

Maine Arts Assessment Initiative
Common Core Connections to the Arts
April 8, 2014

Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Arts)

- Students Who are College and Career Ready in Reading, Writing Speaking, Listening, and Language: These are not standards; rather they “offer a portrait of students who meet the standards...” The Arts help students show and grow into these capacities:
 - Demonstrate independence
 - Builds strong content knowledge
 - Respond to the varying demands of audience, task, purpose, and discipline
 - Comprehend as well as critique
 - Value evidence
 - Use technology and digital media strategically and capably
 - Come to understand other perspectives and cultures

- Reading strand standards: **All** the Reading standards can relate to the arts when the standards are applied to non-print text rather than print text. See *The NH Journal of Education* published by the NH Association for Supervision and Curriculum Development, Plymouth State University, Volume XVI, Spring 2013, page 35.

- The History/Social Studies, Science, and Technical Subjects section begin on page 71 MA Framework and are for grades 6-12. Use these standards to guide your teaching in your content area, to help you select print text, analyze print and non-print text, and develop student expectations for learning in your content area for the Anchor Standards/categories listed. <http://www.doe.mass.edu/frameworks/ela/0311.pdf>
 - CCSS.ELA-Literacy.RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
 - CCSS.ELA-Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
 - Note sidebar on page 73—“*Reading standards are meant to complement the specific content demands of the disciplines, not replace them.*”

- Appendix B: text exemplars and sample performance tasks—Because the arts can make text “come alive” this list of exemplars can be incorporated into arts learning in support of the CCSS. For performance tasks, the arts can become ways for students to show or demonstrate what they know using a variety of ways and mediums (think Universal Design and access). Note—these are “exemplars” and the list should not be considered finite or complete (or even up to date). Find out what your teachers are using as text and incorporate it into lessons when possible.

- Presentation of Knowledge and Ideas, Speaking and Listening Anchor Standards #5: Make **strategic use of digital media and visual displays of data** to express information and enhance understanding of presentations—translation; infographics.

- <http://www.youtube.com/watch?v=T7vyCGr1V6w>
Truant From School: History, Science, and Arts - David Coleman

<http://www.youtube.com/watch?v=T7vyCGr1V6w>

A Review of Connections

between the **Common Core Standards** and the National Core Arts Standards' **Conceptual Framework for Arts Learning**

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Office of Academic Initiatives
The College Board

NCCAS
January 2013



Common Core Connections: Research Overview

Two approaches to alignment:

- Identifying arts references already present in the Common Core standards
- Identifying elements of the Common Core standards that **reference the same broad goals and thinking skills** that are highlighted in the framework for the National Core Arts Standards, even if the Common Core components do not refer to the arts directly.

CP: Investigate

Common Core Standards

ELA

Math

Reading
K-12

Writing
K-12

Speaking
and
Listening
K-12

Language
K-12

Standards for
Mathematical Practice

K-8

- 9-12:
- Number and quantity
 - Algebra
 - Functions
 - Modeling
 - Geometry
 - Statistics and probability

Arts References in Common Core Standards for **Reading**

- If the definition of **text** may be expanded to include non-print texts, such as works of dance, media arts, music, visual arts, or theatre...
- then all of the standards in this category (Reading) - at every grade level - can connect directly to arts-based content or investigation.

Reading a work of drama: referenced in 26 standards at all grade levels

- **RL.5.3:** Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact.)

Using songs in instruction: referenced one time, at the second-grade level

- **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Comparing the same work in different media: referenced in 12 standards

- **RL.6.7:** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Analyzing and interpreting images: referenced in 17 standards

- **RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear.

Arts References in Common Core Standards for **Writing**

- **Eight** arts links in 110 standards
- Visual art/drawing links found in the standards for the lower grades

W.K.2: Use a combination of **drawing, writing, and dictating** to **compose informative/explanatory texts** in which they name what they are writing about and supply some information about the topic.

- Media Arts/multimedia links:

W.8.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics (e.g., charts, tables) and **multimedia** when **useful to aiding comprehension**.

Arts References in Common Core Standards for **Speaking and Listening**

- **16** arts links in 66 standards
- Most references are related to Anchor Standard #5:

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

<http://visual.ly/why-music-many-benefits-musical-education>

Arts References in Common Core Standards for **Language**

- The language standards contain one direct arts reference in standard L.5.3:

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

Arts References in Common Core ELA Standards

Anchor Standard category	Total # of grade-level standards	Total # of standards containing arts references
Reading	220 (110 informational text; 110 literature)	50
Writing	110	8
Speaking and Listening	66	16
Language	66	1

Domain-specific Language

- Reading is critical to building knowledge
- CCR reading requires an appreciation of the norms and conventions of each discipline; an understanding of domain-specific words and phrases
- These reading standards are meant to compliment the specific content demands of the disciplines, not replace them (pg. 60)
- Tier 2 & 3 language—Academic words where various meanings can be applied and Content-specific words (create word walls)

CP: Construct

Grant Wiggins and Jay McTighe



**ACTIVITY:
UNPACKING ELA
LITERACY STANDARDS**

**Part II: Comparison to
The National Core Arts Standards
Conceptual Framework**

Framework elements used in Phase II:

Philosophical Foundations

Lifelong Goals

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one art form in which they develop sufficient competence to continue active involvement in that art form as an adult.

The Arts as Culture, History, and Connections

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also understand relationships among the arts, and cultivate habits of searching for and identifying patterns and relationships between the arts and other knowledge.

The Arts as a Means to Wellbeing

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experiences and support the arts in their local community.

Framework elements used in Phase II:

Creative Practices

Imagine

To form a
mental
image of
concept

Investigate

To observe
or study
through
exploration
or
examination

Construct

To make or
form by
combining
or arranging
a series of
elements

Reflect

To think
deeply or
carefully
about his or
her work

Common Core materials used in Phase II:

ELA Standards: Introductory Materials

Introduction

Students who Are
College and Career
Ready in Reading,
Writing, Speaking,
and Listening...

ELA Standards: College and Career Readiness Anchor Standards

Reading

Writing

Speaking and
Listening

Language

Mathematics Standards

Standards for
Mathematical
Practice (K-12)

Alignment between Common Core introductory materials and Arts Standards Framework

Common Core	Philosophical Foundations and Lifelong Goals					Creative Practices			
	Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Wellbeing	Arts as Community Engagement	Imagine	Investigate	Construct	Reflect
Introduction	✓	✓		✓		✓	✓	✓	✓
Students Who Are College and Career Ready in Reading, Writing, Speaking, Listening, and Language:									
They demonstrate independence.	✓	✓				✓	✓	✓	✓
They build strong content knowledge.	✓		✓				✓		✓
They respond to the varying demands of audience, task, purpose, and discipline.	✓					✓	✓	✓	✓
They comprehend as well as critique.	✓						✓		✓
They value evidence.	✓						✓		✓
They use technology and digital media strategically and capably.	✓					✓	✓	✓	✓

Connections between Common Core Standards and Philosophical Foundations / Lifelong Goals

	Arts as Communication	Arts as Creative Personal Realization	Arts as Culture, History, and Connectors	Arts as a Means to Wellbeing	Arts as Community Engagement
Anchor Standards for Reading (10 possible connections)	10	0	3	0	0
Anchor Standards for Writing (10 possible connections)	10	0	0	0	0
Anchor Standards for Speaking and Listening (6 possible connections)	6	0	2	0	0
Anchor Standards for Language (6 possible connections)	4	0	1	0	0
Standards for Mathematical Practice (8 possible connections)	3	0	0	0	0

Connections between Common Core Standards and Creative Practices

	Imagine	Investigate	Construct	Reflect
Anchor Standards for Reading (10 possible connections)	7	10	1	10
Anchor Standards for Writing (10 possible connections)	7	6	9	10
Anchor Standards for Speaking and Listening (6 possible connections)	2	2	4	5
Anchor Standards for Language (6 possible connections)	0	3	4	2
Standards for Mathematical Practice (8 possible connections)	6	7	6	8

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING, K-12

Standards	Arts References in Corresponding Grade-level Standards	Arts Standards Framework Connections
<p>2. Write informative/explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization, and analysis of content</p>	<p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.6.2.a: Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</p> <p>W.7.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>W.8.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2.a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p>	<p>Philosophical Foundations and Lifelong Goals:</p> <p>The ability to write informative/explanatory texts relates to Lifelong Goal #1: The Arts as Communication:</p> <ul style="list-style-type: none"> Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses/conveys/communicates their own ideas, and are able to respond by analyzing and interpreting the work of others. <p>Creative Practices:</p> <ul style="list-style-type: none"> The ability to examine complex ideas relates to the creative practice of imagining (to form a mental image or concept). The ability to select and analyze content relates to the creative practice of investigation (to observe or study through exploration or examination). The ability to select and organize content relates to the creative practice of construction (to make or form by combining parts or elements). The ability to analyze content relates to the creative practice of reflection (to think deeply or carefully about).

Framework Connections with Standards for Mathematical Practice

Standard 1: Make sense of problems and persevere in solving them.

- Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of their problem, transform algebraic expressions or the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize or solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

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http://nccas.wikispaces.com



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Upcoming Events:

Calendar (Members Only)

College Board Research:

- Research Webinars
- College Standards PDF
- Child Development PDF
- International Standards PDF
- State Arts Standards PDF
- 21st Century Gap Analysis PDF

[National Standards update - Wednesday, October 3rd - 3:00 PM](#) - please see Latest Work Updates in the menu at the left

National Coalition for Core Arts Standards Issues Media Arts Materials

[click here to view](#)

Watch the Theatre Writing Team update their work live at this link:

<http://new.livestream.com/EdTA/events/1189569>

National Coalition for Core Arts Standards standards update [Click here to View the Blog and Streaming Session](#)

[NCCAS Writing Teams](#)

Dance - Media Arts - Music - Theatre - Visual Arts

click on the map to view names



CP: Construct

Grant Wiggins and Jay McTighe



**CONSTRUCTING
MEANING FOR
MATHEMATICAL
PRACTICES THROUGH
ESSENTIAL QUESTIONS**

So, what's it all mean?

CP: Reflect

How does what you learned today impact what you do in your classroom:

- **Next week?**
- **Next month?**
- **Next year?**

CP: Reflect



What do you want to know ?

What will the standards look like?

Who will use the standards?

How will the standards be user-friendly?

Will I have to change my curriculum to meet the new standards?

**How will these standards help me assess
student learning?**

**When can I expect my state and district to
adopt the new standards?**