Hacienda La Puente Unified School District

Common Core Connections for Parents

Partners in your child's future

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Overview and Background

By now, many people have heard about the new learning standards that include the Common Core State Standards (CCSS). These standards, initiated by the National Governors Association and the Council for Chief State School Officers in the spring of 2009, were adopted by California and 44 other states and officially launched in 2010.

According to the group's mission statement, "the CCSS aims to provide a consistent, clear understanding of what students are expected to learn so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy."

Curriculum, instruction and assessment are all connected within the standards and work together simultaneously. These categories will be explained more in detail inside this issue.

Resources for Parents

Resource for Typing/Keyboarding

Parents' Guide to Student Success

Smarter Balanced Assessment Consortium Website

The New SAT Redesigned

California State PTA Common Core is available in Spanish, Arabic, Chinese, Tagalog, and Vietnamese

Mathematics

What are the Standards for Mathematical Practice?

In addition to each grade level content standards, there are new CCSS Standards for Mathematical Practice. These 8 Standards for Mathematical Practice elevate our students' learning from knowledge to application. They bring rigor to our math classrooms. They are the standards that ensure an understanding of math, focus on the development of reasoning, build mathematical communication, and encourage modeling and representation.

The 8 Standards of Mathematical Practice (SMPs)

1. *Make sense of problems and persevere in solving them.*
2. *Reason abstractly and quantitatively.*
3. *Construct viable arguments and critique the reasoning of others.*
4. *Model with mathematics.*
5. *Use appropriate tools strategically.*
6. *Attend to precision.*
7. *Look for and make use of structure.*
8. *Look for and express regularity in repeated reasoning.*

Common Core State Standards for Mathematics Frameworks

Parent Road Maps for Common Core State Standards for Mathematics

For more info on Common Core State Standards in Math scan the QR Code:

In a Nutshell…

(Summary based on book Putting Practices Into Action by Sue O'Connell and J. SanGiovanni)

Standard 1 highlights the skills and attitudes required to become an effective problem solver.

Standard 2 focuses on students' abilities to see the connection between real situations and symbolic representation and to accurately represent problems with quantities and symbolic representations.

Standard 3 focuses on students' abilities to make conjectures and justify conclusions.

Standard 4 emphasizes that mathematically proficient students model math situations with diagrams, manipulatives, tables, graphs, and equations and apply math to solve real-world problems.

Standard 5 highlights students' abilities to select and use appropriate tools to solve problems.

Standard 6 centers on the need for precise communication about math along with the need for accurate computation.

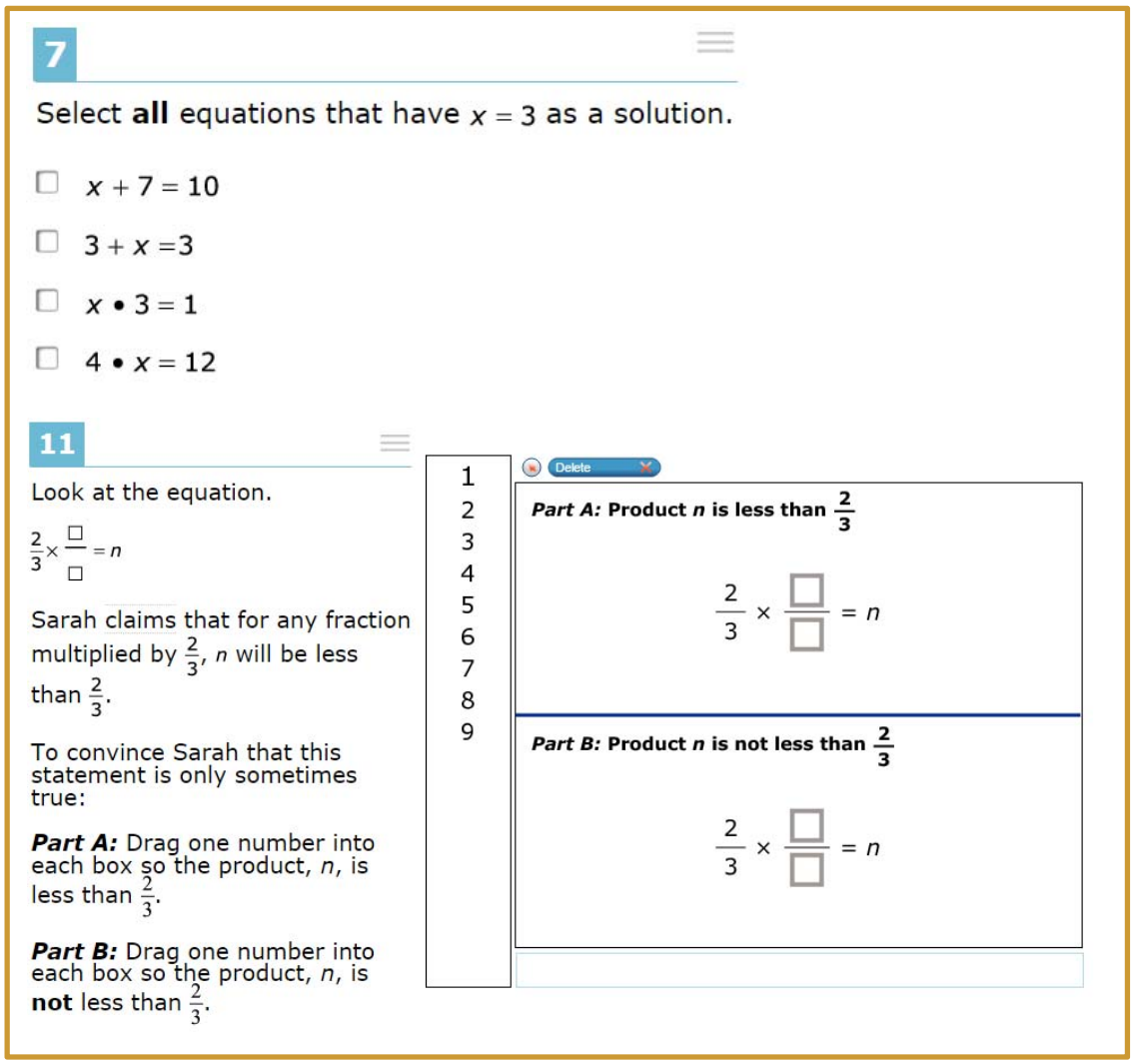
Standard 7 highlights the abilities of students to recognize the structure of math through its patterns and properties.

Standard 8 focuses on the abilities of mathematically proficient students to notice repetition in mathematics and use observations and reasoning to find shortcuts or generalizations.

Mathematics *(continued)*

Math Assessment

The new mathematics assessments from the Smarter Balanced Assessment Consortium (SBAC) will be very different from the CST's in terms of the test structure, the rigor of the mathematical content, and the delivery system. Below are a couple of sample math problems from the SBAC.



7

Select **all** equations that have $x = 3$ as a solution.

- ☐ $x + 7 = 10$
- ☐ $3 + x = 3$
- ☐ $x \bullet 3 = 1$
- ☐ $4 \bullet x = 12$

11

Look at the equation.

$\frac{2}{3} \times \frac{\square}{\square} = n$

Sarah claims that for any fraction multiplied by $\frac{2}{3}$, n will be less than $\frac{2}{3}$.

To convince Sarah that this statement is only sometimes true:

Part A: Drag one number into each box so the product, n, is less than $\frac{2}{3}$.

Part B: Drag one number into each box so the product, n, is **not** less than $\frac{2}{3}$.

1 2 3 4 5 6 7 8 9

Delete

Part A: **Product n is less than $\frac{2}{3}$**

$\frac{2}{3} \times \frac{\square}{\square} = n$

Part B: **Product n is not less than $\frac{2}{3}$**

$\frac{2}{3} \times \frac{\square}{\square} = n$

Tips for Parents – Be active in your child's success in the math class!

Talk to your child's teacher but keep the conversation focused. Ask questions such as:

- Is he/she producing quality work?
- How can my child improve or make it better?
- Is my child on track?
- How can I help my child improve or excel in this area?
- What can I do outside of the classroom to offer my child extra support?

English Language Arts and Literacy

How are the Standards Organized?

The CCSS for English Language Arts (ELA) & Literacy are organized with key design considerations in mind. The College and Career Readiness Anchor standards provide the backbone of the standards and define the general, cross-disciplinary literacy expectations for students. The standards are divided into strands: Reading, Writing, Speaking and Listening, and Language. Connected to these design considerations is the interdisciplinary expectation that the development of every student's literacy skills is embedded into other content areas for an integrated model of literacy across the curriculum.

Key Features of the Standards

Reading:

- Importance of balancing informational and literary texts
- Increasing level of text complexity
- Ability to make connections through text and between texts
- Engaging in use of evidence from sources to inform or make an argument
- Building of academic vocabulary to access complex texts

Writing:

- Writing to offer an opinion or form an argument (Opinion/Argument)
- Writing to inform and/or explain content (Informative/Explanatory)
- Writing to convey real and imagined experiences and events (Narrative)
- Ability to plan, revise, edit, and publish
- Writing with use of evidence from sources and research

Speaking and Listening:

- Skills necessary for formal presentations
- Range of broadly useful oral communication and interpersonal skills
- Ability to work together, express and listen carefully to ideas
- Integrate information from oral, visual, quantitative, and media sources
- Evaluate what they hear, use media and visual displays strategically
- Develop communicative skills for specific purpose, context, and task

Language:

- "Rules" of standard written and spoken English
- Language as a matter of craft and informed choice
- Understanding words and phrases, their relationships, and their nuances
- Acquiring new academic and domain-specific vocabulary

California Common Core Standards for ELA/Literacy

Parent Road Maps for Common Core State Standards in ELA

English Language Arts and Literacy *(continued)*

ELA & Literacy State Assessment

Smarter Balanced Assessment Consortium (SBAC) assessments are made up of four item types:

- **Selected-Response Items (SR)**
  Students are asked to select one or more responses to a set of choices.
- **Constructed-Response Items (CR)**
  Students are asked to develop answers without suggested answer choices.
- **Technology-enhanced Items/Tasks (TE)**
  Students are asked to use technology to respond to a question such as reordering text, selecting and changing text, selecting text, and selecting from drop-down menus. TE may be included as part of the question such as audio and video.
- **Performance Tasks (PT)**
  The ELA Performance Tasks focus on reading, writing, speaking and listening, and research. They measure capacities such as depth of understanding, interpretive and analytical ability, basic recall, synthesis, and research. Students are asked to write to explain and/or support their findings.

Helping Your Child Learn Outside of School

- Provide time and space for your child to read independently. If your child is in PreK-K, read to your child or have him or her read to you every day for at least 15 minutes.
- Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
- It is also helpful when your child sees other people reading at home. You could share what you have read.
- Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together.
- Be sure your child has a library card. Children should select books in which they are interested to develop a passion for reading.
- Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. Libraries also have computers students can use to access those sites.

(Compiled from Parent Road Maps for Common Core State Standards – ELA. For detailed grade level resources, refer to website link.)

Parent Road Maps for Common Core State Standards-ELA

State Test Sample Questions

English Language Development

What are the new California ELD Common Core State Standards?

To ensure all students, including English Learners, have access to the rigorous Common Core State Standards (CCSS) for English Language Arts (ELA), the California State Board of Education (SBE) developed new California English Language Development Common Core State Standards (CA ELD CCSS) in 2012. The CA ELD standards were created to instructionally support English Learners (ELs) to develop proficiency in English language and literacy as they learn grade-level content. According to West Ed "ELs face an additional challenge in developing literacy in English since they must develop oral proficiency in English, including depth and breadth of vocabulary, at the same time they are learning to read and write". The ELD standards were designed to support rich academic content across the disciplines while at the same time develop academic English. They are specifically aligned to the ELA/Literacy CCSS and provide the support which is critical for English language development. As English Learners are developing such skills, they require appropriate instructional modifications and support to make academic content comprehensible. The CA ELD standards emphasize the same cross-disciplinary and meaningful interactions with complex text and intellectually rich tasks as do the ELA/Literacy CCSS. In order to meet these demands, the CA ELD standards serve to address the overarching goal for English Learners and that is, to acquire the ability to *use English purposefully.* This goal is permeated in all three of the following parts of the CA ELD CCSS and is a critical aspect of language acquisition: (see table which follows)

- Part I - Interacting in Meaningful Ways
- Part II - Learning About How English Works
- Part III – Using Foundational Literacy Skills

California ELD Standards and English Language Development Standards

Bilingual site with parent resources for English Learners

What is "Using English Purposefully?"

English Learners learn to use English intentionally to make meaning and engage effectively in different tasks, such as retelling a story, writing an argument or participating in a debate. It is comprehensive language and literacy instruction that integrates reading, writing, speaking and listening, and language awareness.

Part I – Interacting in Meaningful Ways

The CA ELD Common Core standards ensure that English Learners have meaningful interaction, not only with others, but also with intellectually challenging texts and tasks. This interaction is essential for both language and content knowledge development. Students must engage in dialogue with others, comprehend and analyze written and spoken texts, create oral presentations and written texts. Instruction at this level must include strategic teacher scaffolding and specific attention to language.

Part II – Learning About How English Works

Knowing how English works is a critical element of language development. This includes the ability to organize and structure different text types, to expand and enrich ideas, and the ability to connect and condense ideas.
English Learners learn how English works in order to make meaning across content areas and for different audiences.

Part III – Using Foundational Literacy Skills

On an *as needed* basis, foundational literacy skills instruction is provided based on a variety of factors, including the individual English Learner's age, similarities and differences between the student's primary language and English, the student's primary literacy proficiency, and the student's oral and written proficiency in English.

English Language Development *(continued)*

What Will the CA ELD Common Core Standards Look Like in the Classroom?

All teachers will use the ELD standards in tandem with the ELA/Literacy standards when planning instruction to ensure ELs are supported in accessing rich content knowledge and academic English in all content areas. In addition, the ELD standards will be used as the focal standards for designated ELD instruction, a protected daily time of 30 minutes minimum during the school day in which teachers address the English Language Development needs of their ELs.

CA English Language Development (ELD) Common Core Standards

Section 1: Goal, Critical Principles, and Overview	
Goal: *All English Learners have full access to high quality curriculum while instruction provides opportunities to develop proficiency in English.*	
Critical Principles for Developing Language and Cognition in Academic Contexts: Three Instructional focuses when planning for English Learners at all language proficiency levels: **Part 1:** Interacting in Meaningful Ways **Part 2:** Learning About How English Works **Part 3:** Using Foundational Skills	
Part 1: Interacting in Meaningful Ways	
Communicative Mode	**Critical Principles Addressed by English Proficiency Levels**
• Collaborative	• Exchanging information/ideas • Interacting via written English • Supporting opinions and persuading others • Adapting language choices
• Interpretive	• Listening actively • Reading text/viewing multimedia closely • Evaluating language choices • Analyzing language choices
• Productive	• Oral presentations • Writing • Justifying/evaluating arguments • Selecting language resources
Part 2: Learning About How English Works	
Language Process	**Critical Principles Addressed by English Proficiency Levels**
• Structuring Cohesive Texts	• Understanding text structure • Understanding cohesion
• Expanding and Enriching Ideas	• Using verbs and verb phrases • Using nouns and noun phrases • Modifying to add details
• Connecting and Condensing Ideas	• Connecting ideas • Condensing ideas
Part 3: Using Foundational Literacy Skills English Learners in K-12 may require particular instructional consideration for learning foundational literacy skills in English.	