The Common Core State Standards Initiative
Essential Question

• How will the Common Core Standards impact ELA instruction?
Common Core Standards Activity

- Choose a grade level and put a check next to each standard you teach or support in the classroom.
• In looking at the Common Core Standards, what do you observe?
Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.

Over 45 states have formally adopted the Common Core State Standards.

www.corestandards.org
Brad Bryant, State Superintendent of Schools

“We will lead the nation in improving student achievement.”

Common Core Standards

Building on the excellent foundation of standards states have laid, the Common Core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school.

Learn more »

Mission Statement

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the

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Support Documents for ELA CCGPS

- English Language Arts Appendix A
  Research Supporting Key Elements of the Standards
  Glossary of Key Terms
- English Language Arts Appendix B
  Text Exemplars and Sample Performance Tasks
- English Language Arts Appendix C
  Samples of Student Writing
Appendix B

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Brad Bryant, State Superintendent of Schools
“We will lead the nation in improving student achievement.”
Student Sample: K, Informative/Explanatory

This informative report was produced in class, and the writer received support from the teacher.

**Frogs**

To day befor We had rity groos Mrs. John red us a storry a bout frogs. We had to riet a bout frogs. We hav a tadpol in the scien Gentr. It has 2 bac.

**ligs and wen it has 2 frunt ligs its tal disups and it can not eg it wen its maat is chijn. Then the Skiinn gets to little and the frogs pol of thrr Skiinn an 2.**

thaa eyt it. Saum of the frogs bloo bawbools. Frogs lsd eggs that look like jelie and the fish eat some but some hach to tadpoos. It groos bigr and bigr and bigr.
Annotation

The writer of this piece

- establishes the topic in a title and goes beyond the title to create a context for writing about frogs.
  - *To day befor (before) We had riyda (writing) groos (groups) Mrs. _____ red (read) us a strorpy (story) a baowt (about) frogs.*

- supplies some information about the topic.
  - *It has 2 bac (back) ligs (legs) and wen (when) it has 2 frunt (front) ligs (legs) its tal (tail) disupirs (disappears) ... Then the scknn (skin) gets to (too) little and the frgs pol (pull) off thrr (their) scknn (skin) ...
  - *Frogs lad (laid) eggs that look like jele (jelly) ...*
• The **Common Core State Standards Initiative (CCSSI)** is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

• The Georgia State Board of Education adopted the Common Core State Standards and named them “The Common Core Georgia Performance Standards (CCGPS).
College and Career Readiness Standards (CCR)

These standards “anchor” the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
The CCR is the ANCHOR for ELA

CCGPS

There are 32 CCR Standards:

10 in Reading
10 in Writing
6 in Speaking and Listening
6 in Language
Literacy Standards
K -12

History, Social Studies
Science, and Technical Subjects
Alignment of CCSS with GPS?

- In June of 2010, the Georgia DOE created an alignment of CCSS to GPS. The state reported an alignment percentage of 81%.
What are the changes from GPS?

- Kindergarten: No changes
- 1st Grade: Writing and Language
- 2nd Grade: Writing and Language
- 3rd grade: Language
- 4th grade: Language
- 5th through 8th: No changes
- 9-10th and 11-12th: Language

*Language is the CC term for Conventions*
Impact on K-12 ELA

- Assessment
- Match to GPS
- Rigor
- Text Complexity
- Emphasis on Informational Text
- Student Work Samples / Evidence
- Technology
- Additional Curriculum
<table>
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<td>Writing</td>
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<td>Listening/Speaking/Viewing</td>
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<tr>
<td></td>
<td>Language</td>
</tr>
</tbody>
</table>
3rd Grade Reading Standard

3rd Grade Common Core

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3rd Grade GPS

The student uses a variety of strategies to gain meaning from grade-level text. The student...

generates questions before, during, and after reading.
5th Grade Language Standard

Common Core Standard-
5th Grade
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- f. Ensure subject-verb and pronoun-antecedent agreement.

GPS 7th Grade
- ELA7C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
- c. Uses standard subject-verb and pronoun-antecedent agreement.
8th Grade

Common Core
- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly.

GPS 8th Grade
- The student participates in student-to-teacher, student-to-student, and group verbal interactions.

MATCH  RIGOR
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée de Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

c. Compares and contrasts specific characteristics of different genres as these genres develop and change over time and across cultures (i.e., classical multicultural with contemporary multicultural, Western with Eastern European).
One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school.

By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers.
Williams, Vera. *A Chair for My Mother*

My mother works as a waitress in the Blue Tile Diner. After school sometimes I go to meet her there. Then her boss, Josephine, gives me a job too.

I wash the salts and peppers and fill the ketchups. One time I peeled all the onions for the onion soup. When I finish, Josephine says, “Good work, honey,” and pays me. And every time, I put half of my money into the jar.
I wiped my hands on my apron and went to the window. Outside, the prairie reached out and touched the places where the sky came down. Though the winter was nearly over, there were patches of snow everywhere. I looked at the long dirt road that crawled across the plains, remembering the morning that Mama had died, cruel and sunny. They had come for her in a wagon and taken her away to be buried. And then the cousins and aunts and uncles had come and tried to fill up the house. But they couldn’t.

Slowly, one by one, they left. And then the days seemed long and dark like winter days, even though it wasn’t winter. And Papa didn’t sing.
# Informational Text

*(increased importance in Common Core)*

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<th>Percent of GPS Curriculum</th>
<th>Percent of Common Core Curriculum</th>
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## Writing Purpose in Common Core

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<tr>
<th>Grade</th>
<th>To Persuade (Argument Paper)</th>
<th>To Explain (Expository Paper)</th>
<th>To Convey Experience (Narrative Paper)</th>
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<tbody>
<tr>
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<td>30%</td>
<td>35%</td>
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</tr>
<tr>
<td>12</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
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</tbody>
</table>
I have been studying about Limestone. Did you know that Limestone is found on the Beach from shells from sea creatures that died many years ago? It can be used to make glass, windows, mirrors, steel and concrete.

Did you know that Limestone can be many different colors like white, gray, tan, yellow or it can look like a mixture of sand? It is usually smooth. Did you know it is a sedimentary rock and the rock is made up of Calcite? Be on the lookout for Limestone.
Horses
by Gwen

Why I Chose This Animal
I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families
A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

Markings
A star is a little white diamond on the forehead. The forelock is a horse’s forehead. A race is a white line down the middle of the horse’s face. A blaze is kind of like a race but wider. If the white line on the face spreads out to its eyes, it is called a white face. A small amount of white on its muzzle is called a snip. A mottle is a horse’s mouth.

Breeds and Color Coats
Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don’t see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hair that make the color gray. Bays are brown with black manes, tails, and legs. Whites are white all over.

Breeds I Like
I like thoroughbreds because they are such a pretty brown. I like Arabians because their different colors are very beautiful and they’re one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

Horses from Different Countries
Horses are from Japan, Sumbas are from Indonesia, and Pintos are from America.

Horse Movement
A horse can walk, trot, canter, and gallop. A trot is kind of like a skip. A canter is like a fast skip. And a gallop is like running.

Friendly Horses
Horses can be great friends. Some horses can be dangerous. Most horses are very lovable.

Foals
Baby horses are called foals. When a foal is ready to be born, the mare (the mother horse) lays down. As soon as the foal is born it struggles to break out of the membrane sack. When the foal breaks out of the sack it breathes in its own. In about less than a minute the foal tries to get up and walk on its own. Foals are born with their hooves first and head last. They drink their mother’s milk until they’re nine to ten months old.

How Long a Horse Lives
They live about 12 to 14 years.

Horses Habitat
You usually find horses in a barn. Some horses are wild. You can find horses on ranches too.

What Horses Eat
Horses eat hay, grass, barley and oats. The best food for a tired horse is oatmeal. Don’t give a young horse too much oatmeal, it makes them too hyper. Horses love carrots, apples, molasses and sugar cubes. A block of salt gives the horse important minerals and makes them thirsty so the will drink enough water.

The Most Dangerous Horse
The most dangerous horse is the Percheron. Some people cannot pronounce that so they call them war horses. It is only dangerous if it is a wild horse. If it is wild it can kill you in 7 to 8 minutes. If it is trained it is nice like any other horse.
The Fastest Horse

The fastest horse is the wild stallion. If you thought, like I did that the Wild stallion was really dangerous you were wrong. A wild stallion can kill you but it could take up to one hour.

The First Horses

The first horses were no bigger than a fox and looked like a donkey. They had short tails and small ears. These horses lived millions of years ago, but now they are extinct. The only way we knew there were horses like that was because the first humans (our ancestors) painted these horses on ancient cave walls. These horses lived in North America and over the years they changed into the horses we know now.

Horse Survival

Most horses live on farms or ranches, but some horses are wild. Wild horses can survive hard weather and they graze on hills, marshes and grasslands. These days wild horses are very rare. People work to keep these wild horses free.

My Description of a Horse

A horse is a mammal because it has fur, drinks milk and their babies are born alive. They have four legs and hooves. They have beautiful long manes and tails.

I like horses and I know a lot about them. I like to ride them and they're so beautiful! Their coats are beautiful, I wish I had a horse of my own!
Technology Considerations

- **W.4.6.** With some guidance and support from adults, 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 one page in a single sitting.

- **W.5.6.** With some guidance and support from adults, 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 two pages in a single sitting.
Transition to the Common Core

- “Look and Learn” in 2011-2012
- Teachers have been made aware of resources related to Common Core.
- Teachers are collaborating to align assessments and instruction to Common Core.
- Information literacy is a shared responsibility of content areas and language arts.
Purpose of Common Core Assessments

- **Promote good instruction** by providing teachers useful, meaningful and timely information, which will help them adjust instruction, individualize interventions, and fine-tune lessons throughout the school year.

- Report achievement results based on a clear definition of **college and career readiness**, so students will know if they are on track early enough to make adjustments.

- **Compare results against a common high standard** because readiness shouldn’t differ across states or income levels.

- Help make **accountability** policies better drivers of improvement by basing them on more sophisticated and meaningful assessments.
ELA Assessments

**ELA-1 and ELA-2:** One or two tasks involving reading texts, drawing conclusions, and presenting analysis in writing.

**ELA-3:** Performance task(s) that require evaluating information from within a set of digital resources, evaluating their quality, selecting sources, and composing an essay or research paper.

**ELA-4** (speaking and listening): Students will present their work from ELA-3 to classmates and respond to questions. Teachers will score, using a standardized rubric, and can use results in determining students’ class grades. Results will not be included in final score.

**EOY:** Comprehensive, computer-scored assessment that includes a range of item types, including innovative, technology-enhanced items. Enables quick turnaround of student scores.
For More Information

- www.corestandards.org
- http://www.gadoe.org/CCGPS.aspx
- http://www.edexcellence.net/publications
- www.commoncore.org
- www.achieve.org/PARCC