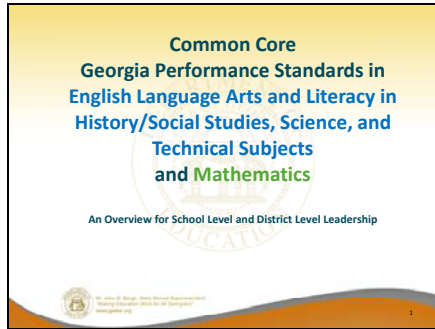
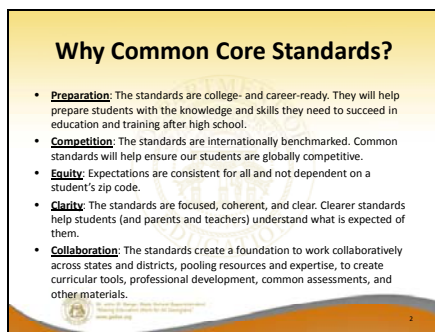


Slide 1



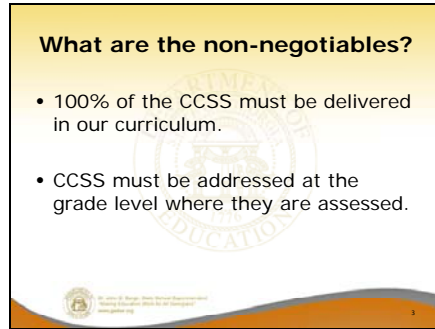
The purpose of our time together today is to provide each of you with the information you need in order to successfully address and relate the concepts associated with the change from Georgia Performance Standards to the Common Core Georgia Performance Standards in the area of English language arts. As with all changes in education, there is often an underlying feeling of anticipation or sometimes worry associated with what this must mean. After today's session, the goal is for you to be well-equipped to know the answers to most of the questions associated with this implementation of Common Core State Standards. Communication, both clear and consistent among all stakeholder groups within our state, is essential during this transition. The message is a positive one. Our extensive work with standards-based instruction and our own GPS has paved the way for a successful transition.

Slide 2



Georgia is in a unique position because of the previous work with the GPS in all subject areas. This new endeavor will only serve to strengthen what has come before it. Building on the strength of the Georgia Performance Standards, the Common Core State Standards are designed to be anchored in college- and career-readiness, internationally benchmarked, focused, coherent, clear, and rigorous, and evidence- and research-based.

Slide 3



**What are the non-negotiables?**

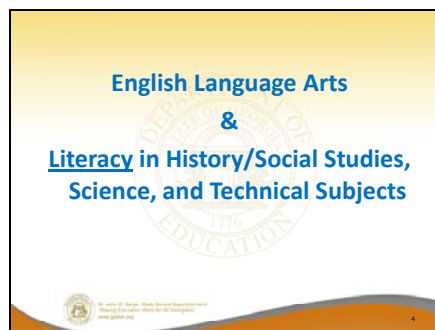
- 100% of the CCSS must be delivered in our curriculum.
- CCSS must be addressed at the grade level where they are assessed.

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We can address ‘pieces’ of the standards in grades and courses prior to the assessment year, but must ‘put those pieces together’ in the year in which they are assessed. For example, CCSS does not assess money standards until 2<sup>nd</sup> grade. However, our mathematics educators see the wisdom in beginning the conceptual development of money as early as kindergarten. Another example...while 6<sup>th</sup> graders are asked to determine the Least Common Denominator and Greatest Common Factor, prior discussions surrounding the connections between prime factorizations and equivalent fractions are certainly appropriate in 4<sup>th</sup> and 5<sup>th</sup> grade classrooms.

Our adoption requires implementation in three years. So what exactly are we doing to prepare for our implementation?

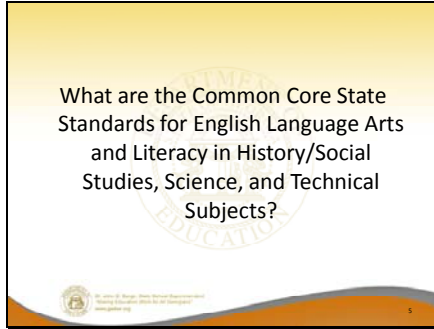
Slide 4



**English Language Arts  
&  
Literacy in History/Social Studies,  
Science, and Technical Subjects**

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Slide 5



Title slide only.

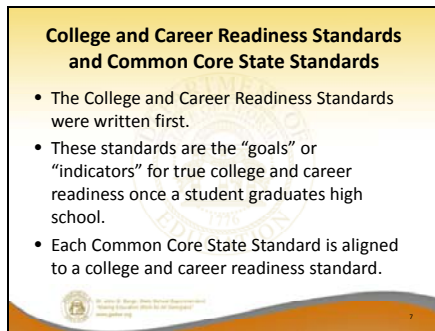
Slide 6



It is extremely important to note that the Common Core State Standards in English language arts includes three distinct sections. The first section as noted on this slide represents the anchor standards for the entire Common Core State Standards. The College and Career Readiness Standards are the overarching, or anchor, standards which guide the individual grade level standards. These standards represent the ultimate level of achievement or performance for a graduating student who is college and/or career ready. The second section of the document is the Grade level specific standards. Each standard in each grade level is directly aligned to its corresponding overarching, or anchor, standard from the College and Career Readiness standards. This is a critical piece of understanding regarding the differences and the purposes of the CCR and the CCSS. Sometimes the double c's cause an area of confusion. The last section of the document represents the content specific literacy standards for history/social studies, science, and technical subjects. These standards are

intended to be used by the teachers within these content-specific disciplines. Next, let's focus on a more specific interpretation of the purpose of CCR (College and Career Readiness standards).

Slide 7



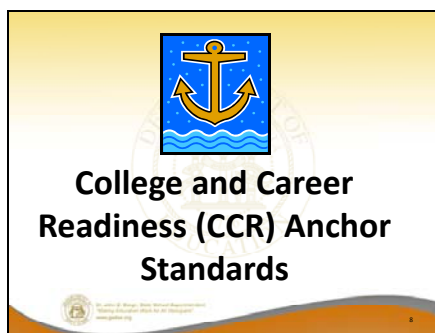
**College and Career Readiness Standards and Common Core State Standards**


- The College and Career Readiness Standards were written first.
- These standards are the “goals” or “indicators” for true college and career readiness once a student graduates high school.
- Each Common Core State Standard is aligned to a college and career readiness standard.

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At the beginning of each grade level strand, the list of College and Career Readiness Standards for the strand will come first. These standards are the same for each section of the document: K-5, 6-12, and Literacy (6-12) for History/Social Studies, Science, and Technical Subjects. The goal of each grade level standard is to prepare students for success in the achievement of the college and career readiness standards.

Slide 8





**College and Career Readiness (CCR) Anchor Standards**

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The College and Career Readiness Standards 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. These standards are not meant to be grade level specific because each represents that the highest performance has been mastered; therefore, the mastery of the grade-level standards will ultimately mean that the student is college and career ready.

Slide 9

**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.

A suggestion for these 32 CCR standards within the walls of a school environment may be to supplement the school’s plan for graduation. For example, many elementary schools participate in programs called “Destination Graduation.” These 32 anchor standards exemplify a college and career ready student. The CCR standards would not need to be a part of a lesson plan or unit of instruction because the Common Core State Standards will be the focus standards for the grade levels.

Slide 10

**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

The entire Common Core State Standards for K-12 were based on these overarching college and career readiness standards. These 32 CCR standards set the foundation for the creation of the grade level specific standards. For example, the CCR standard number 1 in writing aligns perfectly with all of the number 1 standards in the K-12 Common Core State Standards document. Likewise, the third CCR standard in speaking and listening is aligned to all of the K-12

grade level standards for speaking and listening, 3<sup>rd</sup> standard.

Slide 11

**CCR Anchor Example for Reading**

CCR	CCGPS
<b>Reading Standard #1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<b>Reading Standard #1</b> (Kindergarten-Lit.) With prompting and support, ask and answer questions about key details in a text. (7 <sup>th</sup> grade Lit.) Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Refer to alignment on slide.

Slide 12

**Common Core STATE STANDARDS INITIATIVE**  
*PREPARING AMERICA'S STUDENTS FOR COLLEGE AND CAREERS*

These K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Refer to slide.

Slide 13

**Common Core State Standards for English Language Arts**

**CCGPS**

(There are four strands in ELA.)

Reading>	9 standards (lit.) 10 standards (inf.)
Writing>	10 standards
Speaking & Listening>	6 standards
Language>	6 standards

20

Please note here that the total number of standards possible at each grade level is 41. It is extremely important to note that the reading strand has been divided into literary text and informational text; however, the 10 reading standards for College and Career Readiness guide both sets of standards. Standard number 8 under the literary division is not applicable; therefore, this section remains blank on the K-12 document. Each College and Career Readiness standard in reading has two corresponding grade-level standards depending on the type of text except for standard 8. It is also important to note that the inclusion of all standards is phased in during the early grades. For example, kindergarten does not have a standard 4 in the writing strand. Standard 4 does not begin until 3<sup>rd</sup> grade. Likewise, standards 9 and 10 in the writing strand are also phased in later---standard 9 begins in grade 4 and standard 10 begins in grade 3. In the speaking and listening strand, all standards are present for all grade levels. The language strand does not include standard 3 until 2<sup>nd</sup> grade.

Slide 14

### Reading

Comprehension (standards 1-9)

- Standards for literature and informational texts
- Strong and growing across the curriculum emphasis on students' ability to read and comprehend informational texts
- Aligned with the NAEP reading framework

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14

Slide 15

### Reading

Range of reading and level of text complexity  
(Standard 10; Appendices A and B)

- "Staircase" of growing text complexity across grades
- High quality literature and informational texts in a range of genres and subgenres

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Eugene, OR 97403  
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15

Slide 16

### Reading Foundational Skills

Four categories (Standards 1-4)

- Print concepts (K-1)
- Phonological awareness (K-1)
- Phonics and word recognition (K-5)
- Fluency (K-5)

• Not an end in and of themselves

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16

Slide 17

**Writing**

Writing types/purposes (Standards 1-3)

- Writing arguments
- Writing informative/explanatory texts
- Writing narratives

- Strong and growing across the curriculum emphasis on student writing arguments and informative/explanatory texts
- Aligned with the NAEP Writing Framework

17

Slide 18

**Writing**

Production and distribution of writing  
(Standards 4-6)

- Developing and strengthening writing
- Using technology to produce and enhance writing

Research (standards 7-9)

- Engaging in research and writing about sources

18

Slide 19

**Writing**

Range of Writing (Standard 10)

- Writing routinely over various time frames, short and extended

19

Slide 20

### Speaking and Listening

Comprehension and collaboration (standards 1-3)

- Day to day, purposeful talk in one-on-one, small group, and large group settings

Presentation of knowledge and ideas (Standards 4-6)

- Formal sharing of information and concepts, including through the use of technology

Slide 21

### Language

Conventions of standard English

Knowledge of language (Standards 1-3)

- Using standard English in formal writing and speaking
- Using language effectively and recognizing language varieties

Vocabulary (Standards 4-6)

- Determining word meanings and nuances
- Acquiring general academic and domain-specific words and phrases

Slide 22

### Key Features of the ELA Standards

- Reading: Text Complexity and the growth of comprehension
- Writing: Text Types, responding to reading, and research
- Speaking and Listening: Flexible communication and collaboration
- Language: Conventions, effective use, and vocabulary

The text complexity issue is one that is vastly different from GPS. While rating a text is not an exact science, several notable methods are observed, one being the use of Lexile measures. It should be noted that Lexile levels have increased for text complexity above the noted levels now used. It is through the realm of text complexity that comprehension growth should occur.

Writing addresses three specific genres: Argumentative, Explanatory, and Narrative. Even though Response to Literature was a genre within GPS, it fits very well with the Argumentative

standards and elements. Technical writing in another “genre” specific to GPS. It has been determined that the elements needed to be a successful technical writer exist primarily in the Explanatory section as well as in standard 7. Furthermore, the literacy standards for writing in history, science, social studies, and technical subjects will require the technique of technical writing. It is planned that supplemental documents will be created and provided which will assist teachers in the area of technical writing.

It may seem that the element of viewing within GPS has been neglected in the Speaking and Listening strand. Viewing is integrated throughout the document, especially in reading standard 7.

The biggest change in language is the movement of vocabulary from reading.

Slide 23

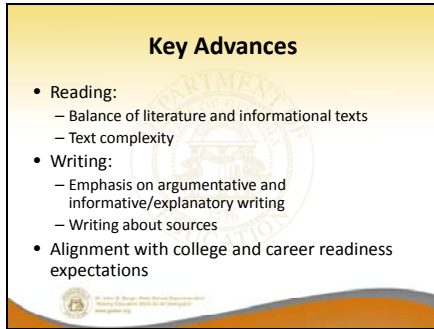


**What are the additions from GPS?**

1. Kindergarten: No additions
2. 1<sup>st</sup> Grade: Writing and Language
3. 2<sup>nd</sup> Grade: Writing and Language
4. 3<sup>rd</sup> grade: Language
5. 4<sup>th</sup> grade: Language
6. 5<sup>th</sup> through 8<sup>th</sup> : No additions
7. 9-10<sup>th</sup> and 11-12<sup>th</sup> / Language

ELA is a very pure, clean document. Approximately 10 elements were added in grades K-12. These elements were prewriting in 1<sup>st</sup> grade and 2<sup>nd</sup> grade as well as handwriting. Cursive writing elements remained in 3<sup>rd</sup> and 4<sup>th</sup> grade, and 9-12 added the element regarding legible documents.

Slide 24



**Key Advances**

- Reading:
  - Balance of literature and informational texts
  - Text complexity
- Writing:
  - Emphasis on argumentative and informative/explanatory writing
  - Writing about sources
- Alignment with college and career readiness expectations

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Slide 25

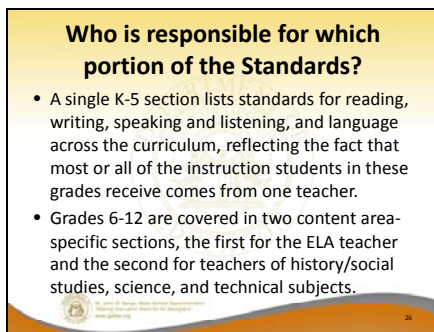


**Key Advances**

- Speaking and Listening:
  - Inclusion of formal and informal talk
- Language:
  - Stress on general academic and domain specific vocabulary
- Standards for reading and writing in history, social studies, science, and technical subjects
  - Complement rather than replace content standards for these subjects
  - Responsibility of teachers in those subjects

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Slide 26



**Who is responsible for which portion of the Standards?**

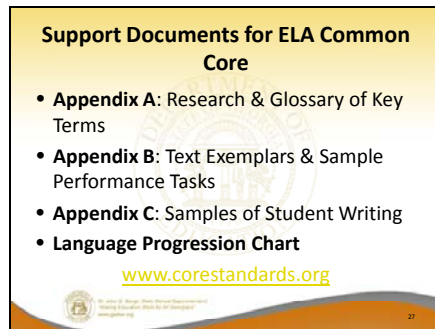
- A single K-5 section lists standards for reading, writing, speaking and listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher.
- Grades 6-12 are covered in two content area-specific sections, the first for the ELA teacher and the second for teachers of history/social studies, science, and technical subjects.

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The K-5 section of Common Core includes all of the standards for reading, writing, speaking and listening, and language as well as the standards necessary for literacy across the curriculum. Most or all of the instruction on the ELA Common Core standards comes from one teacher within grades K-5. Grades 6-12 has the content-specific standards for English language arts of which one teacher is responsible; however, a second set of reading and writing standards for history/social studies, science, and technical subjects is also included. This replaces our reading across the

curriculum standards in GPS. It is imperative that content teachers infuse these standards into the literacy within these classes. Professional learning will be provided to the teachers in grades 6-12 in these content-specific courses on the strategies necessary to integrate the reading and writing standards into existing lessons.

Slide 27



**Support Documents for ELA Common Core**

- **Appendix A:** Research & Glossary of Key Terms
- **Appendix B:** Text Exemplars & Sample Performance Tasks
- **Appendix C:** Samples of Student Writing
- **Language Progression Chart**

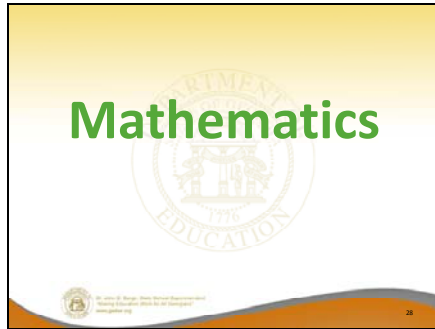
[www.corestandards.org](http://www.corestandards.org)

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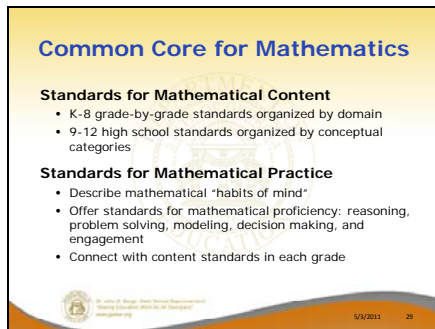
27

The Common Core provides several worthy documents to assist teachers with exemplars. Appendix B provides a list of novels, short stories, poems, nonfiction, etc. which represent the text complexity component and comprehension. Appendix C offers a collection of student writings from grades K-12 as well as annotations. A “Language Progressive Skills, by Grade” lists the skills that require continued attention in standards 1 through 3. This chart begins in 3<sup>rd</sup> grade and continues through grade bands 11-12. As skills are applied to increasingly sophisticated writing and speaking, earlier standards are subsumed by the higher level standards.

Slide 28



Slide 29



The standards are categorized much as our GPS is:

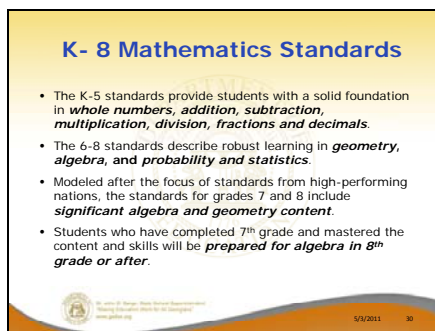
- Content standards
- Process Standards

The content standards are: (*read points*)

The standards for mathematical practice: (*read points*)

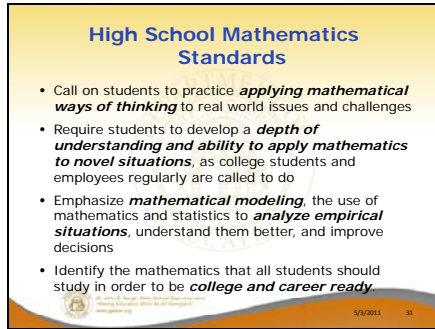
...but how do the content standards address domains in K-8?

Slide 30



*Note: please emphasize the text presented in italics on the slide. The high school mathematics standards...*

Slide 31



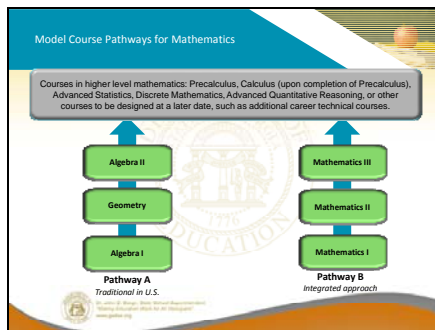
**High School Mathematics Standards**

- Call on students to practice **applying mathematical ways of thinking** to real world issues and challenges
- Require students to develop a **depth of understanding and ability to apply mathematics to novel situations**, as college students and employees regularly are called to do
- Emphasize **mathematical modeling**, the use of mathematics and statistics to **analyze empirical situations**, understand them better, and improve decisions
- Identify the mathematics that all students should study in order to be **college and career ready**

5/3/2011 31

Note: *Again, please emphasize the text in italics.* The high school standards are grouped by conceptual categories (number and quantity, functions, algebra, geometry, modeling, and statistics and probability) and are not designed to suggest an appropriate delivery system nor are they divided into specific courses. However, Achieve, who has worked in partnership with the CCSS writers, has provided us with two model delivery systems and has suggested flexibility at the course level in terms of standards addressed.

Slide 32



Please note that the first course in Pathway A is not consistent with our QCC Algebra I course. The standards suggest the same depth and rigor of our current GPS Mathematics I and GPS Algebra courses. While Achieve and the CCSS writers have not designed appropriate 4<sup>th</sup> mathematics course options, we have addressed appropriate options to include:

- Mathematics IV
- Pre-Calculus
- AP Calculus AB & BC
- AP Statistics
- Multivariable Calculus
- History of Mathematics
- Advanced Mathematical Decision Making
- Mathematics of Industry and Government
- Mathematics of Finance

So why is this transition to CCSS right for Georgia?

Slide 33

**SAMPLE: CCSS + GPS = CCGPS**

**CC.6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.**

- Students will consider relationships between varying quantities:
- Use proportional reasoning ( $a/b=c/d$  and  $y = kx$ ) to solve problems
- Students will convert from one unit to another within one system of measurement (customary or metric) by using proportional relationships

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5/3/2011 33

You are looking at a grade 6 common core standard in bold text. The code offers teachers both a cluster standard acronym, a standard number and element letter. (*Read the CCSS text*). Georgia teachers might not be comfortable with the language of the common core standard – which is why mathematics educators across our state have committed to many hours of effort to offer the descriptors you see below the common core standards. The descriptors connect the CCSS to our current GPS. The descriptors are frequently exact GPS standards or some part of the standard – they are all written in the recognizable language of GPS and will provide teachers with the explanation and definition they will need to fully understand the specifics of what they will need to teach.

Note: In the transition year 2012-2013, standards that have shifted to a lower grade will be addressed in both grades.

What about assessment in this transition period?

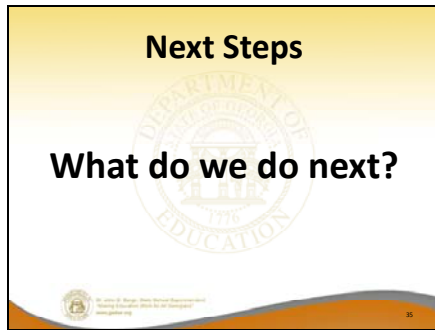
I do want to speak directly to middle school and high school principals for a moment before we close today. We have just recently been given the go ahead, ...

Slide 34

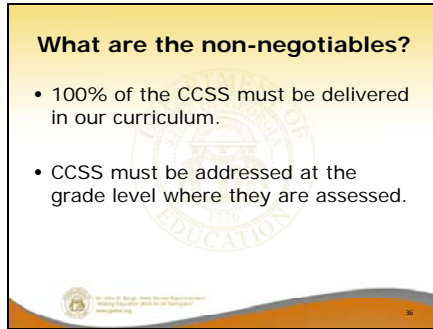
	Ninth Graders	Tenth Graders	Eleventh Graders	Twelfth Graders
2011 / 2012	GPS Course w/EOCT	GPS Course w/EOCT	GPS Course	GPS Course
2012 / 2013	CCGPS Course w/EOCT	GPS Course w/EOCT	GPS Course	GPS Course
2013 / 2014	CCGPS Course w/EOCT	CCGPS Course w/EOCT	GPS Course	GPS Course
2014 / 2015	CCGPS Course w/ Common Core Assessment	CCGPS Course w/ Common Core Assessment	CCGPS Course w/ Common Core Assessment	GPS Course

...to share this matrix with you. As you examine the matrix, you will realize that while we are fully implementing CCGPS in 2012-2013, we are always focused on what is right for our students. This matrix indicates that students who began their high school mathematics coursework in GPS will not be asked to shift to the CCGPS course pathway. In 2012-2013, only ninth graders entering high school in that year and eighth graders who are taking advantage of the accelerated pathway will participate in the CCGPS high school course pathway. Please note that students who take Accelerated Mathematics I or Mathematics I in 8<sup>th</sup> grade during the 2011-2012 school year will continue in the GPS pathway of courses.

Slide 35



Slide 36

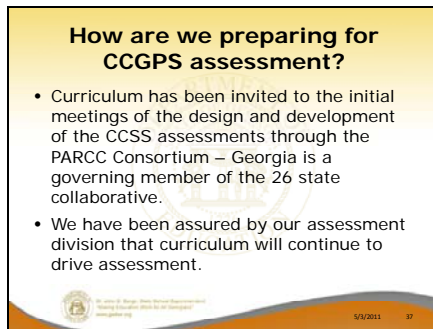


**What are the non-negotiables?**

- 100% of the CCSS must be delivered in our curriculum.
- CCSS must be addressed at the grade level where they are assessed.

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5/9/2011 36

Slide 37



**How are we preparing for CCGPS assessment?**

- Curriculum has been invited to the initial meetings of the design and development of the CCSS assessments through the PARCC Consortium – Georgia is a governing member of the 26 state collaborative.
- We have been assured by our assessment division that curriculum will continue to drive assessment.

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5/9/2011 37

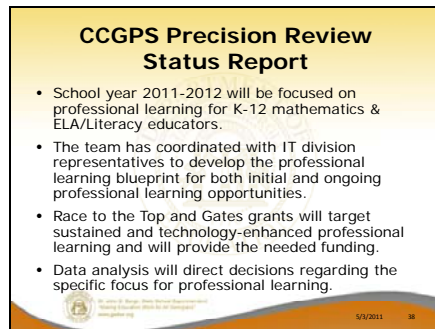
*Review the first bullet.*

PARCC has begun its work with a focus on K-8 assessment systems. Their plans are to offer a series of summative assessments administered throughout the year, intended to focus instruction throughout the year on critical skills and concepts, and to allow for mid-year correction. The first and second quarter assessments will require that students complete one to three tasks; the third quarter assessment will require students to apply key mathematical concepts and processes to multistep problems; the end-of year comprehensive assessment will sample all of the grade level standards and will be composed of 40-65 questions. In consultation with higher education faculty, PARCC is looking into the best approach for the high school assessments. It is considering building the high school assessments into modules so that they can be assembled into end of course assessments for either a discrete or integrated format. The timeline indicates that the first Common Core Assessment will be administered in school year 2014-2015, but I know you are wondering what

happens in the preceding years as we will begin our transition in 2012-2013. *(Read bullet 2).*

So, what is happening next year – I know that you will want to keep your faculty abreast of the transition maybe even during pre-planning...

Slide 38



**CCGPS Precision Review Status Report**

- School year 2011-2012 will be focused on professional learning for K-12 mathematics & ELA/Literacy educators.
- The team has coordinated with IT division representatives to develop the professional learning blueprint for both initial and ongoing professional learning opportunities.
- Race to the Top and Gates grants will target sustained and technology-enhanced professional learning and will provide the needed funding.
- Data analysis will direct decisions regarding the specific focus for professional learning.

5/2/2011

*(Review the bullets on the slide)*

Educators will be provided with the curricular standards and maps at each grade level and/or course by summer 2011. Every mathematics educator will be able to participate in a fall 2011 orientation; plans are to follow up with grade level and course professional learning in the winter of 2012. We are working with IT to offer ongoing professional learning video snippets for teacher use as they progress through the course.

My hope is that you will begin your conversations surrounding CCGPS in your pre-planning sessions and will devote all school and district level professional learning to this very exciting transition to CCGPS.

Slide 39

**ELA & Mathematics**  
**Common Core Georgia Performance Standards**

✓ January/February 2011	Precision Review
✓ March 24, 2011	RESA Information Session
• April – May 2011	RESA CCGPS Administrator Information Sessions
• 2011/2012	Resource Development
• Fall 2011 – Summer 2012	Teacher Information Sessions
• 2012/2013	Year 1 Implementation/Transition
• 2013/2014	Year 2 Implementation; Field Test
• 2014/2015	Year 3 Implementation & Common Assessment

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2011/2012

Slide 40

**Leader Actions**  
**CCGPS Implementation Support**  
**2011-2012 School Year**

- Include a CCGPS Overview in your Pre-Planning Agenda
- Include a CCGPS Overview in your Parent, PTA, and community meetings
- Ensure that 100% of your mathematics & ELA teachers participate in the GaDOE and RESA facilitated professional learning sessions
- Make CCGPS the focus of your district level and school level professional learning

5/3/2011 40

As we close today, please take a moment to consider what you can do for your stakeholders to support readiness for the 2012-2013 implementation of CCGPS. Please remember that all stakeholders are impacted by the transition and implementation to CCGPS. *(Read points listed on slide)*