

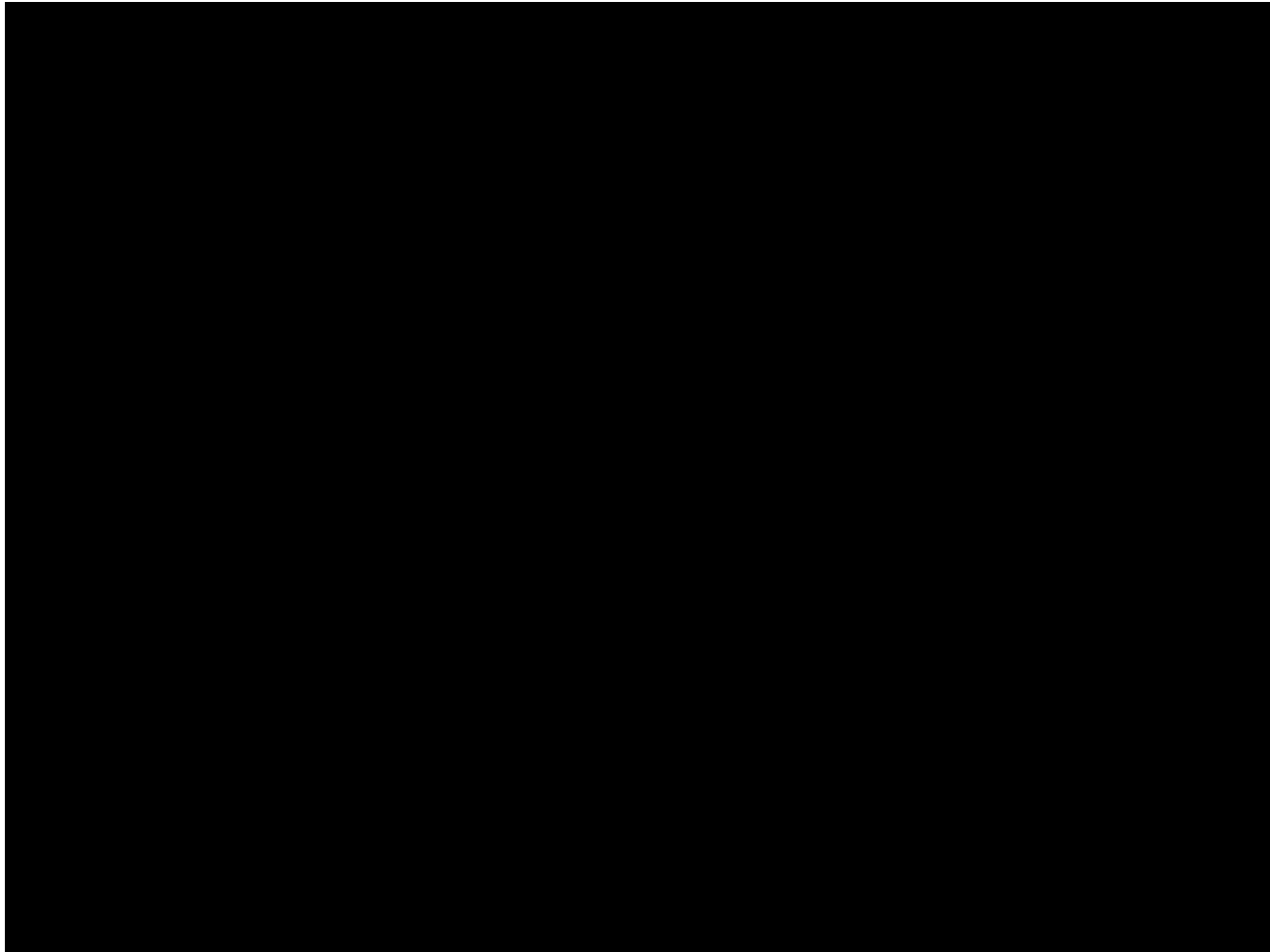


# Common Core State Standards: A commitment to student success



Office of Superintendent of Public Instruction  
Randy I. Dorn, State Superintendent

# Common Core State Standards



# Our goals for today...

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Explain some of the major constructs of the  
Common Core State Standards (CCSS) for English  
Language Arts

Key messages

Vision

Major Shifts



# Participants will...

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- Learn about the 6 major shifts within the ELA CCSS standards and available resources
- Consider implementations implications to your work

# Introductions & Reflection...

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***Who is participating today and where do you stand?***

- ▶ Reflection ...Where do you stand with the CCSS?
  - ▶ Individuals complete 1-page poll/pre-reflection
  - ▶ Short partner (on-site) sharing
  
- ▶ Introductions...
  - ▶ Who is in the room?



# Washington's Vision for Education

**Every Washington public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> century.**



# Our Learning Goals as a Strong Foundation

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1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities. (Updated in 2011: SSB 5392)

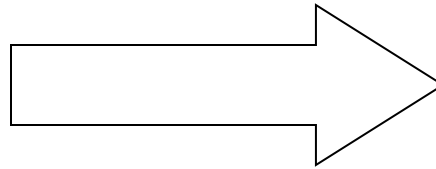


# Washington State's Implementation Timeline

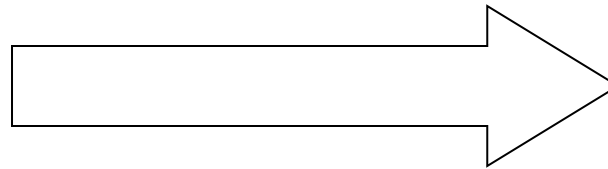
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2010-11    2011-12    2012-13    2013-14    2014-15

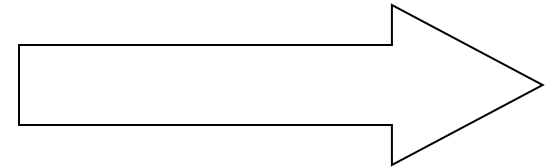
**Phase 1:** Awareness and Understanding, Alignment, and Adoption



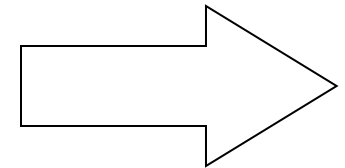
**Phase 2:** Build Statewide Capacity, Collaboratively Develop and Align Resources and Materials



**Phase 3:** Classroom Transitions



**Phase 4:** Statewide Implementation through the Assessment System



# Reflection (individually or as a pair)

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- ▶ What **key messages** stand out for you for the overall CCSS initiative?
- ▶ What stands out for you that has implications **to you in your role and your work?**
- ▶ What **questions** do you have?





# Smarter Balance Assessment Consortium

A preview of the assessment system

Office of Superintendent of Public Instruction  
**Randy I. Dorn**, State Superintendent



44 states participating  
in assessment  
consortia

# What about assessment?

## SMARTER Balanced Assessment Consortium (SBAC)

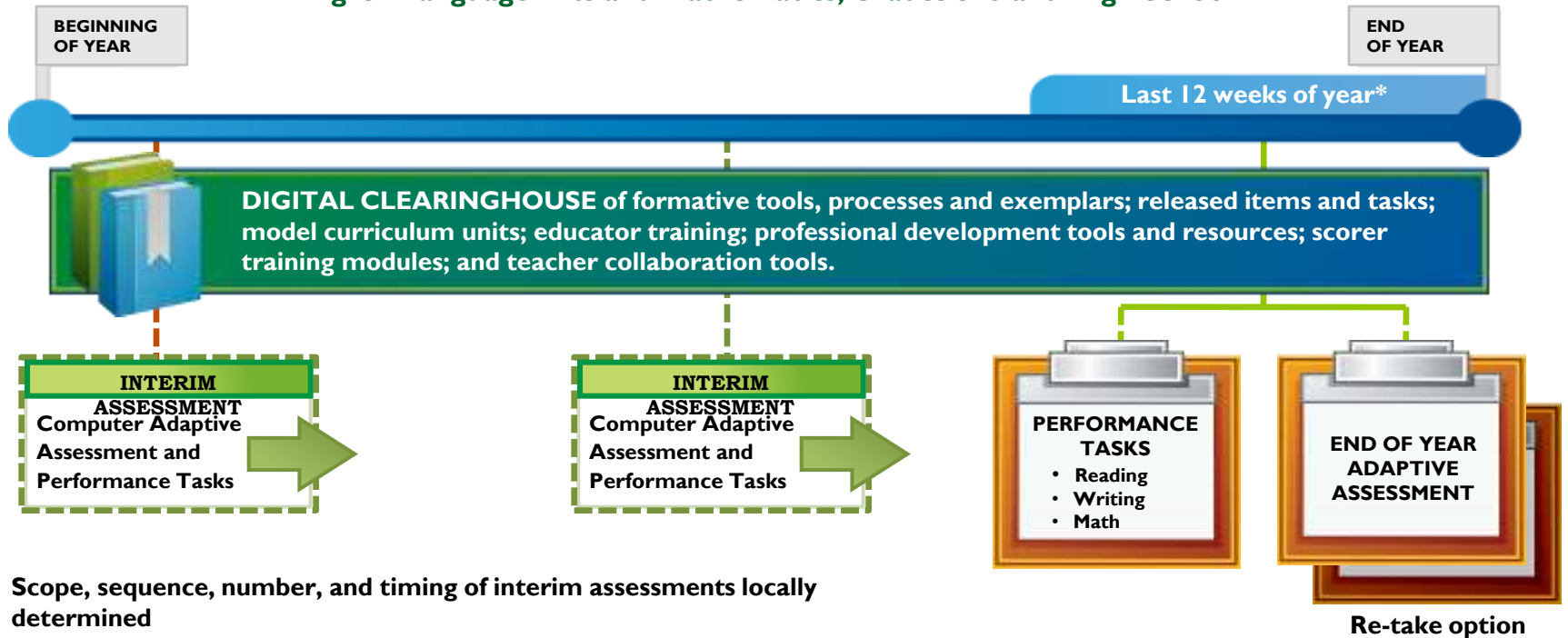
### The **SBAC** goal...

- To develop a set of comprehensive and innovative assessments for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards.
- So that all students leave high school prepared for postsecondary success in college or a career through increased student learning and improved teaching.
- The assessments shall be operational across Consortium states in the 2014-15 school year.

To learn more...the **SMARTER Balanced Assessment Consortium** can be found online at <http://www.k12.wa.us/SMARTER/>

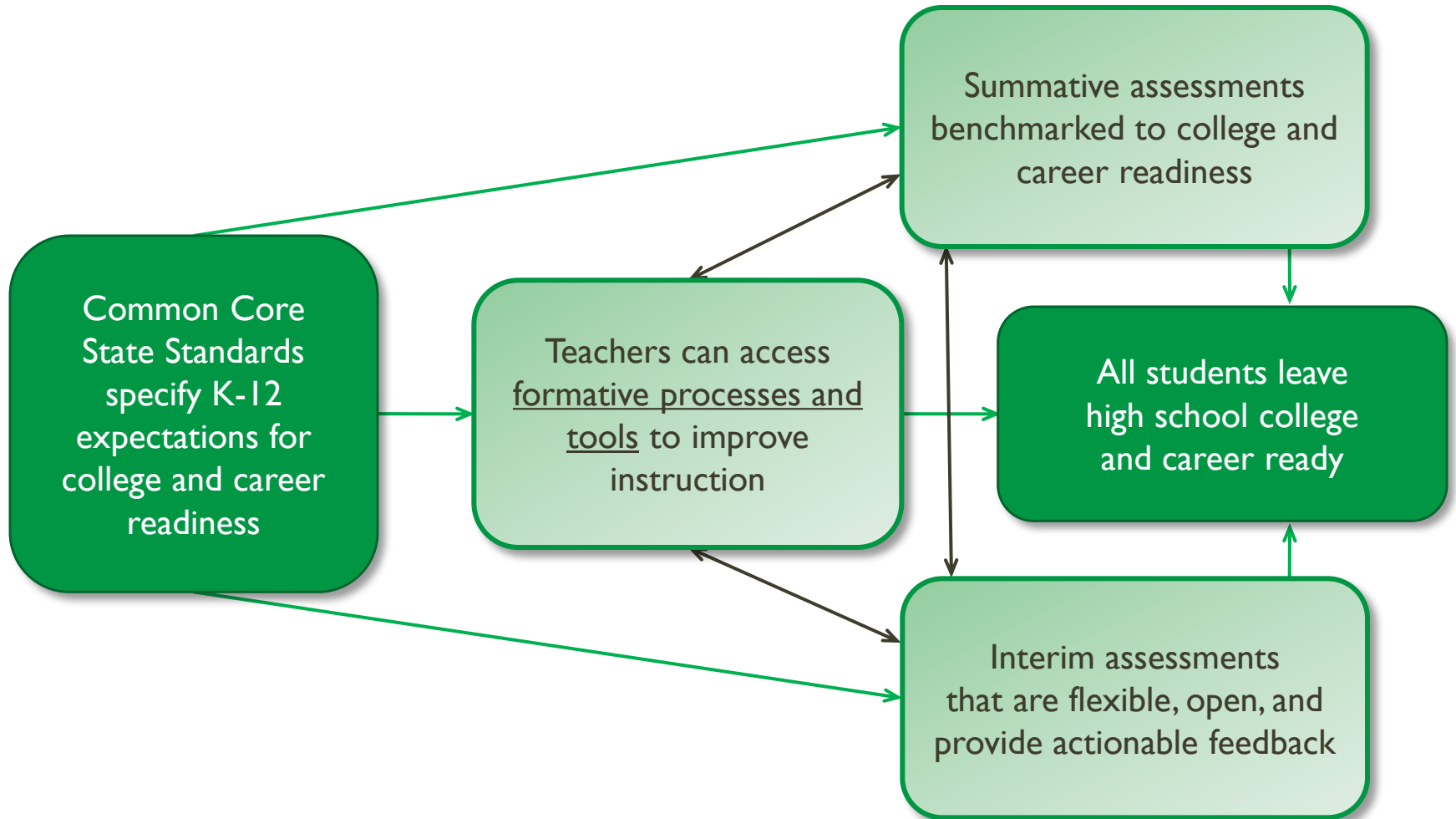
# System Highlights

## English Language Arts and Mathematics, Grades 3–8 and High School

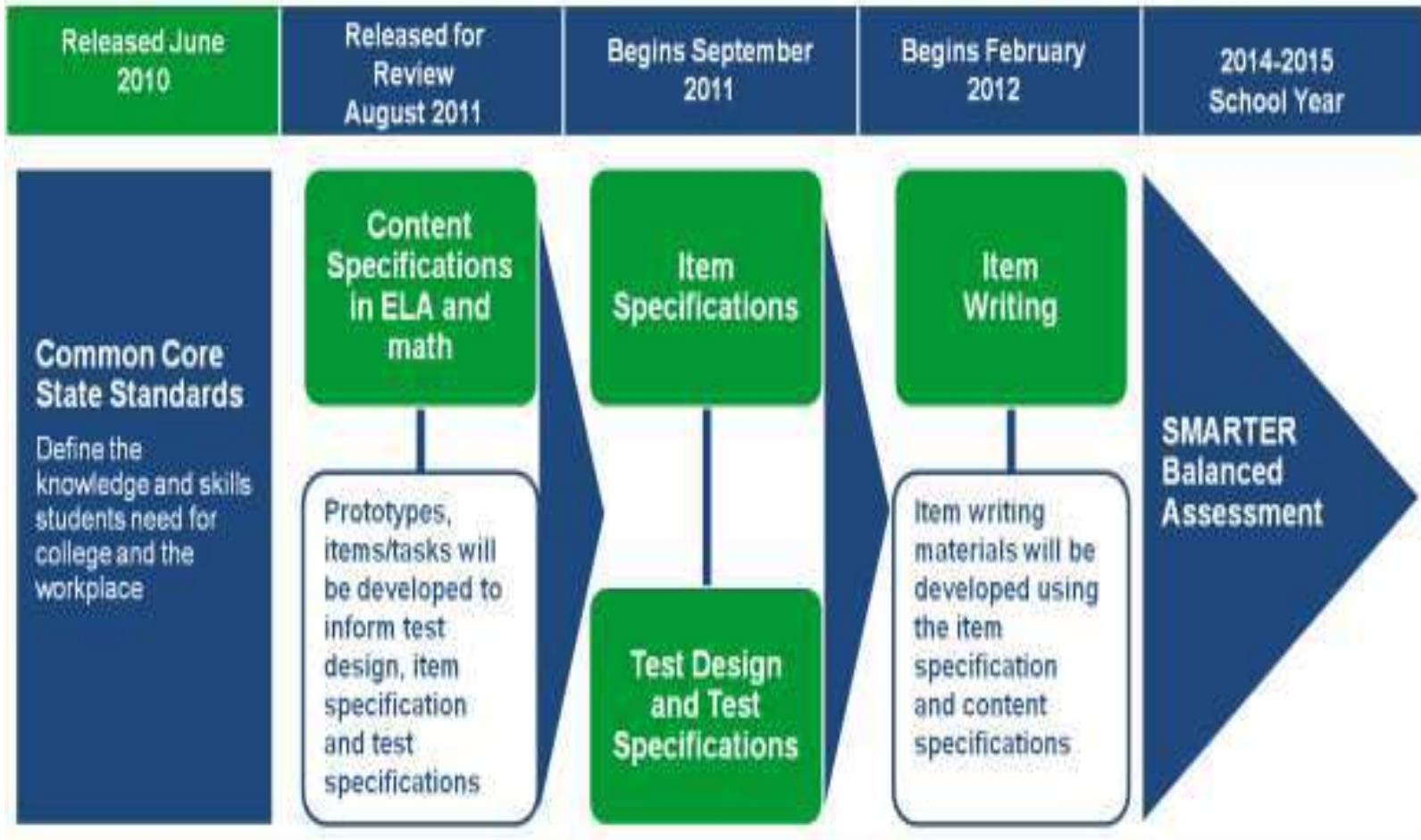


\* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

# SBAC Assessment System Components



## SMARTER Balanced Summative Assessment Development Overview



(Darling-Hammond & Pecheone, 2010; SBAC, 2010).



# Common Core State Standards in English Language Arts

A Glance at the Six Major Shifts

Office of Superintendent of Public Instruction  
**Randy I. Dorn**, State Superintendent



# ELA / Literacy: The 6 Major Shifts

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- ▶ Balance of Literary and Informational Texts
- ▶ Literacy in the Content Areas
- ▶ Increased Complexity of Text
- ▶ Text-based Questions and Answers
- ▶ Writing Using Evidence
- ▶ Academic Vocabulary

# Balance of Literary and Informational Texts

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Grade Level	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

## Literature includes

- Stories
- Drama
- Poetry

## Informational Text includes

- **Literary Nonfiction**
  - Personal essays
  - Speeches
  - Opinion pieces
  - Biographies
  - Memoirs

# Literacy in the Content

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- **At K-5**
  - Emphasis on literary experiences in content specific domains
  - Instruction in science and history/social studies
- **Grades 6-12**
  - Teaching content specific literacy
  - Reading is critical in building knowledge in content areas

# Increased Complexity of Texts

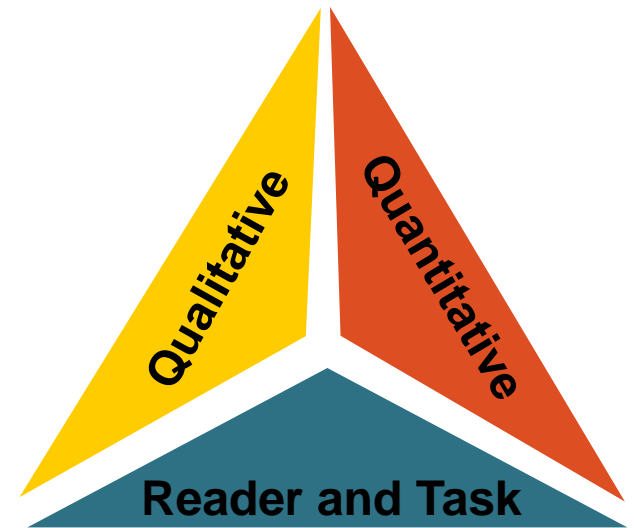
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- ▶ Staircase of complexity
- ▶ Each grade level, step of growth
- ▶ More time for close and careful reading
- ▶ Appropriate and necessary scaffolding and supports for students reading below grade level

# Text complexity is defined by

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1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



# Text-based Questions and Answers

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- ▶ Rich discussions dependent on common text
- ▶ Focus on connection to text
- ▶ Develop habits for making evidence based arguments in discussion and writing

# Writing Using Evidence

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- ▶ Expect students to compose arguments and opinions, informative/explanatory pieces, and narrative texts
  - ▶ Focus on the use of reason and evidence to substantiate an argument or claim
  - ▶ Emphasize ability to conduct research – short projects and sustained inquiry
  - ▶ Require students to incorporate technology as they create, refine, and collaborate on writing
  - ▶ Include student writing samples that illustrate the criteria required to meet the standards (See standards' appendices for writing samples)
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# Balance of Writing Text Types

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Grade Level	To Persuade (Argumentative)	To Explain (Informative)	To Convey Experience (Narrative)
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

- In grades K-5, the term opinion refers to persuasive writing
- Argumentative is a form of persuasion but brings in evidence from both sides of the issue.
- Narrative strategies are important component to developing both argumentative and explanatory writing
- Technology will be used to create, refine and collaborate writing

# Academic Vocabulary

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- ▶ Vocabulary to access grade-level, complex texts
- ▶ Vocabulary that crosses content
- ▶ Focus on pivotal, commonly found words, such as consequently, generation

# A Focus on “The Big Ideas”

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## Strongest Messages

- Shift to higher-level thinking skills
- Increased focus on Informational text in all subject areas
- Rigor regarding depth and focus, quality over quantity
- Writing using texts and evidence

## The move toward “career and college readiness”...

- CCSS add grades 11 and 12
- Greater focus on increasing text complexity, argumentative writing, research skills from early grades

## A Quote From The Author:

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*“Read like a detective and write like a conscientious investigative reporter.”*

David Coleman

# Transition Plan

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- ▶ Current work tied to the CCSS Initiative
- ▶ Work Plan
- ▶ Three year plan



# Transition Plan



Year One

# Washington’s Road Map for Implementing the Common Core State Standards for English Language Arts (ELA)

While districts can determine their own plan for implementing the Common Core State Standards (CCSS) for English Language Arts, the following is a transition plan for those districts who want guidance on how to begin implementing portions of the CCSS. This plan is based on the understanding that the Washington K-10 Learning Standards will be assessed through 2013-2014. Replacing aligned standards with CCSS domains allows districts to slowly move teachers to the CCSS by emphasizing areas that overlap between the two sets of standards.

Unlike the CCSS for mathematics, most of the strands contained in the ELA Standards span the K-12 grades, with a few exceptions, noted in the chart below.

K	1	2	3	4	5	6	7	8	9-10	11-12
<b>Foundational Skills: Print Concepts &amp; Phonological Awareness</b>										
<b>Foundational Skills:</b> Phonics & Word Recognition, Fluency										
<b>Reading Literature &amp; Informational text, including literary nonfiction:</b> Balance K-5 = 50% literature* & 50%* informational text						<b>Reading Literature - stories, drama, poetry:</b>  Balance grade 6-8 = 45%* Balance gr. 9-12 = 30%*				
						<b>informational, including literary nonfiction:</b>  Balance 6-8 = 55%* Balance gr. 9-12 = 70%*				
						<b>Literacy (Reading) in History/Social Studies, Science, and Other Technical Subjects</b>				
<b>Writing Standards:</b> Balance of Text Types: grades 4 – opinion = 30%; information = 35%; narrative = 35%						<b>Literacy (Writing) in History/Social Studies, Science, and Other Technical Subjects:</b> Grade 8 – argument = 35%; information = 35%; narrative = 30% Grade 12 – argument = 40%; information = 40%; narrative = 20%				

**Speaking & Listening Standards**

**Language Standards, including vocabulary acquisition and use**

# Reflection

With your team or individually

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- How might these shifts effect your current ELA initiatives or other responsibilities?



# Resources

What is available for implementation?

December 2011

Office of Superintendent of Public Instruction  
**Randy I. Dorn**, State Superintendent





## Common Core State Standards for Washington Sixth Grade Highlights

### The Common Core State Standards for English Language Arts

#### Overview

These standards describe what students should know and be able to do in order to be college and career ready in the 21<sup>st</sup> century. Students who master the standards will be fluent readers, critical thinkers, informative writers, effective speakers, and engaged listeners. They will effectively comprehend complex informational and literary texts and respond, as warranted by the task, using technology as a source of information and a means of communication.

The standards are divided into four strands: reading, (including literature and informational text and foundational skills), writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by two grade spans for high school.

For grades six through twelve, the standards are covered in two sections, one for English language arts and the other for history/social studies, science, and technical subjects. The intention of these two sections is to promote an interdisciplinary approach to literacy. In K-5, these two sections are integrated into the four strands of the standards.

Specific information on the CCSS can be found at: <http://www.corestandards.org>

\*Individual grade-specific standards can be identified by their strand, grade, and standard number. For example, RL.6.5 stands for Reading Literature Text, grade 6, standard 5.



As Washington State moves to the Common Core State Standards, **sixth grade** students will continue to learn current Washington GLEs while transitioning to the CCSS. This snapshot features some of the shifts; however, it is not intended to be an all-inclusive list of changes to the standards.

#### Reading

- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5)\*

#### Writing

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters. (W.6.3a)
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W.6.6)

#### Speaking and Listening

- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL.6.3)

#### Language

- Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words. (L.6.5a)

Generated in 2011 by Washington State Educators and OSPI/ELA team.

## Grade Level One-Pagers created by teachers in Washington State

See the Resource page for the link to these documents.

# Resources for Implementation

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- ▶ ELA overview documents (one-pagers) as connected with WA standards: <http://k12.wa.us/CoreStandards/Transition.aspx#ELAGradeLevel>
- ▶ Publisher's Criteria in ELA and Literacy: <http://k12.wa.us/CoreStandards/Resources.aspx>
- ▶ Alignments cross-walk documents: <http://k12.wa.us/CoreStandards/Transition.aspx#Analyses>
- ▶ Parent Resource Guides: <http://www.pta.org/4446.htm>

# Supports for Implementation

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- **Parent Resource Guides:** <http://www.pta.org/4446.htm>
- **Hunt Institute Videos**
  - <http://www.youtube.com/>
- **T&L monthly “newsflashes” and list-serve**  
<http://k12.wa.us/CoreStandards/default.aspx>
- **Conference presentations throughout the year**



# Thank you.

## Common Core Questions:

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OR

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