



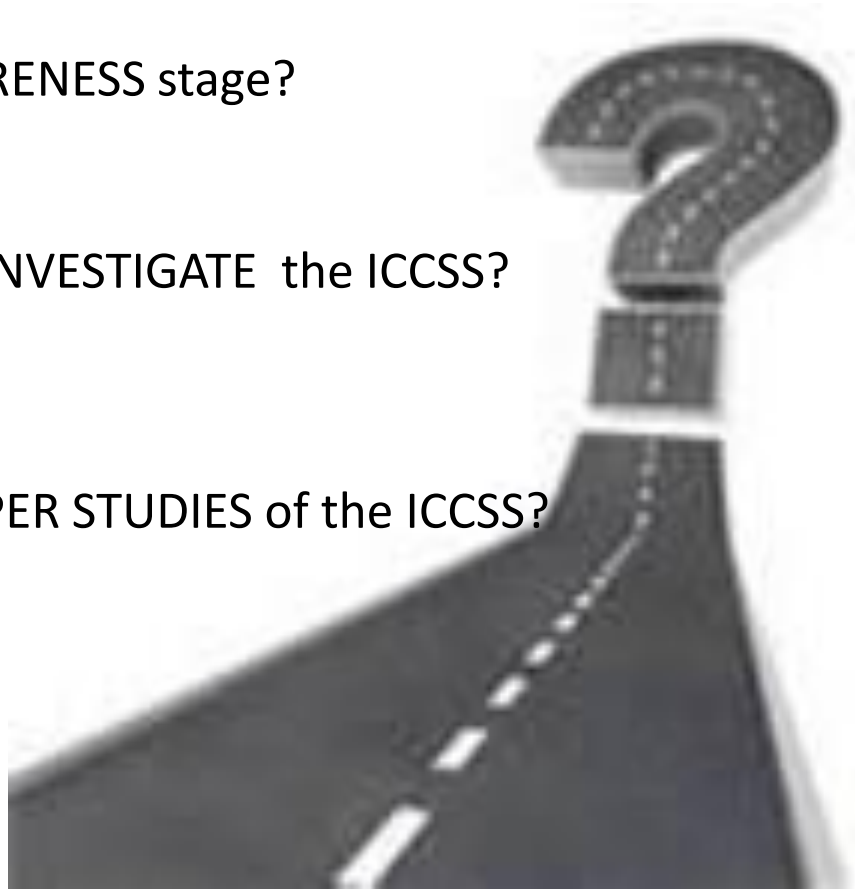
Transition to the
INDIANA COMMON CORE STATE STANDARDS
OVERVIEW

Where are you in the Common Core process?

In the AWARENESS stage?

Starting to INVESTIGATE the ICCSS?

Ready for DEEPER STUDIES of the ICCSS?



What the Statistics Say in America

- Nearly 60 % of all job openings in 2007 required post secondary education or training. *
- The United States ranks 14th among developed nations in reading.*
- One-third of all college freshmen in America must take and pay for remedial courses in math and/or English at two- and four-year colleges before they can even begin their chosen course of study.**
- A 350L (Lexile) gap exists between the difficulty of text used at the end-of-high school and the beginning of college. This is more than the Lexile difference between grade 4 and grade 8 texts on the National Assessment of Educational Progress (NAEP).***

What the Statistics Say in Indiana

Indiana Department of Education data shows:

- More than 25% of all recent Indiana high school graduates are required to take at least one remedial course because they lack the preparation for college-level coursework.
- Two-thirds of community college students require remediation. These students are less likely to graduate from college than their peers.
- Less than 10% of Hoosier college students who are placed in remedial courses graduate within six years at a four-year college and within three years at a two-year college.

Resources for Implementing



GLEND A RITZ
Superintendent of Public Instruction

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Resources for Implementing Indiana's Common Core Standards

Posted: Mon, 08/29/2011 - 10:22am

Updated: Sun, 01/06/2013 - 5:39pm



On August 3, 2010, the Indiana State Board of Education unanimously voted to adopt the Common Core State Standards (CCSS) for Mathematics and English/Language Arts (E/LA). Following adoption, the CCSS became known as Indiana's Common Core Standards (INCC). Indiana's Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

- ▶ [INCC Interactive Timeline](#)
- ▶ [Indiana's Common Core Standards for Mathematics](#)
- ▶ [Indiana's Common Core Standards for English/Language Arts and Literacy](#)

Learn More about Indiana's Common Core Standards (INCC)

- ▶ Review a [Summary](#) regarding INCC.
- ▶ View the INCC [Implementation Timeline](#), [INCC Handout](#) and [PARCC Overview](#).
- ▶ Learn more about [PARCC](#) and Common Core assessments.

IN Transition Websites



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Making the Transition

Posted: Wed, 06/20/2012 - 4:44pm Updated: Sun, 01/06/2013 - 5:52pm



Since the adoption of the Common Core State Standards (also known as Indiana's Common Core, or INCC) in August 2010, the Indiana Department of Education has worked with educators from around the state to develop resources for teachers and schools to use during the transition to INCC. Two types of resources are listed below: Understanding INCC and Transitioning to INCC.

Understanding Indiana's Common Core

Learn more about the similarities and differences between Indiana Academic Standards and Indiana's Common Core standards.

- ▶ [Mathematics Transition Guidance](#) - Resources developed to assist teachers in understanding the gaps between the Indiana Academic Standards and INCC for math.
- ▶ [English/Language Arts \(ELA\) Transition Guidance](#) - Resources developed to assist teachers in understanding the gaps between the Indiana Academic Standards and INCC for ELA.
- ▶ [Implementing the Standards for Mathematical Practice](#) - A short video with accompanying resources that explain the standards for mathematical practice
- ▶ [Four Major Shifts in Literacy](#) - Four short videos that explain significant shifts in ELA and literacy standards.
- ▶ [Literacy Standards for History/Social Studies, Science, and Technical Subjects](#) - Content-specific videos that explain the literacy standards in individual content areas.

Transitioning to INCC



ACHIEVEMENT

MAIN MENU

[Assessment](#)

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[English Learners](#)

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[Standards](#)

[Technologies](#)

What are the Common Core Standards?

The Promise of Standards

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.

“Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.”

- <http://www.corestandards.org/>
- <http://www.parcconline.org/classroom>



Partnership for Assessment of Readiness for College and Careers

Home

About PARCC

The PARCC Assessment

Implementation

In the Classroom

PARCC States



"It will be challenging but also exciting, as [Common Core and PARCC have] implications for improving our curriculum, our assessments, and how we design and deliver them."

— Joseph, Principal

Better Instruction, Better Results

1 2 3 4 5

About PARCC



PARCC is a 23-state consortium working together to develop next-generation K-12 assessments in English and math. **PARCC benefits:**

Students who will know if they are on track to graduate ready for college and careers

Teachers with regular results available to guide learning and instruction

Parents with clear and timely information about the progress of their children

PARCC Place

PARCC's newsletter - PARCC Place - offers updates on PARCC's major areas of work, resources, and meetings.

The PARCC Place newsletter also features contributions from educators across PARCC states sharing their experiences implementing the Common Core State Standards "in their words."

Subscribe to receive the newsletter by entering your email in the "Stay Informed" box in the upper right-hand corner of this page.

[Read more](#)

What's new

NEWS ITEM

Draft College-Ready Determination Policy
Public comment sought on PARCC draft College-Ready Determination Policy and Policy-Level... >>

PRESS RELEASE

PARCC Governing Board Meets
PARCC Governing Board Meets in June, Advances College Readiness Decisions with PARCC Higher... >>

PRESS RELEASE

<http://www.parcconline.org>

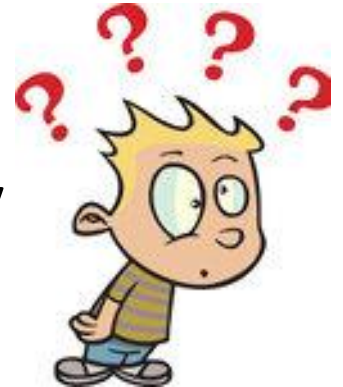
What are the student benefits of Indiana Common Core State Standards?

- College & Career Focus
- Consistent
- Mobility
- Student Ownership



What's the Big Deal

- **Educational shifts for teaching and learning!**
- **Mandates for student learning outcomes for every grade level/grade band.**
- **Require a common language.**
- **Students will be tested, and instructional effectiveness will be measured based on INCC.**
- **INCC English Language Arts(ELA), Mathematics, and Literacy disciplines are being implemented now.**



Capacities of a Literate Individual

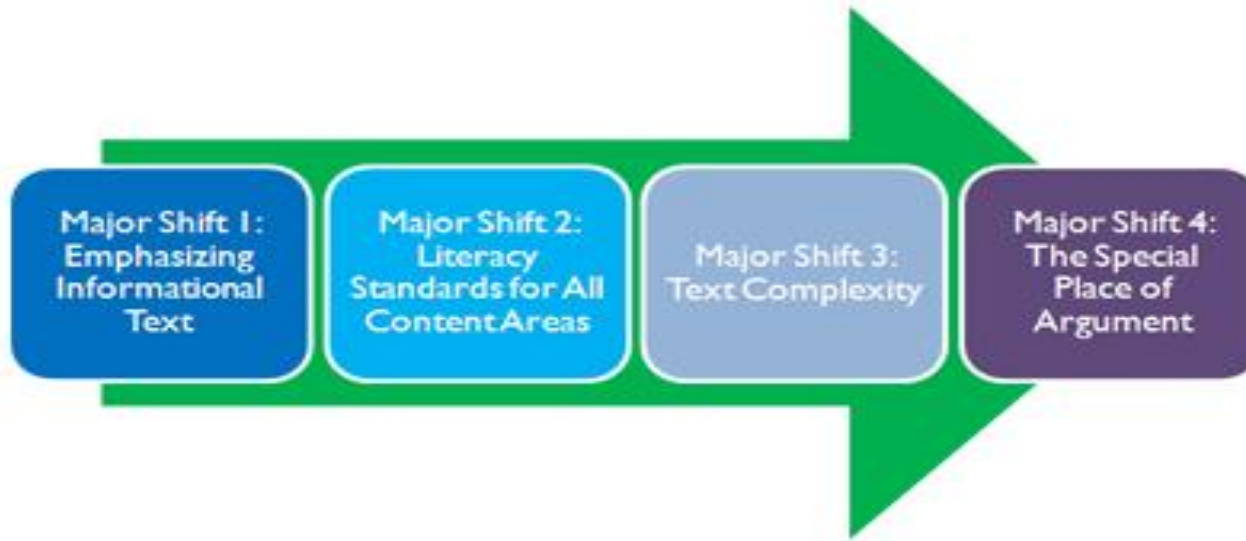
- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures

What would a LITERATE INDIVIDUAL look like in your classroom?

Major ELA Shifts, CCSS

1. Balancing Informational and Literary text
2. Knowledge of Disciplines
3. Text-Based Answers
4. Writing from Sources
5. Staircase of Complexity
6. Academic Vocabulary

INDIANA – 4 Major Shifts



Structure of the English/Language Arts Standards

Strand

Reading Standards for Informational Text:
Literary Nonfiction and Historical, Scientific, and Technical Texts

RI

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Anchor

Key Ideas and Details



- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Standard

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

2.RI.3 Describe the connection between a specific sentence or paragraph and a larger section or whole text, such as how a sentence or paragraph explains a technical procedure in a text.

College & Career Readiness (CCR) Anchor Standards for Reading

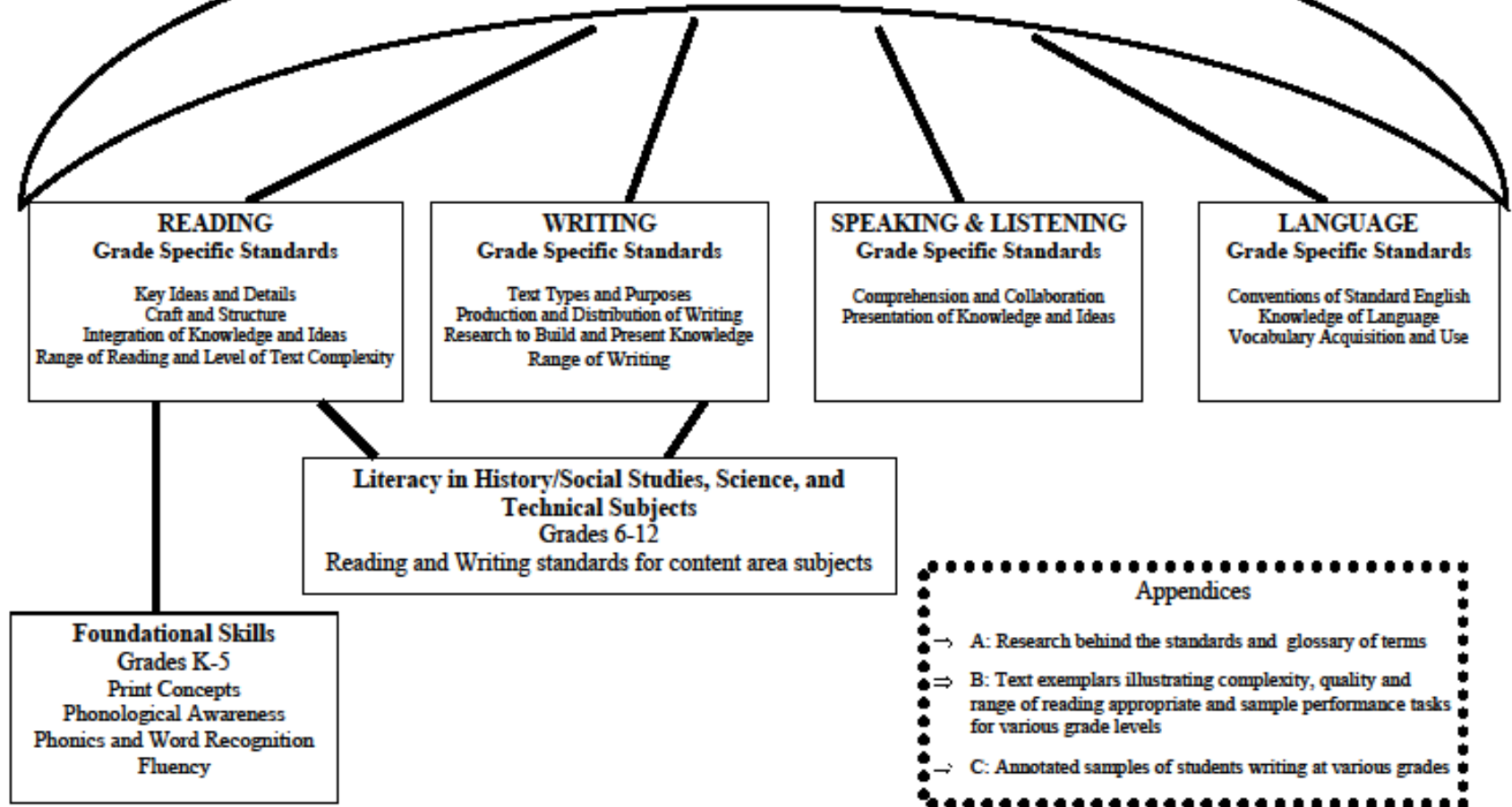
CCR Categories

- **Key Ideas and Details**
- **Craft and Structure**
- **Integration of Knowledge and Ideas**
- **Range of Reading and Level of Text Complexity**

Common Core Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards
found in each of the strands below



Grade	Current Text Measures	2012 CCSS Text Measures
1	230L to 420L	190L to 530L
2	450L to 570L	420L to 650L
3	600L to 730L	520L to 820L
4	640L to 780L	740L to 940L
5	730L to 850L	830L to 1010L
6	860L to 920L	920L to 1070L
7	880L to 960L	970L to 1120L
8	900L to 1010L	1010L to 1190L
9	960L to 1110L	1050L to 1260L
10	920L to 1120L	1080L to 1340L
11 and 12	1070L to 1220L	1180L to 1390L

Reading Level Correlation Chart

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivilant	Lexile Levels	
Kindergarten	A, B	A	A	Readiness		
	1		1			
	2	B	2	PrePrimer 1		
	3	C	3			
4			4	PrePrimer 2		
5	D	6				
6				PrePrimer 3		
7	E	8				
8				Primer		
9	F	10				
10						
11	G	12				
12						
Grade 1	13	H	14	Grade 1	200-299	
	14					
	15	I	16			
	16					
Grade 2	18	J, K	20	Grade 2	300-399	
	20	L, M	28		400-499	
Grade 3	22	N	30	Grade 3	500-599	
			34			
	24	O, P	38		600-699	
Grade 4	26	Q, R, S	40	Grade 4	700-799	
Grade 5	28	T, U, V	44	Grade 5	800-899	
Grade 6	30	W, X, Y		Grade 6	900-999	
Grade 7	32	Z		Grade 7	1000-1100	
Grade 8	34	Z		Grade 8		

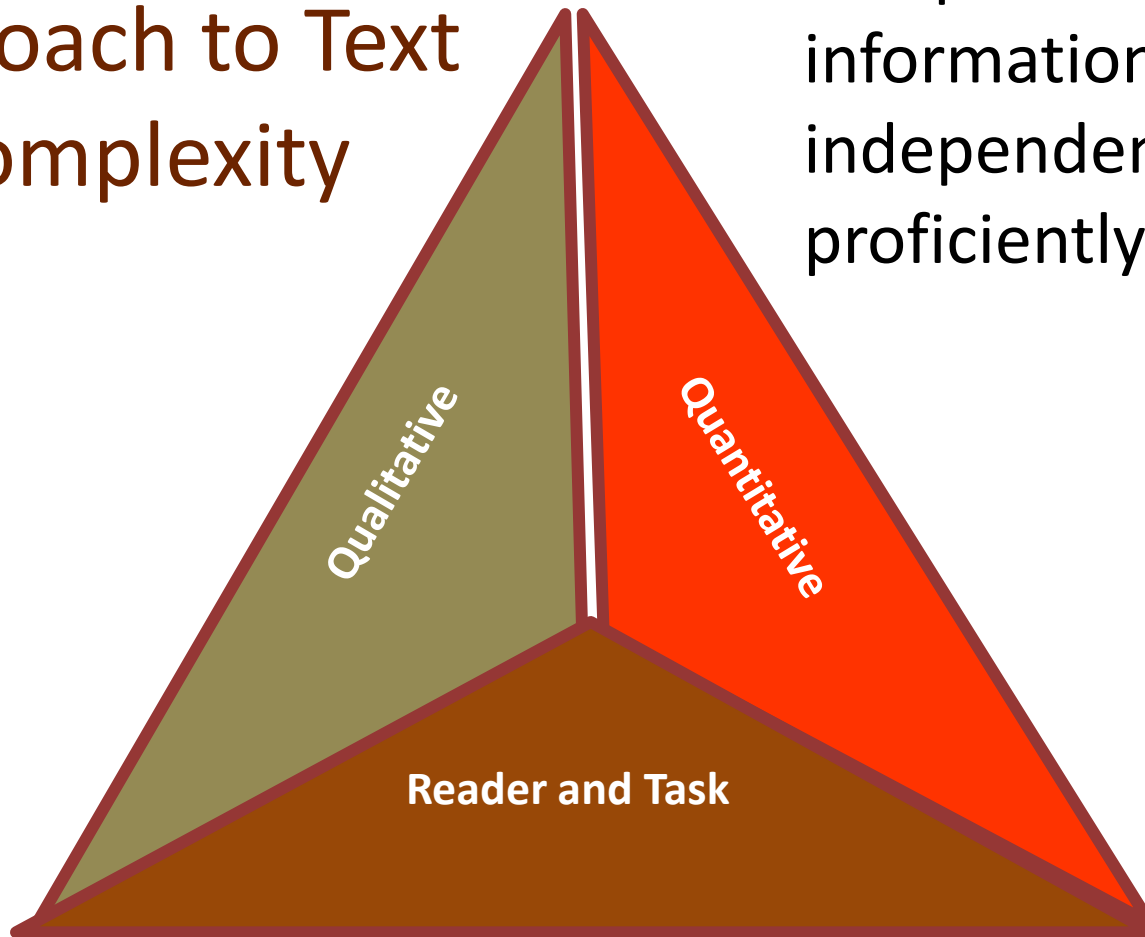
READING LEVEL
COMPARISON
CHART.

For more info:
[CLICK HERE](#)

CCR Standard 10

The Standards'
Approach to Text
Complexity

Read and comprehend
complex literary and
informational texts
independently and
proficiently.



What have you read the last 24 hours?
Write down all the text you've encountered.



Informational Text

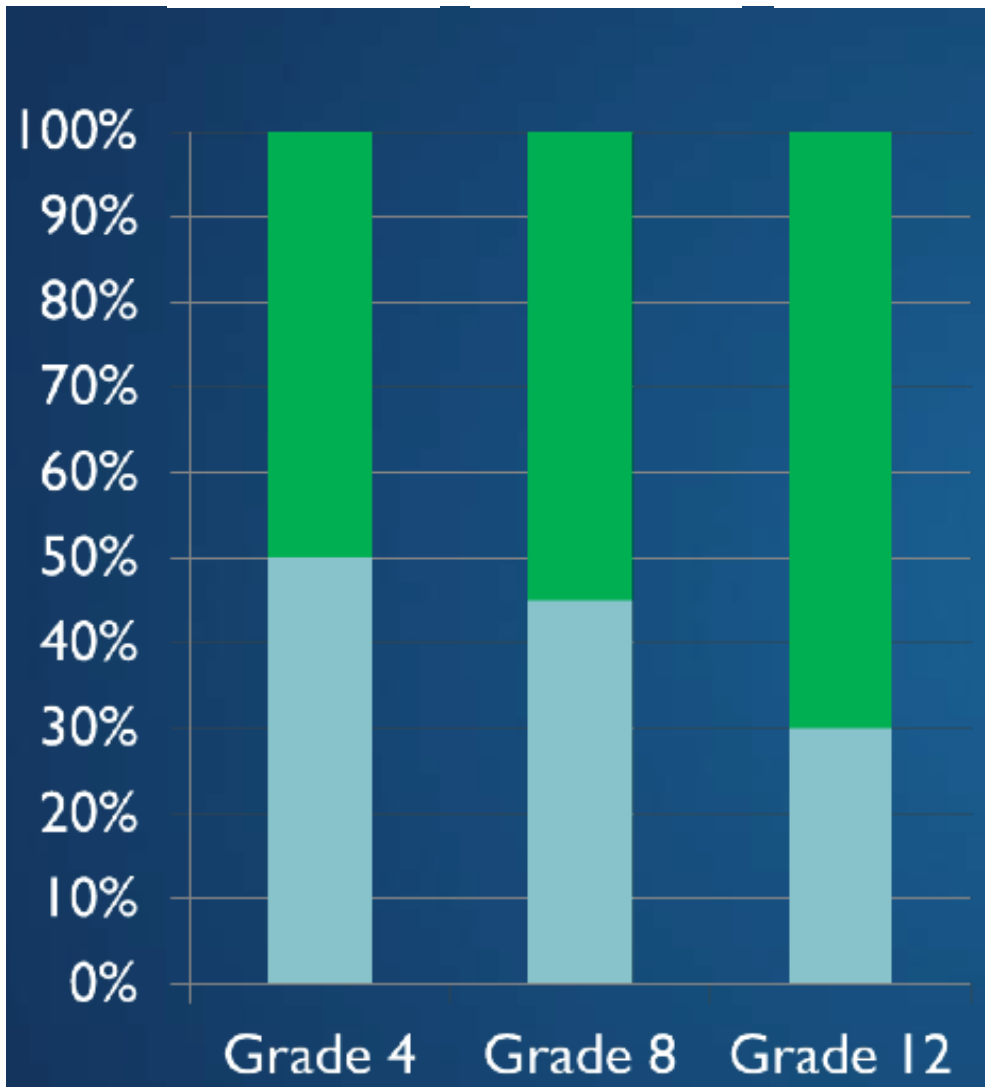
Informational text is a kind of nonfiction text that includes exposition; argumentation and persuasive text; and procedural text and documents.

- **Expository text:** (e.g. textbooks, reports, workplace documents, essays)
- **Argumentation and persuasive text:** (e.g. writing to persuade, appeal to emotions, or sway an audience)
- **Procedural text:** (e.g. “how-to” text, directions)
- **Documents:** (e.g. primary and secondary sources)

50/50

45/55

30/70



Balancing Literary and Informational Text

■ Informational Text
■ Literary Text

Illustrative 7th Grade Prose Constructed Response Item

Student Directions

You have read three articles describing what may have happened on Earhart's final flight. The three articles are:

- "Biography of Ameila Earhart" (webpage)
- "Earhart's Final Resting Place Believed Found" (article)
- "Ameila Earhart's Life and Disappearance" (video transcript)

Consider the argument each author is making about Earhart's final flight.

Write an essay that analyzes the strength of the arguments in at least two of the texts, and be sure to indicate which argument is most convincing. Remember to use textual evidence to support your ideas.

Claims (reporting categories)

Reading: Students read and comprehend a range of sufficiently complex texts independently.

Writing: Students write effectively when using and/or analyzing sources.

Disciplinary Literacy

K-5

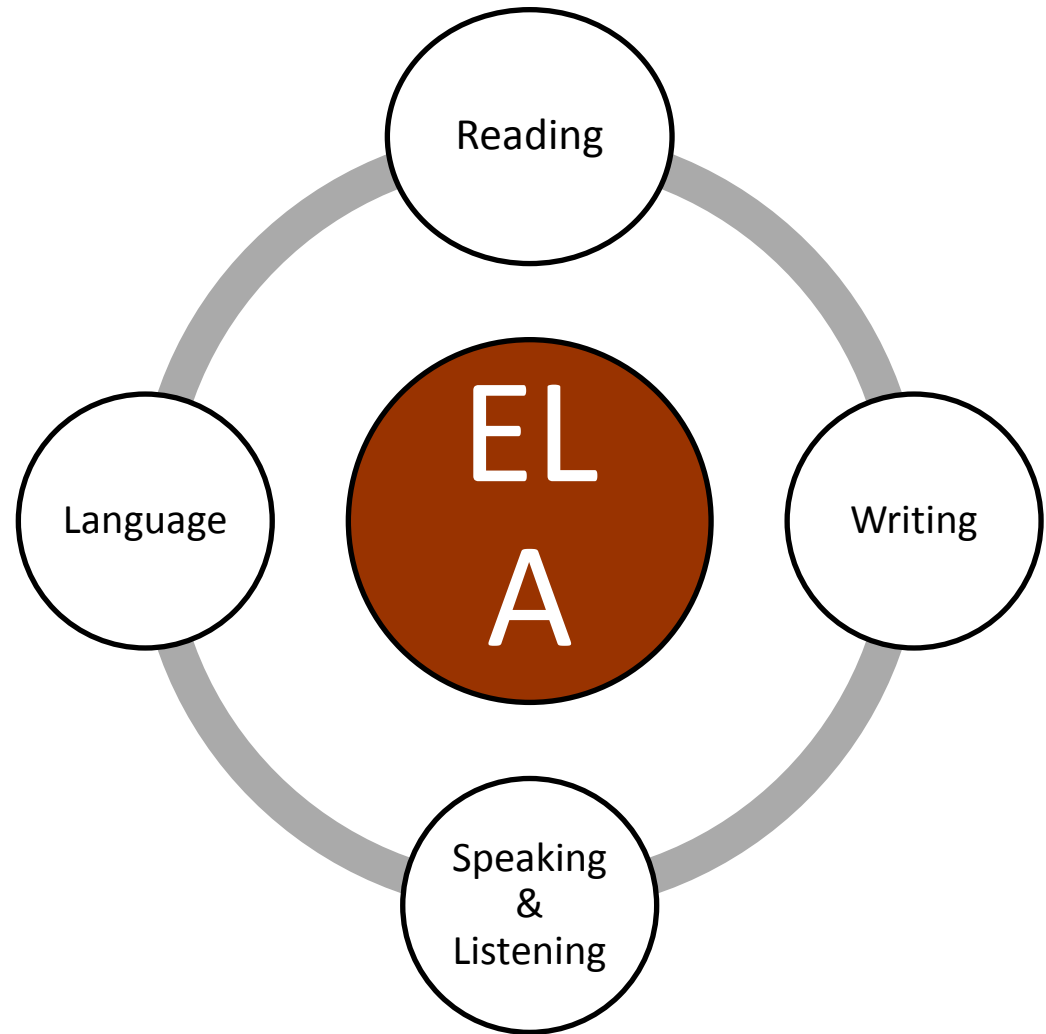
6-12 ELA

**6-12 Literacy in
History/Social Studies,
Science & Technical Subjects
(complements content
standards)**

Appendix A

Appendix B

Appendix C



Why Do I Need to Teach Disciplinary Literacy?

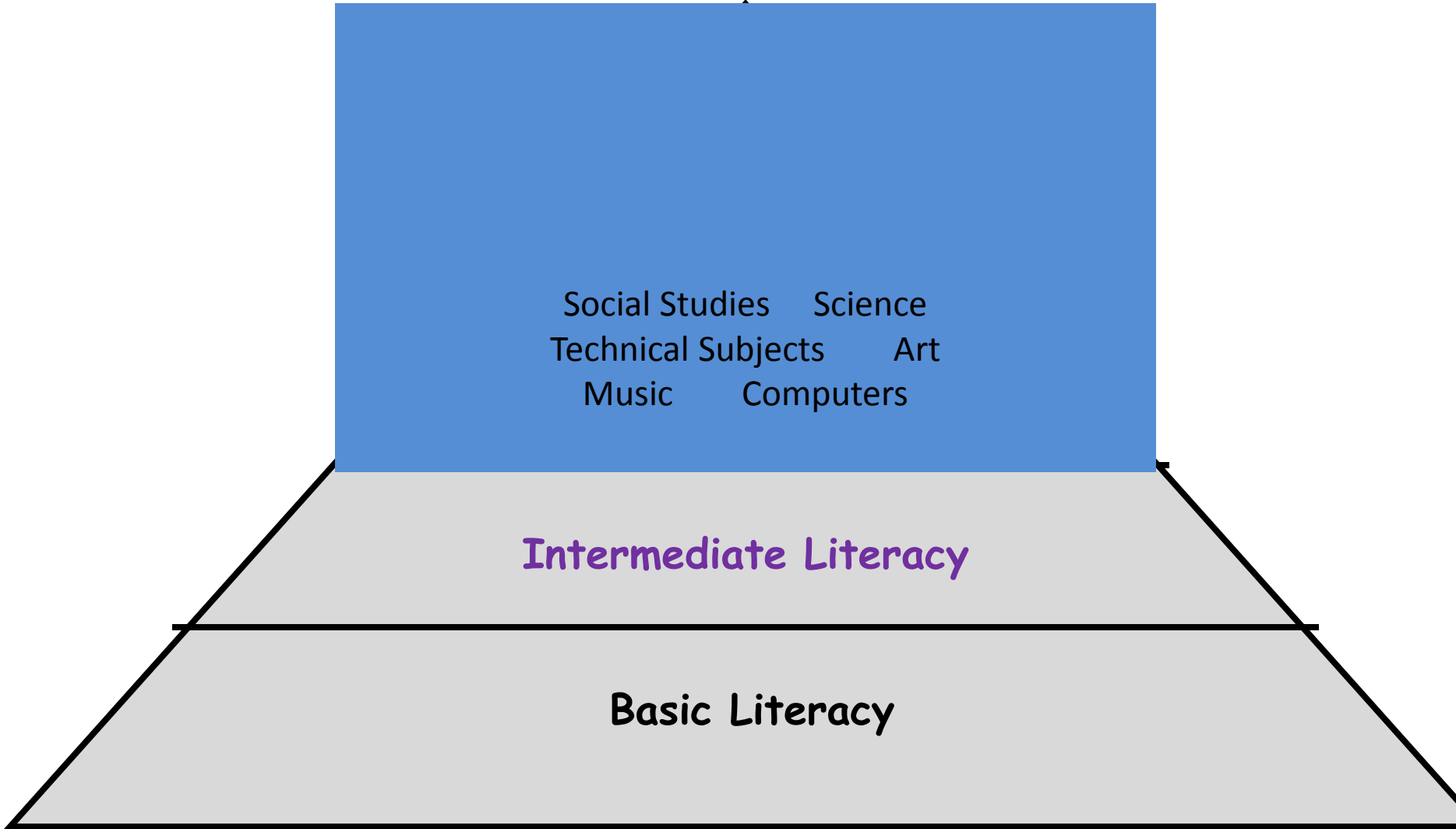
“The Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes.” -CCSS

Embedded Literacy:

Social Studies Science
Technical Subjects Art
Music Computers

Intermediate Literacy

Basic Literacy



A word cloud centered around the word "Mathematics". The word "Mathematics" is the largest and most prominent, written in a bold, blue, sans-serif font. Surrounding it are several other words in various colors and orientations:

- patterns**: A purple word oriented vertically, positioned above and to the right of "Mathematics".
- principles**: A teal word oriented horizontally, positioned to the right of "Mathematics".
- space**: A pink word oriented horizontally, positioned above "principles".
- knowledge**: A purple word oriented horizontally, positioned above and to the left of "Mathematics".
- quantity**: A purple word oriented horizontally, positioned above and to the left of "Mathematics".
- shape**: A green word oriented horizontally, positioned above and to the left of "Mathematics".
- general**: A purple word oriented horizontally, positioned below and to the left of "Mathematics".
- abstract**: A green word oriented vertically, positioned below and to the right of "Mathematics".

Major Math Shifts

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Application
6. Dual Intensity

Mathematical Standards of Practice

- 1 . Make sense of problems and persevere in solving them.
- 2 . Reason abstractly and quantitatively.
- 3 . Cons
- 4 . Mod
- 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.

How does this relate to the Capacities of a Literate Individual?

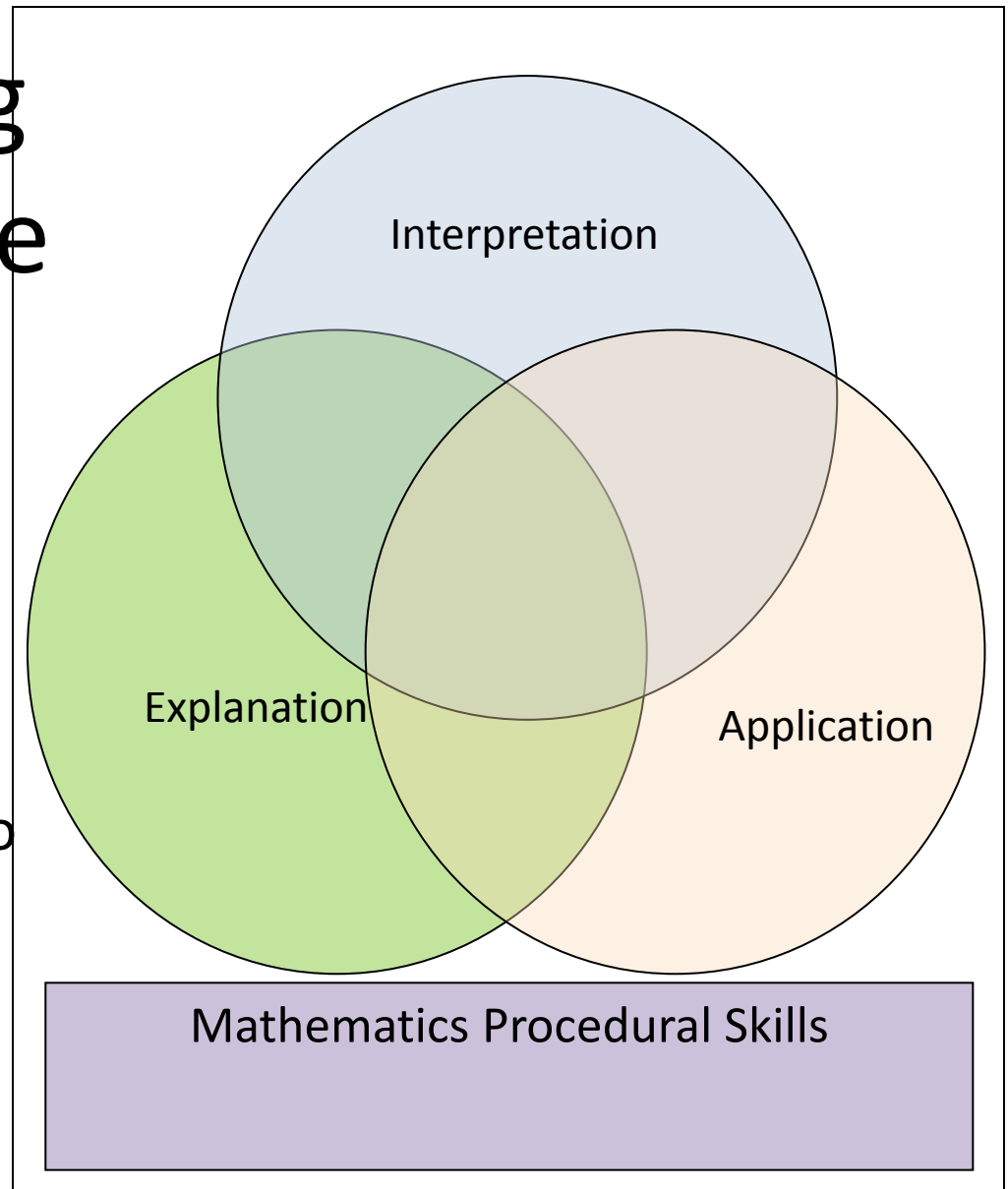
Standards for Mathematical Understanding

Many of the Common Core State Standards begin with the word
UNDERSTAND.

A necessary and frequently asked question is ...
What is meant by the word
understand?

Mathematical Understanding Reflected in the Standards

- From Kindergarten through to Grade 12, there is a strong emphasis and specificity on ways that students will be expected to show their understanding.



The Structure of the Math Standards

Domain

The Number System

NS

Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.

7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.

- a. Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.*
- b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
- c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
- d. Apply properties of operations as strategies to add and subtract rational numbers.

7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

- a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property,

Standard

Cluster

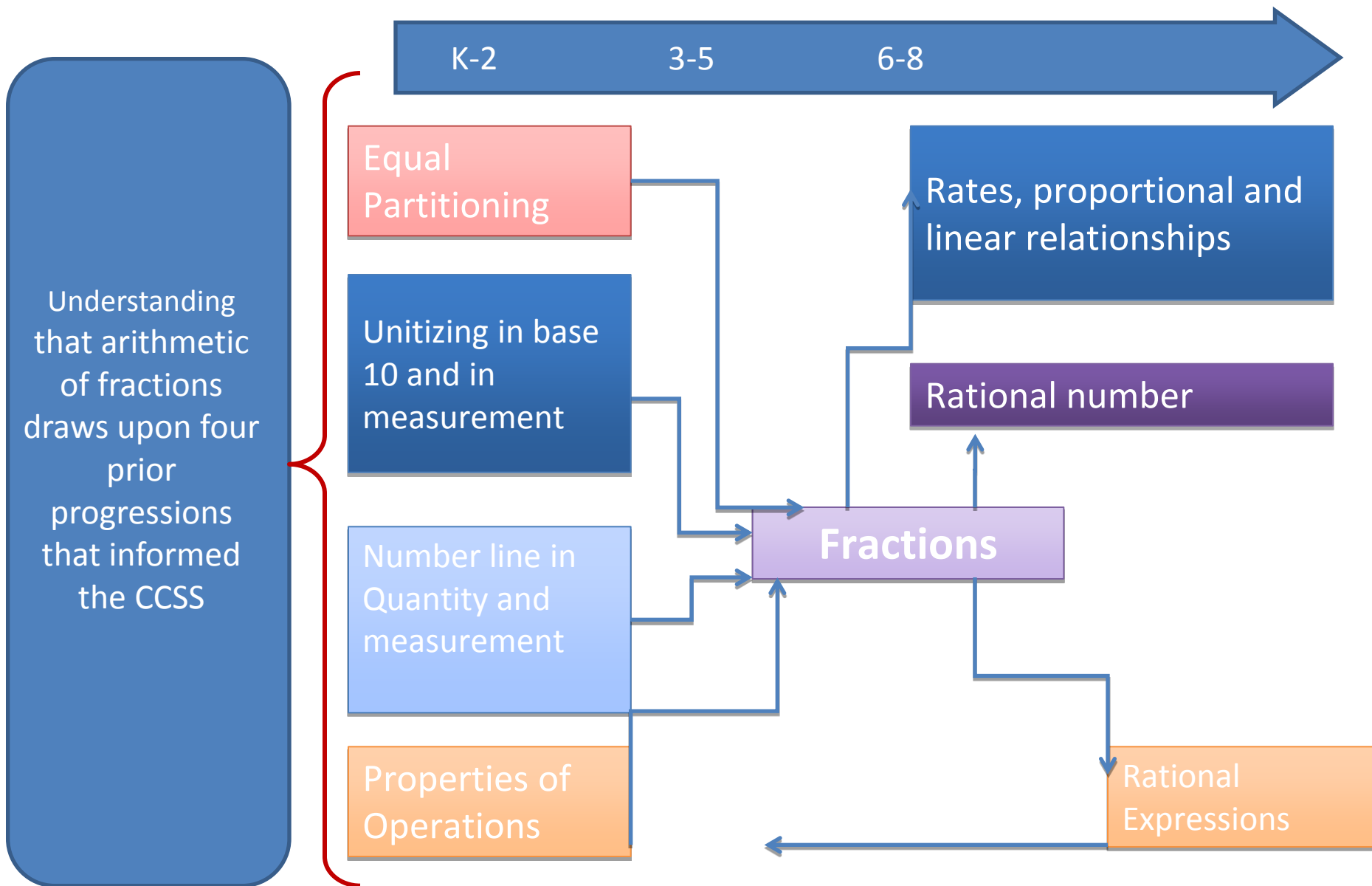
Sub-Standards

Standard

K-8 Domains

Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
Counting & Cardinality						The Number System		
Operations & Algebraic Thinking						Ratios & Proportional Relationships		Functions
Number & Operations Base 10								
			Number Operations-Fractions			Expressions & Equations		
Measurement & Data						Statistics & Probability		
Geometry								

Fractions Progression



Sample PARCC Mathematics:

Grade 3

Anita's kitchen floor is 4 feet by 7 feet. She needs to cover her kitchen floor with square tiles. Each tile has an area of 1 square foot.

Draw a model representing this situation. Then, use your model to:

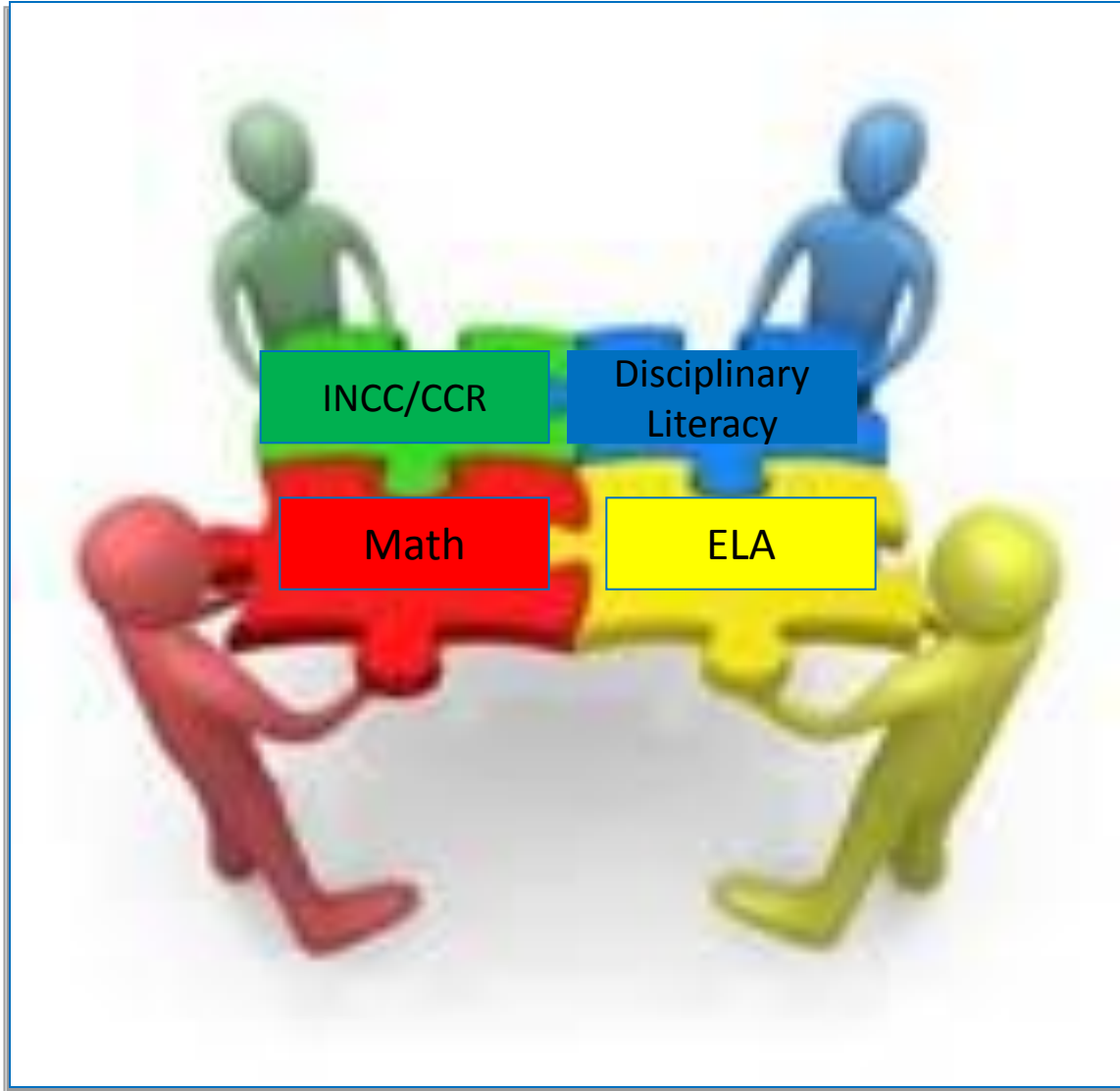
- Find the total area of Anita's kitchen floor;
- Find the total number of tiles Anita will need to cover her kitchen floor without gaps or overlaps.

Claim (Reporting Category):

- The student solves real-world problems with a degree of difficulty appropriate to the grade/course by applying knowledge and skills articulated in the standards for the current grade/course.

Other Features:

- Modeling/Application Task



Resources

Sites for math:

- www.kevinhoneycutt.com: for one-to-one initiatives, I-Pads etc.
- www.investigativemathematics.com (K-8)
- www.K-fivemathteachingresources.com
- (K-8)-great for journals, math centers, math problems
- www.illustrativemathematics.org K-12



Questions???



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Questions
are
guaranteed in
life;
Answers
aren't.