



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** P-12 Education Committee and Standards Work Group

**FROM:** John B. King, Jr.

**SUBJECT:** Update on recommended additions to the Common Core State Standards for English Language Arts and Mathematics and related timelines for development of curriculum models and new NYS assessments

**DATE:** December 7, 2010

**AUTHORIZATION(S):**

### **SUMMARY**

#### **Issues for Discussion**

Update on the period of public input for P-12 additions to the Common Core State Standards and next steps.

Timeline for development and implementation of the curriculum models.

Timeline for integrating the Common Core State Standards into New York State Assessments.

#### **Proposed Handling**

This item will come before the P-12 Education Committee and the Standards Workgroup for discussion at the December 2010 meeting.

#### **Background Information**

On July 19, 2010, New York State adopted the Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and CCSS for Mathematics, with the understanding that additional K-12 expectations and prekindergarten standards may be added. According to the timeline adopted by the Board of Regents in December 2009, the Board is scheduled to act on a decision to approve these recommended additions (up to 15% of the whole) by January 2011. After Board approval of any recommended additions in January, development of curriculum models and guidance materials that provide more specificity to the P-12 standards will begin.

## P-12 additions to the Common Core

From July 20-23, 2010, groups of P-12 and higher education English Language Arts and Mathematics practitioners met in Albany to analyze the Common Core State Standards for ELA and Mathematics and make recommendations for necessary additions. The proposed additions, which represent PreK-12 student achievement expectations for all students, were presented to the Board of Regents' Standards Workgroup in October 2010, with a five-week period of statewide public feedback in October and November. Over 800 teachers, parents, school administrators, and other stakeholders responded to the ELA and Mathematics surveys.

After the survey data was compiled, team leaders from the July Mathematics and ELA workgroups participated in a review and revision session on December 6th. The group analyzed the survey results and made suggestions for necessary edits based on public input. Two new sets of P-12 standards (including the Common Core and New York additions) plus a summary of the public survey data will be prepared to share with the Board of Regents in January 2011.

Included below is a summary of the recommended additions for English Language Arts and Mathematics. A sample of the recommended additions is available in Appendix A. All of the recommendations are also available on the SED Common Core website: [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/news.html](http://www.p12.nysed.gov/ciai/common_core_standards/news.html).

### Recommended Additions for Mathematics

- The P-4 group added Prekindergarten standards to provide foundational support for kindergarten standards and beyond.
- One grade level standard was added at the kindergarten level under the domain of Counting and Cardinality and another was added at grade one under the domain of Measurement and Data.
- The July workgroup drafted sample high school courses—Algebra 2 & Trigonometry, Geometry, and Integrated Algebra. There was additional discussion about whether to follow the traditional or integrated pathways at the high school.

### Recommended Additions for English Language Arts

- Two additional anchor standards were added (college- and career-readiness standards) for Responding to Literature (Reading P-12 and Writing grades 5-12), with related grade-specific standards. According to the ELA Panel, the proposed anchor standard, as well as its supporting grade level standards, support the idea that students should develop responses to literature that demonstrate personal, cultural, and textual connections among a wide variety of literary texts. Furthermore, these responses should include a variety of written and digital presentations.

- Additional grade-level expectations for student inquiry were added—embedded into the Reading, Writing, and Listening and Speaking strands, grades 5-12. Although the July workgroup recognized that the Common Core contains some items related to inquiry, specifically in PreK-grade 4, they identified a need for skills related to student-generated inquiry to promote independent thinking in grades 5-12.
- Additional grade-level expectations for culture and diversity were added—embedded into the Reading, Writing, and Listening and Speaking strands, P-12. The July Workgroup wrote that as a state with a long history of embracing many cultures and perspectives, New York must have a set of standards that celebrates and encourages the inclusion of a wide variety of cultures and viewpoints.
- Prekindergarten standards in Reading, Writing, Language, and Speaking and Listening were developed that connect to the K-12 expectations in the Common Core State Standards. These expectations will be included in the new P-12 English Language Arts and Literacy Standards and connect to the five domains in the stand-alone Prekindergarten Learning Standards document.

## **Next Steps**

### Timeline for development and implementation of the Curriculum Models

In early 2011, after the Board of Regents reviews the recommended additions, New York will develop sequenced, spiraled, content-rich Prekindergarten-grade 12 English Language Arts and Mathematics curriculum models with grade-by-grade performance expectations designed to promote college- and career-readiness. Based on priorities stated in both New York State's Race to the Top application and the Department's P-12 Strategic Vision, these curriculum models are expected to include:

- Month-by-month learning objectives/student expectations, organized in thematic units or genre-specific modules, which include formative instruction/assessment strategies to check for student understanding, and specific teaching activities and student tasks.
- Grade-by-grade student expectations (standards and performance indicators), including the knowledge, skills, and understandings that students are expected to achieve at each grade.
- Grade-level learning examples, which include developmentally appropriate instructional strategies and sample tasks to demonstrate how students can achieve the standards, including resources for teachers of students with disabilities and English language learners.
- An appendix of grade-by-grade recommended texts (fiction/nonfiction) that are representative of grade level readability as normed by various reading metrics to inform curriculum development.
- Formative instruction/assessment tools at each grade level to permit teachers to measure ongoing student grade-level achievement.

- Alignment tools to analyze existing programs and resources against new learning expectations.
- Supplemental curriculum guidance for teachers of English language learners, students with disabilities, and other student populations.
- Links to professional development resources throughout the models.

Two Requests for Proposals (RFPs) are expected to be released by the end of January 2011 to establish Statewide Curriculum Resource Centers for English Language Arts and Mathematics. Awards are expected to be made by the end of April 2011. In spring, the curriculum resource centers will begin work on the development of the curriculum models with input from statewide stakeholders, including teachers, school administrators, representatives of higher education, curriculum specialists, and representatives from various New York State professional organizations. The P-12 ELA and Mathematics curriculum models are scheduled to be available to schools during school year 2012-2013.

### Integrating the Common Core into our NYS assessments

The Department is focused on ensuring that the Grades 3-8 Testing program has appropriate rigor and that we have a transition strategy to the Common Core State Standards. The Grades 3-8 Testing Program has undergone significant revision during this past year; these changes include:

- resetting cut scores to ensure appropriate rigor and track for college and career readiness;
- expanding the number of multiple choice items to ensure that more performance indicators are evaluated each year and the tests are less predictable;
- continuing the focus on performance-based items to evaluate higher order thinking skills by including them in both the ELA and math exams (full essays and math problems);
- embedding field-testing for multiple choice items (starting in Spring 2012); and
- continuing the audit research to track possible score inflation and to help inform future testing program design.

The State has reissued an RFP for the Grades 3-8 Testing Program and the new contract will provide tests starting in the 2011-2012 school year; based on the results of the RFP process, the Department may decide to administer ELA exams in grades 9-11 as well. All of the changes to the testing program listed above will continue with the new contract and the State will also start the formal transition to the Common Core State Standards and the upcoming Partnership for Assessments of Readiness for College and Careers (PARCC) Testing Program. This will be done by providing a set of comprehensive test item maps to show the relationship between the 2005 NYS Learning Standards and the new Common Core State Standards plus recommended additions. In the 2011-2012 school year, the assessments will test the 2005 NYS Learning Standards and Performance Indicators; the Department will release Item Maps showing how the tested items align to 2005 NYS Learning Standards, Common Core Standards plus recommended additions, and NAEP Frameworks for Reading and Mathematics. Starting in the 2012-2013 school year, the assessments will test the Common Core State Standards plus recommended additions and the State will release

Item Maps showing the items and their alignment to both the Common Core State Standards and the NAEP Frameworks for Reading and Mathematics. During 2012-2013, it is also expected that field-testing for PARCC assessments will begin and this will continue during 2013-2014. The State Testing Program will stay in place at least until the PARCC assessments are ready for consideration for potential adoption by the Regents and administration in the 2014-2015 school year.

## **APPENDIX A: Sample of Recommended Additions to the Common Core**

The following are examples of the July Common Core Workgroup's recommended additions for ELA and Mathematics. For the full set of recommendations, please see [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/news.html](http://www.p12.nysed.gov/ciai/common_core_standards/news.html).

### **English Language Arts**

The following English Language Arts recommended additions are provided:

- Prekindergarten: Reading for Informational Text grade level example
- Responding to Literature: Reading anchor standard example
- Culture and Diversity: Speaking and Listening Grade 1 example
- Responding to Literature: Reading Grade 6 example
- Responding to Literature: Writing Grade 7 example
- Student Inquiry: Reading for Informational Text Grades 9-10 example

#### **Prekindergarten: Reading for Informational Text Standards** **(These standards connect to the Kindergarten Common Core State Standards)**

##### Key Ideas and Details

1. With prompting and support, ask and answer questions about details in a text.
2. With prompting and support, retell detail(s) in a text
3. With prompting and support, describe the connection between two events or pieces of information in a text

##### Craft and Structure

4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary)
5. Identify the front cover, back cover; displays correct orientation of book, page turning skills
6. With prompting and support can describe the role of an author and illustrator

##### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the texts an illustration depicts)
8. This standard is not applicable to Prekindergarten

9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g. illustrations, descriptions, or procedures)

#### Range of Reading and Level of Text Complexity

10. With prompting and support, actively engage in group reading activities with purpose and understanding

#### **Responding to Literature: P-12 Reading—sample Anchor Standard**

Anchor Standard: Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

#### **Culture and Diversity: Speaking and Listening —sample grade level standard (Grade 1)**

Standard 1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.
- d. Understand and communicate with individuals of different cultural backgrounds. (new addition)

#### **Responding to Literature: Reading —sample grade level standard (Grade 6)**

Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.

- a. Self-select text based on personal preferences.
- b. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

#### **Responding to Literature: Writing—sample grade level standard (Grade 7)**

Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.

- a. make deliberate personal, cultural, textual, and thematic connections across genres.
- b. create poetry, stories, plays, and other literary forms (e.g. videos, art work).

#### **Student Inquiry: Reading for Informational Text—sample grade band standard (Grades 9-10)**

Standard 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). (new addition)

## **Mathematics**

The following Mathematics examples are provided:

- Prekindergarten: Counting and Cardinality example
- Kindergarten: Counting and Cardinality example
- Grade 1: Measurement and Data example

### **Prekindergarten: Counting and Cardinality PK.CC**

#### **Know number names and the count sequence.**

1. Count to 20.
2. Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

#### **Count to tell the number of objects.**

3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
  - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
  - b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
  - c. Understand that each successive number name refers to a quantity that is one larger.
4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

#### **Compare numbers**

5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies. (1: up to 5 objects)
6. Identify “first” and “last” related to order or position.

### **Kindergarten: Counting and Cardinality K.CC**

#### **Count to tell the number of objects**

1. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.

### **Grade 1: Measurement and Data 1.MD**

#### **Tell and write time and money**

1. Recognize and identify coins, their names, and their value.