

Common Core Learning Standards



NEW LANE MEMORIAL
ELEMENTARY SCHOOL

NOVEMBER 2013

Where It All Began



THE COMMON CORE STATE STANDARDS (CCSS) INITIATIVE IS A STATE-LED EFFORT COORDINATED BY THE NATIONAL GOVERNORS ASSOCIATION CENTER FOR BEST PRACTICES AND THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS.

THE NEW YORK STATE BOARD OF REGENTS ADOPTED THE COMMON CORE STATE STANDARDS (CCSS), WHICH ARE A NATIONAL SET OF LEARNING EXPECTATIONS FOR COLLEGE AND CAREER SUCCESS THAT WERE DEVELOPED IN COLLABORATION WITH TEACHERS, PARENTS, SCHOOL ADMINISTRATORS, AND EDUCATION EXPERTS. THESE STANDARDS WILL PROVIDE A CLEAR AND CONSISTENT UNDERSTANDING OF WHAT STUDENTS ARE EXPECTED TO LEARN IN K-12 MATH AND LANGUAGE ARTS IN PREPARATION FOR CAREER AND COLLEGE READINESS.

WWW.CORESTANDARDS.ORG AND WWW.ENGAGENY.ORG

The Shifts



6 *Shifts* in ELA/Literacy

Read as much non fiction as fiction
Learn about the world by reading
Read more challenging material closely
Discuss reading using evidence
Write non-fiction using evidence
Increase academic vocabulary

6 *Shifts* in Mathematics

Focus: learn more about fewer, key topics
Build skills within and across grades
Develop speed and accuracy
Really know it, Really do it
Use it in the real world
Think fast AND solve problems



English Language Arts/Literacy: Expectations for Students & Ideas for Parents

EngageNY:
Working
with the
Shifts

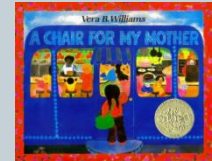


What Parents Can Do to Help their Children Learn

Example of Grade 2-3 Current Text Complexity



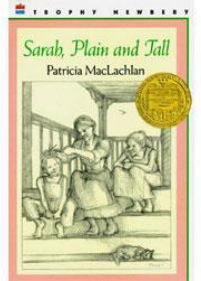
Williams, Vera. A Chair for My Mother
New York: Greenwillow Books, 1982.



My mother works as a waitress in the Blue Tile Diner. After school sometimes I go to meet her there. Then her boss, Josephine, gives me a job too.

I wash the salts and peppers and fill the ketchups. One time I peeled all the onions for the onion soup. When I finish, Josephine says, “Good work, honey,” and pays me. And every time, I put half of my money into the jar.

Example of Grade 2-3 Common Core Grade Level Complexity



MacLachlan, Patricia. *Sarah, Plain and Tall*
New York: HarperCollins, 1985

From Chapter 1

I wiped my hands on my apron and went to the window. Outside, the prairie reached out and touched the places where the sky came down. Though the winter was nearly over, there were patches of snow everywhere. I looked at the long dirt road that crawled across the plains, remembering the morning that Mama had died, cruel and sunny. They had come for her in a wagon and taken her away to be buried. And then the cousins and aunts and uncles had come and tried to fill up the house. But they couldn't.

Slowly, one by one, they left. And then the days seemed long and dark like winter days, even though it wasn't winter. And Papa didn't sing.

How ELA Assessments are Changing

Pre-CCLS Assessment Question

4a

In both the *Demosthenes* biography and the *Icarus and Daedalus* myth the main characters are given advice from other people. Do you respond to advice from other people more like Demosthenes or more like Icarus? Write an essay in which you explain who you are more like when it comes to taking advice and why. Use details from both articles to support your answer.

In your response, be sure to do the following:

- ☐ tell whether you are more like Demosthenes or Icarus
- ☐ explain why you respond to advice similar to Demosthenes or Icarus
- ☐ use details from both passages in your response

Post CCLS Assessment Question

Extended Constructed Response Paired Passages

4

In both the *Demosthenes* biography and the *Icarus and Daedalus* myth the main characters exhibit determination in pursuit of their goals. Did determination help both main characters reach their goals, or did it lead them to tragedy? Write an argument for whether you believe determination helped or hurt the two main characters.

In your response, be sure to do the following:

- ☐ describe how determination affected the outcome in *Demosthenes*
- ☐ describe how determination affected the outcome in *Icarus and Daedalus*
- ☐ explain the similarities or differences that exist in the ways determination played into the outcome of both texts
- ☐ use details from both passages in your response

English Language Arts

Pre-CCLS Assessment Question

2a

Read the following lines from the passage

People laughed at him, and even his friends told him that he never could be a speaker, so he went home greatly cast down. (Lines 24 and 25)

In this sentence, 'cast down' means

- ☐ Upbeat
- ☐ Encouraged
- ☐ Embarrassed
- ☐ Discouraged

Post CCLS Assessment Question

2

Read the following lines from the passage

People laughed at him, and even his friends told him that he never could be a speaker, so he went home greatly cast down. (Lines 24 and 25)

How does this sentence help to structure the passage?

- A) It sets up a contrast between what Demosthenes could accomplish individually and what he could do with the help of others.
- B) It shows the main reason Demosthenes sought the help of other more established public speakers
- C) It divides the periods of Demosthenes life between when he was unsuccessful and when he reached his goals
- D) It reveals Demosthenes key weakness, public speaking, and how it would hold him back. |



EngageNY:
Working
with the
Shifts

Mathematics: Expectations for Students & Ideas for Parents



What Parents Can Do to Help their Children Learn

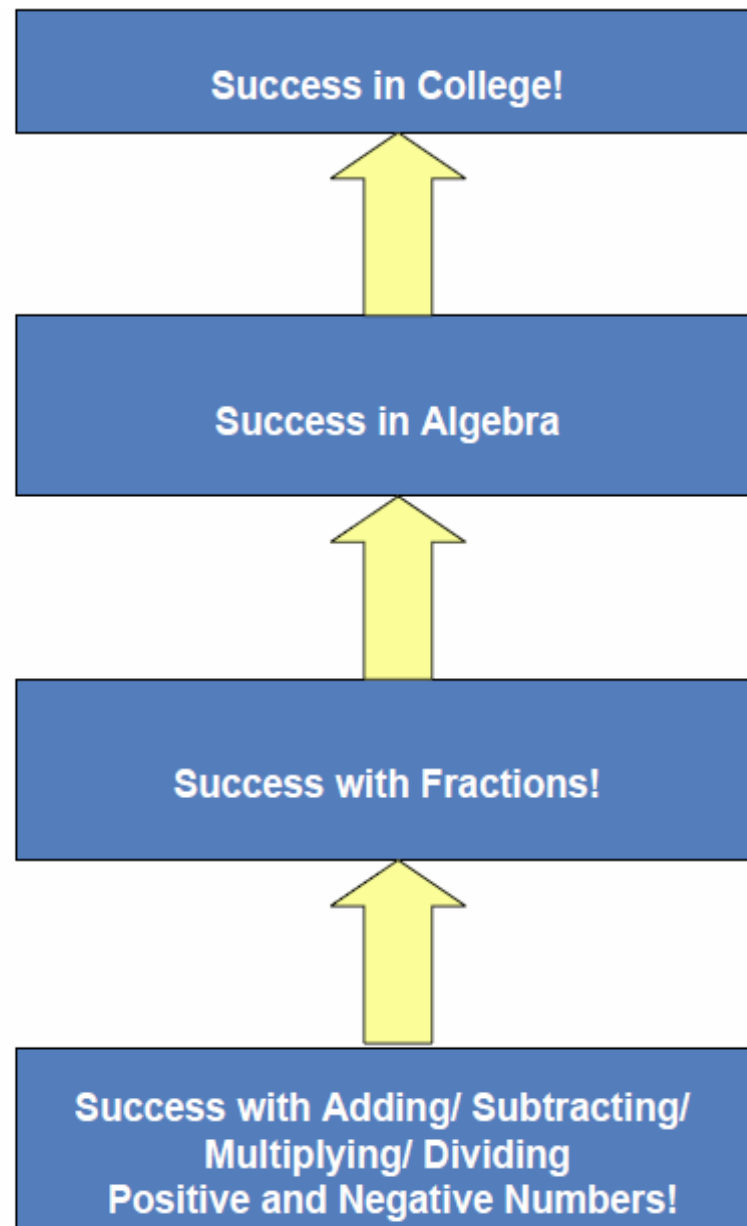
Mathematics



- **Focus** strongly where the Standards focus
- **Coherence: Think** across grades, and **link** to major topics within grades
- **Rigor:** Require **fluency, application,** and **deep understanding**

*****There are GAPS in learning as the CCLS are implemented*****

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px + q = r$, $p(x + q) = r$
8	Solve simple 2×2 systems by inspection



How Mathematics Assessments are Changing



Pre-CCLS Assessment Question

What is the value of 7 in 470,853?

700,000

70,000

7,000

700

Post CCLS Assessment Question

Record two numbers greater than 470,853 using exactly the same digits. Explain how you know your numbers have a greater value.

Mathematics



Prior to the CCLS 2008 Grade 6 Item, Fractions

NEW CCLS Question Grade 5, Fractions Standard

2 A 20-gallon container is filled with 6 gallons of gasoline. What fraction of the container is filled with gasoline?

A $\frac{20}{6}$

B $\frac{3}{10}$

C $\frac{6}{10}$

D $\frac{3}{5}$

Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

- For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally?
- How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins?

OR

Half of a school auditorium is needed to seat 3 equal-sized 5th grade classes.

Part A: Make a visual fraction model to represent the whole auditorium when each class is seated in separate sections.

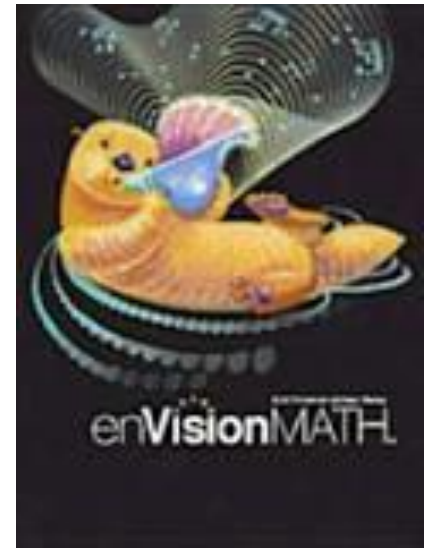
Part B: What fraction of the auditorium will one of the fifth grade classes need of the whole auditorium?

enVisionMath

Accessible through the
Middle Country Central School District website
at
<http://www.mccsd.net/>

Powerschool Parent-Student Portal

At the elementary level, the Parent-Student Portal provides parents with access to their child's full enVisionMath program. Students have assigned IDs and passwords which can access these materials at home, as well as in school. (11/25/13)



Family Math Connection Night-Wednesday, November 20th
Selden and Dawnwood Middle Schools- 7:00-8:30PM

What can you do RIGHT NOW?



- Review the standards for your child's grade available at - <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards>;
- Get a library card;
- Choose non-fiction bed time stories in equal proportion to fiction books;
- Practice math – know who to turn to if YOU have questions;
- Encourage your child to solve MATH problems when in daily life;
- Get or make flash cards – do them WITH your child – they can not do them alone!
- Keep flash cards in the car – math and vocabulary words;
- Monitor tech and TV time – make tech time about learning as much as possible;
- Read TO and WITH your child everyday – NO exceptions;
- Model reading of non-fiction, provide books and magazines;
- Partner with the school.

YOU MAKE A DIFFERENCE!



shifthappens.com