

Goal of the Common Core Standards and the 6 Shifts:

- The goal is to create the next generation of K–12 standards in order to help ensure that **all students are college and career ready in a twenty-first-century, globally competitive society.**
- The Standards also draw on the most important **international models** as well as **research** and **input from numerous sources.**
- The Standards are
 - (1) **research and evidence** based
 - (2) aligned with **college and work** expectations
 - (3) **rigorous**
 - (4) **internationally benchmarked**

Shifts in English Language Arts

- Greater focus on non-fiction reading.
- Increased reading for the purpose of learning about the world.
- Increased text complexity and close reading
- Students engage in rich and rigorous **evidence-based** conversations about text.
- **Writing** emphasizes use of **text-based evidence** to inform or make an **argument**.
- Increased transferable **academic vocabulary** acquisition to access complex texts.

ELA *Shifts* in Friendly Terms:

- ✓ Read as much about non-fiction as fiction.
- ✓ Learn about the world by reading.
- ✓ Read more challenging material closely.
- ✓ Discuss reading, using details that you read.
- ✓ Write with purpose, using evidence to back you up.
- ✓ Increase your vocabulary to help you succeed in school and in life!

(Shift 4) Parents can:

*Students engage in rich and rigorous **evidence-based** conversations about text.*

- **Talk about text** from a variety of sources.
- **Demand factual evidence** in everyday discussions/ disagreements. Have your child research facts to back up his/ her claims.
- **Read aloud** or read the same book **and discuss**, using evidence from the story.

(Shift 5) Parents can:

*Writing emphasizes use of **text-based evidence** to inform or make an **argument**.*

- **Encourage writing** at home.
- **Write notes of explanation** to one another.
- **Write “books” or articles together.**

Use factual evidence/ details.

(ex. Write an argument piece about whether or not you feel a movie you saw promoted violence or smoking.)

(Shift 6) Parents can:

*Increased transferable **academic vocabulary** acquisition to access complex texts.*

- **Read often** to and with your child.
- Let your kids **see you reading** and talking about the books.
- Surround your child with **rich vocabulary!**
Model and encourage **precise vocabulary.**
(ex., *observe* instead of look at; *establish* instead of set up, etc.)
- **Read multiple books** about the **same topic.**
- **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!

High-Frequency Academic Vocabulary

(Found across content areas; in textbooks, non-fiction sources, assignments, assessments, etc.)

assemble

contrast

establish

approximate

observe

conclude

synthesize

evaluate

analyze

illustrate

imply

cite

employ

utilize

annotate

assert

assess

clarify

confirm

contradict

correlate

critique

distinguish

differentiate

emphasize

hypothesize

incorporate

subsequent

relevant

irrelevant

plausible

connotation

Content-Specific Vocabulary

(Specialized words with specific meanings in their field.)

quadrilateral	Paleolithic	autotrophic	exposition
isometric	autocratic	heterotrophic	denouement
perpendicular	polytheistic	photosynthesis	resolution
exponential	monotheism	binomial nomenclature	alliteration
coordinates	hieroglyphics	taxonomic	hyperbole
dividend	authoritarian	eukaryote	literary
proportional	acropolis	metamorphic	contextual
<i>decompose</i>	oligarchy	<i>decomposer</i>	theme

Word Study

- **Frayer Models** *put it in your own words; use in context, in a sentence; visual representation; give a non-example*

- **Word Root Study-**

geo- Earth geography, geology, geothermal, geosphere, geometry

auto- self, same, one autobiography, autotrophic, autocratic/ autocracy

-logy discourse; study of ecology, biology, geology, archaeology, anthropology

archaeo- archaeologist, archaeobacteria

poly- many polygon, polyhedron, polynomial, polytheism

mono- one, only monologue, monotone, monochromatic, monolingual, monotheism

Prefixes:

a- not, without abiotic, asymmetrical, atheistic, achromatic, atom

Shifts in Mathematics ⇒

- Narrower focus, deeper scope. No more “mile wide and an inch deep”.
- Follow a grade-by-grade *progression* to develop increasingly *sophisticated understanding* of mathematical concepts.
- *Focus* on fewer core concepts, but develop *greater levels of fluency*, speed and accuracy.
- Students **deeply understand** math concepts. They learn more than the trick (algorithm, mnemonic) to get the right answer. They learn the math.
- Students are expected to choose the appropriate math concept for **application** even when they are not prompted to do so.
- **Dual Intensity:** Students are **practicing** and **understanding**. (fluency and reasoning/ problem solving)

Math *Shifts* in Friendly Terms:

- ✓ Learn more about fewer, key topics.
- ✓ Build on skills across grade levels.
- ✓ Develop speed and accuracy.
- ✓ Really know it; Really do it.
- ✓ Use it on your own and in the real world.
- ✓ Think fast AND solve problems!

(Shift 4) Parents can:

*Students **deeply understand** math concepts. They learn more than the trick (algorithm, mnemonic) to get the right answer. They learn the math.*

- Notice whether your child **REALLY** knows why the answer is what it is.

*Ask her/him to **explain** the math to you.*

- Provide **TIME** and a **quiet space** for your child to work hard with math at home.
- **Learn** the math your child needs to know.

(Shift 5) Parents can:

*Students are expected to choose the appropriate math concept for **application** even when they are not prompted to do so.*

- Ask your child to **DO** the math that comes up in your daily life.

ex., Have your child calculate:

- *Which size grocery product is the better value?*
- *What is the correct amount for a 15% tip?*
- *What is the square footage of the bedroom?*
- *What is Peyton Manning's completion percentage?*

(Shift 6) Parents can:

*Dual Intensity: Students are **practicing** and **understanding**.
(fluency and reasoning/ problem solving)*

- Notice **which side** of this coin your child is **stronger** in and where he/she needs to **get stronger**.
- Make sure your child is **PRACTICING** the **math facts** he/she struggles with.
- Make sure your child is **thinking about Math** in real life.

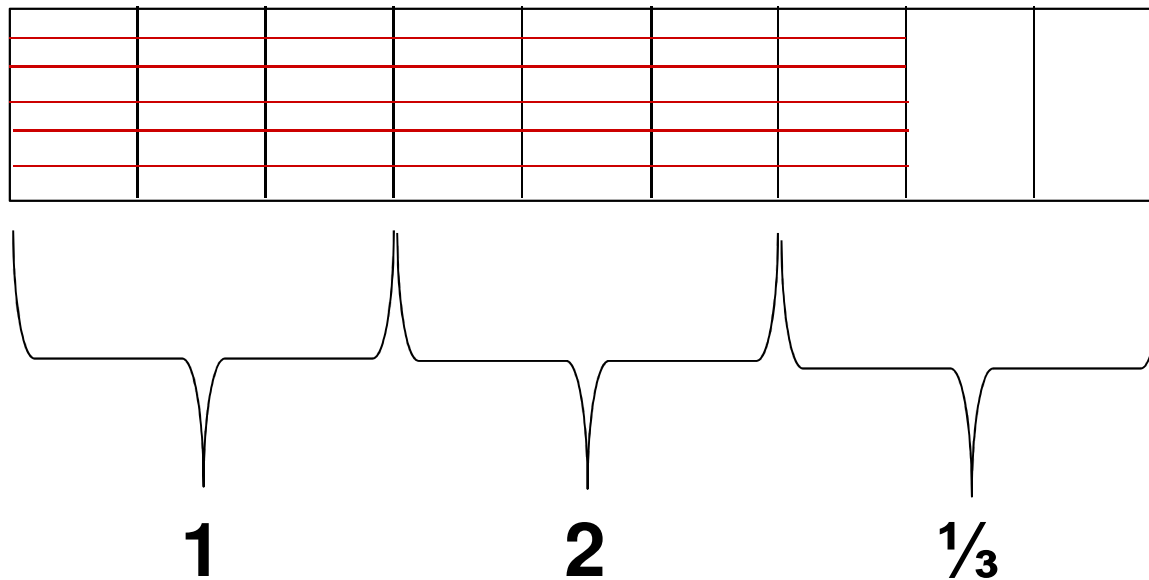
Math Understanding?

What is $7/9 \div 3/9$?

Algorithm: $7/9 \div 3/9 = 7/9 \times 9/3 =$
 $63/27 = 7/3 = 2 \frac{1}{3}$

Math Modeling

Draw a model to show $7/9 \div 3/9$.



Math Problem Solving

Max spent $\frac{3}{5}$ of his money in one shop and $\frac{1}{4}$ of what he had left, in another shop.

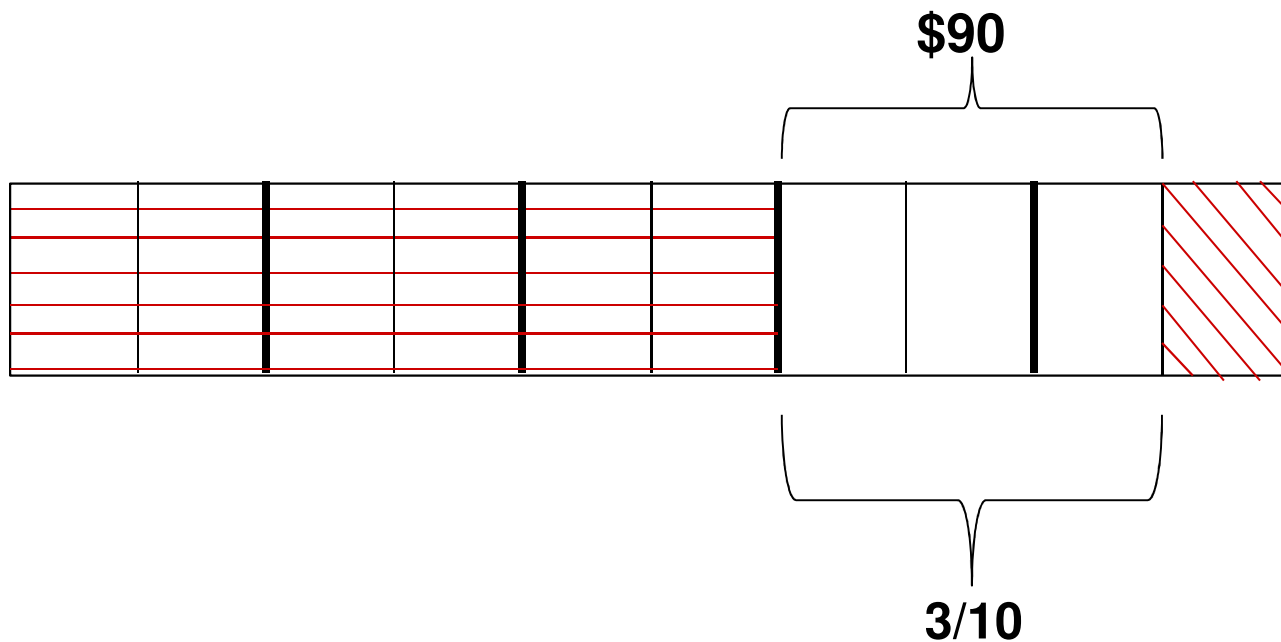
What fraction of his original money was left?

If he had \$90 left, how much had he started with?

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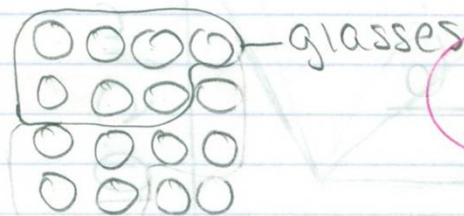
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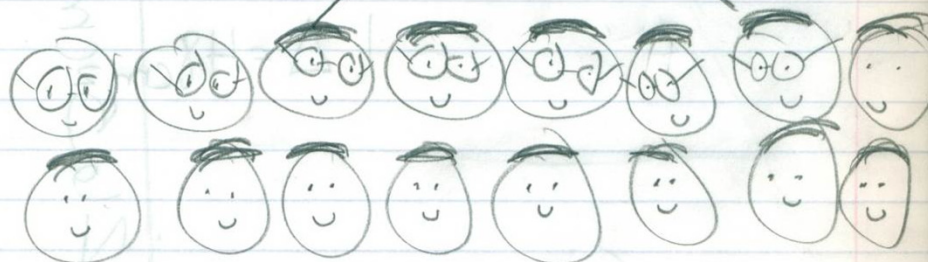


A Student's Problem-Solving:

16 - glasses or brown hair maybe both
7 - glasses
14 - brown hair
both - ?



$$A = 5$$



$$\begin{array}{r} 21 \\ - 16 \\ \hline 5 \end{array}$$

$$? = 5$$

21 characteristic
16 students