

Common Core State Standards **Directions for Planning Documents**

General Directions: This process is completed over the course of several sessions. In order to make the task more manageable for staff, it is recommended that you do the complete process for each individual Standard or Strand before moving on to the next strand. For example, in ELA, you would first do the Reading Standards for Literature and then the Reading Standards for Informational Text, etc. For math, you might start with Numbers and Operations in Base Ten for K-5. It will vary depending on the grade levels and grade span groups.

Gap Analysis of the New Common Core State Standards and Enacted Curriculum

- Step 1: Completed by each teacher
 - Use the *Current Practices and Texts* document or the *Implementation Tool* (this depends on whether you are using the letter size paper or the legal size paper).
 - Highlight the CCSS statements using the following codes:
 - Green—I teach this standard to the performance level stated.
 - Yellow—I teach this standard, but not to the performance level stated.
 - Red—I do not teach this standard.
 - Current Practices identification column:
 - List the current ways the standards are addressed. Someone reading this should be able to identify the performance level by reading this section.
 - If marked in red, this column will be left blank.
 - Text identification column:
 - List the text pages/units that address this standard, indicating if it is a green or yellow highlight.
- Step 2: Job-Alikes or Grade Span groups
 - Discuss the following:
 - What information is the same?
 - What difference do you have? Why?
 - What are your concerns about teaching using the new CCSS?
 - Job-Alike groups should have 1 document that is used for the rest of the process.
 - Job span groups will have their individual documents, but should discuss the needs based on the group results. For example, a grade 2 teacher may have a statement marked in red, but the 3rd grade teacher may be able to assist with it as it may have been addressed in that grade level according to the retired ILS.

Assessment of Resources and Needs

- Step 1: Completed by either individual teachers or as a group
 - Identify resources and additional materials/texts currently available for use (i.e., manipulatives in math, novel sets or short stories for reading)
 - List what is needed in order to teach to the performance level stated in the CCSS.
 - Materials, texts, etc.
 - Professional Development
- Step 2: Administrators or Teacher Leaders compile a list of needs building/district wide.
 - This list is a starting place for determining future professional development as well as possible purchases.
 - In many cases, there will be “expertise” within the staff for addressing these needs, especially in the area of professional development.

Grade Specific Profile Descriptors

- Profile of a College and Career Ready Student
- Profile of a Mathematically Proficient Student

The descriptors in the planning documents for these 2 profiles offer a portrait of students who meet the standards set out in the document. As students advance through the grades and master the ELA and Math standards they are able to exhibit with increasing fullness and regularity these capacities of the literate/proficient individual.

When completing the documents in grade/grade-span groups, think about what the students would experience/exhibit as they move toward full development.