

Introduction to College and Career Readiness Standards (Core of CCSS)

- **Education is undergoing dramatic changes.**
- **The pace is quickening, enabled by global, mobile, 24/7 communications.**
- **The adult education system cannot stand still while the world around it changes.**
- **Failure to act to institute changes that keep up with the changing world will result in AE being viewed as an obsolete program.**



Are Students Prepared?

- 60% of enrollees at community colleges need remediation (70% of those need math remediation)
- National studies have shown that two-thirds of students who take remedial classes never graduate
- Students needing one or more remedial math classes have a 90% drop-out rate
- Employers estimate that 39% of high school graduates who have no further education are not prepared for their current job and that 45% are under prepared for advancement.

“Rising to the Challenge: Are high school graduates prepared for college and work?”
Achieve, Inc., 2005 Michael Kirst, Stanford University Study

Why Apply Common Core State Standards to Adult Education?

- To create consistent expectations between K–12 and adult education systems so that all students—whatever their pathway to graduation—have access to the preparation they need to enter credit-bearing freshman courses.
- To take advantage of the resources and human capital in support of CCSS implementation:
 - Common instructional tools and materials,
 - Common professional development, and
 - Common college and career assessments.



What Are Standards?

The College and Career Readiness (CCR) Standards were designed to identify what content was most important and most relevant for adult learners as they continue to pursue their educational and career goals.

- **Standards for English Language Arts/Literacy Content**
 - Reading Standards
 - Writing Standards
 - Speaking and Listening Standards
 - Language Standards
- **Standards for Mathematics**



- **CCR Standards for Adult Education are a manageable set of standards essential for college and career readiness**
- **Consistency between K-12 and adult education systems**
- **Opportunity to create common tools and materials to support implementation**
- **Opportunity to prepare students for new assessment models (e.g., GED[®] test, [NEDP], PARC, and Smarter Balance)**

CCR Standards for Adult Education, 2013



Key Shifts in the ELA Standards

Shift 1: Complexity

- Regular practice with complex text and its academic language

Shift 2: Evidence

- Reading, writing, and speaking grounded in evidence from text, both literary and informational

Shift 3: Knowledge

- Building knowledge through content-rich nonfiction



Key Shifts in the Math Standards

Shift 1: Focus

- Focusing strongly where the standards focus

Shift 2: Coherence

- Designing learning around coherent progressions level to level

Shift 3: Rigor

- Pursuing conceptual understanding, procedural skill and fluency, and application – all with equal intensity



ELA Design and Organization

English Language Arts/Literacy Standards

- Separated into four strands: Reading, Writing, Speaking and Listening, and Language
- Strands are headed by CCR Anchor Standards
- Each anchor standard identifies broad college and career readiness skills
- Each anchor standard corresponds to a level-specific standard
- Standards are bundled into five grade-level groups:
 - A (K-1), B(2-3), C (4-5), D(6-8), E (9-12)
 - Reflect adult education levels of learning

Example: RI.4.3 = Reading Informational Text, Grade 4, Standard 3



ELA Standards Key: The citation at the end of each standard in the following charts identifies the CCSS strand, grade, and number (or standard number and letter, where applicable). So, RI.4.3, for example, stands for Reading, Informational Text, Grade 4, Standard 3. W.5.1a stands for Writing, Grade 5, Standard 1a.

- RI: Reading Informational Text
- RL: Reading Literature
- RH: Reading Historical/Social Studies Text
- RST: Reading Scientific and Technical Text
- W: Writing
- WHST: Writing for History/Social Studies, Scientific and Technical Subjects
- SL: Speaking and Listening
- L: Language
- RF: Reading Foundations



ELA Design and Organization

Anchor

A

B

C

D

E

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)⁴

Ask and answer questions about key details in a text. (RI/RL.1.1)

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (RI/RL.2.1)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1)

- *Application:* cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1)
- *Application:* cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)

- *Application:* cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
- *Application:* cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

Level Specific Standards



Math Design & Organization

Mathematics Key: The citation at the end of each standard identifies the CCSS grade, domain, and standard number (or standard number and letter, where applicable). So, 6.NS.6a, for example, stands for Grade 6, Number Sense domain, Standard 6a, and 5.OA.2 stands for Grade 5, Operations and Algebraic Thinking domain, Standard 2.

CCR Domains:

- Number and Operations in Base Ten – NBT, (K-5)
- The Number System – NS, (6-8)
- Number and Operations-Fractions – NF, (3-5)
- Ratios and Proportional Relationships – RP, (6-7)
- Operations and Algebraic Thinking – OA, (K-5)
- Expressions and Equations – EE, (6-8)
- Functions – F, (8)
- Geometry – G, (K-8)
- Measurement and Data – MD, (K-5)
- Statistics and Probability – SP, (6-8)



5 Levels - CCR Math Standards are bundled into 5 grade level groups reflecting adult levels of learning:

- **A** (K-1)
 - **B** (2-3)
 - **C** (4-5, 6)
 - **D** (6, 7-8)
 - **E** (9-12)
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- Not all the Domains are represented at each Level

Math Design and Organization

Domain

LEVEL B (2-3)

Level

Number and Operations: Base Ten

Understand place value.

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

- a. 100 can be thought of as a bundle of ten tens — called a “hundred.”
- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). (2.NBT.1)

Count within 1000; skip-count by 5s, 10s, and 100s. (2.NBT.2)

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2.NBT.3)

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits; use $>$, $=$, and $<$ symbols to record the results of comparisons. (2.NBT.4)

Use place value understanding and properties of operations to add and subtract.

Add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.6)

Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. (2.NBT.7)

Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (2.NBT.8)

Standard Statement

Standard

Cluster of standards