

# Common Core Standards

## 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 knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

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.

Teachers, parents and community leaders have all weighed in to help create the Common Core State Standards. The standards clearly communicate what is expected of students at each grade level. This will allow our teachers to be better equipped to know exactly what they need to help students learn and establish individualized benchmarks for them. The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, thus enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them.

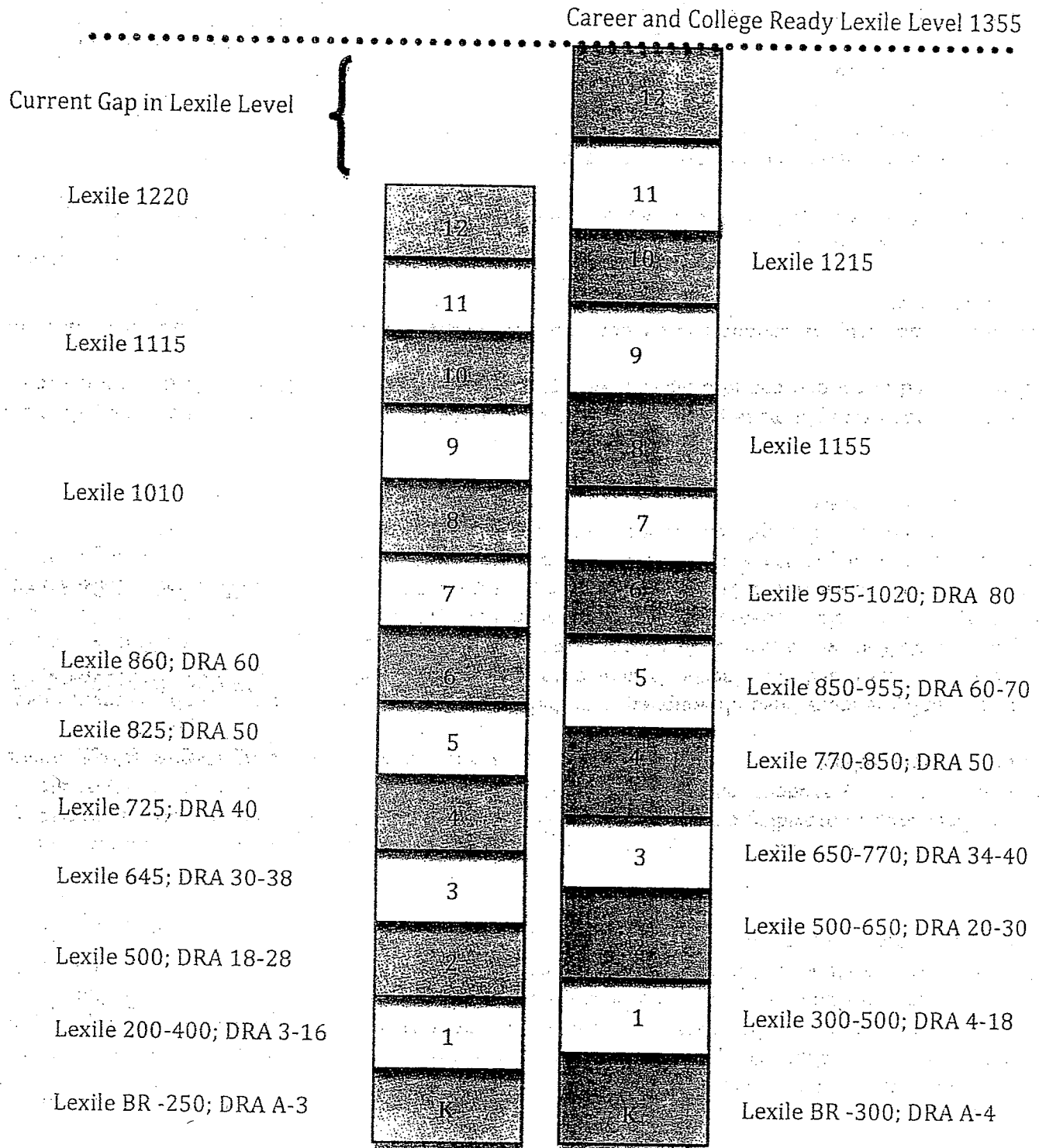
With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.

The criteria that was used to develop the college and career-readiness standards, as well as these k-12 standards are:

- Aligned with college and work expectations;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,
- Evidence and/or research-based

To access more information about the Common Core, go to [corestandards.org](http://corestandards.org).

# A Visual Representation of the Range and Complexity of Text in the Existing Alpine Benchmark and Existing Core Compared to the New Utah English Language Arts Core



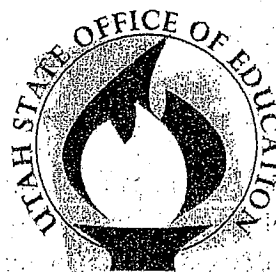
\*Recommended Changes for the 2013-2014 school year.

## New Core Standards

In June of 2009, as a critical part of its *Promises to Keep* efforts, the State Board voted to participate in the development of new Common Core State Standards in Reading/Language Arts and Mathematics. As you may know, the development of Common Core State Standards was a **state-led initiative**, not one led by the federal government; thus, the standards are Common Core State Standards, not national standards. The decision for Utah to participate in the development of CCSS came before the *Race to the Top* initiative.

*When the CCSS were completed in June of 2010, the State Board adopted them based on the quality of the standards, the opportunity to have nationally and internationally benchmarked standards, and with confidence that the more rigorous CCSS will improve literacy and mathematics instruction across the state.*

The Common Core State Standards will be phased in, with full implementation in the 2014-2015 school year. Please contact your district/charter for concise information on their timeline.



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For more information please visit  
<http://schools.utah.gov/core/>

# The New Common Core Standards

The Common Core State Standards (CCSS) initiative is a voluntary, state-led effort to establish a shared set of clear, educational standards for English/Language Arts and Mathematics. They are not national or federally mandated standards! The development of the standards was coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. They were developed using research results and the highest state standards across the country and globe.

## Why do we need a common core?

Common core state standards will help us ensure students are receiving a high quality education consistently from school to school and from state to state. Currently, students are measured against a moving target. Materials and resources for teachers have been based on standards from states with big buying power. Adoption of the common core standards will help us develop and provide high quality curriculum and courses.

We need rigorous post-secondary and career ready standards. Data shows that students need literacy and numeracy skills that will help them be ready to compete in the emerging global marketplace. This expectation is just as important for young people who enroll in occupational certificate programs after high school; success in these programs and in on-the-job training requires the skills and knowledge embedded in the core standards.

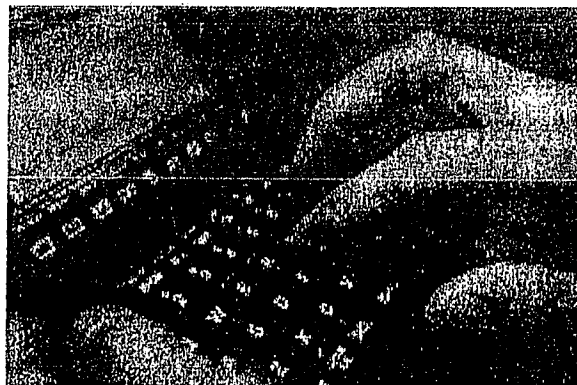
## Strengths of the New Core

The common core state standards:

- Are aligned with college and work expectations.
- Are clear, understandable and consistent.
- Include rigorous content, essential academic skills and application of knowledge through high-order skills.
- Build upon strengths and lessons of current state standards.
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society.
- Are evidence-based.
- Are voluntary, not federally mandated!!!!

## Language Arts in the Common Core

The Common Core State Standards for English/Language Arts focus on literacy in English, Social Studies, Science, and Technical



Subjects. They are designed to ensure that all students are college and career ready in literacy no later than the end of high school. The K-12 Language Arts standards progress from kindergarten through twelfth grade to meet this goal.

## Mathematics in the Common Core

The structure of the new math standards are in line with that of countries with high mathematics achievement. Thus, this is a transition to “world-class” mathematics instruction for Utah.

The new standards better prepare all students for post-secondary work and college and career readiness as they graduate from high school. By studying topics more in depth and by examining the interrelationships among mathematics concepts, students will be better prepared for the ever increasing quantitative skills needed for our rapidly advancing technical economy. The new core’s structure allows students more flexibility to accelerate or slow down their mathematics learning as they progress through their secondary education.

## Existing Core

### Standard 8

**(Writing): Students write daily to communicate effectively for a variety of purposes and audiences.**

#### Objective 1

Prepare to write by gathering and organizing information and ideas (pre-writing).

#### Objective 2

Compose a written draft.

#### Objective 3

Revise by elaborating and clarifying a written draft.

#### Objective 4

Edit written draft for conventions.

#### Objective 5

Use fluent and legible handwriting to communicate.

#### Objective 6

Write in different forms and genres.

## Common Core

### Text Types and Purposes

#### Writing Standard 1

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

#### Writing Standard 2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### Writing Standard 3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Production and Distribution of Writing

#### Writing Standard 5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

#### Writing Standard 6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

#### Writing Standard 7

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

#### Writing Standard 8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Existing Core

**(Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.**

### Objective 1

Identify purposes of text.

- a. Identify purpose for reading.
- b. Identify author's purpose.

### Objective 2

Apply strategies to comprehend text.

- a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
- b. Ask questions about text read aloud and independently.
- c. Form mental pictures to aid understanding of text.
- d. Make and confirm predictions while reading using title, picture clues, text, and/or prior knowledge.
- e. Make inferences and draw conclusions from text.
- f. Identify topic/main idea from text; note details.
- g. Summarize important ideas/events; summarize supporting details in sequence.
- h. Monitor and clarify understanding applying fix-up strategies while interacting with text.
- i. Compile information from text.

### Objective 3

Recognize and use features of narrative and informational text.

- a. Identify characters, setting, sequence of events, problem/resolution.
- b. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales.
- c. Identify information from pictures, captions, diagrams, charts, graphs, and tables of contents.
- d. Identify different structures in texts (e.g., compare/contrast, cause/effect).
- e. Locate facts from a variety of informational texts (e.g. newspapers, magazines, books, other resources).

## Common Core

### Key Ideas and Details

Reading: Literature Standard 1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Reading: Literature Standard 2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Reading: Literature Standard 3

Describe how characters in a story respond to major events and challenges.

### Craft and Structure

Reading: Literature Standard 4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading: Literature Standard 5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Reading: Literature Standard 6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### Integration of Knowledge and Ideas

Reading: Literature Standard 7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**K – 5 English Language Arts Core**  
**Sample: School Implementation Plan**

**School Year 2012-2013**

- \* Attend Summer Academy
- \* Summer collaboration: teams begin developing units
- \* Arrange daily schedule to have 3 hours for student-instruction time (if modified extended day it is 3 hours for early birds and 3 hours for later gators—not 3 hours of teacher time.) Work with the administrator and other teams for schedule
- \* Identify existing materials that can be used for instruction of new standards
- \* Attend monthly support meetings

**School Year 2013-2014**

- \* Increase text complexity in units
- \* New DRA standards and benchmarks
- \* Begin crating new rubrics for use in common assessment
- \* Revising unit plans

**School Year 2013-2014**

- \* Implementation of all instructional strategies and standards
- \* Full assessment program for adaptive technology—SBAC
- \* Revised Standards-based Report Card