



Determining How to Apply CCSS to a DFC Project



Authentic Service Learning comes from students and the service that drives the learning process at every step. When Service Learning is authentic, the skills and knowledge students develop emerges from what is required for successful completion of the project. ASL gives students ownership and an internal motivation, (Feel, Imagine, Do, Share), to acquire essential skills effectively and with enthusiasm. Of course, each service project is different. Each affords students with opportunities to develop skills identified by national standards as well as all the valuable learning that is not so easily measured. The Common Core State Standards (CCSS) document attempts to identify essential measurable skills. While Authentic Service Learning comes from the students first, you will find Common Core skills emerge from their projects.

The following guide is designed to help you align an Authentic Service Learning project with Common Core Standards. Use the check boxes to track those skills that arise from the project. Refer to your state's CCSSI document for the full text provided for each grade level.

Check Box		Elementary Writing
<input type="checkbox"/>	W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. If your students write an essay for presentation or a proposal about the issues driving the topic of choice they will develop these writing skills.
<input type="checkbox"/>	W4	Produce clear and coherent writing, (standard varies by grade level), in which the development and organization are appropriate to task, purpose, and audience. By writing authentic pieces related to the project, piece, i.e. letters or emails of request or thanks, how-to documents, persuasive letters, etc. your students develop these writing skills.

<input type="checkbox"/>	W5	With guidance and support, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach. If your students move through the writing process as part of their project this skill applies.
<input type="checkbox"/>	W6	With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type, (standard varies by grade level). Your students develop these writing skills if their project includes some form of electronic publishing and collaboration.
<input type="checkbox"/>	W7	Conduct short research project that use several sources to build knowledge through investigation of different aspects of a topic. By researching the issues driving the topic of choice, students develop this writing skill.
<input type="checkbox"/>	W8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarized or paraphrase information in notes and finished work and cite sources (standard varies by grade level). If your students used multiple sources in this way this standard applies to their work.
<input type="checkbox"/>	W9	(Begins from Grade 4), Draw evidence from literary or informational texts to support analysis, reflection and research, i.e. compare/contrast analysis or drawing parallels from analogous text.
<input type="checkbox"/>	W10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range o discipline-specific tasks, purposes and audiences. If your students keep a journal or track and reflect on essential questions, group work, feelings or impact in writing they develop these skills.

Check Box		Elementary Speaking and Listening
<input type="checkbox"/>	S1	Engage effectively in a range of collaborative discussions (one- on- one, in groups and teacher-led) with diverse partners, (standard varies by grade level). If your students are actively participating in a group to discuss the issues surrounding the project topic they develop this speaking and listening skills.
<input type="checkbox"/>	S2	Summarize a written text read aloud or information presented in diverse media and formats including visually, quantitatively and orally. If your students can retell or reteach text related to the service topic, they are demonstrating this skill.
<input type="checkbox"/>	S3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence, (standard varies by grade level). When students demonstrate understanding of information presented by a guest speaker related to the topic.
<input type="checkbox"/>	S4	Report on a topic or text or present an opinion sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<input type="checkbox"/>	S5	Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
<input type="checkbox"/>	S6	Adapt speech to a variety of contexts and tasks using formal English when appropriate to task and situation. If students adjust their language for appropriate audience and situation this standard applies to their work.

Check Box		Elementary Language
<input type="checkbox"/>	L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases applying flexibility from a range of strategies. By using reference materials and context to define new words, students develop these language skills.
<input type="checkbox"/>	L6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases including those that signal contrast, addition and other logical relationships. By using and examining relationships of new words, students develop these language skills.

Elementary Math

Math standards are composed of Math Practices, MP, and Math Content. Math Practices are consistent across grade levels and can be applied to multiple Math Content areas. There are 8 Math Content areas that vary across grades K- 5. Refer to the document for a detailed description of these skills.

Check Box		Elementary Math Practices
<input type="checkbox"/>	MP1	Make sense of problems and persevere in solving them. If your students explain the meaning of a problem and find a way to solve it- analyze givens, constraints, relationships, and goals this skill applies. They may consider the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt.
<input type="checkbox"/>	MP2	Reason abstractly and quantitatively. If your students had to make sense of quantities and their relationships in problem situations. If they used reasoning by considering the units involved and attended to the meaning of quantities, not just how to compute them they practiced this skill.
<input type="checkbox"/>	MP3	Construct viable arguments and critique the reasoning of others. This applies if students stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures.
<input type="checkbox"/>	MP4	Model with mathematics. This skill is applied when students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace so this should be checked if students applied any math at all to their project.
<input type="checkbox"/>	MP5	Use appropriate tools strategically. When students select and use the appropriate tools for problem solving that might include pencil and paper, concrete models, a ruler, a protractor, a calculator, or spreadsheet for example.
<input type="checkbox"/>	MP6	Attend to precision. This applies when students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. In the elementary grades, students give carefully formulated explanations to each other or when presenting information to a group.

<input type="checkbox"/>	MP7	Look for and make use of structure. If students look closely to discern a pattern or structure connected to their project, for example, examining or using patterns to create something new.
<input type="checkbox"/>	MP8	Look for and express regularity in repeated reasoning. When students notice that calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal.

Check Box		Elementary Math Content
<input type="checkbox"/>	OA	Operations and Algebraic Thinking : From understanding addition and subtraction in kindergarten to writing and interpreting numerical expressions and analyzing patterns and relationships in 5 th grade.
<input type="checkbox"/>	NBT	Number and Operations in Base ten: In kindergarten they are using objects or drawings, and record each composition or decomposition by a drawing or equation and by 5 th they show understanding of the place value system and perform operations with multi-digit whole numbers and with decimals.
<input type="checkbox"/>	NF	Number and Operations—Fractions: In 3 rd grade, develop understanding of fractions as numbers. And by 5 th students use equivalent fractions as a strategy to add and subtract fractions and apply and extend previous understandings of multiplication and division to multiply and divide fractions.
<input type="checkbox"/>	MD	Measurement and Data: Kindergartners describe and compare measurable attributes, classify objects and count the number of objects while 5 th graders convert like measurement units within a given measurement system and understand concepts of volume.
<input type="checkbox"/>	G	Geometry: From kindergartners who identify analyze, compare, create, and compose and describe shapes to 5 th graders who can graph points on the coordinate plane to solve real-world and mathematical problems.

To download a copy of the Common Core State Standards, go to your state's Office of the Superintendent of Public Instruction website or to <http://www.corestandards.org/the-standards>