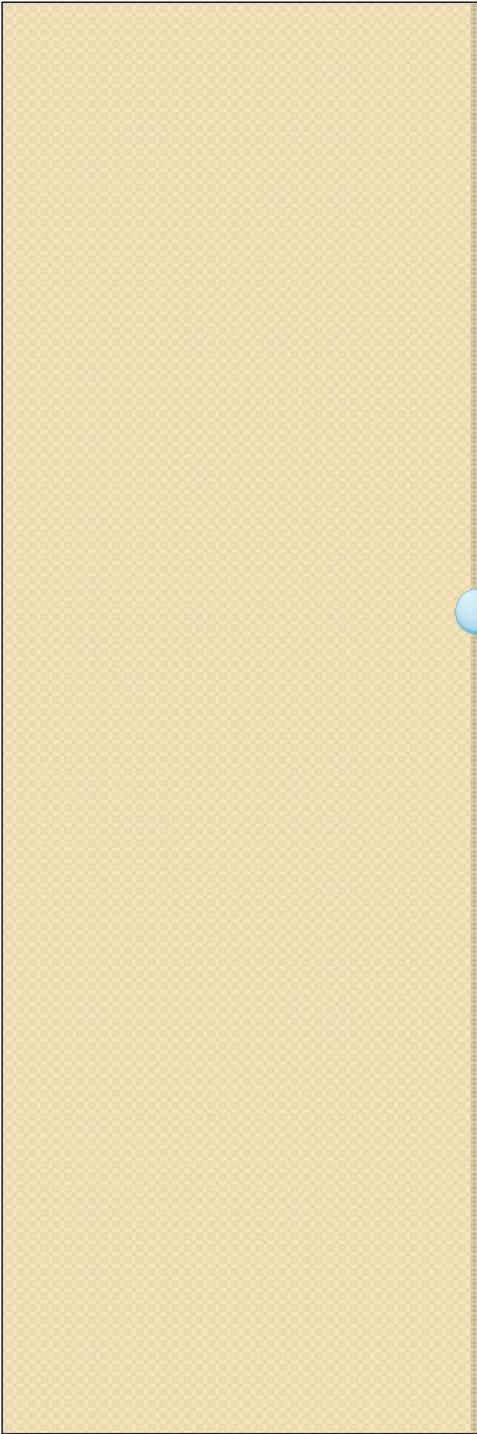


2011 EEA-Session 1



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Day 1, Session 1 Objective

- **Explore the structure and language of the Common Core Standards**



Terminology

- Key Points to Remember about the Common Core State Standards:
 - The writers of the English Language Arts & Math standards purposefully chose different terminology in their descriptions
 - “Why can’t the same language be used throughout?”
 - The selected language used best described their disciplines for English Language Arts and Math



Terminology-State Level

- How can we make the language consistent for teachers?
 - Over 40 states have now adopted the Common Core State Standards (CCSS)
 - The language of the standards will be used in materials of instruction and assessment that are being developed



Affinity Activity

Purpose:

- To help you better understand the structure and language used by the two disciplines (English Language Arts and Math)



Directions

- Reach to the center of the table and take one envelope for each school team
- Arrange the cards into three (3) categories on the table
- Create and write headings for each of the categories you have created by writing the name of the headings on the blank cards and placing them at the top of each list



Directions-Gallery Walk

- When teams have completed the grouping activity, designate one member of the team to remain at the table
- Circulate to other tables to look at how other teams arranged their cards and headings.
- The individual remaining at the table may explain the choices of categories
- Return to original table

**What did you discover
through this activity?**



AN OVERVIEW OF THE MARYLAND COMMON CORE STATE CURRICULUM STANDARDS

The Common Core State Standards are the foundation on which the Maryland Common Core State Curriculum is constructed. The language in the English Language Arts and Mathematics Standards differ in some areas, but the purpose or functions of the two disciplines are aligned:

- **The standards define what students must know and be able to do to be College and Career Ready when they graduate from high school.**

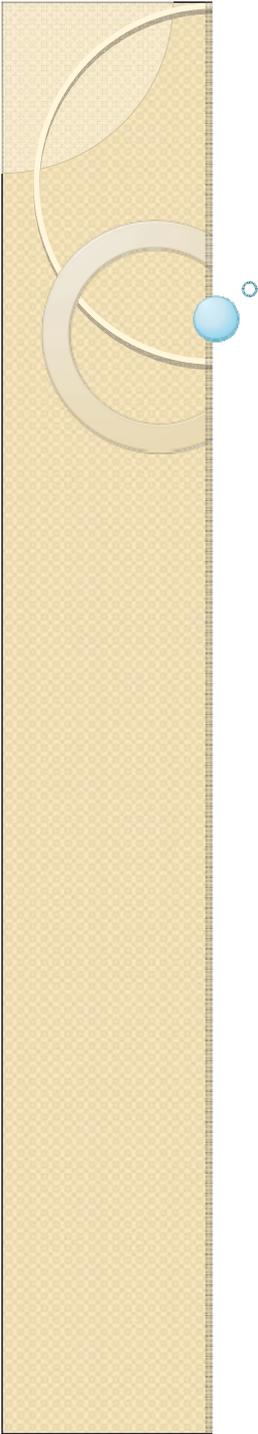
The graphic below illustrates how the two disciplines are structured.

Function or Purpose	English Language Arts	Mathematics
Divides the discipline into its largest categories for instruction	Strands: Reading/Literary Reading/Informational, Writing, Speaking and Listening, Language The strands remain the same in K-12	Domains: K-8: They vary from grade level to grade level Conceptual Categories and Domains: High School: They vary from course to course
Groups related standards	Clusters: They are strand-specific, but remain the same in K-12	Cluster: They change by grade
Defines by grade what students should know and be able to do	Standards: A grade-by-grade staircase of increasing complexity that rises to College and Career Readiness as identified by the College and Career Readiness Anchor Standards	Standards: The mathematics content and skills that define what students should know and be able to do at each grade level or course level
Describes the expected behaviors of a proficient student in that discipline	Capacities of a Literate Individual	Standards for Mathematical Practice

Please consider-

*How might you present
this to your faculty and
school community?*





Day 1, Session 1

Closure

- *Things to remember:*

- Instead of objectives, we now have **standards**
- Old standards are now called **strands** or **domains**
 - As teachers transition to the new MD Common Core State Curriculum, this new structure and language will become helpful