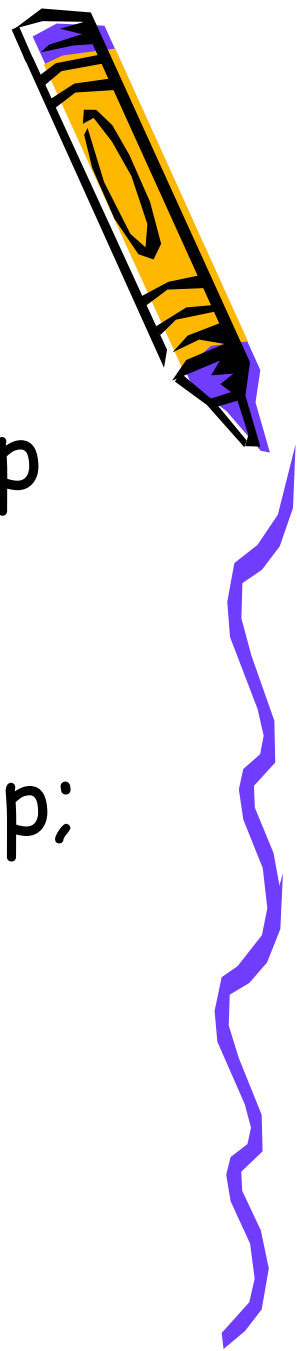


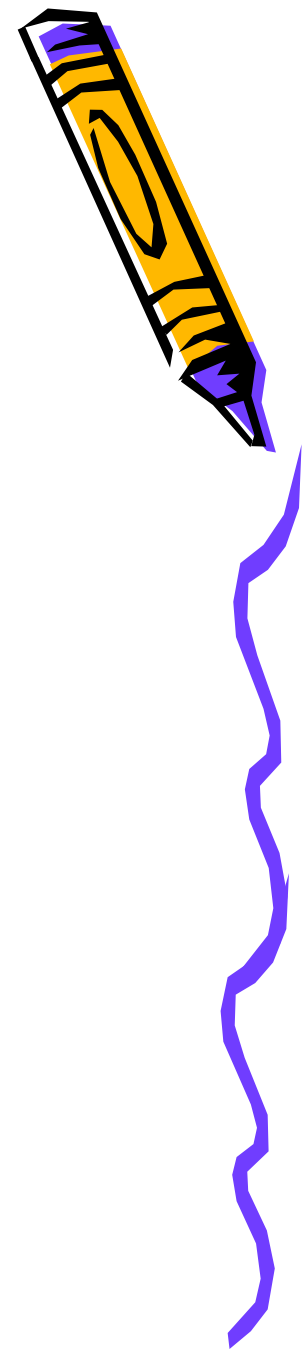
Welcome

Common Core Parent Workshop Tonight's Schedule:

- 5-6 PM Dinner
- 6-7 PM Common Core Workshop;
kids play outside with Mrs.
Cobian and Mrs. Martinez



Common Core State Standards Agenda



- Introductions:
 - Mrs. Hirst & Ms. Chicamcham
- What are the Common Core State Standards?
- Common Core State Standards Shifts (Major Changes)
- Parents' Guide to Student Success by grade level - Group discussions
- Questions???



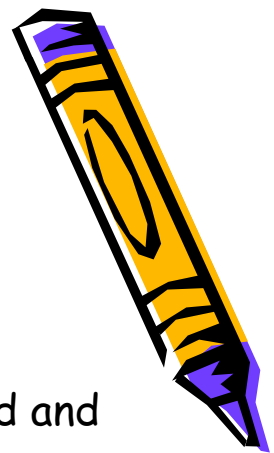
What are the Common Core Standards?



- State education chiefs and governors in 48 states came together to develop the Common Core - teachers included in on development
- A set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics.
- Designed to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs or enter the workforce.



What are the Common Core Standards?



- The Common Core State Standards set clear goals, rather than broad and vague:
- The Common Core State Standards are consistent: what one student learns in the 5th grade in one state is the same thing that a student learns in the 5th grade in another state. This is also true from school to school. If your child were to transfer from one school to another, the expectations and learning standards would now be the same. This does not mean how they learn will be the same, or that classroom activities will be the same - teachers and local communities will still decide on their own curriculum.
- The Common Core State Standards set high learning goals: they require students to go beyond the surface of a long list of topics and support in-depth study and understanding of key concepts and skills. The learning goals are intended to help students make real-world applications and to adequately prepare them for higher education and career pathways. The Standards are informed by standards in the top-performing states in the nation and from around the world. They seek to make our children global competitors.



Shifts for Students Demanded by the Core

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

Read as much non-fiction as fiction

| Students must... | Parents can... |
|--|---|
| <ul style="list-style-type: none"> • Read more non-fiction • Know the ways non-fiction can be put together • Enjoy and discuss the details of non-fiction | <ul style="list-style-type: none"> • Supply more non-fiction text • Read non-fiction texts aloud or with your child • Have fun with non-fiction in front of them |

ELA/Literacy Shift 2:

Learn about the world by reading

Students must...

- Get smart in Science and Social Studies **through reading**
- Handle “primary source” documents
- Get smarter *through* texts

Parents can...

- Supply series of texts on topics of interest
- **Find books that explain**
- Discuss non-fiction texts and the ideas within

ELA/Literacy Shift 3:

Read more complex material carefully

| Students must... | Parents can |
|---|--|
| <ul style="list-style-type: none">• Re-read• Read material at comfort level AND work with more challenging stuff• Unpack text• Handle frustration and keep pushing | <ul style="list-style-type: none">• Provide more challenging texts AND provide texts they WANT to read and can read comfortably• Know what is grade level appropriate• Read challenging stuff <i>with</i> them• Show that challenging stuff is worth unpacking |

Support their Reading.

Read Challenging Texts Aloud.

| Grades | Example of Complexity: Nonfiction | Example of Complexity: Fiction |
|--------|--|---|
| K-1 | A Tree is a Plant Read Aloud: Fire, Fire! | Are you My Mother? Read Aloud: The Owl & the Pussycat |
| 2-3 | Martin Luther King and the March on Washington Read Aloud: What the World Eats | Fire Cat Read Aloud: Charlotte's Web |
| 4-5 | Hurricanes: Earth's Mightiest Storms The Kids' Guide to Money | Bud not Buddy The Secret Garden |
| 6-8 | Narrative of the Life of Frederick Douglass A Night to Remember | Little Women The People Could Fly |
| 9-10 | Hope, Despair, Memory Letter from Birmingham Jail | Things Fall Apart In the Time of Butterflies |
| 11-12 | Take the Tortillas Out of Your Poetry Mother Tongue Black Boy | The Canterbury Tales Dreaming in Cuban Crime & Punishment |

Discuss reading using evidence

| Students Must... | Parents Can... |
|---|---|
| <ul style="list-style-type: none"> • Find evidence to support their arguments • Form judgments • become scholars • Discuss what the author is “up to” | <ul style="list-style-type: none"> • Talk about text • Demand evidence in every day discussions/ disagreements • Read aloud or read the same book and discuss with evidence |

ELA/Literacy Shift 5: Writing from Sources

| Students Must... | Parents can... |
|--|---|
| <ul style="list-style-type: none">• Make arguments in writing using evidence• Compare multiple texts in writing• Write well | <ul style="list-style-type: none">• Encourage writing at home• Write “books” together and use evidence/ details• Look at Appendix A: http://www.corestandards.org/assets/Appendix_C.pdf |

ELA/Literacy Shift 6: Academic Vocabulary

Students Must...

- Learn the words that they can use in college and career
- Get smarter at using the **“language of power”**

Parents Can...

- **Read often** and constantly with babies, toddlers, preschoolers, and children
- Read multiple books about the same topic
- Let your kids see you reading

Talk to your children; Read to your children; Listen to your children; Sing with your children; Make up silly rhymes and word games with your children

Mathematics Shift 1:

Focus: learn more about less

| Students Must... | Parents Can... |
|---|---|
| <ul style="list-style-type: none">• Spend more time on fewer concepts. | <ul style="list-style-type: none">• Know what the priority work is for your child for their grade level• Spend time with your child on priority work• Ask your child's teacher about their progress on priority work |

Mathematics Shift 2: Skills Across Grades

| Students Must... | Parents Can... |
|--|---|
| <ul style="list-style-type: none">• Keep building on learning year after year | <ul style="list-style-type: none">• Be aware of what your child struggled with last year and how that will affect learning this year• Advocate for your child and ensure that support is given for “gap” skills – negative numbers, fractions, etc |

Here are just a few examples of how students will learn about and work with fractions in grade four.

Grade Three Mathematics

- Determine a fraction's place on a number line by defining the length from 0 to 1 as the whole and "cutting it" into equal parts
- Understand two fractions as equal if they are the same size or at the same point on a number line
- Compare the size of two different fractions of the same size object. For example, which is bigger, $\frac{1}{2}$ of a pizza or $\frac{1}{4}$ of that same pizza?

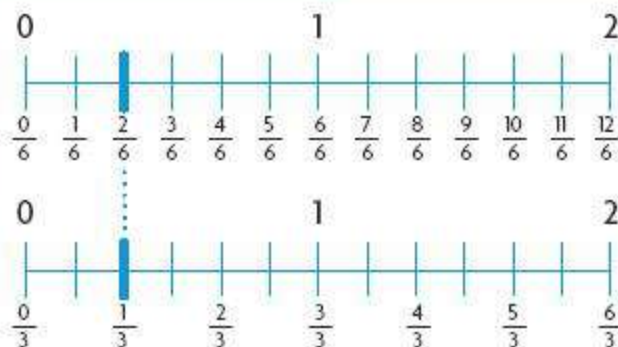
Grade four Mathematics

- Break down a fraction into smaller fractions with the same denominator, or bottom number, in more than one way ($\frac{2}{6} = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{1}{3} + \frac{1}{6}$)
- Explain why a fraction is equal to another fraction
- Add and subtract mixed numbers (whole numbers mixed with fractions, such as $1\frac{1}{2}$) with the same denominators
- Multiply a fraction by a whole number

Grade Five Mathematics

- Interpret a fraction as division of the numerator (the top number) by the denominator (the bottom number)
- Add and subtract fractions with different denominators
- Multiply a fraction by a whole number or another fraction
- Divide fractions by whole numbers and whole numbers by fractions

Students will use the number line to break fractions into smaller fractions and to show that $\frac{2}{6} = \frac{1}{3}$.



Understanding and creating equal fractions will prepare students for the next step: adding and subtracting fractions with different denominators.

Mathematics Shift 3: Speed and Accuracy

| Students Must... | Parents Can... |
|---|---|
| <ul style="list-style-type: none">•Spend time practicing – lots of problems on the same idea | <ul style="list-style-type: none">•Push children to know/ memorize basic math facts•Know all of the fluencies your child should have and prioritize learning of the ones they don't |

Mathematics Shift 4: Know it/ Do it!

Students Must...

- **UNDERSTAND** why the math works. **MAKE** the math work.
- **TALK** about why the math works
- **PROVE** that they know why and how the math works

Parents Can...

- Notice whether your child **REALLY** knows why the answer is what it is
- Advocate for the **TIME** your child needs to learn key math
- Provide **TIME** for your child to work hard with math at home
- Get smarter in the math your child needs to know

Mathematics Shift 5: Real World

| Students Must... | Parents Can... |
|--|---|
| <ul style="list-style-type: none">• Apply math in real world situations• Know which math to use for which situation | <ul style="list-style-type: none">• Ask your child to DO the math that comes up in your daily life |

Think Fast/ Solve Problems

| Students Must... | Parents Can... |
|---|--|
| <ul style="list-style-type: none">• Be able to use core math facts FAST <p>AND</p> <ul style="list-style-type: none">• Be able to apply math in the real world | <ul style="list-style-type: none">• Notice which side of this coin your child is smart at and where he/she needs to get smarter• Make sure your child is PRACTICING the math facts he/she struggles with• Make sure your child is thinking about Math in real life |

Parents' Guide to Success



- Find your child/s grade level for next year (2014-2015)
- Read through your packet, use the highlighters on the points that stand out to you, and discuss with other parents
- Do you see examples of the shifts we discussed? (share out loud for raffle tickets)



Questions???

Thank you for coming!

All materials will be posted on
our school's web site!

