



WHAT ARE THE MONTANA COMMON CORE STANDARDS?

Teacher Fact Sheet

The Montana Common Core State Standards (MCSS) are a set of high-quality academic expectations in English-language arts (ELA) and mathematics that define both the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career. They were created through a state-led initiative and adopted in 2011 by the Montana Board of Public Education and also by more than 40 other states. Montana's English Language Arts and Mathematics standards connect to Indian Education for All and ensure that our students graduate prepared for college and the workforce. The standards reflect the knowledge and skills that students need to be successful in the 21st century global economy.

- The standards establish **consistent** learning goals for all students— regardless of where they live— so that children will stay on track in school when moving from one state to another.
- With a **clear roadmap** of academic expectations, students, parents and teachers can work together toward shared goals.
- The standards are **relevant to the real world**, focusing on the knowledge and skills students will need to succeed in life after high school, in both post-secondary education and a globally competitive workforce.
- A diverse team of teachers, parents, administrators, researchers and content experts developed the Common Core to be **academically rigorous, attainable** for students, and **practical** for teachers and districts.
- The Montana Common Core Standards connect to Indian Education for All and form a foundation for **literacy instruction** in history/social studies, science, and technical subjects.

MONTANA COMMON CORE SHIFTS

ELA/Literacy

1. **Building knowledge** through **content-rich nonfiction**.
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational text.
3. Regular practice with **complex text** and its **academic language**.

Mathematics

1. **Focus** strongly where the Standards focus.
2. **Coherence: Think** across grades, and **link** to major topics within grades.
3. **Rigor**: In major topics pursue **conceptual understanding**, procedural skill and **fluency**, and **application** with equal intensity.

WHAT DO THE STANDARDS MEAN FOR ME?

Transitioning from existing state standards to the Montana Common Core will impact curriculum and instruction in schools. For traffic education instructors, there are many ways you already enrich the learning experience by integrating literacy, math, science and technology subjects into your driver education and training instruction. See other side for examples.

- The MCSS represents a real shift in instructional intent from high school completion to college- and career-readiness for every student.
- The MCSS will require students to demonstrate mastery of content which cannot be acquired solely through lecture. Therefore, classroom instruction must focus less on teacher talk and more on actively engaging students.
- The MCSS will emphasize application and higher-order thinking skills.
- When the standards are fully implemented, educators will see that each grade covers fewer topics, but teaches content in much greater depth.
- The coherent progression of the MCSS will demand increased vertical articulation K-12.
- With the standards in place, teachers and districts can now share best practices more efficiently across states.

Several efforts are underway in Montana to support professional learning and bring the Montana Common Core into our classrooms. More info at this Office of Public Instruction web site:

<http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php>



9 - 10 Grades	Number	MCCS Literacy Standards and Traffic Education	Traffic Education Examples
MCCS Strands	Excerpt:	Speaking and Listening Standards	http://opi.mt.gov/curriculum/montcas/MCCS/
Comprehension and Collaboration	SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	Curriculum format discussions (e.g. groups generate list of strategies to share the road)
	SL.9-10.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Montana Driver Manual, fact sheets
	SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Student Presentations- Traffic Safety Research Topics
	SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	Demonstrations of in car tasks using words - tasks like commentary driving.
Literacy 9-10		Grades 9-10 Writing Standards for Literacy in Science and Technical Subjects	
	WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Technical process like MSMOG, LSMILE scanning for hazards etc
	WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Special Projects, Teacher use of Remind 101, Google Drive, Dropbox etc
Literacy 9-10		Grades 9-10 Reading Standards for Literacy in Science and Technical Subjects	
Key Ideas and Details	RST.9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	Crash Log research, Traffic Safety Research Topics
	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.	Montana Driver Manual
	RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	SMOG, LSMILE, stopping distance
Craft and Structure	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 <i>grades 9–10 texts and topics</i> .	Signs & Symbols, Road markings etc
	RST.9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i> , <i>friction</i> , <i>reaction force</i> , <i>energy</i>).	Curve and Hills, Apex, Tracking
	RST.9-10.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address .	Crash Log research, Traffic Safety Research Topics
Integration of Knowledge	RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	Distances; Following, stopping,
Range of Reading and Level of Text Complexity	RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	The MCCS emphasize research skills, communicating, learning teamwork, citizenship and leadership.

The MT Common Core seeks to educate students to value evidence, know how to use technology, solve problems and think critically.