

Understanding the Common Core State Standards



VUSD Introduction to CCSS
May/June 2012



How did these standards come to be?

A little history.....

When I was growing up.....



-1982

A Nation At Risk – 1983

- “...the United States is under challenge from many quarters....”
- “...we appear to be near the bottom’ at the high school level [internationally]

How did these standards come to be?

A little history.....

- National Assessment of Educational Progress (aka: NAEP; the “nation’s report card”)
 - 1990
 - 1994
 - Delaine Eastin

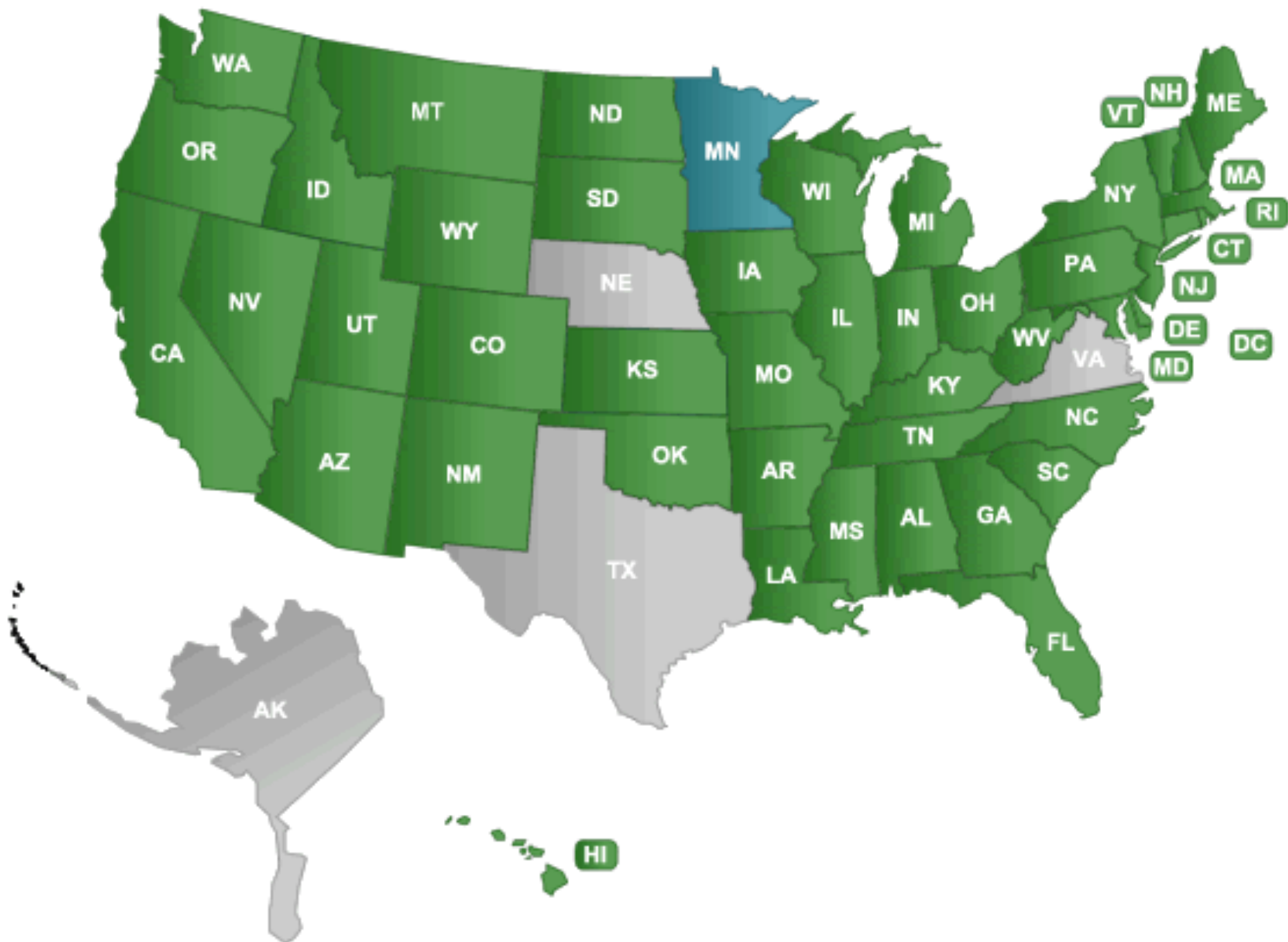
How did these standards come to be?

A little history.....

- Governor Pete Wilson – 1995
 - AB 265; California Assessment of Academic Achievement Act - 1996
 - Commission of the Establishment of Academic Content and Performance Standards (Academic Standards Commission)

How did these standards come to be?

- Created by the **Council of Chief State School Officers** and the **National Governor's Association Center for Best Practices**
- **Provide common expectations**
- **Provide a progression of knowledge and skills**
- **Research-based and internationally benchmarked**



California's Common Core Content Standards

4 Strands for ELA

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graph TD; A[4 Strands for ELA] --- B[Reading]; A --- C[Writing]; A --- D[Speaking and Listening]; A --- E[Language]
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Reading

Writing

Speaking and
Listening

Language

California's Common Core Content Standards

3 Major Areas in the *Reading Strand*

Reading Standards
for Literature K-12

Reading Standards
for Informational
Text K-12

Foundational
Skills K-5

How to Read California's CCSS in English Language Arts

Reading Standards for Literature K–5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text. <u>(See grade K Language standards 4-6 on pages 19-20 for additional expectations.)</u>	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <u>(See grade 1 Language standards 4-6 on pages 19-20 for additional expectations.)</u>	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <u>(See grade 2 Language standards 4-6 on pages 19-20 for additional expectations.)</u>
5. Recognize common types of texts (e.g., storybooks, poems, <u>fantasy, realistic text</u>).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	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		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

California's Common Core Content Standards

Reading Stand Major Area #1

Reading Standards for Literature

4 Anchor Standards (Same for all the Grades)

10 Grade –Specific Standards

Key Ideas and
Details

3 Grade-Specific
Standards

Craft and
Structure

3 Grade-Specific
Standards

Integration of
Knowledge and
Ideas

3 Grade-Specific
Standards

Range of Reading
and Level of Text
Complexity

1 Grade-Specific
Standard

How to Read California's CCSS in English Language Arts

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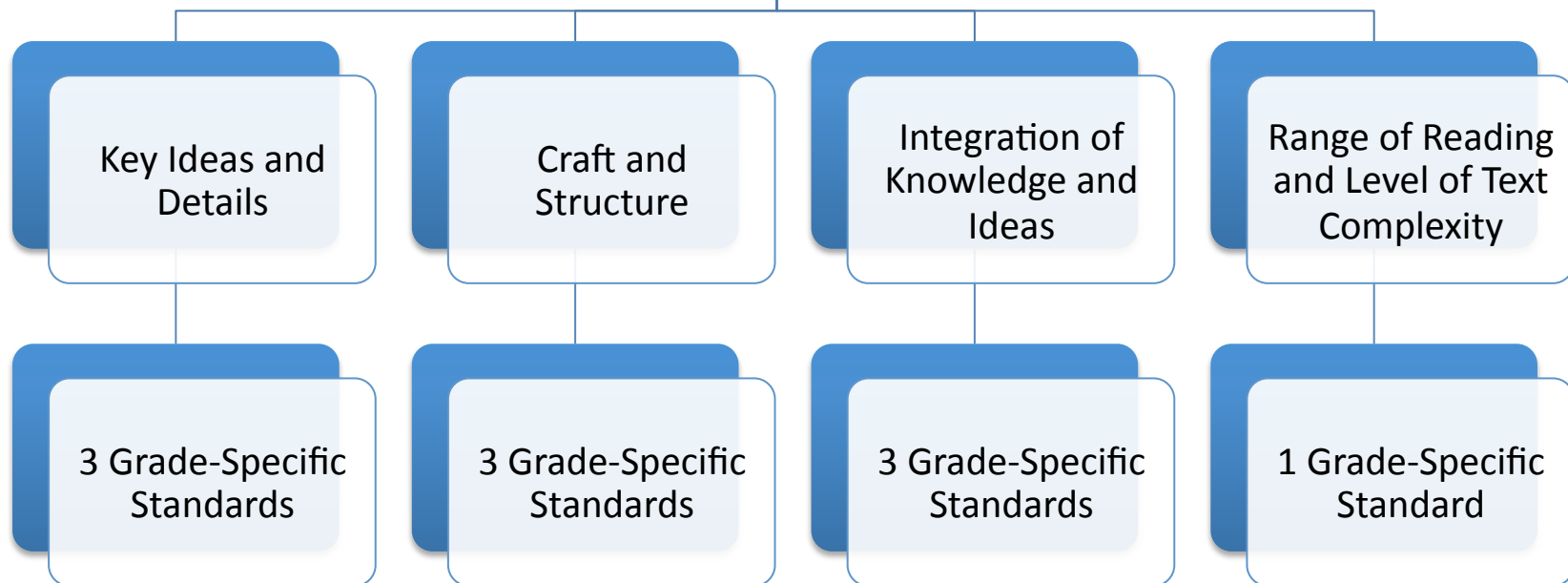
California's Common Core Content Standards

Reading Strand Major Area #2

Reading Standards for Informational Text

4 Anchor Standards (Same for all the Grades)

10 Grade –Specific Standards



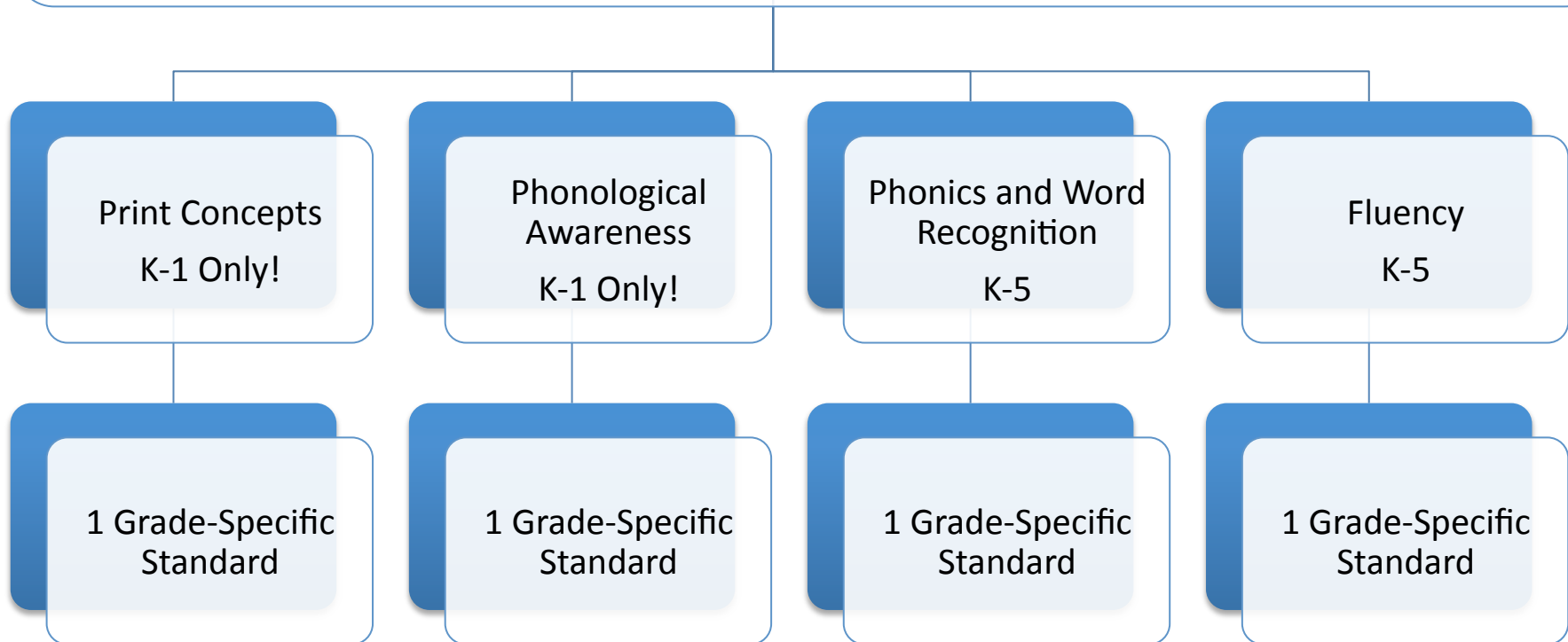
California's Common Core Content Standards

Reading Strand Major Area #3 (K-5 Only!)

Reading Standards: Foundational Skills K-5

4 Anchor Standards (Same for all the Grades)

4 Grade –Specific Standards

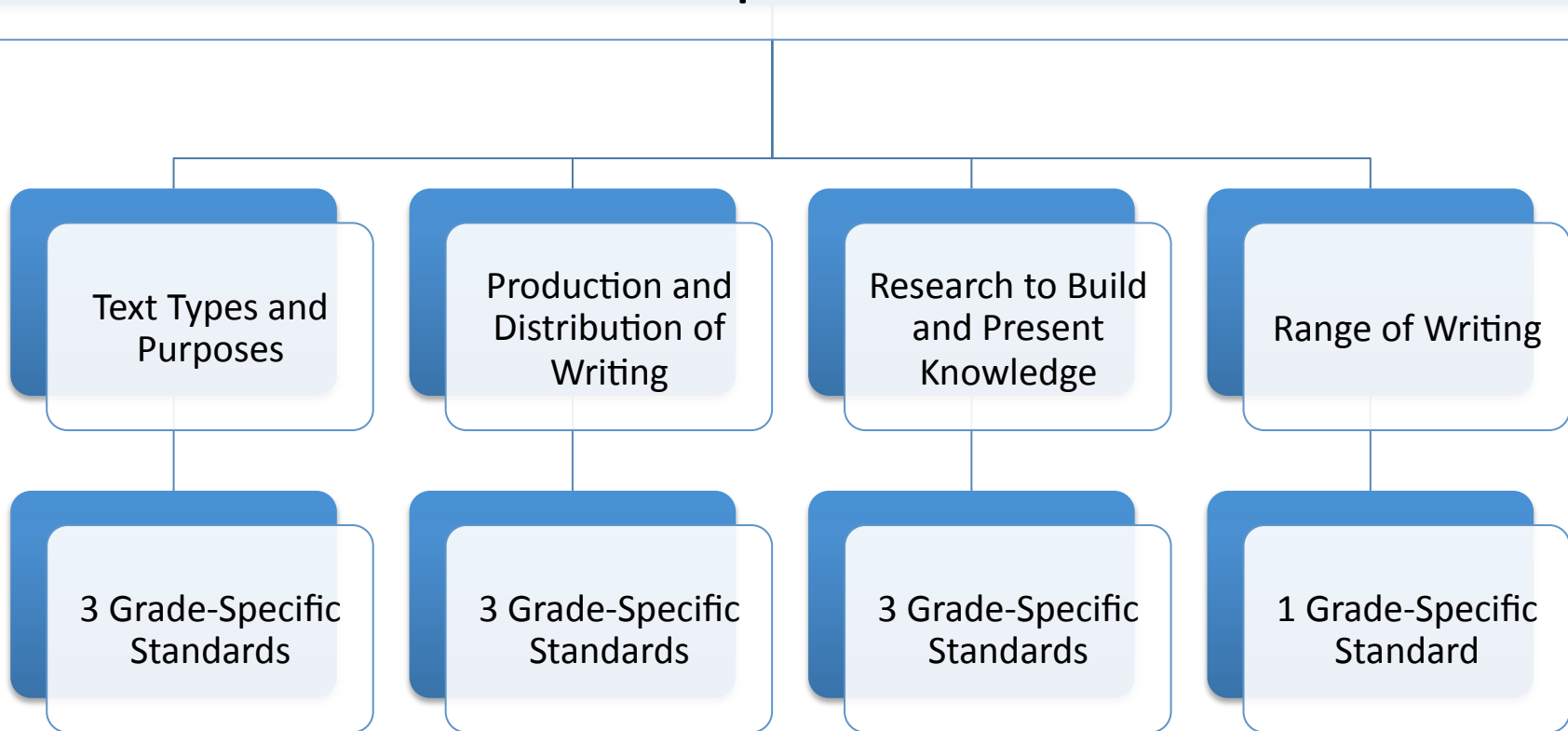


California's Common Core Content Standards

Writing Standards

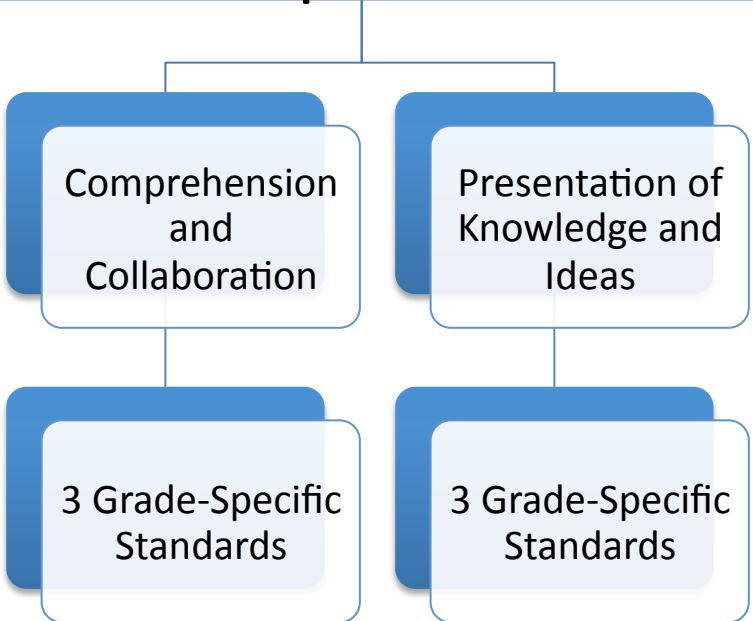
4 Anchor Standards (Same for all the Grades)

10 Grade –Specific Standards



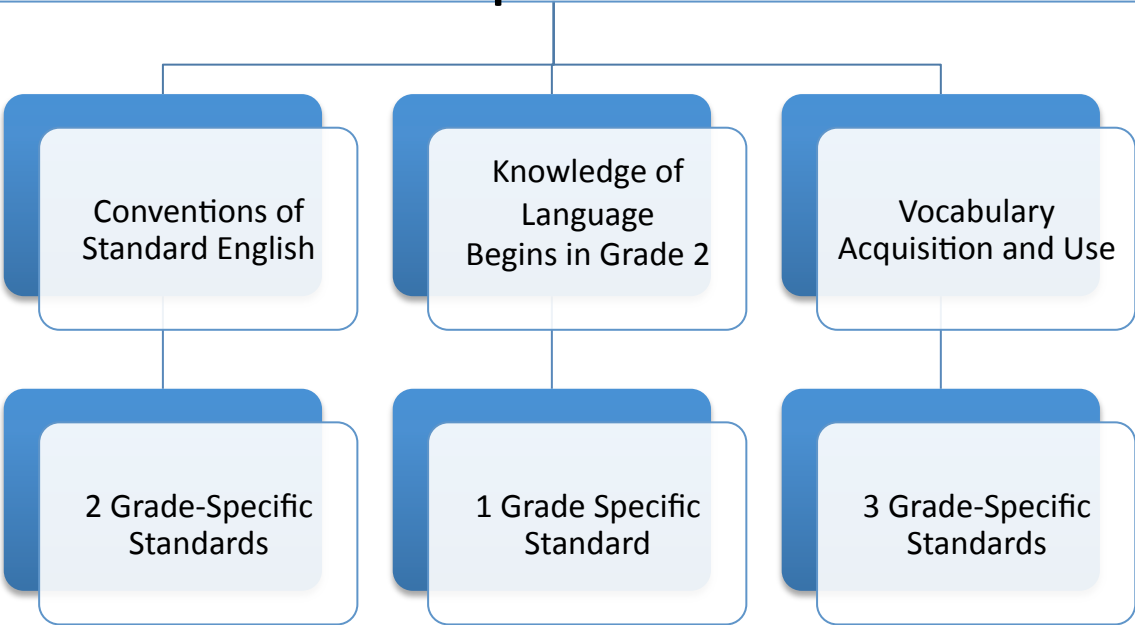
California's Common Core Content Standards

Speaking and Listening Standards
2 Anchor Standards (Same for all the Grades)
6 Grade –Specific Standards



California's Common Core Content Standards

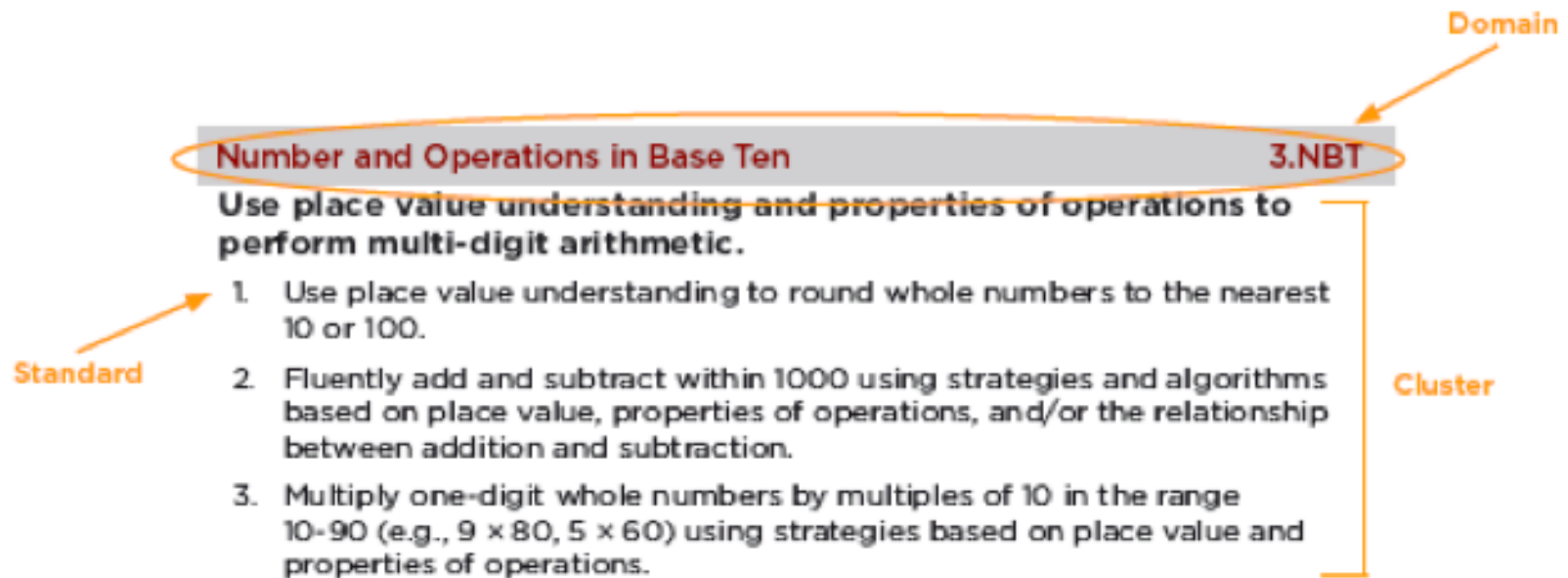
Language Standards
3 Anchor Standards (Same for all the Grades)
6 Grade –Specific Standards



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.

How to Read California's CCSS in Math



Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

Clusters summarize groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Standards define what students should understand and be able to do.

California's Common Core Content Standards

K -5 Math Domains



California's Common Core Content Standards

6 – 7 Math Domains

Ratios and
Proportional
Relationships

The Number
System

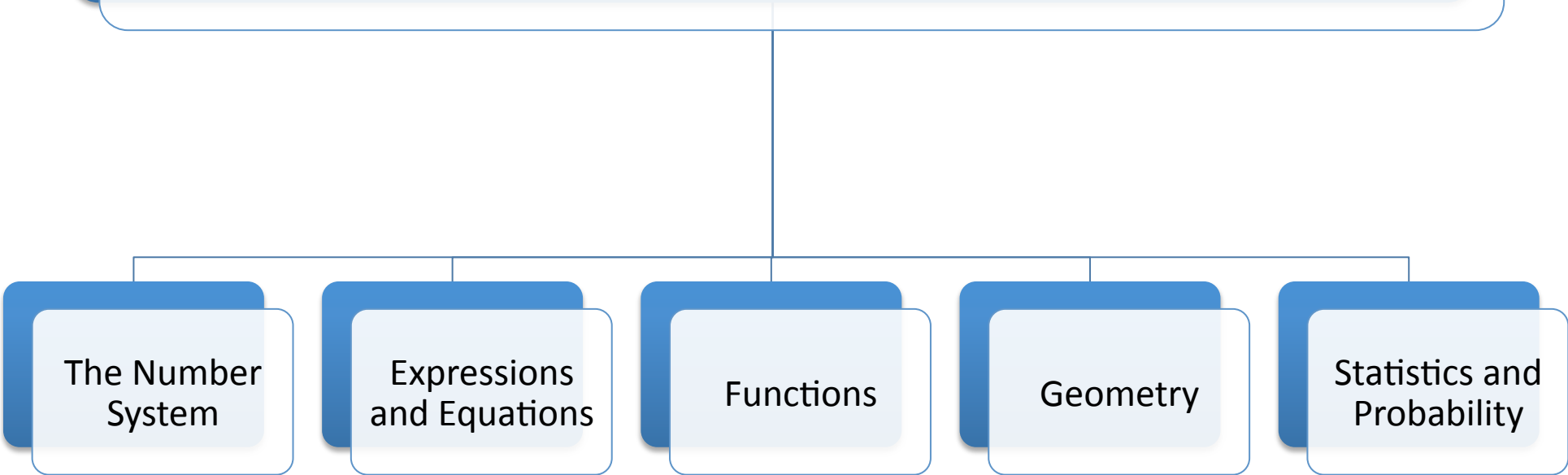
Expressions
and Equations

Geometry

Statistics and
Probability

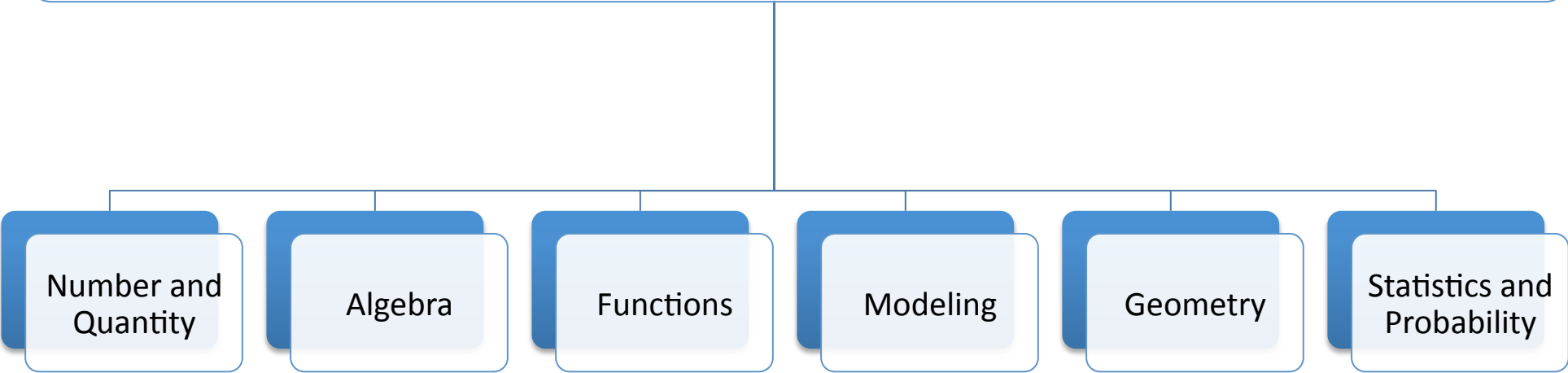
California's Common Core Content Standards

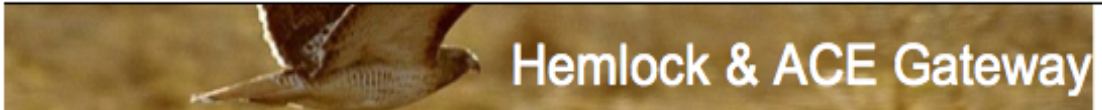
Grade 8 Math Domains



California's Common Core Content Standards

Mathematics Standards for High School





Treasures Tip of the Day

Interested in upcoming Professional Development?
 Teacher Boot Camp is coming the week of August 6th through August 10th. A plethora of professional development opportunities will be available for teachers. Did you take the survey? Response to the survey will drive what will



[School News](#) | [Library News](#) | [Hemlock Locker](#) | [Dist. Cal.](#)

Word of the week: Trustworthy

Thank you for all you do for our students everyday.
 Three weeks left and lots to do. There is a new calendar on the workroom door with all of the end-of-the-year events.
 Staff end of the year party will be at Mrs. Del Rio's house. ALL are welcome. More details on the way.

Monday May 21 st	Tuesday May 22 nd	Wednesday May 23 rd	Thursday May 24 th	Friday May 25 th
Field trip Minor/ Miles  PE Lorraine/ Patrick  IEP 1:30 (Thompson) IEP 3:00 (Wool/ Thomas)	Field trip Hubal/ Gardner ALT LD 3:00	BOGO Book Fair IEP 3:00 (Wool/ Erwin)  Pinks/ Blues	BOGO Book Fair IEP 8:30 (Stine) Elementary Principal's mtg 3:00	SST 9:00 (Thomas) LD OC No School on Monday 

Duty Day 7:45-2:45 OR 8:10-3:10 Duty Day Wednesday 8:00-3:00
 Collaboration 2:45-3:00



Treasures Connected
 VUSD Treasures Share
 Treasures Website

BrainPop Accounts

BrainPop
 BrainPop Jr.
 BrainPop Español

VUSD web index

Reading
 Writing
 Math
 Social Studies
 Science
 Web Searches

Hemlock Files

Download Pearson Math
 Games - Choose OPEN.
 Then drag the Math
 Games folder to your
 desktop.

AR Quiz search tools:
[ARBookFind.com](#)
[QUIZ List Search](#)

Web Links

Hemlock Web Site
 ACE Web Site



VUSD

VUSD Web Mail
 Tech Requests
 Tech-Help pages

Document Locker
 Grants, Contests,



VUSD Document Locker

Board Approval Forms (in MS Word)

- [Application for text-based instructional materials approval](#)
- [Application for audio/visual-based instructional materials approval](#)
- [Application to declare materials obsolete/excess](#)

Board Policies

[Board Policies](#) posted on Vacavilleusd.org

CAHSEE / Valenzuela Student Eligibility Notice

[Word Document](#) to parents/guardians and pupils: student eligibility for assistance in preparing for the California high school exit exam after grade 12.

Calendars for VUSD

- [2011-12 Administrative Calendars](#) and [2012-13 calendar](#)
- [2011-12 Certificated Staff Calendar](#)
- [2012-13 Certificated Staff Calendar](#)
- [2011-12 Classified Employee Calendar](#)
- [2011-12 Attendance Calendars](#) by [Elementary](#), / [ACE](#), / [Middle School](#), / [High School](#)
- [District testing dates 2011-12](#) by [Elementary](#) / [Middle School](#) / [High School](#)

Collaboration Tools

- [Assessments Triangles](#)
- [Cycle of inquiry](#) for [Formative](#), [Formative](#), and [Benchmark](#) assessments, with [Cycle of Inquiry Artifacts](#) / [Without Contracts](#)
- [Key to Closing the Learning Gap - Word Doc / PowerPoint file](#)
- [Collaborative meeting notes - Word Doc or Word Form](#) to click check

Common Core State Standards (CCSS) in VUSD

[Common Core](#) documents and links on Vacavilleusd.org

Course Catalogs

[Course Catalogs](#) for middle and high schools at the information Library on Vacavilleusd.org

Employee Forms

[Human Resources Information Library](#) on Vacavilleusd.org includes benefits, change of address, job description, salary schedules and more.

Family Life, HIV/AIDs

[Parent Letters](#) for grades 1 through High School, both English and Spanish

GATE Dept. Materials and Referrals (PDFs)

- [Teacher Referral Form](#)
- [Parent Referral Form](#)
- [Permission for Testing](#)
- Novel Knowledge Gr. 3: [Booklist](#) | [Questions](#) | [Answers](#)

Internet Acceptable Use Policy

[Internet AUP](#) - 2008-2009 MS Word form for parents that is sent home in first day packet. Both English and Spanish. Permissions are entered into Aeries for staff to look up.

Intervention Forms/Guidelines

- [Perm. for Supplementary Instruction](#) - Use to notify parents/guardians of opportunity for student to participate in a supplemental instructional.
- [Contract and Timesheet Maintenance](#) - Extra-Duty Timesheet guidelines for teachers.
- [Attendance Accounting Guidelines](#) - Explanations for maintaining class registers and attendance summary reports.
- [K-4 Reading Attendance Hours Report](#)

Pacing Guides for 2011-2012

- [English Language Development Guides K-12.](#)
- [Elementary Pacing Guides and curriculum support](#)
- [Secondary ELA, Math, History, and Science guides](#)

Retention and Promotion Forms

[Retention / Promotion Notifications and Worksheets](#) page on the document locker

Report Cards K-6

[VUSD K-6 Report Card page](#) - Directions and links to VUSD report cards in Word.

State Resources for Teachers - Links to Cal. Dept. of Ed.

- [Assessment Information](#) -Administration dates and general info.
- [CAHSEE](#) -California High School Exit Exam
- [CELDT](#) -California English Language Development Test
- [PTF](#) -Physical Fitness Testing
- [Prof. Dev. in iTunes](#) - CDE movies and training.
- [STAR](#) -Standardized Testing and Reporting
- [Common Core Standards](#)

Treasures Share Page

[Treasures Share Page](#) - documents for CA Treasures series, made by VUSD teachers.



Vacaville Unified School District

401 Nut Tree Rd., Vacaville, CA • 707-453-6100



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Ed. Services

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COMMON CORE STATE STANDARDS

[Common Core State Standards \(CCSS\)](#)

Common Core State Standards (CCSS)

CCSS in Vacaville Unified

The Common Core State Standards (CCSS) were adopted by the State Board of Education at the beginning of the 2011-2012 school year. Vacaville Unified is working to transition to these newly adopted standards, with full implementation expected by 2015. See the introduction below for more information.

- [Introduction to CCSS in VUSD](#)
- [CCSS Overview Powerpoint \(in pdf\)](#)
- [CCSS Frequently Asked Questions](#)
- [California Dept. of Ed. CCSS website](#)




ELA

[CCSS for ELA and Literacy in History/Social Studies, Science and Technical Subjects](#)

Appendix A: [ELA Research](#)

Appendix B: [Text Exemplars and Sample Tasks](#)

Appendix C: [Student Writing Samples](#)

 [Reading Writing Alignment](#) - documents for each grade level

MATH

[CCSS for Math](#)

Appendix A: [Math Courses](#)

READING STANDARDS FOR LITERATURE K-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understanding from previous grades.*

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Hemlock & ACE Gateway

InfoCentre | RenPlace | ABI | Ed1Stop | edusoft | Pearson | Safari | PD





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 Collaboration 2:15-3:00



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AR Quiz search tools:
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[QUIZ List Search](#)
[Web Links](#)
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[Tech-Help pages](#)
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[Grants, Contests,](#)



VUSD
Professional
Development

Featured



SB 472 Treasures 5- Day Training

Fairfield
[View Map](#)
7/23/12 8AM - 7/27/12
3:30PM

[Attend](#)

Info

Website:
<http://www.vacavilleusd.org>

VUSD Ed Svcs.

Vacaville Unified School District professional development for VUSD staff.

Events

Current Events

Past Events



SB 472 Treasures 5-Day Training 7/23/12 8AM - 7/27/12 3:30PM

Fairfield | [View map](#)

The 40-hour 5-day English/Language Arts Institute trains teachers to implement the adopted textbook program effectively and gives teachers...

[Attend](#)



SB 472 Math 5-Day Training 7/23/12 8AM - 7/27/12 3:30PM

Fairfield | [View map](#)

The 40-hour 5-day Mathematics Institute trains teachers to implement Pearson Scott Foresman math program effectively and gives teachers...

[Attend](#)



Math CCSS 2-day Training, Gr. K-2 7/30/12 9AM - 7/31/12 3PM

Vacaville | [View map](#)

We will discuss research related to how young children learn mathematics and examine strategies aligned with that research that support the...

[Attend](#)



Math CCSS 2-day Training, Gr. 6-8 Non-Algebra 7/30/12 9AM - 7/31/12 3PM

Vacaville | [View map](#)

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[Attend](#)

Thank You!