



TOM TORLAKSON  
State Superintendent  
of Public Instruction



California Reading Association  
44<sup>th</sup> Annual Professional Development Institute  
November 5, 2011  
Deborah Franklin

CALIFORNIA DEPARTMENT OF EDUCATION  
Tom Torlakson, State Superintendent of Public Instruction  
Curriculum Frameworks and Instructional Resources Division (CFIRD)

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## Agenda

1. Overview/Next Steps for Implementation
2. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
3. Reflection
4. Resources

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## California and the Common Core State Standards

### Senate Bill 1 from the Fifth Extraordinary Session (SB X5 1):



- established an Academic Content Standards Commission (ACSC) to develop standards in mathematics and English-language arts
- stated that 85 percent of the standards were to consist of the CCSS with up to 15 percent additional material
- directed the State Board of Education (SBE) to adopt or reject recommendations of the ACSC by August 2, 2010

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## The Common Core Standards

- Rigorous, research-based standards for English language arts and mathematics for grades K-12
- Designed to prepare the nation's students with the knowledge and skills needed for success in college and the workforce
- Internationally benchmarked to ensure that students will be globally competitive
- A clear and consistent educational framework
- A collaborative effort that builds on the best of current state standards




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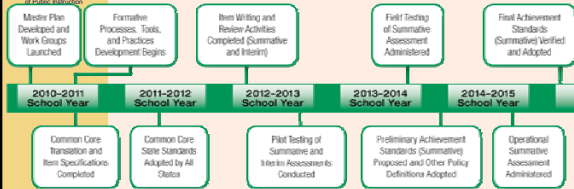
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## SMARTER Balanced Assessment Consortium Timeline



For more information, go to:  
<http://www.smarterbalanced.org/>

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## SMARTER Balanced Overview

- Single end-of-year summative assessment; includes performance tasks
  - Computer-adaptive
- Optional interim assessment tools to be used for diagnostic purposes throughout the school year
- Optional formative resources (best practices, instructional resources)

For more information and updates:  
<http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp/>

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## Curriculum Frameworks Timeline: Mathematics

Date	Milestone/Activity
2012	SBE Approves Plan, Timeline, CFCC Application
2012	4 Focus Groups
2012	SBE Appoints CFCC, Approves Guidance
2012-13	CFCC Work: 6 Meetings
2013	Two Required 60-Day Public Reviews
2013	SBE Action

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## Curriculum Frameworks Timeline: English Language Arts

Date	Milestone/Activity
2012	SBE Approves Plan, Timeline, CFCC Application
2012	4 Focus Groups
2012	SBE Appoints CFCC, Approves Guidance
2013	CFCC Work: 6 Meetings
2013-14	Two Required 60-Day Public Reviews
2014	SBE Action

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## SB 140 (Lowenthal): Supplemental Instructional Materials Review

- Supplemental Instructional Materials will bridge the gap between the content in the current materials being used schools and the Common Core State Standards
- Materials will work with either adopted materials or other materials being used in district




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## Materials: Project Overview

Phase I (Fall 2011)	<ul style="list-style-type: none"> <li>• Review of Standards Maps for Existing Programs</li> <li>• CDE staff</li> <li>• Results sent to publishers</li> </ul>
Phase II (Summer/Fall 2012)	<ul style="list-style-type: none"> <li>• Review of Supplemental Materials at County Offices of Education</li> <li>• Select Reviewers and Experts</li> <li>• List of Recommended Supplemental materials posted on CDE Web site</li> </ul>

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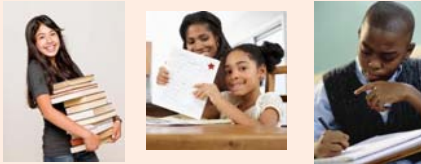
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## Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects




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- The Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects are organized around the College and Career Readiness (CCR) Standards.
- There are four strands in the ELA CCSS:
  - Reading
  - Writing
  - Speaking and Listening
  - Language.
- Each strand is headed by a set of CCR anchor standards that are identical across all grades.

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## Organization of the CCSS for ELA

The Standards are organized into three main sections:

- a comprehensive K-5 section
  - includes standards for foundational skills and embedded standards for literacy in history/social studies, science and technical subjects
- two sections for grades 6-12
  - one for English-language arts
  - one for literacy in history/social studies, science and technical subjects




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## College and Career Readiness Anchor Standards: Activity

*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. (R.1)*



Trace the progression of standard 1 for Reading Literature from kindergarten through grade 12. If you have time, trace the progression of standard 1 for Reading Informational Text.

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## California Modifications and Additions

- Formal presentations (grades 1-12)
- Penmanship (grades 2-4)
- Analysis of text features informational text (grades 6-12)
- Career and consumer documents (grade 8)

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## Reading Literature

Cite several pieces of **textual evidence to support analysis** of what the text says explicitly as well as inferences drawn from the text. (7.RL.1)



Compare and contrast a written story, drama, or poem to its **audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium** (e.g., lighting, sound, color, or camera focus and angles in a film). (7.RL.7)

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## Reading Informational Text

Describe the relationship between a series of **historical events, scientific ideas or concepts, or steps in technical procedures** in a text, using language that pertains to time, sequence, and cause/effect. (3.RI.3)



Determine the meaning of **general academic and domain-specific words and phrases** in a text relevant to a grade 3 topic or subject area. (3.RI.4)

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## Writing

Gather relevant information from multiple authoritative print and **digital sources, using advanced searches effectively**; **assess the strengths and limitations** of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, **avoiding plagiarism** and overreliance on any one source and following a standard format for citation including footnotes and endnotes. (11-12.W.8)



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## Writing

Write routinely over **extended time frames (time for research, reflection, and revision)** and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (2-12.W.10)



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## Speaking and Listening

Engage effectively in a **range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on other's ideas and expressing their own clearly. (5.SL.1)



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## Language



Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases to convey ideas precisely.
- Choose punctuation for effect.
- Differentiate between contexts that call for **formal English** (e.g., presenting ideas) and situations where **informal discourse** is appropriate (e.g., small-group discussion). (4.L.3)

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## Literacy in History/Social Studies, Science, and Technical Subjects: Activity



- Take a few minutes to skim the literacy standards.
- Talk with your table partners about what you observe.

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## Literacy in History/Social Studies, Science, and Technical Subjects

- Built upon the same anchor standards for reading and writing
- Set the expectation that students will read and write in other content areas
- A focus on discipline-specific vocabulary
- An acknowledgement of unique text structures found in informational text
- The expectation that students will develop informational/technical writing skills

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## Focus on Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 **text complexity band** independently and proficiently. (5.RL.10)



Learn more from Appendix B at:  
[http://www.corestandards.org/assets/Appendix\\_B.pdf/](http://www.corestandards.org/assets/Appendix_B.pdf/)

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## Focus on Text Complexity

- With guidance and support from adults and peers, focus on a topic and **strengthen writing as needed by revising and editing**. (2.W.5)
- Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, **building on others' ideas and expressing their own clearly and persuasively**. (11-12.SL.1)

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## Increased Student Collaboration

Participate in **shared research and writing projects** (e.g., read a number of books on a single topic to produce a report; record science observations). (2.W.7)

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to **interact and collaborate with others**, including linking to and citing sources. (7.W.6)

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## Increased Use of Multimedia and Technology

Compare and contrast a text to an **audio, video, or multimedia version** of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of the speech affects the impact of the words). (7.RI.7)

Make strategic use of **digital media** (e.g., textual, graphical, audio, visual, and interactive elements) in presentations **to enhance** understanding of findings, reasoning, and evidence and to add interest. (11-12.SL.5)

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## Vocabulary Acquisition and Use

Participate in collaborative **conversations** with diverse partners about **grade 2 topics and texts** with peers and adults in small and larger groups. (2.SL.1)

Use **precise language and domain-specific vocabulary** to inform about or explain the topic. (7.W.2.d)

Determine the meaning of word and phrase as they are used in the text, including **figurative and connotative meanings**; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.RL.4)

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## Vocabulary Acquisition and Use: Activity



- In the grade level you teach, identify two standards (each one in a different strand) that support students' acquisition of vocabulary or provide meaningful opportunities for using new vocabulary.
- Share with your table partners.

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## Critical Analysis and Use of Evidence



Distinguish their **own point of view** from that of the narrator or those of the characters. (3.RL.6)

Summarize the points a speaker or a media source makes and **explain how each claim is supported by reason and evidence**, and identify and analyze any logical fallacies. (5.SL.3)

Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant evidence for each while **pointing out the strengths and limitations** of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (11-12.W.1.b)

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## English Learner Considerations

- Approximately 25% of California students are English learners.
- Many CCSS support English language development.
- The CCSS set rigorous grade-level expectations.
- They assert that all students should be held to the same high expectations.

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## Common Core: Particularly Important Skills for English Learners

Apply knowledge of language to understand how language functions in different contexts.

- Everyday language functions (e.g., ask for information, give directions)
- Academic language functions – language arts, history (e.g., define, describe, compare, question, explain)
- Academic language functions – science, history (e.g., analyze, formulate, infer, provide evidence, summarize, record, etc.)

Common Core State Standards

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English. (2.L.3)

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## The Three Priorities

- Students will read sufficiently complex texts closely.
- Students will extract information and gain knowledge from these texts.
- Students will write clear arguments based on the information they have read.




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## Reflection

- What is the most important/valuable piece of information you learned this morning?
- How will implementation of the Common Core impact your work?
- What is the first step you plan to take?

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The CDE's CCSS Resources Web Page  
<http://www.cde.ca.gov/ci/cc/>

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## A Look at . . .

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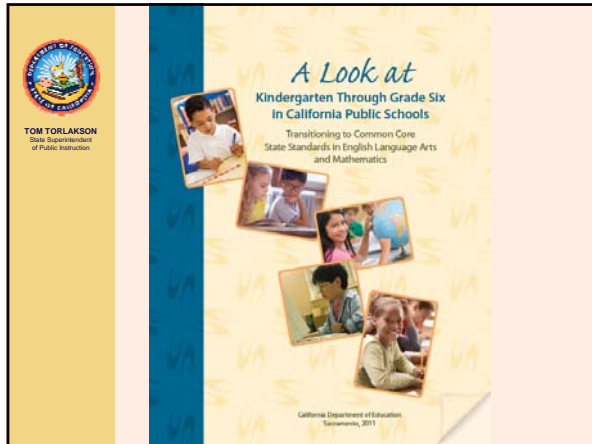
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## California Learning Resources Network (CLRN)

- Resource for supplemental electronic instructional materials
- Currently reviewing instructional materials and online courses for alignment to the Common Core State Standards
- <http://www.clrn.org/>

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## Questions?




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## Resources

For more information, visit the CDE's  
Common Core State Standards Web page at:  
<http://www.cde.ca.gov/ci/cc/>

Or contact us at:  
Curriculum Frameworks and Instructional  
Resources Division  
Instruction and Learning Support Branch  
California Department of Education  
1430 N Street, Sacramento, CA 95814  
916-319-0881

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