



## CCR Elementary Protocol 2: Understanding Common Core State Standards Structure


~SCRIPT for PowerPoint~

Slide #	Facilitators' Notes
1	Welcome to the College and Career Ready Elementary Protocol 2 – Understanding Common Core State Standards Structure for English Language Arts and Mathematics.
2	This protocol is the 2 <sup>nd</sup> of six protocols for the Elementary Series. This protocol will be focusing on the structure and organization of the Common Core State Standards for Kindergarten through Grade 5.
3	By understanding the structure of the Common Core State Standards, we directly align to the formative instructional practice of understanding and making our targets clear. As we understand the Common Core State Standards, we, as teachers, understand the targets and expectations and can make them clear for our students.
4	<p>For this protocol, our Desired Outcomes are to:</p> <ul style="list-style-type: none"> <li>▪ Understand the structure and design of the CCSS in Mathematics and English Language Arts</li> <li>▪ Understand the contents of the Appendices in the Common Core State Standards, and</li> <li>▪ to Discuss the implications of our understanding to make the connection for instruction</li> </ul> <p>Participants will develop a common understanding of the structure of the standards and essential ideas needed to make informed decisions about instruction and assessment. That includes addressing</p> <ul style="list-style-type: none"> <li>▪ The different parts and notations included throughout the standards which provide information to clarify the expectations and components.</li> <li>▪ The Appendices which provide additional resources, samples and exemplars.</li> </ul> <p>Within this protocol we will utilize structured tools . . . .</p> <ul style="list-style-type: none"> <li>▪ to promote conversations and collaboration as well as to guide decision making about teaching, learning, and assessment.</li> </ul>
5	The Common Core State Standards articulate a set of rigorous expectations for ALL students to be college and career ready. This includes our English Language Learners and Special Education Students. These students will likely require additional instructional support.
<b>SECTION 1: Understanding Common Core State Standards Structure for English/Language Arts</b>	
6	In the first portion of this protocol, we will be going through the English/Language Arts portion of the Common Core State Standards.


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7	<p>The Common Core for English/Language Arts encompasses seven Major Shifts that require focus. These shifts include:</p> <ul style="list-style-type: none"> <li>▪ Text complexity and range</li> <li>▪ close reading</li> <li>▪ writing to sources</li> <li>▪ short focused research</li> <li>▪ the written and spoken argument,</li> <li>▪ academic vocabulary, and a</li> <li>▪ shared responsibility for literacy development.</li> </ul>
8	<p>This is a broad overview of the parts of the English/Language Arts Standards. We begin with the Anchor Standards (CLICK), then progress through to the Strands within the document (CLICK).</p> <p>The strands are reading, writing, speaking and listening, and language. (CLICK)</p> <p>The reading and writing strands include standards which must also be taught by teachers of every content area in grades 6-12. (CLICK)</p>
9	<p>The Elements of the English Language Arts are:</p> <ul style="list-style-type: none"> <li>▪ the <b>Anchor Standards</b>, which are the general expectations that help our students be prepared</li> <li>▪ the <b>Strands</b>, which are the bigger ideas that describe the 4 areas of focus</li> <li>▪ the <b>Organizing Elements</b>, also known as Topics, help to categorize the standards</li> <li>▪ the <b>Grade-Specific Standards</b>, which are the expectations for each grade level.</li> </ul>
10	<p>The English/Language Arts document has three main sections: a K-5 section and 2 content area specific sections for grades 6-12 – one specifically for English/Language Arts and the other for the content areas of History/SS, Science, and Technical subjects.</p> <p>Each of the sections is divided into strands, which are Reading, Writing, Speaking and Listening and Language.</p>
11	<p>This diagram shows the strands of English Language Arts and the specific organizing elements or topics within the strands.</p> <p><b>Facilitators' Note:</b> Provide time for participants to review diagram. Handout</p>
12	<p> As we go through the structure of the English/Language Arts section of the Common Core State Standards, consider the</p>

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(cont'd.)	<p>following question: <i>How does understanding the structure of the Common Core State Standards help me to work with my students?</i></p> <p>Take a few minutes and Turn and Talk with a neighbor.</p> <p><b>Facilitators' Note:</b> <i>Participants' reasons may vary. As we go through the presentation, the participants will begin to understand the knowledge and relationships among the standards. The knowledge of the structure may impact your expectations in terms of the content, knowledge and skills presented in the standards.</i></p>
13	<p>For this presentation, we will be briefly examining the English/Language Arts documents. In order for you to gain a clearer understanding of the relationships of the standards and how it is written, we will be asking you to read and mark the documents to identify the necessary key elements.</p> <p>We will be using this key for identifying the elements.</p> <p><b>Facilitators' Note:</b> <i>It is important to have the Key visible for the participants. You may consider printing this slide out on large chart paper or providing each participant with their own handout.</i></p>
14	<p>Please turn to page 10 of the CCSS document. As we journey through the document, take the time to read through the sections in order to gain a deeper understanding of the standards.</p> <ul style="list-style-type: none"> <li>▪ First, <b>circle</b> the strand found at the top of the document (CLICK)</li> <li>▪ Next, read and <b>box</b> the 10 anchor standards (CLICK)</li> <li>▪ Then read and <b>bracket</b> the notes section of the page. Remember that these notes explain the standards and the reasoning behind the standards. (CLICK)</li> </ul> <p><b>There are important points about the CCR (College and Career Readiness Anchor Standards)</b></p> <ul style="list-style-type: none"> <li>▪ The Reading Anchor Standards are exactly the <u>same</u> across the K-12 continuum.</li> <li>▪ The notes found under the title and within the sidebar are <b>not</b> repeated on every page within the document. These notes contain important information for all teachers within those grade levels.</li> </ul> <p>➤ This is the anchor page for the Strand of Reading within the K-5 ELA section. The introductory and side bar notes <u>only</u> appear on this page.</p>
15	<p>To view our grade specific standards for the Reading – Literature strand, please turn to <u>page 11</u>, if you are a grade <u>K-2 teacher</u> or <u>page 12</u>, if you are a <u>gr. 3-5 teacher</u>.</p> <p>We will be going through the different components of the page in order to help you gain a deeper understanding of the structure</p>

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(cont'd.)	<p>of the standards. By identifying the parts, you can see how the page is structured, and how each of the parts relate to one another. Understanding the standards as part of the whole is critical in successfully implementing these expectations in the classroom.</p> <ul style="list-style-type: none"> <li>▪ First, <b>circle</b> the strand, substrand and code (CLICK)</li> <li>▪ Then read through and <b>bracket</b> the notes (CLICK)</li> <li>▪ Next, <b>underline</b> the 4 Organizing Elements (CLICK)</li> <li>▪ Indicate the grade level columns by drawing <b>three downward arrows</b> (CLICK)</li> <li>▪ Then, <b>check</b> each of the grade-specific standards for your grade level (CLICK)</li> </ul>
16	<p>Many times, questions come up as to the meaning of “Not applicable to Literature.” (CLICK) (CLICK)</p> <p>Questions such as, “Why even put a number and a comment if the standard is not stated at our grade level?” To address such a question, if we look at the CCR Anchor Standards for Reading on page 10, we will see that it relates to Anchor Standard #8 (CLICK) . . . which states “Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence,” – which is not addressed in literature, but is addressed in the reading standards for informational texts. We need to remember that the Anchor Standards are also the umbrella for the standards for literature, informational texts, and foundational skills. It’s also important to see the relationship among the standards and to recognize that each of the grade level standards should be viewed as a whole, rather than in isolation.</p> <p><b>Facilitators' Note:</b> Participants should be referenced back to the Anchor Standards in order to see that all of the ELA standards are referenced back to the Anchor Standards.</p>
17	<p> Let’s practice by reading through and marking the writing strand. If you’d like, you can also go through and mark the other strands for English Language Arts. By going through this process collaboratively, you and your colleagues will gain a more comprehensive overview of the standards.</p>
18	<p>Work collaboratively or as individuals to read and mark your grade level. Remember to use the Key for identifying the elements:</p> <p><b>Facilitators' Note:</b></p> <ul style="list-style-type: none"> <li>▪ It is important to have the Key visible for the participants. You have one of these as your handouts.</li> <li>▪ STOP the video for 3-5 minutes to allow participants to read and mark their grade level standards.</li> </ul>
19	<p>For the Writing strand on page 18 of the CCSS Language Arts document your page should look like this.</p>



Slide #	Facilitators' Notes
20  (cont'd.)	<p>Page 19 for grades K-2 and pages 20 and 21 for grades 3-5 show the grade specific standards for writing. Your document should look like this slide.</p> <p>The red circles indicate that this standard begins at grade 3. For additional information, refer back to the Common Core Anchor Standards for Writing on page 18.</p>
21	<p>Now let's extend our journey into the appendices of the Common Core State Standards. Oftentimes, we tend to overlook the appendices and only concentrate on the standards in isolation. The appendices, however, provide us with a wealth of extended information which is designed to help us to implement the standards to its fullest. It provides us with resources about the background of English/Language Arts, such as information on text complexity and non-fiction writing. It also provides us with supporting resources, such as examples of texts and student work.</p>
22	<p><b>Appendix A</b> provides the research that supports the key elements of the standards. It also presents the glossary of key terms within the document.</p>
23	<p><b>Appendix B</b> – provides examples of grade appropriate text for each grade level. One note of caution: These titles are not to be used as a reading list. They are <i>examples</i> of text complexity appropriate for each grade. Appendix B also provides examples of performance tasks related to the exemplar texts for each grade level.</p> <p>Questions you might consider with your peers:  <i>How does knowing the text exemplars help you in the classroom?</i>  <i>Explain some of the ways that you have used text exemplars in your instruction.</i></p>
24	<p><b>Appendix C</b> provides annotated student writing exemplars for each grade level. It also provides particular examples, such as argument, informative/explanatory, and narrative writing, and the expected quality for specific grade levels.</p>
25	<p> Examine the contents of the Appendices. Turn and talk to a neighbor and share something that you have found in the Appendices that you could use in your classroom. Share what resources you've found, and how you would use it in your classroom. You can also share how it helped to clarify the standards for you.</p>
<p><b>SECTION 2: Understanding Common Core State Standards Structure for Mathematics</b></p>	
26	<p>Now we move to understanding the structure of the Common Core State Standards for Mathematics. There are important differences between the structure of the English Language Arts and Mathematics.</p>


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	<p><b>Note:</b> Within this PowerPoint the facilitator will lead participants through a series of slides articulating the elements found within the CCSS for Mathematics. This specific review is important as it highlights the critical elements that one must use to garner a deep understanding of the CCSS. The PowerPoint also provides multiple opportunities for repeated practice.</p>
27	<p>An important difference is the Key Design Considerations found in the Math standards. The Common Core State Mathematics Standards are made up of two corresponding and connected sets of standards: (click)</p> <p><b>Standards for Mathematical Practices</b> - describe the habits of mind used by a mathematically expert student. They represent the process standards and proficiencies that are important in mathematics education. There are eight standards for mathematical practice which are components for all students from Kindergarten to grade 12. (CLICK)</p> <p><b>The Standards for mathematical content</b> represent the content which defines what students should understand and be able to do through their study of mathematics. They stress a balance between procedure and conceptual understanding of the key ideas. (CLICK)</p> <p>Although separate in organization, they actually must be carefully intertwined to build students mathematical understanding.</p>
28	<p>We begin our review of the structure of the Common Core State Standards with the Standards of Mathematical Practice. The Standards for Mathematical Practice are eight critical habits of mind. These practices describe the expertise that teachers seek to develop in their students. It is important to note that the practices describe what <b>students</b> are expected to do. These standards are based on the NCTM process standards and the National Research Council's report <i>Adding It Up</i>. As you read the Standards for Mathematical Practices, it is important to look at each of the components. The eight practice standards are organized with two parts: the standard title and the narrative description. The Standard Title summarizes the expected practice, however, it is meaningless without the narrative description. This description explains the attitudes and proficiencies expected for students.</p> <p><b>Facilitators' Note:</b> Key for identifying the elements - - It is important to have the Key visible for the participants. You may consider printing it out on large chart paper or providing each participant with their own copy within their materials packet.</p>
29	<p>Let's look at the structure – turn to page 6 in the mathematics document. Underline the standard title <u>Make sense of problems and persevere in solving them.</u></p> <p>Next, read the paragraph below the title. Consider what is expected for students as they make sense of problems and persevere in solving them. Bracket this narrative description.</p>

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	<p><b>Facilitators' Note:</b> Key for identifying the elements: It is important to have the Key visible for the participants. You may consider printing it out on large chart paper or providing each participant with their own copy within their materials packet.</p>
30	<p>Page 6 should look like this: Facilitator's Note: Ensure that each participant follows along in their packet.</p>
31	<p> Take the next two to three minutes to review the remaining seven Standards for Mathematical Practice found on pages 6 to 8 in your packet. Be sure to underline the Standard Title and Bracket the narrative description. The facilitator will pause the presentation to allow you to complete the task.</p> <p><b>Facilitators' Note</b> Allow two minutes to complete task. After participants have completed the task, say: We will address the Standards for Mathematical Practice in more depth in a later protocol. In the meantime, consider what questions might you have about building students mathematical habits of mind and proficiencies.</p> <p><b>Facilitators' Note</b> Be sure to answer all questions. Remind participants that the Standards for Mathematical practice are completely intertwined with the Standards for Math Content. Each set of mathematical standards cannot stand alone. Also remind participants that the Standards for Mathematical Practice are competencies that we expect to see in students.</p>
32	<p>Moving to the Common Core State Standards for Mathematical Content, it is important to understand the overall format of these standards.</p> <p>We begin by considering the structure of the Hawaii Content and Performance Standards III (HCPS III) math standards. These standards were built around 5 strands and 14 standards with grade level benchmarks. This format was used for standards for grades K to 12.</p> <p>Common Core formatting is different. The HCPS III strands and standards covered benchmarks for all grade levels. The Common Core State Standards is organized into grade level domains and clusters. Topics continue as long as they are appropriate. Compare the grade level domains for the K-5 and 6-8 grade bands. Counting and cardinality is addressed in the early grades, however, those foundational skills and concepts are phased out in upper grades.</p>
33	<p>The domains and clusters found in the CCSS are similar to the Hawaii Content and Performance Standards III strands and standards.</p>

Slide #	Facilitators' Notes
(cont'd.)	<p>Domains are groups of related standards. Each domain is organized into clusters of supporting mathematical ideas called Cluster Heading. The clusters are further refined into specific standards which define what students should understand and be able to do within that cluster. Common Core State Standards are at the same level as benchmarks under the HCPS III system.</p> <p>As we move to CCSS we need to familiarize ourselves with the new naming format. The Common Core State Standards includes the following organizational categories.</p> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Domains</li> <li>▪ Cluster Headings</li> <li>▪ Standards</li> </ul>
34	<p>Each grade level is organized with the following format for the Mathematics Content Standards. The Introduction page documents the 3-4 critical areas of focus for the grade level. These outline the emphasis for the grade level. (CLICK)</p> <p>Look at page 9 for the kindergarten introduction page. You will note that at this grade level, there are only two critical areas of focus. Each grade level includes a similar introduction page. The table of contents provides the page numbers for other grade levels. Please find your grade level and follow along. (CLICK)</p> <p>The next page, page 10 for kindergarten, provides the grade level overview. On this page you will find the domain headings with supporting clusters. Standards will be outlined on the following pages. (CLICK)</p> <p>On the right side of each grade level are the Titles of the eight Standards of Mathematical Practice. This serves as a visual reminder that the content standards are integrally embedded with the practice standards. While the standards for mathematical practice narratives are not included in this part of the document, please remember that the practice titles are incomplete without the narrative. (CLICK)</p>
35	<p>Let's take a look at the format of the next page in the grade level mathematics content standards document. This page includes all levels of the content standards. (CLICK)</p> <p>It begins with the domain</p>



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	<p>Under each grade level domain you will find the cluster headings. (CLICK)</p> <p>Below the cluster headings are the standards within that cluster. (CLICK)</p> <p>In some instances, you will find footnotes. These include important information to provide additional clarification for the expectations of the standard.</p> <p>The footnote may direct you to the glossary – which serves to clarify the meaning of a particular strategy or terminology. The document also includes examples of possible sample problems. The samples included are not meant to be limiting.</p>
36	<p> Now we will examine how the Common Core State Standards for ELA and Mathematics are coded. For example, what does 3.NF.2a mean? Or what about 2.RF.1? These are both examples of coding found in the CCSS.</p> <p>Turn and talk with your neighbors: How might knowing the codes and how they are written help teachers?</p> <p><b>Facilitators' Note:</b></p> <ul style="list-style-type: none"> <li>▪ Allow 1-2 minutes to discuss.</li> <li>▪ Allow for whole group sharing / debrief. . . Ask: What are some reasons that you came up with?</li> </ul>
37	<p>On this page, you see that the code includes the strand RL (Reading Literature), (CLICK) the grade (1) (CLICK)...</p> <p>and the standard #( 2). (CLICK)- (CLICK)</p>
38	<p>This is a reference guide as we are all trying to learn the coding for the English Language Arts standards.</p>
39	<p>The math content standards are coded in a similar way. We start with the grade level. (CLICK)</p> <p>The next represents the domain coding (CLICK)</p> <p>This is followed by the standard number within the cluster (CLICK).</p>
40	<p> Let's practice . . . Can you code the following standards shown on the screen? (CLICK)</p> <p><b>Facilitators' Note:</b></p>

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	<ul style="list-style-type: none"> <li>▪ Allow 1 minute to complete the task</li> <li>▪ Now let's check your responses. (CLICK)</li> </ul>
41	<p>Key for identifying the elements: We will move to marking the mathematics standards in the same manner as the ELA.</p> <p><b>Facilitators' Note:</b> It is important to have the Key visible for the participants. You may consider printing it out on large chart paper or providing each participant with their own copy within their materials packet.</p>
42	The following slides show markings for grade 3. Follow along on your own grade level. (CLICK)-(CLICK)
43	<p>On the overview page, circle the domains (CLICK) And underline the cluster headings (CLICK)</p>
44	<p>On the standards page document the structure of the content standards</p> <ul style="list-style-type: none"> <li>▪ Circle the domains (CLICK)</li> <li>▪ Note the code - be sure to circle this code.</li> <li>▪ Underline the cluster headings (click)</li> <li>▪ Next identify and check the standards (click)</li> <li>▪ Look for footnotes – they can be found at all levels of the standards document.</li> </ul>
45	<p>We will look a some special cases. (CLICK)</p> <p>Some standards have subparts that must be taken in conjunction with one another. (CLICK)</p> <p>Footnotes can appear at any level. Look at page 24 – grade 3, Numbers in Base Ten. In this instance, the footnote is at the cluster headings level. This indicates that the footnote information applies to all of the standards within that cluster. (CLICK)</p>
46	 In your grade level groups select one of the following applications.
47	Here are additional resources to help support you in understanding the Common Core State Standards.
48	Please take this survey on PDE <sup>3</sup> to ensure you receive your non-PD hours for this training.

<i>Slide #</i>	<i>Facilitators' Notes</i>
	Thank you.