HCS Common Core Parent Meeting

Parent Packet

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Presented by HP4K and HCS Curriculum Department

Key Shifts in English Language Arts

Introduction

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

The following are key shifts called for by the Common Core:

1. Regular practice with complex texts and their academic language

   Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

   Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

   Because the standards are the roadmap for successful classrooms, and recognizing that teachers, school districts, and states need to decide on the journey to the destination, they intentionally do not include a required reading list. Instead, they include numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect during the year.

   The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational

   The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

   The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.

3. Building knowledge through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.

In grades 6-12, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. To be clear, the standards pay substantial attention to literature throughout K-12, as it constitutes half of the reading in K-5 and is the core of the work of 6-12 ELA teachers. Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. Reading, writing, speaking, and listening should span the school day from K-12 as integral parts of every subject.

Key Shifts in Mathematics

Introduction

The Common Core State Standards for Mathematics build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing them.

The following are the key shifts called for by the Common Core:

1. Greater focus on fewer topics

   The Common Core calls for greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:

   - In grades K–2: Concepts, skills, and problem solving related to addition and subtraction
   - In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions
   - In grade 6: Ratios and proportional relationships, and early algebraic expressions and equations
   - In grade 7: Ratios and proportional relationships, and arithmetic of rational numbers
   - In grade 8: Linear algebra and linear functions

   This focus will help students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

2. Coherence: Linking topics and thinking across grades

   Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years. For example, in 4thgrade, students must "apply and extend previous understandings of multiplication to multiply a fraction by a whole number" (Standard 4.NF.4). This extends to 5th grade, when students are expected to build on that skill to "apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction" (Standard 5.NF.4). Each standard is not a new event, but an extension of previous learning.

   Coherence is also built into the standards in how they reinforce a major topic in a grade by utilizing supporting, complementary topics. For example, instead of presenting the topic of data displays as an end in itself, the topic is used to support grade-level word problems in which students apply mathematical skills to solve problems.

3. Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.

Procedural skills and fluency: The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.

Application: The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

Myths vs. Facts

Successful implementation of the Common Core State Standards requires parents, educators, policymakers, and other stakeholders to have the facts about what the standards are and what they are not. The following myths and facts aim to address common misconceptions about the development, intent, content, and implementation of the standards.

Myths About Content and Quality: General

Myth: Adopting common standards means bringing all states' standards down to the lowest common denominator. This means that states with high standards are actually taking a step backwards by adopting the Common Core.

Fact: The standards are designed to build upon the most advanced current thinking about preparing all students for success in college, career, and life. This will result in moving even the best state standards to the next level. In fact, since this work began, there has been an explicit agreement that no state would lower its standards. The standards were informed by the best in the country, the highest international standards, and evidence and expertise about educational outcomes. We need college- and career-ready standards because even in high-performing states, students are graduating and passing all the required tests but still need remediation in their postsecondary work.

Myth: The Common Core State Standards are not internationally benchmarked.

Fact: Standards from top-performing countries played a significant role in the development of the math and English language arts/literacy standards. In fact, the college- and career-ready standards provide an appendix listing the evidence that was consulted in drafting the standards, including the international standards that were consulted in the development process.

Myth: The standards only include skills and do not address the importance of content knowledge.

Fact: The standards recognize that both content and skills are important.

The English language arts standards require certain critical content for all students, including classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are made at the state and local levels. In addition to content coverage, the standards require that students systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

The mathematics standards lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Taken together, these elements support a student's ability to learn and apply more demanding math concepts and procedures. The middle school and high school standards call on students to practice applying mathematical ways of thinking to real-world issues and challenges. They prepare students to think and reason mathematically. The standards set a rigorous definition of college and career readiness not by piling topic upon topic, but by demanding that students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.

Myths About Content and Quality: Math

Myth: The standards do not prepare or require students to learn algebra in the 8th grade, as many states' current standards do.

Fact: The standards do accommodate and prepare students for Algebra 1 in 8th grade by including the prerequisites for this course in grades K-7. Students who master the K-7 material will be able to take Algebra 1 in 8th grade. At the same time, grade 8 standards also include rigorous algebra and will transition students effectively into a full Algebra 1 course.

Myth: Key math topics are missing or appear in the wrong grade.

Fact: The mathematical progressions presented in the Common Core State Standards are coherent and based on evidence.

Part of the problem with having different sets of state standards in mathematics is that different states cover different topics at different grade levels. Coming to a consensus guarantees that, from the viewpoint of any given state, topics will move up or down in the grade level sequence. What is important to keep in mind is that the progression in the Common Core State Standards is mathematically coherent and leads to college and career readiness at an internationally competitive level.

Myths About Content and Quality: English Language Arts/Literacy

Myth: The standards are just vague descriptions of skills and do not include a reading list or any other reference to content.

Fact: The standards do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the standards. The exemplars of high-quality texts at each grade level provide a rich set of possibilities and have been very well received. This provides a reference point for teachers when selecting their texts, along with the flexibility to make their own decisions about what texts to use.

Myth: English teachers will be asked to teach science and social studies reading materials.

Fact: With the ELA standards, English teachers will still teach their students literature as well as literary nonfiction. However, because college and career readiness overwhelmingly focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write, and research across the curriculum, including in history and science. These goals can be achieved by ensuring that teachers in other disciplines are also focusing on reading and writing to build knowledge within their subject areas.

Myth: The standards do not have enough emphasis on fiction/literature.

Fact: The Common Core requires certain critical content for all students, including classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare. Appropriately, the remaining crucial decisions about what content should be taught are made at the state and local levels. The standards require that a portion of what is read in high school should be informational text, yet the bulk of this portion will be accounted for in non-ELA disciplines that do not frequently use fictional texts. This means that stories, drama, poetry, and other literature account for the majority of reading that students will do in their ELA classes. In addition to content coverage, the standards require that students

systematically acquire knowledge in literature and other disciplines through reading, writing, speaking, and listening.

Myths About Process

Myth: No teachers were involved in writing the standards.

Fact: The Common Core drafting process relied on teachers and standards experts from across the country. In addition, many state experts came together to create the most thoughtful and transparent process of standard setting. This was only made possible by many states working together.

Myth: The standards are not based on research or evidence.

Fact: The standards have made careful use of a large and growing body of evidence. The evidence base includes scholarly research, surveys on what skills are required of students entering college and workforce training programs, assessment data identifying college- and career-ready performance, and comparisons to standards from high-performing states and nations.

In English language arts, the standards build on the firm foundation of the National Assessment of Education Progress (NAEP) frameworks in reading and writing, which draw on extensive scholarly research and evidence.

In mathematics, the standards draw on conclusions from the Trends in International Mathematics and Science Study (TIMSS) and other studies of high-performing countries that found the traditional U.S. mathematics curriculum needed to become substantially more coherent and focused in order to improve student achievement, addressing the problem of a curriculum that is "a mile wide and an inch deep."

Myths About Implementation

Myth: The standards tell teachers what to teach.

Fact: Teachers know best about what works in the classroom. That is why these standards establish what students need to learn but do not dictate how teachers should teach. Instead, schools and teachers will decide how best to help students reach the standards.

Myth: Teachers will be left to implement the standards without any support or guidance.

Fact: Decisions on how to implement the standards are made at the state and local levels. As such, states and localities are taking different approaches to implementing the standards and providing their teachers with the supports they need to help students successfully reach the standards. To learn how states are supporting teachers and implementing their new standards, visit the Standards in Your State section for a map linking to the state-specific implementation page.

Myth: The standards will be implemented through No Child Left Behind (NCLB), signifying that the federal government will be leading them.

Fact: The Common Core is a state-led effort that is not part of No Child Left Behind or any other federal initiative. The federal government played no role in the development of the Common Core. State adoption of the standards is in no way mandatory. States began the work to create clear, consistent standards before the

American Recovery and Reinvestment Act, which provided funding for the Race to the Top grant program. It also began before the Elementary and Secondary Education Act blueprint was released, because this work is being driven by the needs of the states, not the federal government. Learn more about the development process here.

Myth: The Common Core State Standards were adopted by states as part of the Race to the Top grant program.

Fact: Recognizing the strength of having high standards for all students, the federal government gave competitive advantage to Race to the Top applicants that demonstrated that they had or planned to adopt college- and career-ready standards for all students. The program did not specify the Common Core or prevent states from creating their own, separate college- and career-ready standards. States and territories voluntarily chose to adopt the Common Core to prepare their students for college, career, and life. Many states that were not chosen for Race to the Top grants continue to implement the Common Core.

Myth: These standards amount to a national curriculum for our schools.

Fact: The Common Core is *not* a curriculum. It is a clear set of shared goals and expectations for what knowledge and skills will help our students succeed. Local teachers, principals, superintendents, and others will decide how the standards are to be met. Teachers will continue to devise lesson plans and tailor instruction to the individual needs of the students in their classrooms.

Myth: The federal government will take over ownership of the Common Core State Standards initiative.

Fact: The federal government will *not* govern the Common Core State Standards. The Common Core was and will remain a *state-led* effort. The NGA Center and CCSSO are committed to developing a long-term governance structure with leadership from governors, chief state school officers, and other state policymakers to ensure the quality of the Common Core and that teachers and principals have a strong voice in the future of the standards. States and local school districts will drive implementation of the Common Core.

Myth: The Common Core State Standards will result in a national database of private student information.

Fact: There are no data collection requirements for states adopting the standards. Standards define expectations for what students should know and be able to do by the end of each grade. Implementing the Common Core State Standards does not require data collection. The means of assessing students and the use of the data that result from those assessments are up to the discretion of each state and are separate and unique from the Common Core

COMMON CORE STATE STANDARDS FOR MATHEMATICS
Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should k to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning , strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately) and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 **Make sense of problems and persevere in solving them.**
Mathematically proficient students:
- explain to themselves the meaning of a problem and looking for entry points to its solution.
- analyze givens, constraints, relationships, and goals.
- make conjectures about the form and meaning of the solution attempt.
- consider analogous problems, and try special cases and simpler forms of the original problem.
- monitor and evaluate their progress and change course if necessary.
- transform algebraic expressions or change the viewing window on their graphing calculator to get information.
- explain correspondences between equations, verbal descriptions, tables, and graphs.
- draw diagrams of important features and relationships, graph data, and search for regularity or trends.
- use concrete objects or pictures to help conceptualize and solve a problem.
- check their answers to problems using a different method.
- ask themselves, "Does this make sense?"
- understand the approaches of others to solving complex problems.

Reason abstractly and quantitatively.
Mathematically proficient students:
- make sense of quantities and their relationships in problem situations.
  - ✓ *decontextualize* (abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents and
  - ✓ *contextualize* (pause as needed during the manipulation process in order to probe into the referents for the symbols involved).
- use quantitative reasoning that entails creating a coherent representation of quantities, not just how to compute them
- know and flexibly use different properties of operations and objects.

3 **Construct viable arguments and critique the reasoning of others.**
Mathematically proficient students:
- understand and use stated assumptions, definitions, and previously established results in constructing arguments.
- make conjectures and build a logical progression of statements to explore the truth of their conjectures.
- analyze situations by breaking them into cases
- recognize and use counterexamples.
- justify their conclusions, communicate them to others, and respond to the arguments of others.
- reason inductively about data, making plausible arguments that take into account the context
- compare the effectiveness of plausible arguments
- distinguish correct logic or reasoning from that which is flawed
  - ✓ elementary students construct arguments using objects, drawings, diagrams, and actions..
  - ✓ later students learn to determine domains to which an argument applies.
- listen or read the arguments of others, decide whether they make sense, and ask useful questions

4 **Model with mathematics.**

Mathematically proficient students:

- apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.
  - ✓ In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community.
  - ✓ By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another.
- simplify a complicated situation, realizing that these may need revision later.
- identify important quantities in a practical situation
- map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas.
- analyze those relationships mathematically to draw conclusions.
- interpret their mathematical results in the context of the situation.
- reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 **Use appropriate tools strategically.**

Mathematically proficient students

- consider available tools when solving a mathematical problem.
- are familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools
- detect possible errors by using estimations and other mathematical knowledge.
- know that technology can enable them to visualize the results of varying assumptions, and explore consequences.
- identify relevant mathematical resources and use them to pose or solve problems.
- use technological tools to explore and deepen their understanding of concepts.

6 **Attend to precision.**

Mathematically proficient students:

- try to communicate precisely to others.
- use clear definitions in discussion with others and in their own reasoning.
- state the meaning of the symbols they choose, including using the equal sign consistently and appropriately.
- specify units of measure and label axes to clarify the correspondence with quantities in a problem.
- calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the context.
  - ✓ In the elementary grades, students give carefully formulated explanations to each other.
  - ✓ In high school, students have learned to examine claims and make explicit use of definitions.

7 **Look for and make use of structure.**

Mathematically proficient students:

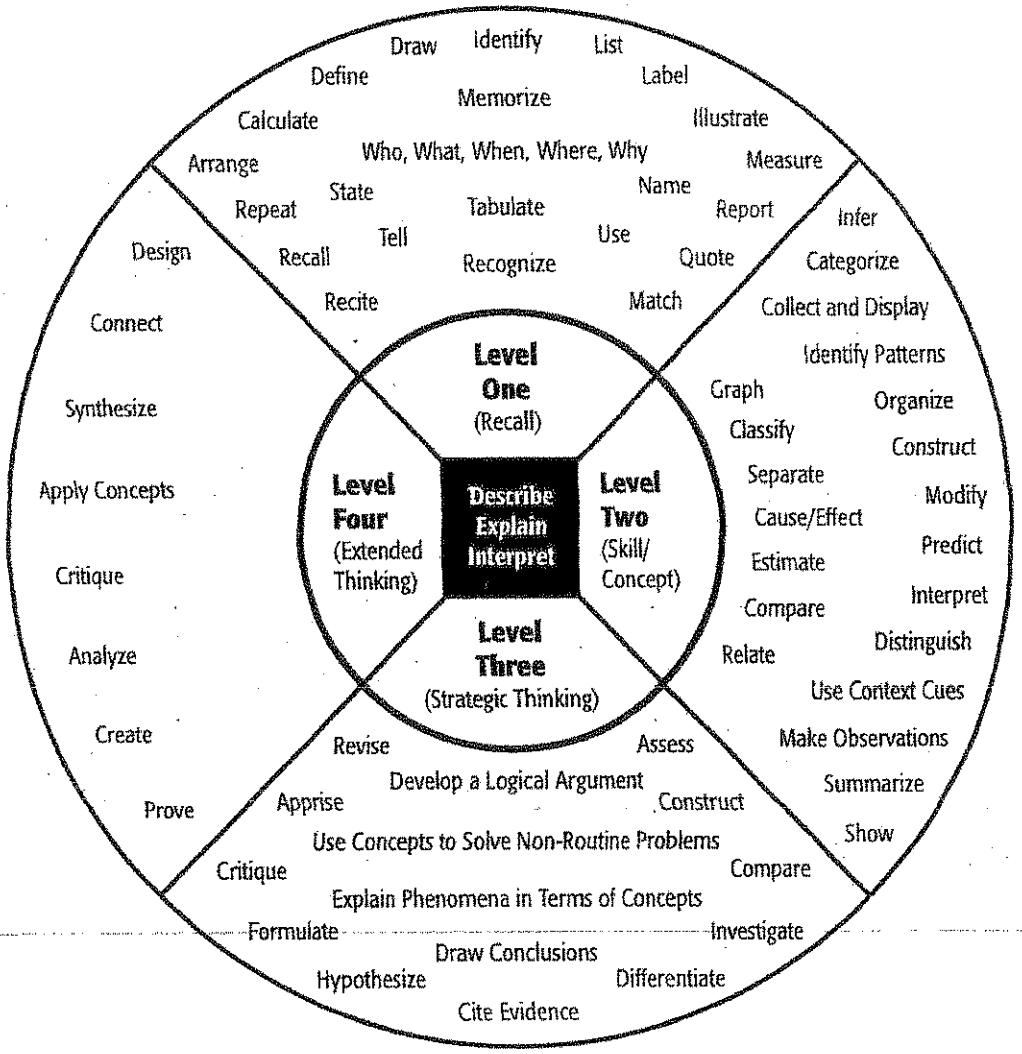
- look closely to discern a pattern or structure.
  - ✓ Young students might notice that three and seven more is the same amount as seven and three more.
  - ✓ Later, students will see 7×8 equals the well-remembered $7 \times 5 + 7 \times 3$, in preparation for the distributive property.
  - ✓ In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$.
- step back for an overview and can shift perspective.
- see complicated things, such as some algebraic expressions, as single objects or composed of several objects.

8 **Look for and express regularity in repeated reasoning.**

Mathematically proficient students:

- notice if calculations are repeated
- look both for general methods and for shortcuts.
- maintain oversight of the process, while attending to the details.
- continually evaluate the reasonableness of intermediate results.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006 <http://www.wcer.wisc.edu/WAT/index.aspx>

Depth of Knowledge (DOK)

(Created by Dave Minsker, Round Elementary School, 2014)

Level 1: Recall and Reproduction

- DOK 1 requires recall of information, such as fact, definition, term, or performance of a simple process or procedure.
- Answering a Level 1 item can involve following a simple, well-known procedure or formula. DOK 1 requires simple skills and abilities
- Examples:

1) List animals that survive by eating other animals.
2) Locate or recall facts explicitly found in text.
3) Describe physical features of places.
4) Determine the perimeter or area of rectangles.
5) Identify elements of music using musical terminology.
6) Identify basic rules for participating in simple games.

Level 2: Skills and Concepts

- DOK 2 includes the engagement of some mental processing beyond recalling or reproducing a response. Items require students to make some decisions as to how to approach the question or problem. These actions imply more than one mental or cognitive process/step.
- Examples:

1) Compare desert and tropical environments.
2) Identify and summarize the major events, problem, solution, conflicts in literary text.
3) Explain the cause-effect of historical events.
4) Predict a logical outcome based on information in a reading selection.
5) Explain how good work habits are important at home, school, and on the job.
6) Classify three dimensional figures.
7) Describe various styles of music.

Level 3: **Strategic Thinking**

- DOK 3 requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning. The cognitive demands at Level 3 are complex and abstract.
- An assessment item that has more than one possible answer and requires students to justify the response.
- Examples:
    1) Compare consumer actions and analyze how these actions impact the environment.
    2) Analyze or evaluate the effectiveness of literacy elements (characterization, setting, point of view, conflict and resolution, plot structures)
    3) Solve a multiple-step problem and provide support with a mathematical explanation that justifies the answer.
    4) Develop a scientific model for a complex idea.
    5) Propose and evaluate solutions for an economic problem.
    6) Explain, generalize or connect ideas, using supporting evidence from a text or source.
    7) Create a dance that represents the characteristics of a culture.

Level 4: **Extended Thinking**

- DOK 4 requires high cognitive demand and is very complex. Students are expected to make connections – relate ideas within the content or among content areas – and have to select or devise one approach among many alternatives on how the situation can be solved. DOK 4 requires an extended period of time.
- Examples:
    1) Gather, analyze, organize, and interpret information from multiple (print and non-print) sources to draft a reasoned report.
    2) Analyzing author's craft (style, bias, literacy techniques, point of view)
    3) Analyze and explain multiple perspectives or issues within or across time periods, events, or cultures.
    4) Specify a problem, identify solution paths, solve the problem, and report the results.
    5) Write and produce an original play.

Example of one concept across all four DOK levels:

DOK 1 (Recall):	Collecting data samples over several months.
DOK 2 (Skills/Concepts):	Organizing the data in a chart.
DOK 3 (Strategic Thinking):	Using the chart to make and justify predictions.
DOK 4 (Extending Thinking):	Developing a generalized model from this data and applying it to a new situation.

Key Common Core Information Sites

http://www.corestandards.org/

(Official Common Core website)

http://www.pta.org/advocacy/content2.cfm?ItemNumber=3008&navItemNumber=557
(Parent Teacher Association and the Common Core)

http://www.pta.org/parents/content.cfm?ItemNumber=2583
(Parent Teacher Association Parent Guide to Common Core)

http://www.ala.org/aasl/standards-guidelines/learning-standards
(American Library Association - 21st Century Learner)

http://www.powerupwhatworks.org/
(Great site to learn about strategies to help students who happen to have disabilities to access the CCSS)

https://www.youtube.com/watch?v=JOdvdPnFXTQ#t=30
(basic level video)

http://www.schoolsmovingup.net/pdf/2013-2014_SLP_CommonCoreSeries.pdf
(webinar series on the Common Core)

http://sbac.portal.airast.org/Practice_Test/default.html
Practice Smarter Balanced Assessments