



OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

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**Common Core State Standards  
Overview**  
***Beginning the Journey...***

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# Common Core State Standards (CCSS)

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## Overview & Background:

- National set of expectations for student knowledge and skills that students need to master to succeed in college and career.
- Designed by the Council of Chief State School Officers and the National Governors Association for Best Practices
- Adopted by CA State Board of Education on August 2, 2010

# CCSS Overview

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## Towards Greater Focus and Coherence:

CCSS define what students should understand and be able to do in their study of Mathematics and English Language Arts:

- Based on research of student learning progressions
- Aim for clarity and specificity
- Topics and performances are logical over time to avoid the problem of “mile wide and an inch deep”
- Reflect the rigor, focus and coherence of standards in top-performing countries

# CCSS in English Language Arts

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Major changes of the Common Core Standards to meet college and career expectations:

- Focuses on reading comprehension and increasing text complexity
- Standards are task-based with a focus on results rather than means
- Mandates an increase in informational reading
- Writing tasks are explicit and focus more on research and media skills
- Shared responsibility for student literacy across content

# English Language Arts Guiding Principles

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## **Students who are college and career ready in reading, writing, speaking, listening and language:**

- demonstrate independence.
- build strong content knowledge.
- respond to the varying demands of audience, task, purpose and discipline.
- comprehend as well as critique.
- value evidence.
- use technology and digital media strategically and capably.
- come to understand other perspectives and cultures.

# Comparing CA Standards and CCSS in ELA:

Grade	CA Standard: Literary Response and Analysis 3.1	CCSS: Reading Literature 3
K	<b>Distinguish fantasy</b> from realistic text	With prompting and support, <b>identify characters, settings, and major events</b> in a story
4	<b>Describe</b> the structure differences of various <b>imaginative</b> forms of literature, including <b>fantasies, fables, myths, legends, and fairy tales</b>	<b>Describe</b> in depth a <b>character, setting, or event</b> in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
8	<b>Determine and articulate</b> the relationship between the purposes and characteristics of different forms of <b>poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet)</b>	<b>Analyze</b> how particular lines of <b>dialogue</b> or <b>incidents</b> in a story or drama propel the action, reveal aspects of a <b>character</b> , or provoke a decision.

# CCSS in Mathematics:

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## Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

# Comparing CA Standards and CCSS in Math

Grade	CA Standards	Common Core
1	<b>Count, read, and write</b> whole numbers to 100.	<b>Count</b> to 120, starting at any number less than 120. In this range, <b>read</b> and <b>write</b> numerals and <b>represent</b> in number of objects with a written numeral.
3	<b>Memorize</b> to automaticity the multiplication table for numbers between 1 and 10.	Fluently <b>multiply</b> and <b>divide</b> within 100, <b>using</b> strategies such as the relationship between multiplication and division and the properties of operations.
6	<b>Interpret</b> and <b>use</b> ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b, a to b, a:b).	<b>Understand</b> the concept of a ratio and <b>use</b> ratio language to describe a ratio relationship between two quantities.

# CCSS in Mathematics

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## Grade Shifts: Examples

Concept	1997 CA Standards	Common Core Standards
Compose simple shapes to form larger shapes (e.g., 2 triangles to form a rectangle)	Grade 2	Grade K
Introduction to Probability	Grade 2	Grade 7
Introduction of fractions as numbers	Grade 2	Grade 3
Add and subtract simple fractions	Grade 3	Grade 4
Introduction of integers	Grade 4	Grade 6

# What About Assessment?

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- The **P**artnership for the **A**ssessment of **R**eadiness for **C**ollege and **C**areers (PARCC) is one of two consortia of states whose goal is to create shared K-12 assessments that align with the CCSS.
- California has committed to implementing and administering the PARCC assessment by 2014-2015.
- **MAJOR CHANGE:** Mix of item types: short answer, longer open response and performance-based; in addition to multiple choice items
- OUSD will phase in assessments that align with the CCSS in Mathematics for the 2011-2012 school year.