

# Common Core State Standards Resources

## Common Core State Standards (CCSS) General Resources

*Note: To access each resource, click on the hyperlink or copy and paste the web address into your browser.*

### [A Solution Finding Report: Common Core State Standards Practice Guides](#)

The purpose of this document, compiled by the Center on Innovations in Learning, is to provide information about practice guides and other resources that are available to assist states, districts, and schools with Common Core State Standards implementation. This report contains an annotated bibliography of 30 selected resources from various professional organizations, educational publications, state agencies, comprehensive centers, and other entities engaged in Common Core implementation efforts.

[http://www.centeril.org/reports/resources/2013\\_11\\_25CCSS.pdf](http://www.centeril.org/reports/resources/2013_11_25CCSS.pdf)

### [ASCD Policy Points: Common Core State Standards Myths and Facts](#)

This brief document was developed by the Association for Supervision and Curriculum Development (ASCD) to identify some myths about the CCSS that are circulating among educators, policymakers, and the general public and to provide factual information to counter each of these myths. Some of the topics addressed are standards development, the federal government connection, covered subjects, local control, state assessments, and implementation costs.

[http://www.ascd.org/ASCD/pdf/siteASCD/publications/policypoints/PolicyPoints\\_Common\\_Core\\_State\\_Standards.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/policypoints/PolicyPoints_Common_Core_State_Standards.pdf)

### [CC BetterLesson](#)

This website is a joint effort of the National Education Association and the for-profit firm, BetterLesson. It also receives some funding from the Bill & Melinda Gates Foundation. The website contains over 3,000 free, classroom-ready ELA and mathematics lessons created for and directly aligned to the Common Core State Standards. The site's developers hope to have 16,000 lessons available when the 2014–2015 school year begins. The lessons are written by master teachers chosen through an application and selection process who are paid for producing these lessons. Lessons are searchable by topic, grade level, or standards and fit within larger teaching modules, such as units or courses of study. Although the lesson content and format may vary, each lesson includes objectives, a listing of the standards addressed, and opportunities for feedback from users.

<http://cc.betterlesson.com/mtp>

### [Coherence: Key to Next Generation Assessment Success](#)

This publication from the Assessment and Accountability Comprehensive Center develops the idea that moving away from the single-test concept and creating a coherent system of measures is the key to improving assessment. The report describes a foundational coherent system of assessment as one that has clear learning goals that are measured by assessment tasks specifically designed to reflect those learning goals and includes an interpretation framework that provides accurate information about student learning. Further explanations describe what a system that has achieved horizontal, vertical, and developmental coherence would look like. The publication also looks at other current issues facing the assessment community, such as Race to the Top assessment expectations, multiple and sometimes conflicting assessment purposes, and design challenges.

[http://www.cse.ucla.edu/products/policy/coherence\\_v6.pdf](http://www.cse.ucla.edu/products/policy/coherence_v6.pdf)

### [Common Core State Standards: Implementation Tools and Resources](#)

This periodically updated list of free tools and resources from the Council of Chief State School Officers (CCSSO) is provided to assist educators with Common Core implementation. The compilation includes resources developed by CCSSO and other leading educational organizations. The document provides a brief description and a link to each of the resources, which are grouped into these categories: About the Standards, Communicating the Common Core, Reviewing Instructional Materials, Instructional Supports, Implementation Planning, Mathematics Common Core Resources, English Language Arts (ELA)/Literacy Common Core Resources, Connecting Career and Technical Education to the Common Core, Connecting English Language Learners to the Common Core, Connecting Students with Disabilities to the Common Core, Defining College and Career Readiness, and Assessment Consortia Information.

[http://www.ccsso.org/Documents/2013/CCSSImplementation\\_Tools\\_Resources\\_10\\_2013.pdf.pdf](http://www.ccsso.org/Documents/2013/CCSSImplementation_Tools_Resources_10_2013.pdf.pdf)

### [Communicating the Common Core State Standards: A Resource for Superintendents, School Board Members, and Public Relations Executives](#)

This guide was developed by the Council of the Great City Schools to help urban school district leaders actively engage in informing both internal and external stakeholders about the CCSS and aligned assessments. The document contains recommendations for creating and implementing a successful communications plan focused on three main areas: effective **messages** for various audiences, who the **messengers** are and what roles they play, and **strategies** for actively engaging stakeholders in the communications involving Common Core implementation. Appendices include a Case Study of the Jefferson County Public School District (Louisville, Kentucky) public awareness and engagement campaign, as well as other tools and resources.

<http://cgcs.schoolwires.net/cms/lib/DC00001581/Centricity/Domain/4/FINAL%20Communicating%20Common%20Core%202011.13.pdf>

### **[Educators Evaluating Quality Instructional Products \(EQulP\)](#)**

The EQulP system for identifying high-quality ELA and mathematics lessons and units aligned with the CCSS was created by Achieve and based on the Tri-State Rubric jointly developed by Massachusetts, New York, and Rhode Island. EQulP rubrics allow educators to evaluate instructional materials according to four dimensions: alignment to the depth of CCSS, key shifts in CCSS, instructional supports, and assessment. Separate rubrics are available for math, ELA/literacy (K–2), and ELA/literacy (3–12). These rubrics and the quality review process used to apply them serve a number of purposes, including guiding the development of new lessons and units, evaluating existing curriculum materials, and increasing knowledge about CCSS. In addition to the rubrics and the quality review process, online resources include exemplar lessons and units that have been identified by EQulP Peer Review Panels. <http://www.achieve.org/EQulP>

### **[Implementation of the Common Core State Standards: A Transition Guide for School-Level Leaders](#)**

This implementation guide was developed by the Aspen Institute in collaboration with Education First, Insight Education Group, Student Achievement Partners, and Targeted Leadership Consulting. It identifies seven interdependent indicators that characterize high-quality Common Core State Standards implementation. Each indicator is followed by a narrative definition, a list of high-impact actions leadership teams need to take to operationalize the indicator, examples of measures that assess its implementation, and resources to help educators implement the indicator. One appendix summarizes the Common Core shifts in both mathematics and ELA. Another appendix provides vignettes that illustrate what implementation of various indicators might look like in a school, followed by discussion questions that leadership teams could reflect on to learn from the vignettes. <http://www.aspendri.org/portal/browse/DocumentDetail?documentId=1882&download>

### **[Implementing the Common Core: State Spotlights](#)**

This Council of Chief State School Officers document highlights state-developed resources or initiatives that states are engaged in to assist with effective implementation of the Common Core. The purpose of this compilation is to provide educators with a way to access and share information and encourage networking throughout the implementation process. The resources are categorized under the following general headings: Communication and Engagement Tools, System Alignment and System Change, Collaboration with Higher Education, and Educator Supports. Each of these sections is divided into subcategories to help readers locate resources specifically targeted to their needs. <http://www.ccsso.org/Documents/Implementing%20the%20Common%20Core%20State%20Standards%20State%20Spotlights%20Final%20October%202013.pdf>

### **Standardized Testing and the Common Core Standards: You Get What You Pay For?**

In this report, Brookings Institute's Matthew M. Chingos examines the estimated costs of the summative tests being developed by the two major assessment consortia (PARCC and SBAC) to analyze the impact that states dropping out of either consortium would have on the cost. According to Chingos' analysis, losing a few states would only have a minimal impact on the cost of the tests for the remaining states. One important driver of test costs considered in the analysis was the number of items to be hand-scored compared to the number of items that could be scored using artificial intelligence. The report concludes with a caution against sacrificing test quality for lower costs in such high-stakes assessments. According to the report, high-quality assessments must (a) include the kinds of tasks, such as writing, that we want students to learn in school; (b) cover the full range of content and depth of knowledge required from the standards; (c) accurately measure performance; (d) provide timely, informative feedback; and (e) be predictive of college and career readiness.

[http://www.brookings.edu/~media/research/files/reports/2013/10/30%20cost%20of%20common%20core%20assessments%20chingos/standardized%20testing%20and%20the%20common%20core%20standards\\_final\\_print.pdf](http://www.brookings.edu/~media/research/files/reports/2013/10/30%20cost%20of%20common%20core%20assessments%20chingos/standardized%20testing%20and%20the%20common%20core%20standards_final_print.pdf)

## Common Core State Standards English/Language Arts Resources

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### **[Common Core in the Schools: A First Look at Reading Assignments](#)**

This report, produced jointly by the Fordham Institute and the Fordham Foundation, looked at the degree to which current classroom practice reflects the expectations for rigor set forth in the Common Core State Standards for English Language Arts. This baseline study provides findings from a 2012 survey of K–10 ELA teachers from Common Core states. Two of the gaps identified between expectations and practice were (a) most teachers are still assigning texts based on students' current reading levels and not student grade levels and (b) teachers are more likely to start with the skills they plan to teach and select a text based on those skills rather than considering the text first and then matching skills instruction to the selected text. The study also found that teachers reported spending significant amounts of time on teaching informational texts and that most teachers felt the CCSS would have at least some positive impact on student learning.

<http://edexcellence.net/sites/default/files/publication/pdfs/20131023-Common-Core-in-the-Schools-a-First-Look-at-Reading-Assignments.pdf>

### **[Common Core State Standards Video Series for English Language Arts](#)**

These Common Core videos for ELA are designed to support states, schools, and teachers in the implementation of the standards. The videos were created in collaboration with the states in the Southeast Comprehensive Center region based on their needs for professional development support in the implementation of the CCSS. Each video is an audiovisual resource that focuses on one or more specific standard and usually includes examples/illustrations geared to enhancing understanding.

[http://secc.sedl.org/common\\_core\\_videos/grade.php?grade=6&category=ELA](http://secc.sedl.org/common_core_videos/grade.php?grade=6&category=ELA)

## Common Core State Standards Mathematics Resources

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### **[The Common Core Shifts in Mathematics](http://www.achievethecore.org/shifts-mathematics)**

This five-minute video, produced by Achieve the Core, uses elementary teachers, middle and high school mathematics teachers, mathematics coordinators and coaches, and principals from schools around the country to describe the big-picture implications of the CCSS in mathematics. These educators briefly describe and provide examples of the three shifts: concentrating strongly where the standards **focus**; providing **coherence** by thinking across grades and linking topics within grades; and promoting **rigor** by pursuing conceptual understanding, procedural skill and fluency, and application in each of the major topics.

<http://www.achievethecore.org/shifts-mathematics>

### **[Common Core State Standards Video Series for Mathematics](http://secc.sedl.org/common_core_videos/)**

These Common Core videos for mathematics are designed to support states, schools, and teachers in the implementation of the CCSS. The videos were created in collaboration with the states in the Southeast Comprehensive Center region based on their needs for professional development support in the implementation of the CCSS. Each video is an audiovisual resource that focuses on one or more specific standards and usually includes examples/illustrations geared to enhancing understanding.

[http://secc.sedl.org/common\\_core\\_videos/](http://secc.sedl.org/common_core_videos/)

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SECC is one of 15 regional centers established by the U.S. Department of Education (ED). The primary goal of the regional centers is to build the capacity of the state educational agencies and statewide systems of support to implement ESEA. Links to the other regional centers, the content centers, and ED may be found on the SECC website (secc.sedl.org). The contents of this publication were developed under a grant from ED. The contents do not, however, necessarily represent the policy of ED, and one should not assume endorsement by the federal government.