

### Why Do we need Common Core Standards?

These Standards will help us ensure students are receiving a high-quality education consistently from school to school and from state to state. The adoption of these Standards will help develop and provide high quality curriculum and rigorous courses that students will need to become college and career ready. Students will need proficient literacy and numeracy skills to compete in the emerging global marketplace. These high expectations and standards are important for young people whether they plan to enroll in occupational certificate programs after high school or pursue a college education.

#### Why A Common Core

- Common Standards will help ensure students are receiving a high-quality education consistently from school to school and state to state.
- We need college and career-ready standards. Data shows that, even in high-performing states, students are graduating and passing all the required tests, but still require remediation in their post-secondary work.
- We need students prepared to move from our colleges

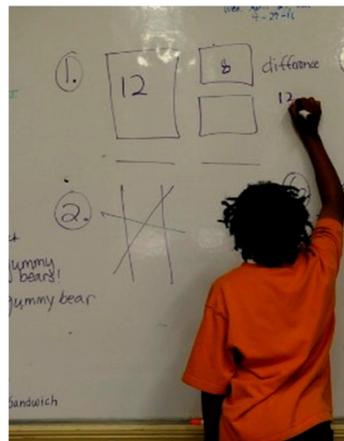
and universities into the workplace and ready to compete in the emerging global marketplace.

#### Strengths of the CC

- Aligns with expectation for College and Career Readiness;
- Provides consistency from state to state;
- Includes both content and application of knowledge through high-order skills;
- Addresses the math skills needed by students to succeed in the global economy and society; and
- includes fewer, clearer and superior standards to current

#### English/Language Arts Standards

The ACCSS for English/Language Arts is a culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. These Standards set requirements in reading, writing and literacy, not only for English Language Arts (ELA), but also for literacy in



The Standards for Mathematical Practice include modeling with mathematics, as illustrated in this photo.

history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills & understanding required for college & career readiness in multiple disciplines

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#### Resources

Here are a few links containing additional information, including details on what each child will be expected to know and do in each grade and tips for parents:

- <http://parconline.org/>
- [www.corestandards.org](http://www.corestandards.org)
- [www.pta.org/parentsguide](http://www.pta.org/parentsguide)
- <http://www.azed.gov/standards-practices/files2012/05/rtt-implementation-plan-2-6-12.pdf>
- [http://www.youtube.com/watch?v=jxefsLG2eps&list=UUF0pa3nE3aZAfBMT8pgM5PA&index=2&feature=plcp&safety\\_mode=true&persist\\_safety\\_mode=1&safe=active](http://www.youtube.com/watch?v=jxefsLG2eps&list=UUF0pa3nE3aZAfBMT8pgM5PA&index=2&feature=plcp&safety_mode=true&persist_safety_mode=1&safe=active) (3min video clip)

### What are the Arizona Common Core State Standards?

The Common Core State Standards (ACSS) is a multi-state effort to establish a shared set of clear, educational guidelines for English/Language Arts and Mathematics. The development of the Standards was coordinated by the National Governor's Association Center (and the Council of Chief State School Officers). The Standards were

developed in collaboration with teachers, school administrators, researchers, and experts, to provide a clear and consistent framework to prepare students for college and the workforce. The ACCSS were developed using research results and the highest state standards across the country and globe. Arizona is

one of 46 states that have officially adopted the new ACCSS. These new Standards raise the bar for student achievement and focus on a greater depth of understanding than existing standards. Arizona adopted the CCSS, in their entirety, in 2010. The Arizona Department of Education has renamed them as **Arizona's Common Core Standards (ACCS)**.

## Common Core Frequently Asked Questions



College & Career Ready

**Q. Who came up with the Common Core State Standards?**

A. The Common Core State Standards Initiative website states, "Parents, teachers, school administrators and experts from across the country together with state leaders, through their membership in the Council of Chief State School Officers and the National Governors Association Center for Best Practices led the effort to develop a common set of state standards."

**Q. What are essential learning outcomes and how do they relate to the Common Core State Standards?**

A. Essential Learning Outcomes are statements that articulate the most important knowledge and skills students should know and be able to do. Doug Reeves (2002) outlines three characteristics of Essential Learning Outcomes in The Leader's Guide to Standards:

1. Endurance (what students should know and be able to do forever)
2. Leverage (by knowing and being able to do \_\_\_\_, it will help students learn more and more)
3. Prepare for next level (by knowing and

being able to do \_\_\_\_, students are ready for the next grade, college or career)

**Q. What professional development will the Coconino County ESA provide to support teachers in implementing the Common Core State Standards?**

A. Professional development will be provided as part of the Arizona Dept. of Education's Common Core State Standards Implementation Plan. The CCESA is currently implementing Phase I trainings in both Math & ELA. Beginning second semester the CCESA will be offering Phase II trainings in the areas of Grade Band Math Content Academies, Move On When Reading,,

Content Literacy Equip training, Close Reading, Writing for Argumentation using Evidence, math content academies, Proficiency Scales and more.

**Q. Should teachers start adjusting their instructional practices and methodology standards away from the traditional "mile**

**wide an inch deep" instructional practices of the past?**

A. The CCESA supports implementation of the standards. We believe the standards we teach must be aligned to the new common core assessments that will be implemented by the Arizona Department of Education in 2014. It will be confusing for students and teachers if we teach one set of standards but assess a different set. The CCESA encourages teachers to focus on the College and Career Readiness Anchor Standards and 8 mathematical practices in the Common Core State Standards. Both articulate the habits we want students to develop K-12.

The new English Language Arts Common Core State Standards contain many changes in learning standards. Overall, the 6 shifts are tied to the goal of the new standards: college and career readiness. Everything in these standards aims toward putting the high school graduate into college or the work-force.

For updates on the PARCC Assessment see our November Newsletter

*Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope & dream which, fulfilled, can be translated into benefit for everyone & greater strength for our nation."*

John F. Kennedy

## ELA Corner : 6 Shifts in Learning - How the ACCSS Changes Learning

**Increase in Nonfiction Texts.** Currently, students in elementary school read 70-80% fiction and 20-30% nonfiction. This changes to 50% fiction and 50% nonfiction, 45% fiction and 55% nonfiction by 8th grade and 30% fiction and 70% nonfiction by Twelfth grade. This kind of change will prepare students in order to deal with real world data while in the labor pool.

**Content Area Literacy.** Grades 6-12 have added standards directed toward the subject areas science, history/social studies, and technical subjects. They have to specifically address texts, which includes primary sources.

**Increase Complexity of Texts.** K-12 reading emphasizes text complexity as the most important factor in developing skilled

readers. Increasing complexity forces students to respond and think to complex ideas that they will need in college and in careers. Leveled readers are discouraged and instead, students are asked to interact with the text and figure out exactly what it says and means. Or, what it doesn't say and doesn't mean.

**Focus on Text-Based Questions.**

CCSS places little faith in personal opinions, experiences or connections with a text. Instead, questions should focus on what the text actually says or doesn't say. Especially important is the ability to cite portions of a text to support an answer.

**Focus on Writing Arguments.** The primary focus in writing is on forming arguments and supporting them with text-

based evidence as opposed to creative writing, personal stories, and memoirs. Students write mostly to describe, to inform or to argue. It's a subtle difference, but students don't write for the purpose of persuading; instead, they should present facts and text-based evidence to support an argument.

**Academic Vocabulary.** For vocabulary, the shift is to focus on academic vocabulary. This vocabulary crosses content areas and is found over and over in nonfiction and fiction, including vocabulary seen on SAT tests.

### Northeastern Region

#### Lighthouse Schools



The Northeastern Region is looking to highlight schools implementing ACC standards. Contact us about your schools' efforts/successes and be highlighted as a Lighthouse School.

## Mathematics: 3 Key Shifts - Major Changes in Teaching and Learning

**Focus** means attending to fewer topics in greater depth at any given grade level. We are moving away from the "mile wide and inch deep" curriculums. Teachers and curriculum directors need to develop carefully planned programs to address this shift, not follow a textbook which promotes familiarity with many topics rather than focused concentration of a few core areas.

**Coherence** means attending to the structure of mathematics and

its progression in regards to cognitive development. The ACCSS are structured into domains which span across an average of 4 grade levels. Students and teachers at every grade level are charged with moving through the progression of concepts in such a way as to prepare them for further study in that area or as a capstone year allowing learning to move into a higher domain the next year.

**Rigor** means balancing conceptual understanding, procedural fluency

and meaningful applications of mathematics. The word **understanding** is used deliberately many times throughout the ACCSS and should be reflected in mathematics classroom learning activities and assessments. **Fluency** expectations are explicitly named at every grade level. The fluency standards are meant to occur after conceptual work has been completed in earlier grades.. **Application** of mathematics is incorporated with increasing sophistication at every grade level culminating as the conceptual category, Modeling, in high school.