

## **Literacy and Mathematics in Content**

Report to the Utah State Board of Education
June 3, 2011

The Common Core State Standards are intended to develop college and career readiness in all fields by building on the foundation of current Utah Core Standards, improving student performance in reading, writing, speaking, listening, and language as well as in mathematics. The Standards also lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. The Standards set higher expectations not only for English language arts, but for literacy in history/social studies, science, and technical subjects.

Literacy standards for grades 6-12 are not meant to replace content standards in other subjects, but are predicated on teachers using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening and language in their respective fields. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. By engaging students in the use of literacy strategies and mathematical application in a variety of content settings, they will be better prepared to meet the challenges of today's economy.

Teaching and Learning Specialists are working strategically to ensure that the Common Core State Standards in mathematics and literacy are reflected in their content area. Professional development and materials are being developed and implemented this year; explicitly showing how using the standards in all content will ensure all students are college and career ready. Collaboration across disciplines and departments is occurring and higher rates than ever before, enabling all USOE staff members to hold to the same expectation when it comes to ensuring all students will be college and career ready as they leave our educational systems.

Staff from Teaching and Learning, Special Education and Title III are working together to provide professional development to a cross-section of educators, ensuring that all educators are hearing the same message and expectations about the kind of instruction that needs to occur in all classrooms. The new standards for English Language Learners have been cross-walked with the Common Core Standards; reiterating that both sets of standards are compatible and are focused on high quality instruction for all students. Special Education teachers are integrated into the Common Core Academies and are working hand in hand with content teachers to improve their own content knowledge and instructional delivery. Our STEM Coordinator is working closely with CTE to provide summer professional development sessions on using the mathematics standards in CTE coursework. Our science, social studies, and English language arts specialists are collaborating on a five year project with over 100 educators to implement strategic content literacy strategies in classrooms across the Wasatch Front. These strategic cross-collaborative efforts in content literacy and mathematics will ensure that being literate crosses all content areas and applies to all students.