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by Pam Norton

The Common Core State Standards (CCSS) were adopted by the Nevada State Board of Education in October of 2010 to ensure that Nevada students are college and career ready. These standards will become the foundation for curriculum design, instructional practice, and formative, interim, and summative assessments used at the state and local levels.

What are the Common Core State Standards (CCSS)?

The Common Core State Standards (CCSS) represent a progression of learning expectations in English language arts and mathematics designed to prepare K–12 students for college and career success. The standards define the knowledge and skills students should have in their K–12 education, emphasize learning goals, describe end-of-year expectations, and focus on results, leaving room for teachers to determine how these learning goals should be achieved.

Source: educationnorthwest.org

What is the purpose for having the CCSS?

The CCSS clearly communicate what is expected of students at each grade level, with students, parents, and teachers, and school administrators all on the same page and collectively working toward shared goals. A common set of standards ensures that all students, no matter where they live, can graduate from high school prepared for postsecondary education and careers.

With a successful adoption, states and districts will be able to share experiences and approaches, which may increase the capacity of all schools to teach their students to higher standards.

Source: educationnorthwest.org



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Common Core State Standards

Who developed the CCSS?

The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) are leading the Common Core State Standards Initiative (CCSSI). Forty-eight states, two territories, and the District of Columbia have joined this state-led process. State leaders in the two organizations developed the CCSS, together with parents, teachers, school administrators, and experts from across the country. Both national and international research and evidence informed development of the standards.

Source: www.corestandards.org

Will we stop using the Nevada State Standards for the 2011-2012 school year?

Starting August 2011, Nevada teachers will begin to transition to the Common Core State Standards.

- ◆ During the 2011-12 school year, kindergarten – grade 8 teachers will teach the Common Core State Standards in English Language Arts.
- ◆ During the 2012-2013 school year, all grades will transition to the Common Core State Standards in English Language Arts.

To view Nevada's entire transition plan, visit the Nevada Common Core State Standards website (see useful Common Core websites).

How will the CCSS be assessed?

Nevada is a governing state in the SMARTER Balanced Assessment Consortium (SBAC), which allows Nevada to share in the development of formative tools, interim and summative assessments, professional development resources, technical evaluation and technological aspects aligned to CCSS.

2011-12

- ◆ Nevada Criterion-Referenced Tests (CRTs) in reading and mathematics (grades 3-8) begin to field test items aligned to CCSS.
- ◆ SBAC creates assessment design: formative, interim and summative assessments which are on-line computer adaptive and technology-based performance tasks.

2012-13

- ◆ CRTs in reading and mathematics begin to count some CCSS aligned items toward the student score.
- ◆ SBAC begins development of formative tools and interim and summative assessments aligned to CCSS.

2013-14

- ◆ CRTs in reading and mathematics continue to count some CCSS-aligned items towards the student score.
- ◆ Nevada educators will have access to formative tools and interim assessments developed by SBAC.
- ◆ On-line large-scale field testing of the SBAC assessments will be administered in grades 3-8 and 11.

2014-15

- ◆ On-line SBAC assessments will be administered in grades 3-8 and 11 for purposes of school accountability.

Students in the Graduating class of 2018 will be the first to use the high school SBAC in ELA (reading & writing) and mathematics as a requirement for graduation.

Source: <https://bighorn.doe.nv.gov/sites/CommonCore/CCSS%20Brochure/CCSS%20%20Brochure.pdf>

Visit <http://www.rpd.net/teachers.html> for Literacy Resources

Common Core State Standards

A Closer Look at the Common Core State Standards for English Language Arts

Organization of the Standards

ELA standards include three sections: a comprehensive K–5 section and two content area-specific sections for grades 6–12 (one for ELA and one for history/social studies, science, and technical subjects).

Each section is divided into strands: K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands.

Each strand is headed by a strand-specific set of College and Career Readiness (CCR) anchor standards that are identical across all grades and content areas. Individual grade-level standards are defined in K–8; the standards use two-year bands in grades 9–12 to provide flexibility for local educators in high school course design. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity. Together they define the skills and understandings that all students must demonstrate.

Key Features of the Strands

READING: Text complexity and growth of comprehension

- ◆ The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.

WRITING: Text types, responding to reading, and research.

- ◆ The Writing standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives.

SPEAKING AND LISTENING: Flexible communication and collaboration

- ◆ Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills.

LANGUAGE: Conventions, effective use, and vocabulary

- ◆ The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives.

Source: educationnorthwest.org



Standards alone don't address the in-school and out-of-school influences that affect student achievement, but they do help provide guidance about where students should be in their skills and knowledge development. The **Common Core State Standards** are just the beginning of a brighter future for our students. With students, parents, and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.



Visit <http://www.rpd.net/teachers.html> for Literacy Resources

Common Core State Standards

Useful Common Core Websites

<http://www.corestandards.org/>

Nevada's CCSS Website:

<https://bighorn.doe.nv.gov/sites/CommonCore/ccss/default.aspx>

The Standards:

<http://www.corestandards.org/the-standards>

RPDP:

<http://rpd.net/>

CCSD Curriculum Engine:

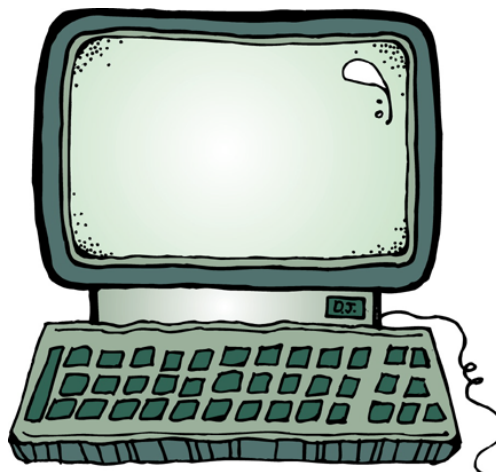
<http://curriculum.wiki-teacher.com>

References:

<https://bighorn.doe.nv.gov/sites/CommonCore/default.aspx>

<http://www.corestandards.org/>

<http://educationnorthwest.org/>



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