or explain how you found your answer.

# TECHNOLOGY-ENHANCED ITEM

## ENGLISH LANGUAGE ARTS

### Community Involvement

This is an essay written by a student after his field trip to City Hall, a building in his town.

- Please help the student correct his essay

I told my parents about City Hall. I told them we can go in there anytime it is open. It is for everyone! What can you do at Cty Hall? Some times there are meeting's where you can help decide what happens in our town and schools and stuff like that. I think my parents are smart. They should a helped decide things, that would make it better. There are rooms ta have your own meeting and meet people. City Hall is one of the oldest buildings here b/c once the town wanted to tear it down but they couldn't! Too many people like City Hall. They wanted it saved for every one in the future. I am glad — because I ended up going there in the future!



# PERFORMANCE TASK

## SAMPLE ITEMS - SESSION 1

### SBAC Math Grade 4

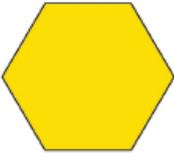
The Task:

**Session 1**

**Art Project with Pattern Blocks**

Use the pattern blocks that your teacher gives you to help you with this task. There are five parts to this task, and you must work through them in order.

Be sure you have the following pattern blocks before you begin.



**Yellow Hexagon**



**Red Trapezoid**



**Blue Rhombus**



**Green Triangle**

**Part A**

Each yellow hexagon pattern block represents one whole. The other colored pattern blocks represent a fraction of the whole yellow hexagon.

Write the fraction of the yellow hexagon each colored shape represents.

1 yellow hexagon represents   1   yellow hexagon.

1 red trapezoid represents          yellow hexagon.

1 blue rhombus represents          yellow hexagon.

1 green triangle represents          yellow hexagon.

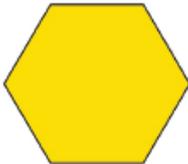
**Part B**

Use the pattern block shapes to make a picture for an art project.

These rules for making your picture must be followed:

- At least one of each shape must be included in the picture.
- The shapes may touch the edges of other shapes.
- The shapes must not overlap each other.

Click on a shape and then click in the space below to put a shape in the picture. Continue as many times as necessary.



**Yellow Hexagon**



**Red Trapezoid**



**Blue Rhombus**



**Green Triangle**

Click on the turn button if you need to turn your shape.

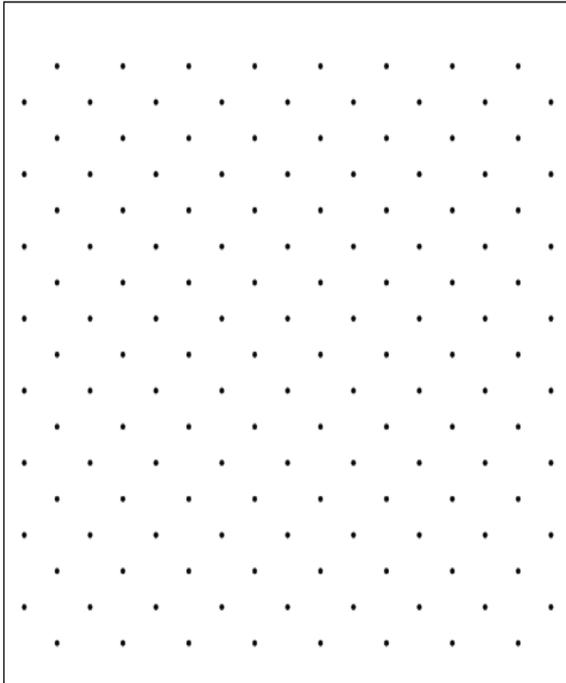


Click on the trash can and then click on the shape if you want to delete a shape.



# PERFORMANCE TASK

## SAMPLE ITEMS - SESSION 1



### **Part C**

Count all the colored shapes you used in your picture. Write the total number of each colored shape you used in the picture.

\_\_\_ yellow hexagon(s)

\_\_\_ blue rhombus (rhombi)

\_\_\_ red trapezoid(s)

\_\_\_ green triangle(s)

When all of the shapes of one color are combined, they represent a fraction or a mixed number of yellow hexagons. Complete the sentences below showing these fractions or mixed numbers.

\_\_\_ red trapezoid(s) represents \_\_\_ yellow hexagon(s).

\_\_\_ blue rhombus (rhombi) represents \_\_\_ yellow hexagon(s).

\_\_\_ green triangle(s) represents \_\_\_ yellow hexagon(s).

This is the end of Session 1. You will not be able to go back to *Parts A, B, or C* once you click "Submit."

# TECHNOLOGY-ENABLED ITEM

## MATHEMATICS

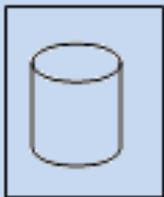
Gregory is installing tile on a rectangular floor.

- He is using congruent square tiles that each have a side length of  $\frac{1}{2}$  foot.
- The area of the floor is 22 square feet.
- The width of the floor is 4 feet.

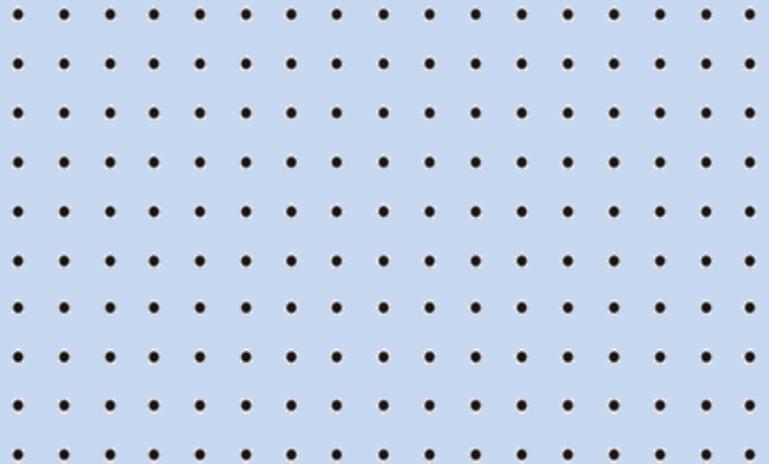
Use the grid and the tile below to model the floor.



Click on the square tile and then click anywhere in the grid to place a copy of the tile on the grid. Continue as many times as necessary.



Click on a tile in the grid and then click on the trash can to remove extra tiles.



What is the length, in feet, of the floor?

# WHERE DO WE START???

- Go Slow...
- Give Judy a raise...
- Three Year implementation plan

# MOVING FORWARD

- ◉ Grade Level Facilitators
- ◉ Common Core State Standards Committee
- ◉ Standard Based Report Card Committee
- ◉ Digital Learning Committee
- ◉ Attend Marin County Office of Education Professional Development Series
- ◉ Read-Read-Read and Read some more

Go slow and acquire DEEP meaning...



<a href="#">Curriculum &amp; Instruction</a>	<a href="#">Testing &amp; Accountability</a>	<a href="#">Professional Development</a>
<a href="#">Finance &amp; Grants</a>	<a href="#">Data &amp; Statistics</a>	<a href="#">Learning Support</a>
		<a href="#">Specialized Programs</a>

## Common Core State Standards

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, 45 states have adopted the same standards for English and math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.

The California Department of Education helps schools make sure that all students are meeting the standards.

- Below you will find information about the standards and the CCSS-related activities taking place in California.

### The Standards

- [What are the Common Core Standards?](#)
- [California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects](#) (PDF)
- [California's Common Core State Standards for Mathematics](#) (PDF)

<a href="#">Implementation Plan</a>	<a href="#">Teachers</a>	<a href="#">Administrators</a>	<a href="#">Students/Parents</a>	<a href="#">Higher Education</a>	<a href="#">Community Partners</a>
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### Implementation Plan

Approved on March 7, 2012, by the State Board of Education, the CCSS systems implementation plan is a living document that identifies major phases and activities in the implementation of the CCSS throughout California's educational system.

- [Common Core State Standards Systems Implementation Plan for California](#) (DOC; 9MB; Revised 11-Oct-2012) | [PDF](#) (Revised 11-Oct-2012)
- [Common Core State Standards Systems Implementation – Significant Milestones Timeline](#)  
An interactive timeline to help you learn more about the significant milestones in CCSS implementation. Includes information regarding the development of CCSS-aligned curriculum frameworks, English language development standards, career technical education standards, and assessments. Also includes information regarding the transition to a new assessment system and the review of CCSS-aligned supplemental instructional materials.
- [Appendix A: Local CCSS Systems Implementation Plan Template](#) (DOC)

THIS IS WHY WE ARE HERE AND WILL  
CONTINUE TO WORK!

