CCSS Basics:
What you need to get started
CCSS ELA Urban Legends

ENGLISH TEACHERS WILL NO LONGER TEACH LITERATURE!

Huck Finn banned!

No more history or science!

AMERICAN CHILDREN ONLY READING AIR CONDITIONING MANUALS!

↩Actual story in the Telegraph
Washington’s State Learning Goals are the Foundation (HB 1209+; RCW 28A.150.210)

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Updated in 2011: SSB 5392)
Washington’s K-12 Learning Standards Landscape (CCSS-M, CCSS-ELA, EALRS, GLEs, PEs,)


Common Core State Standards for English Language Arts and Mathematics
Adopted July, 2011
Assessed 2014-15

Washington’s English Language Development Standards (2006-ish)

Next Generation English Language Development Standards (ELA and Math)
Under Development: Drafts Summer 2013
Finals Anticipated in late 2013/Early 2014

Assessment Development (ELPA21):
Beginning 2013-14
Anticipated Operational in 2015-16
Washington’s K-12 Learning Standards Landscape, Continued
(CCSS-M, CCSS-ELA, EALRS, GLEs, PEs,)

Washington’s Science Standards (2009)

Learning Standards/Guidelines in:
- Social Studies
- The Arts
- Health and Fitness
- World Languages
- Ed Tech
- Early Learning and Development, B-Gr.3

Current Standards Continue as WA
Considers the Next Generation Science Standards (NGSS)
NGSS Final Spring 2013
Adoption may occur in Summer 2013
Assessment of NGSS in 2016-17 or 2017-18.

Current Standards Continue
Intentional connections will be made across subjects and programs focused on building literacy skills across content areas
English Language Arts: Comprehensive Literacy
The Big Ideas
(introduction, page 7)

Demonstrate Independence

Build Strong Content Knowledge

Respond to the varying demands of audience, task, purpose & discipline

Comprehend as well as critique

Value evidence

Use technology strategically and capably

Come to understand other perspectives and cultures
The **Big Ideas**: introduction, page 7

- 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 strategically and capably
- Come to understand other perspectives and cultures
- What happens in homework?
- Authentic learning > “an experience”
- Pivot, adapt, apply, carry forth
- Opinions are only valid with evidence
- Create equity by enabling student voice
- Access to technology means teaching efficient and authentic use
- Literacy opens the door to understanding history, health, environment, the arts, mathematics, languages, society, safety, community, and the world
Old lens: GLEs/EALRs – Grades K-10

Common Core ELA Standards – Grades K-12

ELA Common Core Standards
# Shifting to comprehensive literacy

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<td>Balance of writing types, including writing in the content areas</td>
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<td>Focus on teaching comprehension and collaboration, presentation of knowledge, and evaluating speaker’s point of view.</td>
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<td>Focus on teaching conventions of standard English, knowledge of language, and vocabulary acquisition.</td>
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Every Day, Every Student Gets These Components of Literacy Instruction:

- Reading
- Writing
- Language
- Speaking & Listening
- Literacy in SS/H (6-12)
- Literacy in Sci/T (6-12)

…“literacy instruction” happens across all content areas!
Three Shifts in English Language Arts

• Building content knowledge through **content-rich nonfiction**

• Reading, writing, and speaking **grounded in evidence from text**, both literary and informational

• **Regular practice** with **complex text** and its academic language
Shift One:  
**Building content knowledge through content-rich nonfiction**

- Provides an ideal context for building language, vocabulary, knowledge, and reasoning

- Is challenging, complex, and has deep comprehension-building potential

- Is an opportunity for students to learn how to engage, interact, and have “conversations” with the text in ways that prepare them for the type of experiences they will encounter in college and careers.
The Experience of Literacy in High School

Rainsford knew he could do one of two things. He could stay where he was and wait. That was suicide. He could flee. That was postponing the inevitable. For a moment he stood there, thinking. An idea that held a wild chance came to him, and, tightening his belt, he headed away from the swamp.

The baying of the hounds drew nearer, then still nearer, nearer, ever nearer. On a ridge Rainsford climbed a tree. Down a watercourse, not a quarter of a mile away, he could see the bush moving. Straining his eyes, he saw the lean figure of General Zaroff; just ahead of him Rainsford made out another figure whose wide shoulders surged through the tall jungle weeds; it was the giant Ivan, and he seemed pulled forward by some unseen force; Rainsford knew that Ivan must be holding the pack in leash.

They would be on him any minute now. His mind worked frantically. He thought of a native trick he had learned in Uganda. He slid down the tree. He caught hold of a springy young sapling and to it he fastened his hunting knife, with the blade pointing down the trail; with a bit of wild grapevine he tied back the sapling. Then he ran for his life. The hounds raised their voices as they hit the fresh scent. Rainsford knew now how an animal at bay feels.

He had to stop to get his breath. The baying of the hounds stopped abruptly, and Rainsford's heart stopped too. They must have reached the knife.

He shinnied excitedly up a tree and looked back. His pursuers had stopped. But the hope that was in Rainsford's brain when he climbed died, for he saw in the shallow valley that General Zaroff was still on his feet. But Ivan was not. The knife, driven by the recoil of the springing tree, had not wholly failed.

Rainsford had hardly tumbled to the ground when the pack took up the cry again.

"Nerve. nerve. nerve!" he panted, as he dashed along. A blue gap showed between the trees dead ahead. Ever
4-2 What Shapes an Ecosystem?

Key Concepts
- How do biotic and abiotic factors influence an ecosystem?
- What interactions occur within communities?
- What is ecological succession?

Vocabulary
biotic factor
abiotic factor
habitat
niche
resource
competitive exclusion principle
predation
symbiosis
mutualism
commensalism
parasitism
ecological succession
primary succession
pioneer species
secondary succession

Guide for Reading

Quick Lab

How do abiotic factors affect different plant species?

Materials
presoaked rye and rice seeds, sand, potting soil, 4 paper cups

Procedure
1. Use a pencil to punch three holes in the bottom of each cup. Fill 2 cups with equal amounts of sand and 2 cups with the same amount of potting soil.
2. Plant 5 rice seeds in one sand-filled cup and 5 rice seeds in one soil-filled cup. Plant 5 rye seeds in each of the 2 cups. Label each cup with the type of seed and soil it contains.
3. Place all the cups in a warm, sunny location. Each day for 2 weeks, water the cups equally and record your observations of any plant growth. Caution: Wash your hands well with soap and warm water after handling plants or soil.

Analyze and Conclude
1. Analyzing Data: In which medium did the rice grow best—sand or soil? Which was the better medium for the growth of rye?
2. Inferring: Soil retains more water than sand, providing a moister environment. What can you infer from your observations about the kind of environment that favors the growth of rice? The growth of rye?
3. Drawing Conclusions: Which would compete more successfully in a dry environment—rye or rice? In a moist environment?

Biotic and Abiotic Factors

Ecological systems are influenced by a combination of biological and physical factors. The biological influences on organisms within an ecosystem are called biotic factors. These include the entire living cast of characters with which an organism might interact, including birds, trees, mushrooms, and bacteria—in other words, the ecological community. Biotic factors that influence a bullfrog, for example, might include the tiny plants it eats as tadpoles, the herons that eat the adult frog, and other species that compete with the bullfrog for food or space.

Physical, or nonliving, factors that shape ecosystems are called abiotic factors (non-living). For example, the climate of an area includes abiotic factors such as temperature, precipitation, and humidity. Other abiotic factors are wind, nutrient availability, soil type, and sunlight. For example, the bullfrog in Figure 4-1 is affected by abiotic factors such as the availability of water and the temperature of the water. Togethers, biotic and abiotic factors determine the survival and growth of an organism and the productivity of the ecosystem in which the organism lives. The area where an organism lives is called its habitat. A habitat includes both biotic and abiotic factors.

Checkpoint: Give an example of an abiotic factor.

Figure 4-1 Like all ecosystems, this pond is shaped by a combination of biotic and abiotic factors. The bullfrog, plants, and other organisms in the pond are biotic factors. The water, air, and the rock on which the bullfrog sits are abiotic factors.
CHAPTER 6
Profile of the United States
The United States: Political

1. A Resource-Rich Nation
2. A Nation of Cities

Reading Focus
- Why do natural resources promote the economic success of the United States?
- How does transportation and communication link the U.S. to other regions and the world?
- Why is the government concerned with the environment?

Key Terms
- natural resource
- product
- transportation
- communication
- enfranchisement

Historical Note
- Natural resources, technology, and respect for individual freedom encourage economic growth in the United States.

Compared with most countries of the world, the United States is enormous. It is the world's fourth-largest country in area and is the third most populous. The United States is also wealthy. The nation's gross national product (GNP) is the highest in the world. The GNP is the total value of a nation's output of goods and services, including the output of all domestic firms in foreign countries and excluding the domestic output of foreign firms. How did the United States become such a wealthy country? At least part of the answer lies in the nation's abundance of natural resources, inventions in transportation, technology, and communication, and respect for individual freedoms.

An Abundance of Natural Resources
- "I think in all the world the like abundance is not to be found." These were the words of Arthur Tappan, an English sea captain, shortly after he arrived in North America in 1834. The continent seemed to offer the newcomer an unexplored degree of plenty and the promise of wealth.

Economic Activities
- For some American families, farming remains a way of life.

Farming the Land
- One of the most abundant natural resources in the United States is the land itself. From earliest times, Americans have benefited from the land. Many farming enterprises, such as the Cuyahoga, Creek, Natchez, and Chickasaw, lived in permanent or semipermanent villages near the trees, grew crops such as maize, squash, beans, cotton, and tobacco.

After the United States was established, people continued to gain access to land from the government by promising to live on the land for at least five years. Much of that land was used for farming. When the nation's first census was taken in 1790, more than three-fourths of the nation's people lived on farms.

As settlers expanded westward in the 1800s, they did not at first realize the potential for farming in the Great Plains. In one explorer's opinion, the region was "uninhabitable by people depending on agriculture for their subsistence." In 1862, though, the government encouraged development of the land with the passage of the Homestead Act. It granted 160 acres of land to settlers who agreed to farm. The United States Department of Agriculture carried out this same year to promote farming. As agriculture thrived...
The goal for all students: a re-balancing of writing types, genres, modes, and products across all courses and sources.

Increased quantity of materials and instructional time devoted to informational text

- English Language Arts
- Social Studies, Science, Technical Subjects
- Literature fiction, drama, poetry
- Literary Nonfiction
- Other informational Text
Shift Two: Reading, writing, and speaking grounded in evidence from text, both literary and informational

Moving from “how do you feel about what you just read? Do you like it?”

to

“Identify three examples that let you know what the author’s purpose is. Do you agree with the author?”
1. In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

What can you infer from King’s letter about the letter that he received?

2. In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?
Shift Three: Regular practice with complex text and its academic language

- Careful, targeted scaffolding of text complexity
- Focus on appropriately rigorous texts
- Strategic teaching of Tier 2 and Tier 3 vocabulary with authentic application of new words and terms
Text Complexity Model: 
the right text at the right time for the right reason

Best measured by an attentive human reader

Best made by educators employing their professional judgment

Best measured by computer software
What kids read is important

- Yes, provide at-level text
- Yes, provide access to the actual grade level text
- YES, open the door to what’s next
The goal for all students: **Assessment** that informs students and teachers what they know and can do— and what is needed

---

**Your Assignment**

Back in the congresswoman’s office, you start to hand her your notes on the pros and cons of nuclear energy, but she waves away your papers.

“Some emergency meetings have come up and I don’t have time to review your research notes,” she says. “Instead, go ahead and make a recommendation for our position on this nuclear power plant. **Should we support the building of this nuclear plant in our state, or should we oppose the power company’s plan?** Be sure that your recommendation acknowledges both sides of the issue so that people know that we have considered the issue carefully. I’ll review your report tonight and use it for the press conference tomorrow morning.”

**Write an argumentative report that recommends the position that your congresswoman should take on the plan to build a nuclear power plant in your state.** Support your claim with evidence from the Internet sources you have read and viewed. You do not need to use all the sources, only the ones that most effectively and credibly support your position and your consideration of the opposing point of view.

**Report Scoring**

Your report will be scored on the following criteria:

1. **Statement of purpose / focus and organization:** How well did you clearly state your claim on the topic, maintain your focus, and address the alternate and opposing claims? How well did your ideas logically flow from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the report?

2. **Elaboration of evidence:** How well did you elaborate your arguments and discussion of counterarguments, citing evidence from your sources? How well did you effectively express ideas using precise language and vocabulary that were appropriate for the audience and purpose of your
Practice with Academic Discourse is Key

- **Speaking and Listening**: Questions, Arguments, Oral Processing, Discussion, Seminar, Speech
  (model, scaffold, practice, and build skills in academic and social conversation, listening, and collaborating)

- **Technology integration** in harmony with physical writing
  *(Why are we using this technology?)*

- **Revising** and **re-reading**—grit and perseverance practice

- **Growing into adult learners**: *are my students giving me enough information to help them learn? Will they be able to transfer to independence?*
how word choice contributes to meaning and tone (RL.8.4)

Grade 8: compare and contrast the structure of two or more texts and analyze how the different structure of each text contributes to its meaning and style (RL.8.5).

be able to cite textual evidence (RL.8.1)

support the assertions (arguments) they make in writing (W.8.1, W.8.9)
That was then

Text: Salvador Late or Early by Sandra Cisneros

Objective: Students will be able to understand the character of Salvador by correctly answering questions about the text.
That was then

- **Read Salvador Late or Early and answer the following questions:**

  1) Which sentence tells how Salvador is different from Cecilio & Arturito?

- Salvador is much younger than Cecilio & Arturito
- Salvador is from a poor family, while Cecilio & Arturito are from wealthy families
- Salvador goes to school every day, but Cecilio & Arturito do not go to school at all
- Salvador has increased responsibilities to care for Cecilio & Arturito
2. What is the meaning of the word scuttle as it is used in the final paragraph of the selection?

- A. Hurry
- B. Think
- C. Look
- D. Jump
3. What conclusion can the reader draw about Salvador?

- Provide information from the selection to support the conclusion.
Learning Target

Gain a deeper understanding of Salvador... through the close reading/analysis of the text.

Success Criteria

Provide thoughtful evidence based insights during a text based discussion

CCSS (speaking and listening)

CCSS (Reading literature)
This is now: Text-Dependent Questioning

Rather than asking students questions about their prior knowledge or experience, the Common Core State Standards expect students to wrestle with text dependent questions: questions that can only be answered by referring explicitly back to the text in front of them. In a shift away from today’s emphasis on narrative writing in response to decontextualized prompts, students are expected to speak and write to sources – to use evidence from texts to present careful analyses, well-defended claims, and clear information.

Achieve the Core
This is now: Text-Dependent Questions

Salvador, Late or Early

Text dependent questions
This is now

- Day one:
  Read the text
  Analyze and annotate the text

- Day Two:
  Dig deeper into the text by answering questions and discussing responses with small groups. (Homework = seminar preparation)

- Day Three
  Socratic seminar (Competed homework is your ticket into the discussion)
Resources and Support

Resources from local, regional, state, and interstate collaboration: what’s new and what’s next
# OSPI CCR Quarterly Webinar Series

[http://www.k12.wa.us/CoreStandards/UpdatesEvents.aspx#Webinar](http://www.k12.wa.us/CoreStandards/UpdatesEvents.aspx#Webinar)

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<th>2013-14 Topics</th>
<th>Dates</th>
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| **1. CCR Standards & System Implications** | • Relevant state standards and assessment updates  
• Resources for building capacity among district and building leaders for CCSS / NGSS transitions and implementation  
• Focus on system issues such as communications, instructional materials supports, and professional learning | • Sept. 16, 2013  
• Jan. 8, 2014  
• March 12, 2014  
• May 14, 2014 |

**Audience:** District and Building Leaders

| **2. CCSS-Mathematics** | • Grade-band specific foci  
• Digging into instructional tools and resources focused on CCSS-M | • Sept. 16, 2013  
• Dec. 17, 2013  
• March 25, 2014  
• May 27, 2014 |

**Audience:** Teachers, Leaders, and Cross-Content Teams

| **3. CCSS-English language arts** | • Digging into instructional tools and resources focused on CCSS-ELA  
• ELA within the content areas – tools and how it looks in classrooms | • Sept. 18, 2013  
• Dec. 18, 2013  
• March 26, 2014  
• May 29, 2014 |

**Audience:** Teachers, Leaders, and Cross-Content Teams

| **4. Science and the NGSS** | • WA 2009 Science standards and the transition to NGSS  
• Orientation to state supports and 4-year Transition Plan (starting with “Year 0”) | • Sept. 24, 2013  
• Dec. 19, 2013  
• March 27, 2014  
• May 28, 2014 |

**Audience:** Teachers, Leaders, Cross-Content Teams
## What Resources are Available?

### Opportunities and Resources

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<tr>
<th><strong>CCSS Awareness and Professional Learning Opportunities and Materials</strong>&lt;br&gt;OSPI CCSS Webinar Series&lt;br&gt;ELA series: What ELA Looks Like Across the Content Areas&lt;br&gt;PD Offered through all 9 ESDs&lt;br&gt;CCSS District Implementation Network Collaborations&lt;br&gt;Instructional Materials Quality Considerations &amp; Supports</th>
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<tr>
<td><strong>Assessment System Resources</strong>&lt;br&gt;Smarter Balanced Released Sample Items / Perf. Tasks&lt;br&gt;Dynamic Learning Map Assessment Literacy Supports</td>
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<tr>
<td><strong>Teacher-Leader Capacity Building Opportunities</strong>&lt;br&gt;Math and ELA “Fellows” build capacity around common learning (Spring 2013)</td>
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Instructional Materials—What is available?

- Engage NY – Districts Adopting
- Achieve the Core – Lessons and Annotated Tasks
- Achieve – Exemplar Units and Lessons
- Illustrative Mathematics – CCSS-aligned Math tasks K-12
- Basal Alignment Project – CCSS-aligned ELA lessons, assessments, tasks K-12
- Smarter Balanced Practice Test – Examples of computer adaptive items and performance tasks.
Additional Resources for Considering Instructional Materials

- **OSPI Instructional Materials Web Site:**
  - [http://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx](http://www.k12.wa.us/CurriculumInstruct/InstructionalMaterialsReview.aspx)

- **OSPI’s Open Educational Resources Project:**
  - [http://digitallearning.k12.wa.us/oer/](http://digitallearning.k12.wa.us/oer/)
  - Spring 2013 Review of Algebra I/ Integrated I and ELA Grades 11-12
  - Spring 2014 Review of Geometry / Integrated II and ELA Grades 9-10

**ALL of these resources can be used to...**

- Inform materials review and adoption process
- Consider existing and currently used materials
- Facilitate targeted discussions, collaboration, and professional development with publishers and other providers
Balanced Assessment

**Summative Assessments for Accountability**
- Coverage of full breadth/depth of Common Core
- Computer Adaptive Testing (CAT)
  - Precise assessment of all students
  - More engaging assessment experience
- Performance Tasks – real world problems

**Interim Assessments to Signal Improvement**
- Optional for district, school or classroom use
- Fully aligned with Common Core – same item pool
- Focus on set of standards or mirror summative test
- Teachers can review and score responses

**Formative Tools and Resources for Improved Instruction**
- Digital library gives access to high-quality resources
- Tools/materials for classroom-based assessments
- Professional social networking (Web-based PLCs)
- Useful for in-service and pre-service development

CCSS_ELA_Comm_4.14_v1
Resources in the Digital Library

Assessment Literacy Modules
- Commissioned professional development modules
- Resources for students and families
- Frame formative assessment within a balanced assessment system
- Articulate the formative assessment process
- Highlight formative assessment practices and tools

Exemplar Instructional Modules
- Commissioned professional development modules
- Instructional materials for educators
- Instructional materials for students
- Demonstrate/support effective implementation of the formative process
- Focus on key content and practice from the Common Core State Standards for Mathematics and English Language Arts

Education Resources
- High-quality vetted instructional resources and tools for educators
- High-quality vetted resources and tools for students and families
- Reflect and support the formative process
- Reflect and support the Common Core State Standards for Mathematics and English Language Arts
- Create Professional Learning Communities

* Resources include the following file types: Video, HTML5, Audio, PPT, Excel, Word, CSS, PNG.
# CCSS Statewide Supports

## Opportunities and Resources

### Resources for Regional/Local CCSS Awareness Activities
- OSPI CCSS Web Site: [http://www.k12.wa.us/CoreStandards/Resources.aspx](http://www.k12.wa.us/CoreStandards/Resources.aspx)
- Achieve the Core Resources: [http://www.achievethecore.org/steal-these-tools/professional-development-modules](http://www.achievethecore.org/steal-these-tools/professional-development-modules)

### CCSS Implementation Planning Resources
- CCSS District Implementation Network Participants
- Implementation Planning Resources: [http://www.k12.wa.us/CoreStandards/DistrictProject.aspx](http://www.k12.wa.us/CoreStandards/DistrictProject.aspx)

### Content-Specific Professional Learning Materials
[http://www.k12.wa.us/CoreStandards/ProfDev.aspx](http://www.k12.wa.us/CoreStandards/ProfDev.aspx)

### CCSS Professional Learning Opportunities – Digging Deeper
- Offered through all 9 ESDs
- Will build on and into existing work of ESDs in the content areas
[http://www.k12.wa.us/CoreStandards/UpdatesEvents.aspx](http://www.k12.wa.us/CoreStandards/UpdatesEvents.aspx)
SUPPORTING ELLS IN MATHEMATICS

The goal of these materials is to illustrate how Common Core aligned math tasks can be used to support math instruction and language development for ELLs at three grade spans (elementary, middle, and high school). We used or adapted tasks from two publicly accessible curriculum projects, Inside Mathematics and Mathematics Assessment Project.

To learn more, see the annotated lessons below and read our Guidelines for Math Instructional Materials Development.

1. **Introduction to the Materials** describes how the materials were developed, and the types of materials and resources provided.

2. **Principles for Math Instruction** provide the over-arching principles for teaching mathematics to ELLs.

3. **Guidelines for Math Instructional Materials Development** can be used to develop new materials or to review already developed materials.

"Language of Math" Task Templates are language-focused activities that can be used by teachers to design and write their own language-focused activities. These "Language of Math" tasks were designed to support students in learning to read and...
Tools: Bringing shifts into the classroom – Instruction

http://achievethecore.org/ela-literacy-common-core/shifts-practice/

Common Core Close Reading Sample Lessons and Assessment Questions

- Readings with teacher and student instructions
- Text dependent questions
- Student discussion activities
- Vocabulary and syntax tasks for challenging words and phrases
- Writing-based formative assessments
- Fiction and nonfiction lessons and assessment questions*
- Annotations for teachers
- Searchable by grade levels.

*Not all sample lessons have assessment questions.
Communications Campaign

- **Ready Washington** is a coalition of state and local education agencies, associations and advocacy organizations that support college- and career-ready learning standards. Their audience is public (parents, community, educators, lawmakers) to build awareness and support for CCSS, prepare for initial decline in test scores in transition to more rigorous assessments and counter misinformation/myths.

*www.ReadyWA.org*
In grade one, students will read stories and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

### READING LITERATURE

**Kindergarten Reading**
- With help from the teacher, students retell stories, including key details.
- With help from the teacher, students name the author and illustrator of a story and define the role of each in telling the story.

**Grade One Reading**
- Students retell stories, including key details, and show that they understand the lesson or moral of a story.
- Students identify who is telling the story at various points in a text.

**Grade Two Reading**
- Students retell stories and determine their central message, lesson, or moral.
- Students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Thank you!

English Language Arts/Literacy

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