



Common Core Parent Teacher Community Forum

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What are the Common Core State Standards?

<http://vimeo.com/51933492>

Let's Start With This: Standards

What it is and what it isn't

The Shifts in ELA/Literacy

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

Before Common Core

Shift #1 - Building knowledge through content rich non-fiction

Students read on average 15% non-fiction in elementary school. Most text read came in the form of novels and short stories.

What's Wrong With This?

As adults, majority of the reading we do comes in the form of non-fiction whether it is directions for a recipe, reading the news paper or reading materials for our daily career ventures. This type of reading also helps students to learn more about the world around them in a way that is authentic to real world experiences.

After Common Core

Students will be required to read more non-fiction text to mirror what they will encounter in the real world for practical purposes. You will notice that students will now read:

50% nonfiction / 50% literature in K-5

55% nonfiction / 45% literature 6-8

70% nonfiction / 30% literature in 7-12

Before Common Core

Shift #2 – Reading, writing and speaking grounded in evidence

Students often read text to finish and could expect to see questions that did not assess understanding or growth in knowledge. An example of a questions that students might be asked prior to Common Core State Standards might be:

Bud felt lonely after his friend ran away. When was a time you felt lonely?

What's Wrong With This?

In the example given, students are allowed to give their personal opinions and feelings about a character which could be done without ever reading the text.

If your child did read the text, they would not be rewarded for doing so with this type of question and might soon question the need to commit themselves to reading at all.

After Common Core

Students can no longer skim text and be able to show mastery of concepts, the type of questions asked will be dependent on their deep understanding of the text. Students are expected to read like a detective and write like an investigative reporter.

Text dependent questions require students to reread and offer text support to support their answers. An example of the same question written to supply text support is as follows:

What did Bud do and say in the text to show that he was lonely?

Non-Examples and Examples

Not Text-Dependent

In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

Text-Dependent

What makes Casey’s experiences at bat humorous?

What can you infer from King’s letter about the letter that he received?

“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?

Before Common Core

Shift #3 – Regular practice with complex text and academic language.

Students read many best seller novels that were full of excitement and adventure! Some of these best sellers were written at a 5th grade complexity level but were read by high school students.

What's Wrong With This?

We want our students to learn as they are reading. If the text is not complex enough, even though students read a massive amount of books, their actual knowledge base is not being developed, nor are they increasing their vocabulary to help them with more complex text in the future.

When students move on towards college and training in their careers, they often struggle because they are not prepared to grapple with text that is much more advanced than what they have been exposed to throughout school.

After Common Core

Students will be required to read material that is grade level appropriate to further their learning and vocabulary skills. In the classroom, you will see close readings and analysis of passages as well as rereading to grasp important concepts.

The only way to get better at reading complex text is by reading complex text so students will now have more exposure to text that has complex vocabulary, increased length in sentences. And critical concepts.

The Shifts in Math

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

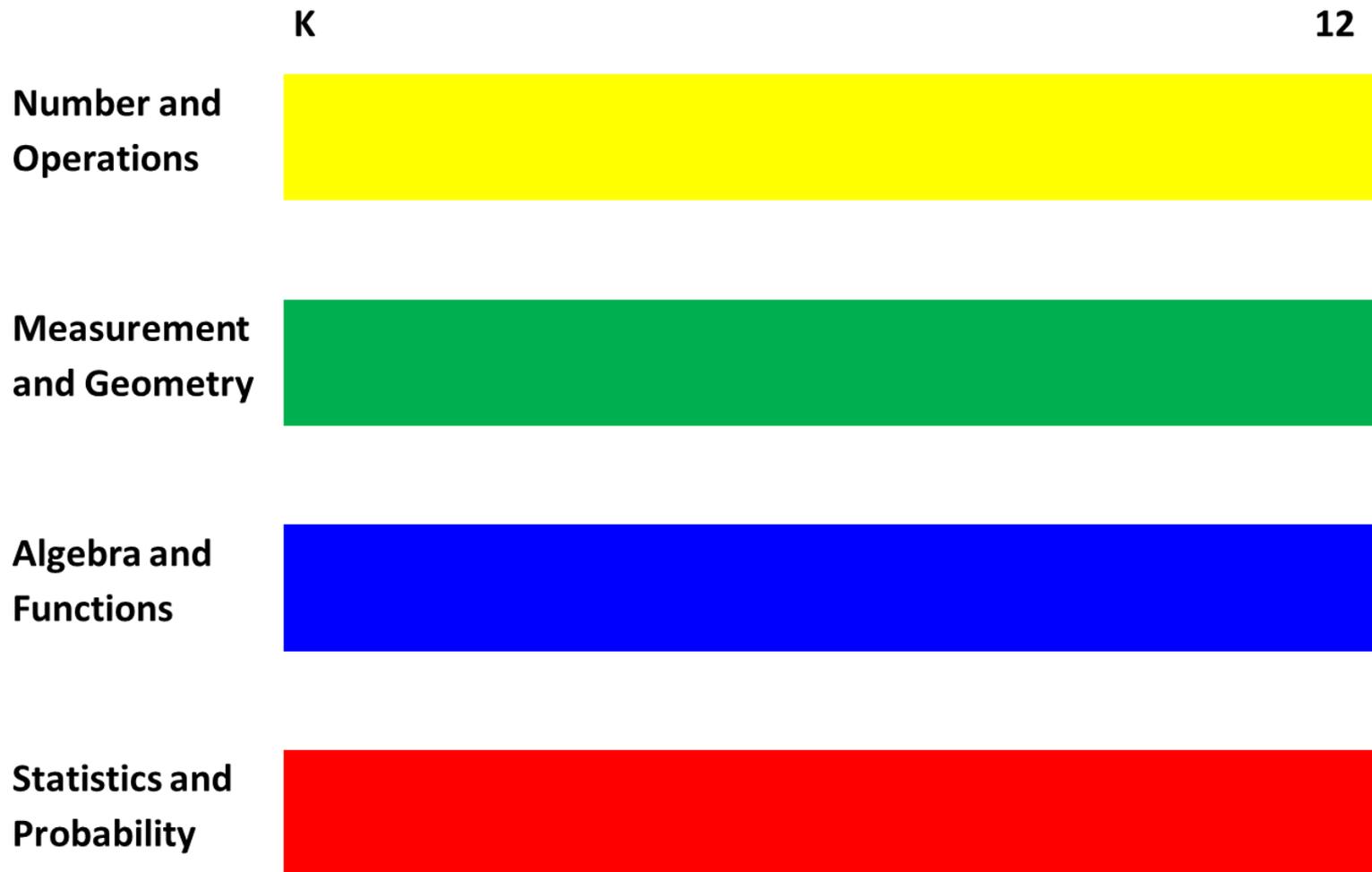
Before Common Core

Shift #1 – Focus strongly where the standards focus.

Students and teachers were expected to **cover** multiple topics in one year. So what this looked like in the classroom would be a different topic each week and moving on to the next topic regardless if students understood concepts or not.

What research showed was that although in America we covered more than 90% of material, we still fell behind our competitors in other countries who covered less than 50% of material.

Traditional U.S. Approach

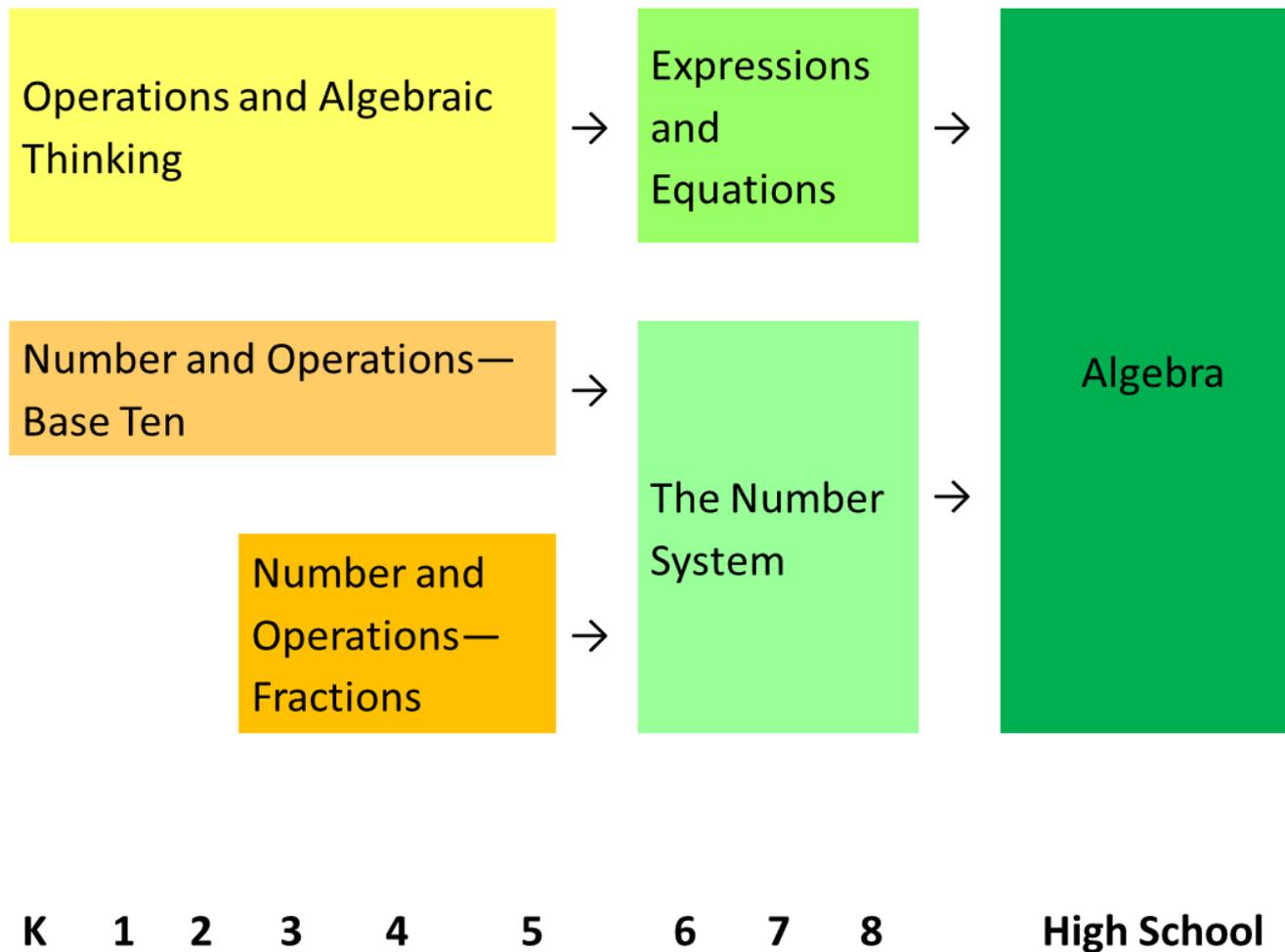


What's Wrong With This

In order to master concepts and skills, students need to focus on key standards and competencies. The way previous standards were written often did not allow students to master concepts.

We found that students spent a great deal of time reviewing concepts they learned years before due. This problem is a contributing factor in students not being able to learn the things they need to at the specific grade levels.

After Common Core



Before Common Core

Shift #2 Think across grades and link to major topics

Students were introduced to random topics at random times throughout the year. For example, students in 1st grade were exposed to algebra without out mastery of addition and subtraction of whole numbers.

$$\begin{array}{cccc} \underline{5} & \underline{8} & \underline{3} & \underline{1} \\ \underline{\quad} & + & \underline{\quad} & = & \underline{\quad} & \underline{\quad} \end{array}$$

What's Wrong With This?

Concepts should make sense to students and be taught in sequence of understanding so that one skill can build upon other skills previously taught.

After Common Core

4th Grade

4.NF.4. Apply and extend previous understandings of multiplication to **multiply a fraction by a whole number.**

5th Grade

5.NF.4. Apply and extend previous understandings of multiplication to **multiply a fraction or whole number by a fraction.**

5.NF.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

6th Grade

6.NS. Apply and extend previous understandings of **multiplication and division to divide fractions by fractions.**

6.NS.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent

Before Common Core

Shift #3 – Rigor: Conceptual understanding, procedural skill and fluency and application

Students performed math that heavily relied on formulas and procedures. Some problems students addressed explicitly stated what operations to do when without requiring students to think about the concepts beyond a superficial level, one example is as follows:

140 = ___ hundreds ____ tens ____ ones

Name: _____

Hundreds, Tens and Ones

a. $234 =$ _____ hundreds, _____ tens, _____

b. $809 =$ _____ hundreds, _____ tens, _____

c. $571 =$ _____ hundreds, _____ tens, _____

d. $160 =$ _____ hundreds, _____ tens, _____

e. $67 =$ _____ hundreds, _____ tens, _____

f. _____ = 3 hundreds, 4 tens, 8 ones

g. _____ = 6 hundreds, 0 tens, 2 ones

h. _____ = 0 hundreds, 0 tens, 5 ones

i. _____ = 0 hundreds, 7 tens, 0 ones

j. _____ = 9 hundreds, 9 tens, 9 ones

Make true equations. Write one number in every space. Draw a picture if it helps.

1) $1 \text{ hundred} + 4 \text{ tens} =$ _____

2) $4 \text{ tens} + 1 \text{ hundred} =$ _____

3) $14 \text{ tens} =$ 10 tens + _____ tens
= _____ hundred + 4 tens
= _____

4) $7 \text{ ones} + 5 \text{ hundreds} =$ _____

5) $8 \text{ hundreds} =$ _____

6) $106 =$ 1 hundred + _____ tens + _____ ones

7) $106 =$ _____ tens + _____ ones

8) $106 =$ _____ ones

9) $90 + 300 + 4 =$ _____

Are these comparisons true or false?

10) $2 \text{ hundreds} + 3 \text{ ones} > 5 \text{ tens} + 9 \text{ ones}$ _____

What's Wrong With This?

This type of math problem lends itself to remembering formats. If a student remembers that a number with three digits begins with hundreds, followed by tens and then ones, the student can just plug numbers in with no concept of real place value.

After Common Core

In Math

Teachers and students are expected to teach and learn to mastery and demonstrate conceptual knowledge:

$$14 \text{ tens} = \underline{10} \text{ tens} + \underline{\quad} \text{ tens}$$

How is this different?

Students can no longer count on mnemonics and patterns to automatically retrieve answers. They are being challenged to know the concepts of math and apply them in various scenarios.

How can you help your child in literacy?

- ✓ Ask questions about the reading text that relate to the text
- ✓ Encourage children to read, write and speak about non-fiction text such as news papers, science articles and historical text
- ✓ Encourage children to research topics of interest and write about them based on the research
- ✓ Have your child follow step by step instructions to a set of directions to accomplish a task

How can you help your child in math?

- ✓ Play math games at home
- ✓ Help children practice their addition, subtraction, multiplication and division facts at home with flash cards.
- ✓ Allow children to persevere in solving problems to develop their critical thinking skills
- ✓ Have children illustrate the math they were thinking in their head and write an explanation to explain their thinking
- ✓ Double a recipe at home



Q & A

ACHIEVE THE CORE

Thank You!