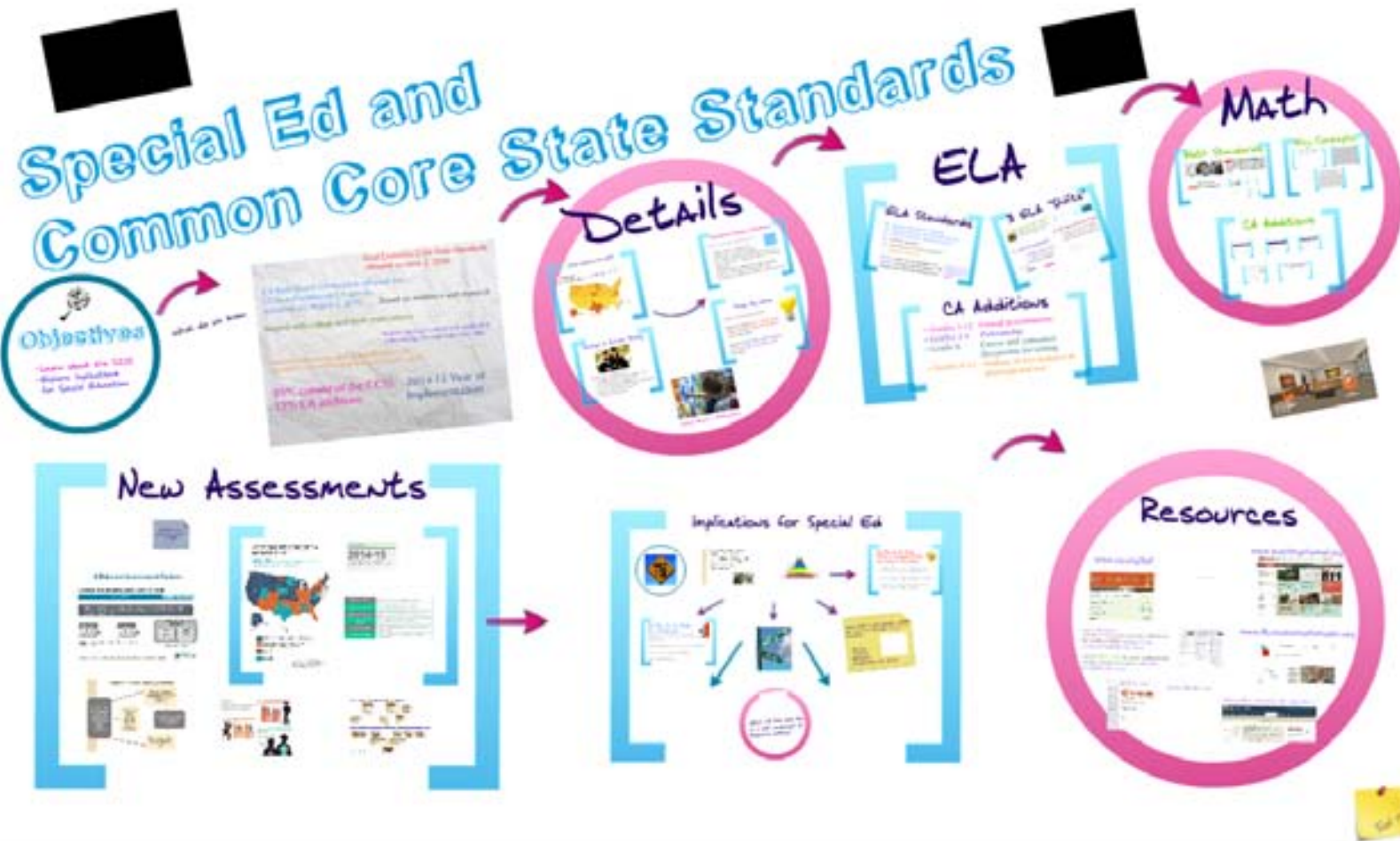




www.corestand.com

Special Ed and Common Core State Standards







Objectives

- Learn About the CCSS
- Explore Implications for Special Education

Wh



What do we know

Final Common Core State Standards released on June 2, 2010

CA State Board of Education adopted the
CCSS and additional CA specific
standards on August 2, 2010

Based on evidence and research

Aligned with college and work expectations

Include rigorous content and application
of knowledge through high-order skills

Internationally benchmarked so that all students are
prepared to succeed in our global economy and society

85% consist of the CCSS
15% CA additions

2014-15 Year of
Implementation

Details

States Adopting the CCSS

On the States



College & Career Ready



Demonstrate Independence

- Comprehend & evaluate complex texts
- Construct effective arguments
- Convey intricate & multifaceted information
- Discern a speaker's key points
- Ask relevant questions

Intentional Design Limitations

What the Standards **do NOT** define:



- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready

Three Big Ideas



- **Literacy** is everyone's job.
- Students must **read complex texts independently and proficiently** in every discipline.
- Student must **write argumentative and explanatory texts** in every discipline.

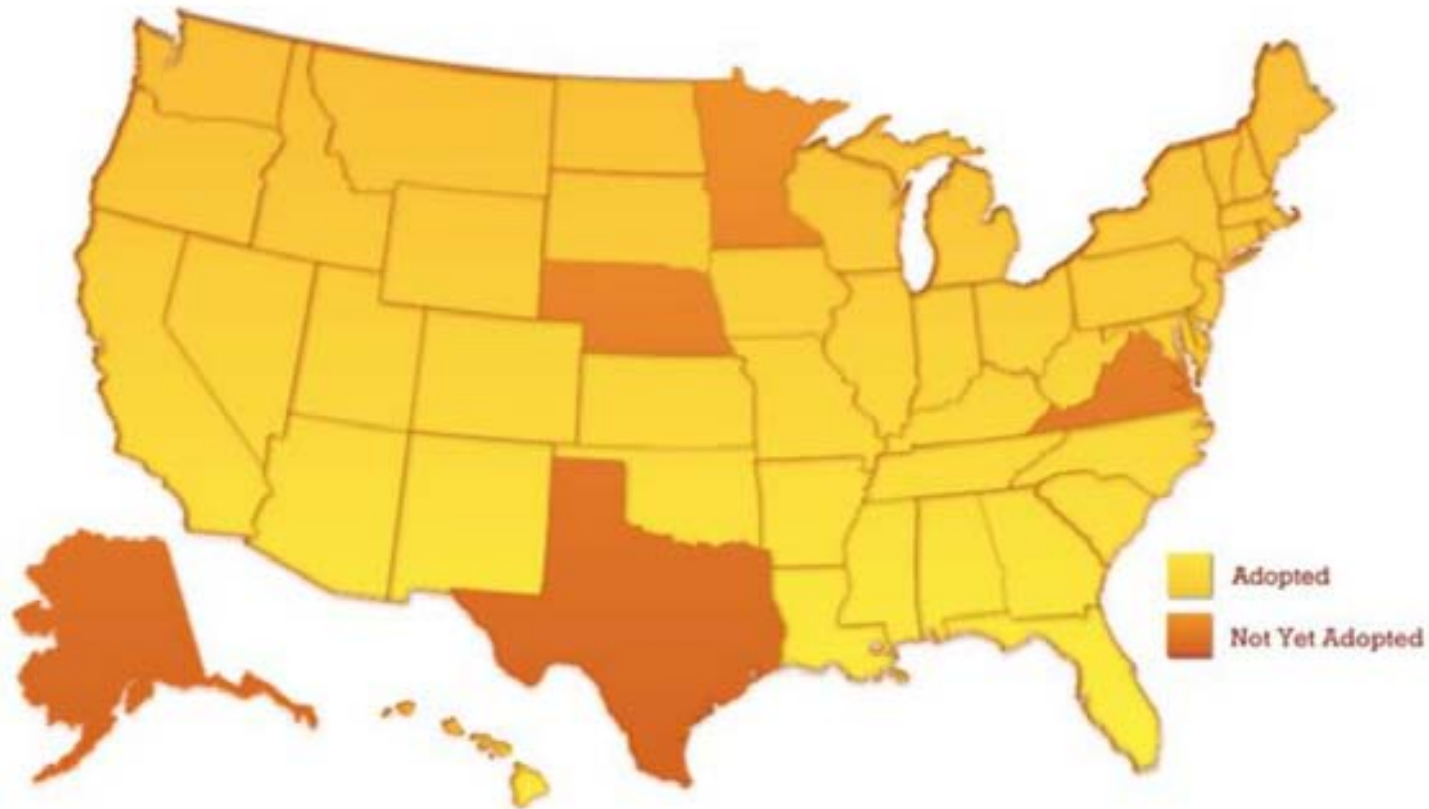


College Begins in Kindergarten

States Adopting the CCSS

In the States

Forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards.



College & Career Ready



Demonstrate Independence

- Comprehend & evaluate complex texts
- Construct effective arguments
- Convey intricate & multifaceted information
- Discern a speaker's key points
- Ask relevant questions



College Begins In Kindergarten

Three Big Ideas

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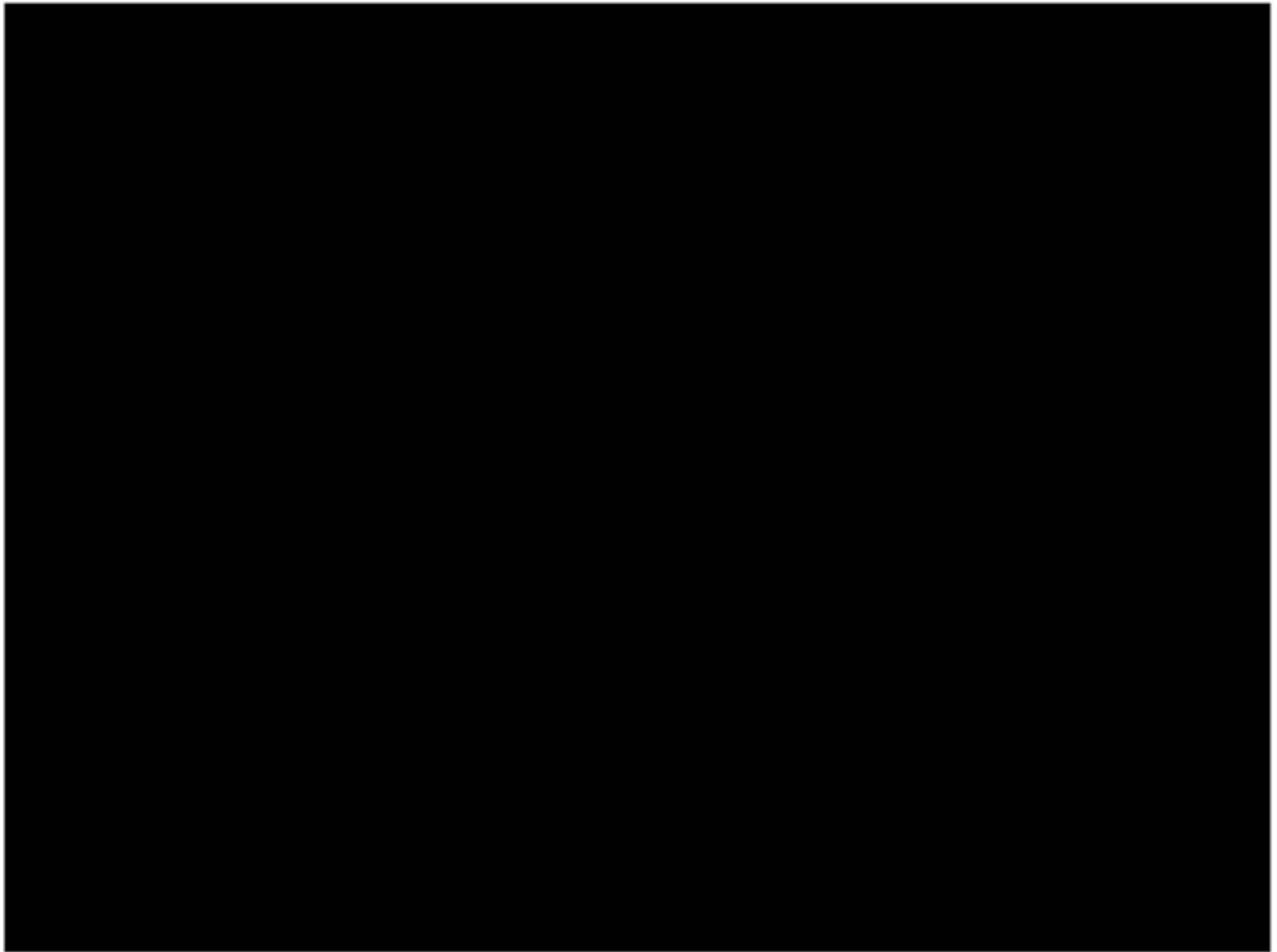


Intentional Design Limitations

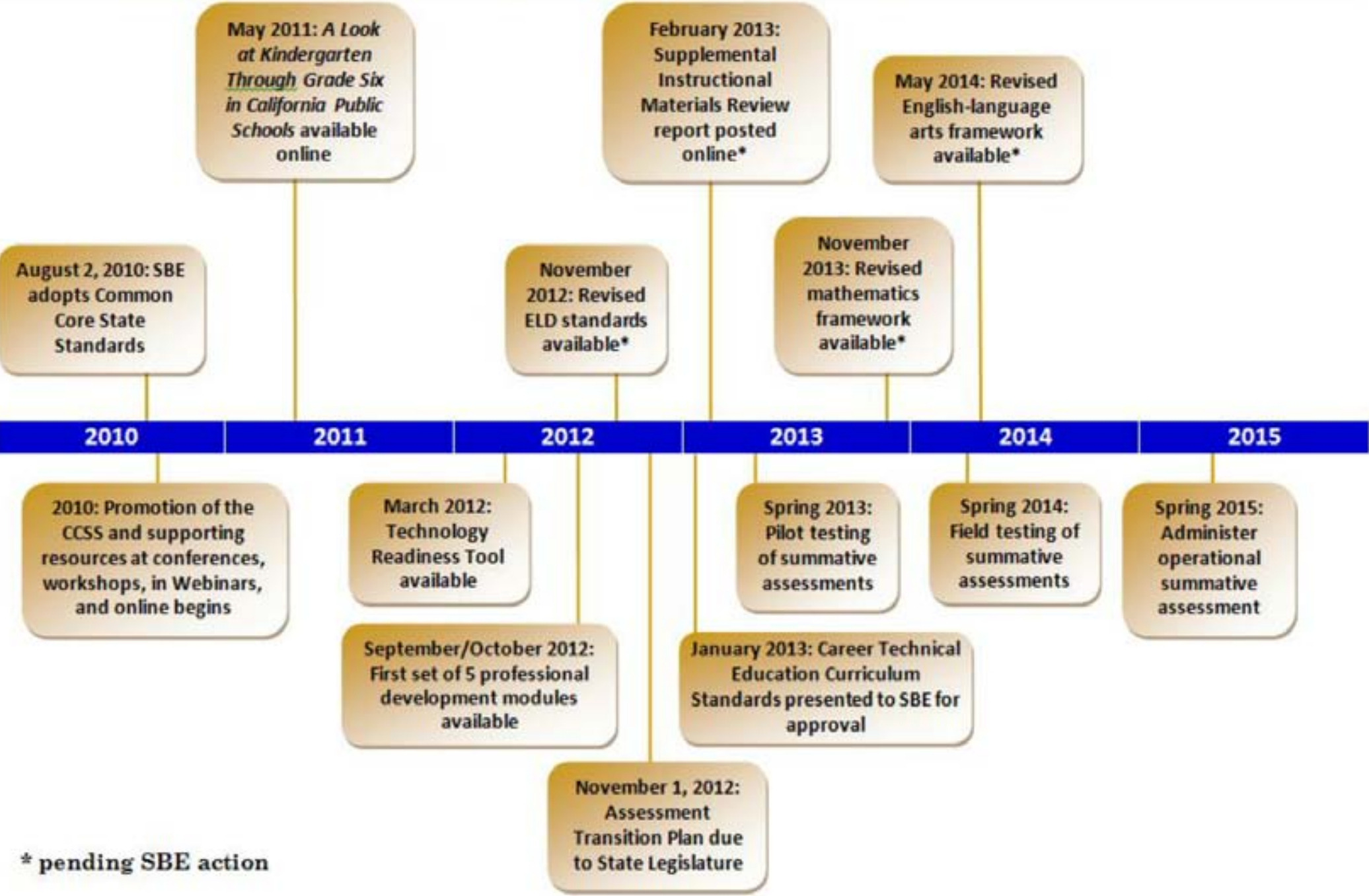
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- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- Everything needed to be college and career ready



Common Core State Standards Systems Implementation – Significant Milestones



* pending SBE action

ECLA

ECLA

ELA Standards

- RL - Reading Standards for Literature
- RI - Reading Standards for Informational Text
- RF - Reading Standards: Foundational Skills
- W - Writing Standards
- SL - Speaking and Listening Standards
- L - Language Standards

ELA STANDARDS

- RL - Reading Standards for Literature
- RI - Reading Standards for Informational Text
- RF - Reading Standards: Foundational Skills
- W - Writing Standards
- SL - Speaking and Listening Standards
- L - Language Standards
- Reading and Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects 6-12 → Complement rather than replace content standards in those subjects

3 ELA "Shifts"

1. Informational Text



Building knowledge through content-rich non-fiction.

Students are asked to read very little in elementary (7-13%)

80% of reading in college and workplace

Informational text is **harder** for students to comprehend than narrative text.

Common Core states % of		
	Reading	Writing
Elementary	50%	50%
Middle School	60%	40%
High School	75%	25%

3. Text Complexity



Regular practice with

2. Evidence from Text

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

3 ELA

1. Informational Text



Building knowledge through content-rich non-fiction.

Students are asked to read very little in elementary (7-15%)

80% of reading in college and workforce

Informational text is **harder** for students to comprehend than narrative text.

Common Core moves % to:

	Non-Fiction	Fiction
Elementary	50%	50%
Middle School	60%	40%
High School	75%	25%

Informational text is **harder** for students to comprehend than narrative text.

Middle School	80%	40%
High School	73%	23%

2. Evidence from Text

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

Students will be required to do “**close reading**” and provide answers based on what they have read.

- **Current standards** – How do you feel about what you read?

Text-dependent Questioning

Not Text-Dependent	Text-Dependent
In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.	What makes Casey’s experiences at bat humorous?
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?

Students will be required to do “close reading” and provide answers based on what they have read.

- Current standards – How do you feel about what you read?
- New Standards – Why do you believe that your answer is correct based on evidence in the reading?

Text-dependent Questioning

Not Text-Dependent

In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.

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.

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?

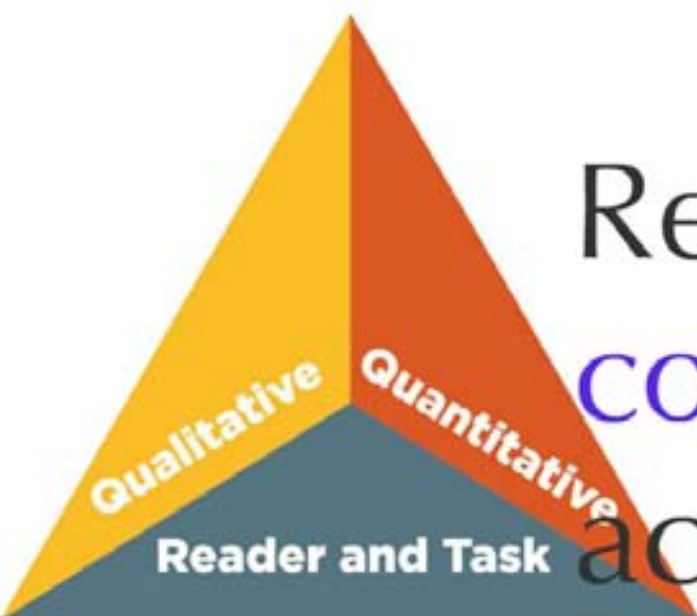
Text-Dependent

What makes Casey's experiences at bat humorous?

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

"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

3. Text Complexity



Regular practice with
complex text and its
academic language.

See Appendix A

<http://www.cde.ca.gov/re/cc/elaresources.asp>



COMMON CORE STATE STANDARDS FOR

Grade	Level
Grade 3	Level 3
Grade 4	Level 4
Grade 5	Level 5
Grade 6	Level 6
Grade 7	Level 7
Grade 8	Level 8
Grade 9	Level 9
Grade 10	Level 10
Grade 11	Level 11
Grade 12	Level 12

<http://www.cde.ca.gov/re/cc/elaresources.asp>



COMMON CORE STATE STANDARDS FOR

Student Sample: Grade 3, Argument (Opinion)

This student has chosen a topic of interest and provided evidence.

Qual/Quan
When you go onking
you don't need words or more
or any thing but hope. This
is the book of *Qual/Quan*.
This book is written by
Jane Yolen. I like that

Changes to Bloom's

1956

2001

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

Create

Evaluate

Analyze

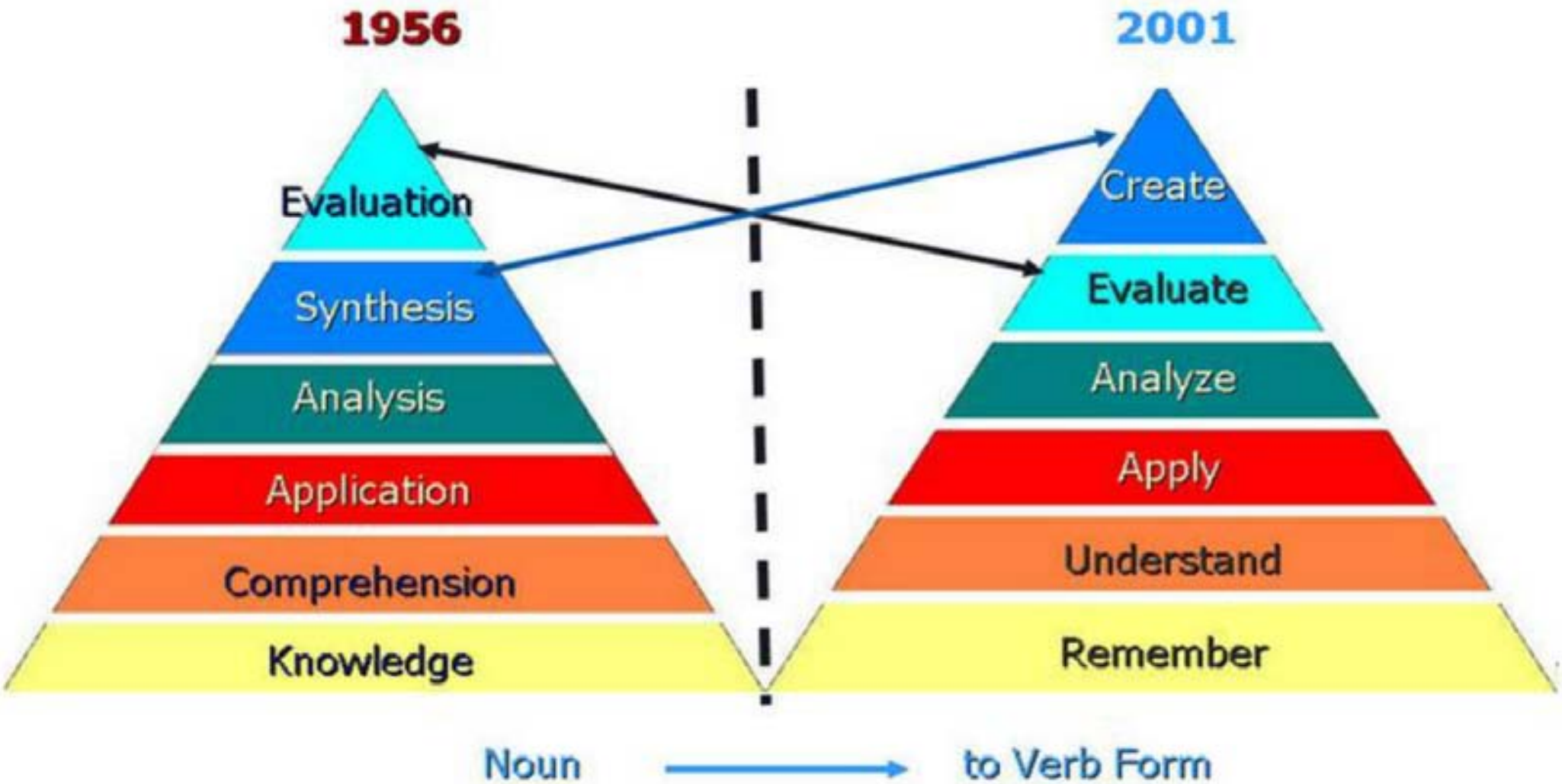
Apply

Understand

Remember

Noun

to Verb Form





CA Additions

- Grades 1-12 Formal presentations
- Grades 2-4 Penmanship
- Grade 8 Career and consumer documents for writing
- Grades 6-12 Analysis of text features in informational text

Math

Math Standards



High School



Key Concepts



CA Additions



Math STANDARDS

K-8 Standards

High School
Standards

Practice
Standards



K	1	2	3	4	5	6	7	8
Geometry								
Measurement and Data						Statistics and Probability		
Number and Operations in Base Ten						The Number System		
Operations and Algebraic Thinking						Expressions and Equations		
Counting and Cardinality	Number and Operations—Fractions			Ratios and Proportional Relationships		Functions		

High School

NUMBER AND QUANTITY ALGEBRA FUNCTIONS GEOMETRY STATISTICS AND PROBABILITY



Mathematical Practices

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.



IVIA

SL

K-8 Standards

High School
Standards

Practice
Standards



High School

ANDARAS

K	1	2	3	4	5	6	7	8
Geometry								
Measurement and Data						Statistics and Probability		
Number and Operations in Base Ten						The Number System		
Operations and Algebraic Thinking						Expressions and Equations		
Counting and Cardinality			Number and Operations—Fractions			Ratios and Proportional Relationships		Functions

High School

NUMBER AND QUANTITY

ALGEBRA

FUNCTIONS

GEOMETRY

STATISTICS AND PROBABILITY

Shifts in Math Content Standards

Shift 1: Focus

- Focus strongly where the standards focus.
- Narrow the scope of content and deepen how time and energy is spent.

Shift 2: Coherence

- Careful connection of learning within and across grades so that students can build new understanding onto foundations built in previous years.
- Each standard is not a new event.

Shift 3: Rigor

- A solid balance of conceptual understanding, procedural fluency, and application of skills in problem solving situations.
- Equal intensity of effort in pursuit of all three.

Mathematical Practices



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.

Shifts in Mathematical Practice

Shift 1 → Math as Meaning Making

Practice 1: Make sense of problems and persevere in solving them.
Practice 3: Construct viable arguments and critique the reasoning of others.
Practice 5: Use appropriate tools strategically.

Shift 2 → Math as Connected to the Everyday World

Practice 4: Model & represent with mathematics.

Shift 3 → Mathematical Abstraction and Structure

Practice 2: Reason abstractly and quantitatively.
Practice 7: Look for and make use of structure.
Practice 8: Look for and make use of regularity in repeated reasoning.

Shift 4 → Mathematical Thinking with Procedural Fluency

Practice 6: Attend to precision.



Key Concepts

Design and Organization

- Content standards define what students should understand and be able to do.
- Clusters are groups of related standards.
- Domains are larger groups that progress across grades.

Number and Operations in Base Ten

1.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 100 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Standard

Domain

Cluster

Snow Cones and Cotton Candy

How many snow cones and cotton candy would you have to sell at the Davis "Ponies in the Park" if you wish to make a profit of \$100? Market research shows 3 out of 5 people prefer snow cones to cotton candy.

Ponies hours: 4:30–6:30 PM
Space rental: 5% of gross sales, \$25 minimum.

Snow Cones

Selling price: \$2.50
Cost: \$1.00 for 100
or: \$1.50 for 250
Setup: \$5.00 per day
Break-even: 100 or 250 cones = 2 or 5 days



Cotton Candy

Selling price: \$2.00
Price (cup): \$1.00 for 5 cones, 5 for 25 each
Cones: \$5.00 for 100
One carton of food makes 60–70 cones



Grade Level Overviews

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

Mathematical Practices

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.
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Design AND Organization

- Content standards define what students should understand and be able to do
- Clusters are groups of related standards
- Domains are larger groups that progress across grades

Number and Operations in Base Ten

3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Domain

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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.

Snow Cones and Cotton Candy

How many snow cones and cotton candy would you have to sell at the Davis "Picnic in the Park" if you wish to make a profit of \$300? Market research shows 3 out of 5 people prefer snow cones to cotton candy.

Picnic hours: 4:30-8:30 PM

Space rental: 8% of gross sales, \$26 minimum.

Snow Cones

Selling price: \$2.50

Cups \$9.00 for 200

Ice: \$1.99 for 20 lbs.

Syrup: \$6.50 per qt.

Snow cone=12 oz. crushed ice + 2 oz. syrup



Cotton Candy

Selling price: \$2.00

Floss sugar: \$27.95 for 6 cartons, 3 ¼ lbs. each

Cones: \$8.00 for 300

One carton of floss makes 60-70 cones



CA Additions

Transition to Common Core Grade Shifts: K-2

Concept	CA Standards	CCSS
Counting to 100	Grade 1	K
Understanding the base ten system	Grade 2	Grade 1
Group, Read, Reread the multiplication tables for 2, 3, and 5.	Grade 2	Grade 2
Understanding the addition of numbers	Grade 2	Grade 2
Understanding the subtraction of numbers	Grade 2	Grade 2
Understanding the length of a line and	Grade 2	Grade 2

Transition to Common Core Grade Shifts: Grades 3-5

Concept	CA Standards	Common Core Grade
Introduction to fractions as numbers	Grade 3	Grade 3
Add and subtract simple fractions, and the denominators	Grade 3	Grade 3
Multiply a fraction by a whole number and solve related word problems	Grade 3	Grade 3
Add, subtract and multiply decimals	Grade 4	Grade 4
Operations with negative integers	Grade 5	Grade 5
Dividing fractions by fractions	Grade 5	Grade 5

Transition to Common Core Grade Shifts: 6-8

Concept	CA Standards	CCSS
Dividing fractions by fractions	Grade 6	Grade 6
Concepts of mean and median in combination with sets	Grade 6	Grade 6
Operations with numbers of opposite signs	Grade 7	Grade 7
Hydrogenation reactions	Grade 8	Grade 8

High School Mathematics

CCSS High School standards are requested in a **university** **university**

- Number and Quantity
- Algebra
- Geometry
- Statistics
- Probability
- Statistics and Probability



California Standards (CA)

- Advanced Placement Probability and Statistics
- Calculus

Standard placement is indicated by a (*) symbol.
Standard placement is requested for programs for advanced placement in mathematics are indicated by a (*) symbol.

Math Courses Integration by Grade Level

Discipline	Grade Seven	Grade Eight	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve
Algebra I/Mathematics I						
Geometry/Mathematics II						
Algebra II/Mathematics III						
Advanced Placement Probability and Statistics						
Calculus						

Transition to Common Core Grade Shifts: K-2

Concept	1997 Standards	CCSS
Count from 30 to 100	Grade 1	K
Skip count by 2s, 5s, and 10s to 100	Grade 1	Grade 2
Know from memory the multiplication tables for 2s and 5s *CCSS 3.OA.7-Know from memory all products of two one-digit numbers	Grade 2	Grade 3*
Introduction to fractions as numbers	Grade 2	Grade 3
Identify the "range" of a data set	Grade 2	Grade 6

Transition to Common Core

Grade Shifts: Grades 3–5

Content	1997 CA Standards Grade	Common Core Grade
Introduction to fractions as numbers	2	3
Add and subtract simple fractions, with like denominators	3	4
Multiply a fraction by a whole number and solve related word problems	5	4
Add, subtract and round decimals	4	5
Operations with negative integers	5	6
Dividing fractions by fractions	5	6

Transition to Common Core Grade Shifts: 6–8

Concept	1997 Standards	CCSS
Dividing fractions by fractions	Grade 5	Grade 6
Concepts of mean and median to summarize data sets	Grade 5	Grade 6
Operations with numbers in scientific notation	Grade 7	Grade 8
Pythagorean Theorem	Grade 7	Grade 8

High School Mathematics

CCSS High School standards are organized in 6 conceptual categories:

- Number and Quantity
- Algebra
- Functions
- Modeling (*)
- Geometry
- Statistics and Probability



California additions (+):

- Advanced Placement Probability and Statistics
- Calculus

Modeling standards are indicated by a (*) symbol.

Standards necessary to prepare for advanced courses in mathematics are indicated by a (+) symbol.

Math Courses Integration by Grade Level

Discipline	Grade Seven	Grade Eight	Grade Nine	Grade Ten	Grade Eleven	Grade Twelve
Algebra I/Mathematics I						
Geometry/Mathematics II						
Algebra II/Mathematics III						
Advanced Placement Probability and Statistics						
Calculus						



Implications for Special Ed



What are the implications for Special Education Students?

- IEP Goals based on Anchor Standards
- Instruction and Content Delivery
- Lesson Design and Delivery
- Form Assessments



Go Slow to Go Fast:
Facts to Consider Before
You Jump in Too Deep



- STAR testing starts in 2014; no new assessments have been adopted yet.
- CSTs based on 1997 standards until 2014.
- Aligning CCSS with CST not possible as CSTs based on 1997 standards.

Go Slow to Go Fast:
New Challenges

- New focus on career & college ready performance
- New expectations for high school achievement
- Cross-curricular literacy standards
- New performance tasks



What shifts in your practice will you need to undertake as an educator?

- Planning
- Teaching
- Reflection
- Collaboration with others



What will this look like in a self-contained or Resource setting?



What are the Implications for Special Education Students?

- IEP Goals based on Anchor Standards
- Instruction and Content Delivery
- Lesson Design and Delivery
- New Assessments



IEP

Placement

**Accommodations &
Modifications**

Services

Goals & Objectives

Eligibility

Student's Individual Needs

Present Levels of Academic Achievement - Functional Performance

Go Slow to Go Fast: New Challenges

- New focus on career & college ready performance
- New expectations for high school achievement
- Cross curricular literacy standards
- New performance tasks



Go Slow to Go Fast: Facts to Consider Before You Jump in Too Deep

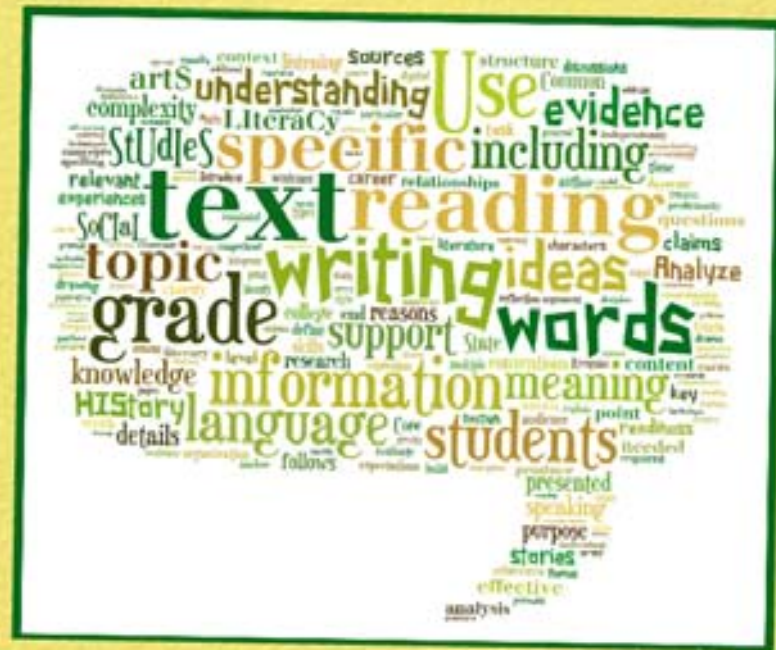


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- Teaching
- Reflection
- Collaboration with others





What will this look like
in a self contained or
Resource setting?

Resources

www.cta.org/ipd



www.teachingchannel.org



www.cde.ca.gov
Join the **CCSS Update** from the CDE listserv
by sending a blank message to: join-commoncore@mlist.cde.ca.gov

Join the **SBAC CDE** electronic mailing list by
sending a blank message to: subscribe-sbac@mlist.cde.ca.gov



www.illustrativemathematics.org



www.myboe.org www.cde.ca.gov/re/cc/



www.cta.org/ipd



California Teachers Association | Instruction & Professional Development

CTA nea

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Deeper Dive into the CCSS & Assessments (2013)

Common Core Basics

[Presentation - Common Core State Standards Overview](#)

[College and Career Readiness Anchor Standards \(06.19.12 Sacramento COE\)](#)

[CCR Anchor Standards - 8 Spirals](#)

[Bloom's Revised Taxonomy](#)

Smarter Balanced Basics

[The New California Assessments: Smarter Balanced Overview](#)


Getting Organized for the CCSS

Stacy

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 [Settings](#)

Awaiting Approval

2 New Members

Latest Activity

 [beth smith](#) posted a blog post

% of special ed students in gen ed class

colleagues and experts, at what % of special education students in a class does the class become special ed rather

Smarter Balanced Basics

The New California Assessments: Smarter Balanced Overview

Getting Organized for the CCSS

post
% of special ed
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of special
education students
in a class does the
class become
special ed rather

www.cde.ca.gov

Join the **CCSS Update** from the CDE listserv
by sending a blank message to: [join-
commoncore@mlist.cde.ca.gov](mailto:join-commoncore@mlist.cde.ca.gov)

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sending a blank message to: [subscribe-
sbac@mlist.cde.ca.gov](mailto:subscribe-sbac@mlist.cde.ca.gov)

www.stancoe.org/SCOE/iss/common_core/default.htm

Stanislaus County Office of Education

Overview
English Language Arts

Common Core Standards



WWW

Overview

English Language Arts

Mathematics

Literacy in History, Science &
Technical Subjects

Leadership/Administration

English Learners

Tech Resources & Tools

College & Career Readiness

Parent Resources

21st Century Skills

Librarian/Media Resources

Career & Tech Education

Special Education

Frequently Asked Questions

Common Core Home

Common Core Standards



The Common Core State Standards (CCSS) were developed through a state-led initiative to establish consistent and clear education standards for English language arts and mathematics that would better prepare students for success in college, career, and the competitive global economy. The California State Board of Education (SBE) adopted the standards on August 2, 2010.



National Common Core Standard Initiative
<http://www.corestandards.org/>





California Department of Education
<http://www.cde.ca.gov/re/cc/>


Estándares Comunes de
California para
el kindergarten a octavo
grado
Manual para
padres de familia


Estándares Comunes de California (CCSESA)

Este manual brinda a los padres de familia una introducción a los Estándares Comunes de California y un resumen de lo que se espera que aprendan los estudiantes a partir de entrar al kindergarten y hasta el octavo grado.

**Dr. Sanchez**
Teacher

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Communities Browse





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Members


 An Introduction to the BAP


 BAP


 HMH Collections


 HMH Journeys


 HMH Medallion/Reading


 HMH Nation's Choice


 HMH StoryTown


 HMH Trophies


 MH Imagine It!


 MH Open Court

 MH Treasures


 MH Treasures (CA)


 Pearson Reading Street


 Powers of 10


Notifications (0) 

Basal Alignment Project

 Public Page

 Progress

 Withdraw

 Group Notification Settings ▾



Common Core State Standards for English Language Arts and Literacy Resources

Not sure which resources are appropriate for your school community? Depending upon where you are with implementation, here's where to start:

Wade In



California's Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf

Common Core Implementation Video Series

http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html

Produced by the Hunt Institute and the Council of Chief State School Officers (CCSSO), this series of video vignettes explain the standards in greater depth.

Grade Level Curriculum

<http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp>

The grade-level curriculum documents are organized by individual grade levels and include information about the Common Core State Standards (CCSS).

Take the Plunge



English Language Arts Standards - Appendix A
Research Supporting Key Elements of the Standards and Glossary of Terms

http://www.corestandards.org/assets/Appendix_A.pdf

English Language Arts Standards - Appendix B
Text Exemplars and Sample Performance Tasks

http://www.corestandards.org/assets/Appendix_B.pdf

English Language Arts Standards - Appendix C
Samples of Student Writing

http://www.corestandards.org/assets/Appendix_C.pdf

ASCD "Get to the Core" Webinar Series

<http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx>

A series of webinars on the CCSS produced by the Association for Supervision and Curriculum Development, a nonprofit educational leadership organization.

Common Core State Standards for English Language Arts and Literacy: Shifts and Instructional Implications

Dive Deeper



Publishers' Criteria for the CCSS in English Language Arts and Literacy

<http://www.achievethecore.org/steal-these-tools>

These documents provide criteria for publishers and curriculum developers as they work to ensure alignment of materials in grades K–2 and 3–12 with the CCSS in English language arts and literacy for history/social studies, science, and technical subjects. By underscoring what matters most in the standards, the criteria illustrate what shifts should take place in the next generation of curricula.

EngageNY – Common Core Video Series

<http://engage.org/resource/common-core-video-series/>

Close Reading of Text: MLK "Letter from Birmingham Jail"

Achieve the Core Professional Development Modules

<http://www.achievethecore.org/steal-these-tools/professional-development-modules>

Achieve the Core is a Web site created by the CCSS authors and other contributors to provide free, high-quality resources to educators implementing the CCSS.

ELA/Literacy Shifts Module

Text-Dependent Questions Module

www.teachingchannel.org



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Celebrating Teachers64

96 Video ResultsReset Filters

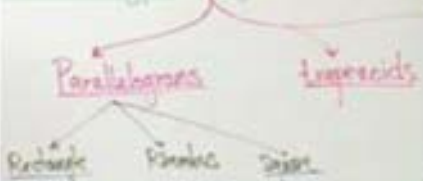
7 min ▶ 1 and Out



1 = 1 or 10
2 = 2 or 20
3 = 3 or 30
4 = 4 or 40
5 = 5 or 50
6 = 6 or 60

LESSON IDEA (Common Core)
Making Math Fun with Place Value Games
Grade 2 / Math / Place Value
NEVM


5 min ▶ of quadr



Parallelograms
Rhombus
Squares
Rectangles

LESSON IDEA (Common Core)
Discovering the Properties of Quadrilaterals
Grades 9-12 / Math / Geometry
NEVM


8 min ▶ A Good Man Is Hard To



A Good Man Is Hard To

LESSON IDEA (Common Core)
Pinwheel Discussions: Texts in Conversation
Grade 12 / ELA / Literary Discussion
NEVM


7 min ▶



Strategies for Student-Centered Discussion

TEACHING PRACTICE
Strategies for Student-Centered Discussion
Grades 9-12 / ELA / Student Discourse
NEVM


5 min ▶



Mingle & Count: A Game of Number Sense

LESSON IDEA (Common Core)
Mingle & Count: A Game of Number Sense
Kindergarten / Math / Counting
20

6 min ▶



Counting Objects and Ordering Numbers

LESSON IDEA (Common Core)
Counting Objects and Ordering Numbers
Kindergarten / Math / Numeracy
13

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California's Common Core State Standards

Resources

www.myboe.org/go/groups/ccss

Get connected and find out more about the implementation of the Common Core State Standards in California.

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Since 2010, 45 states have adopted the same standards for English and math.



[CCSS Professional Learning Modules](#)



Tulare County Office of Education

JIM VIDAK, COUNTY SUPERINTENDENT of SCHOOLS

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Common Core State Standards

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Common Core State Standards (CCSS)

The California Common Core State Standards (CCCSS) were developed through a state-led initiative to establish consistent and clear education standards for English-language arts and mathematics that would better prepare students for success in the competitive global economy.

The standards were adopted by the State Board of Education (SBE) on August 2, 2010. However, it will take several years to implement curriculum, instructional materials, and assessments based on the new standards.

Standards

- [California's Common Core State Standards - ELA](#) (Sacramento County Office of Education)
- [California's Common Core State Standards - Math](#) (Sacramento