

Why Common Core?

The COMMON CORE STATE STANDARDS INITIATIVE (CCSS) is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

- **Preparation:** The standards are college and career ready.
- **Competition:** The standards are internationally benchmarked, ensuring our students are globally competitive.
- **Equity:** Expectations are consistent for all – and not dependent on a student's zip code.
- **Clarity:** The standards are focused, coherent, and clear.
- **Collaboration:** The standards create a foundation to work collaboratively across states and districts.

Implications for Lawrence Public Schools

- **Fewer, Clearer, Higher Standards**
 - Focus on “how” students learn, not simply “what” students learn
 - Instruction and content become more rigorous
- **Differentiated learning for students and staff becomes a priority**
- **K – 6 Standards Based Report cards revised to support Common Core**

Timeline for Lawrence Public Schools

Fall 2012	Introduce and Reinforce Big ideas of Common Core Standards
Spring 2013	Enhance Instructional Practices that support Common Core Standards
Fall 2013	Identify Curriculum Resources that support Common Core Standards
Spring 2014	Develop Assessments that evaluate Common Core Standards
Fall 2014	Implement Common core Standards and Assessments

Kansas Common Core Resources

Common Core State Standards Initiative
<http://www.corestandards.orgfrequently-asked-questions>

Kansas State Department of Education
<http://www.ksde.org/Default.aspx?tabid=4754>

National PTA Common Core Standards Initiative
www.pta.orgcommon_core_state_standards.asp

Parent Road maps to the Common Core
<http://www.cgcs.org/domain/36>

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*Excellence
Equity
Engagement*



English Language Arts

READING:

- A progressive development of reading comprehension ensures students gain more information from what they read
- An emphasis on text complexity and sophistication in grade level texts promotes necessary rigor

WRITING:

- Focuses on composing different types of writing:
 - Argumentative/opinion pieces
 - Informative/explanatory writings
 - Narrative texts
 - Research projects (brief as well as sustained inquiry)

- Infuses use of technology in creation, refinement, and collaboration in writing
- Includes an appendix of writing samples illustrating criteria required to meet the standards

SPEAKING AND LISTENING:

- Focuses on *speaking* and *listening* in a range of settings, both formal and informal – academic, small-group, whole-class discussions
- Emphasizes effective communication practices
- Requires interpretation and analysis of message as presented through oral, visual, or multimodal formats

LANGUAGE:

- Includes conventions for writing and speaking
- Highlights the importance of vocabulary acquisition through a mix of conversation, instruction, and reading
- Requires vocabulary to be addressed in context of reading, writing, speaking, and listening

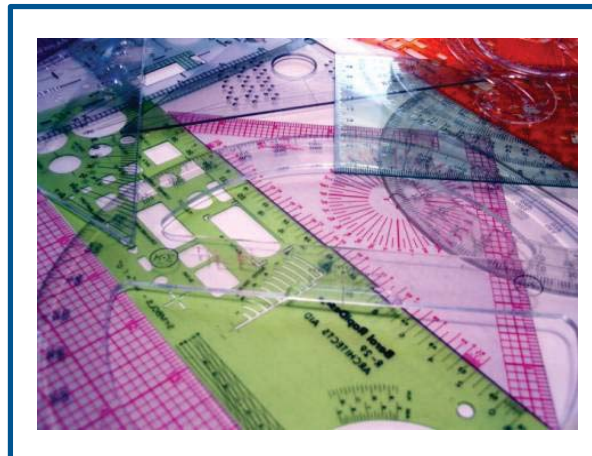
READING, WRITING AND SPEAKING:

- Focus on textual based evidence in the students' oral and written responses to readings.

Mathematics

STANDARDS FOR MATHEMATICAL PRACTICE:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



STANDARDS FOR MATHEMATICAL CONTENT:

- **K-5:** Develop a strong concrete-to-conceptual foundation in number and operations, including fractions and decimals
- **6-8:** Extend mathematics mastered in K – 5 and develop an understanding of ratios and proportional relationships as well as expressions and equations.
- **High School:** Apply mathematics and mathematical thinking in new situations, as college students and employees are regularly called upon to do