

Cross-Grade-Level Discussion Guide for Examining the Common Core State Standards

Directions:

1. Meet in small, cross-grade-level groups to become familiar with the Common Core organization and conceptual framework.
2. Page through the Common Core State Standards along with a summary document to become familiar with the structure. Note the larger conceptual understanding or intention of the CCSS for both ELA and mathematics.
3. Briefly discuss the differences between the big-picture view and the more specific skill-level view. Understand that both views are vital to the community, teachers, and students. Note any questions or concerns.

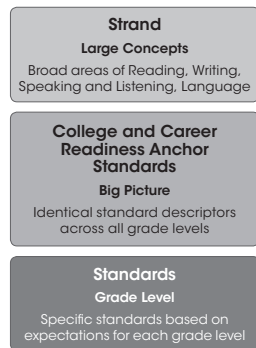


FIGURE 2.1: Structure of Common Core State Standards for English language arts.

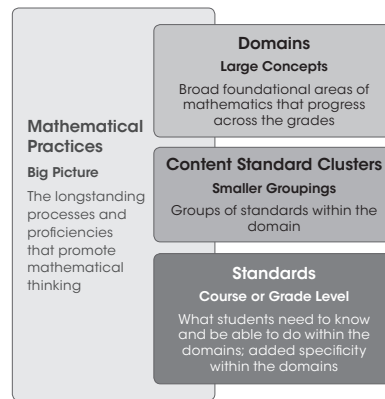


FIGURE 2.3: Structure of Common Core State Standards for mathematics.

4. Discuss the following questions and make appropriate notes for each strand (ELA) or domain (mathematics).
 - Do we have a clear understanding of the big picture and design flow?
 - Can we describe how we would explain this strand or domain to our students?
 - Do we need additional information or clarification? If so, add notes.
 - Are there specific questions about this strand or domain? If so, record those here:
5. Examine the CCSS ELA and note the level of rigor and text complexity expectations (appendices B and C in the CCSS ELA). Note here any new learning, surprises, and changes in teaching that this level of rigor will require.

