

PA Core Standards

Information for Parents/Guardians

Albert Gallatin Area School District
April 3, 2014

COMMON CORE STATE STANDARDS



ENGLISH
LANGUAGE ARTS



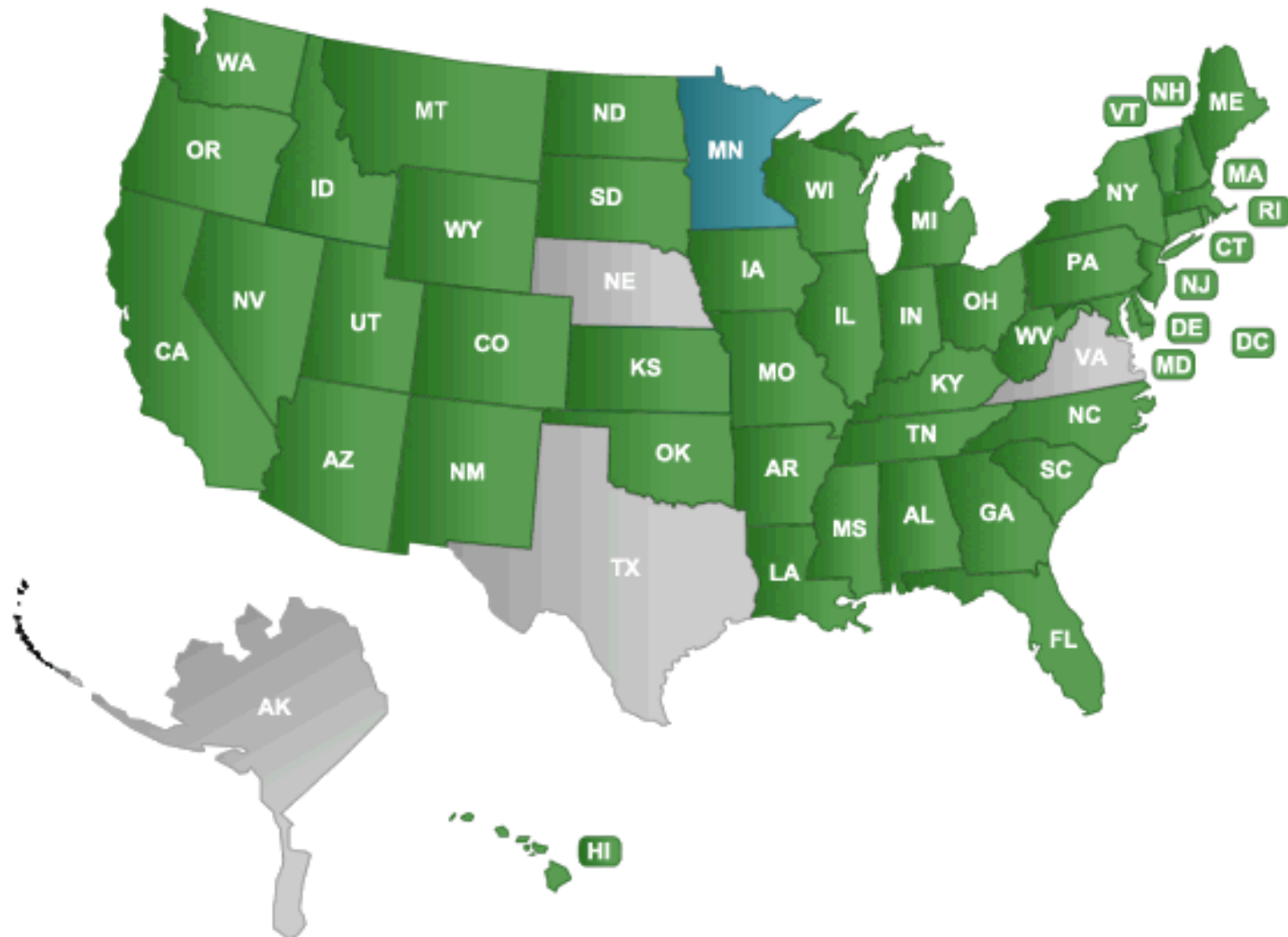
MATHEMATICS



**Three-Minute Video Explaining the Common
Core State Standards**

<http://vimeo.com/51933492>

Common Core Across the Nation



Common Core in Pennsylvania

- **PA Core Standards in ELA and Mathematics**
 - Adopted by the State Board of Education on July 1, 2010 to replace the original standards adopted in 1999.
 - Revisions to academic standards deemed final and effective as of March 1, 2014.
 - CCSS in pure form constitutes 85% of the PA Core Standards
 - Option to add or alter 15%



What are the Common Core State Standards?

- Set learning expectations in grades K-12 for
 - Mathematics
 - English Language Arts
- More focused on preparing students for success in college and career.
- Learning goals are
 - Clear vs. broad and vague
 - Consistent from school to school, state to state
 - Rigorous and relevant to real life
 - Scaffolded in design
 - Skills build upon previously learned skills
 - Connections between “new” and “known” information

The new PA Core Standards emphasize depth and rigor using Webb's Depth of Knowledge (DOK) Levels.

DOK is a Scale of Cognitive Demand

Depth and Rigor

1. **Recall**- Requires simple recall of such information as a fact, definition, term, or simple procedure.
2. **Skill/Concept**- Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity. Keywords distinguishing a Level 2 item include classify, organize, estimate, collect data, and compare data.
3. **Strategic Thinking**- Requires reasoning planning, using evidence, and thinking at a higher level.
4. **Extended Thinking**- Requires complex reasoning, planning, developing, and thinking, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains.



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

See DOK Handout

Common Core Differences Specific to Content

The Shifts in ELA/Literacy

English Language Arts/Literacy
• Read as much non-fiction as fiction
• Learn about the world by reading
• Read more challenging material
• Talk about reading using " <i>evidence</i> "
• Write about texts using " <i>evidence</i> "
• Know more vocab words

How can you help your child in literacy?

- Ask your child specific questions about what he/she reads.**
- Ask your child to cite evidence from the text to support his/her response to questions.**
- Discuss evidence based predictions with your child.**
- Encourage children to read, then write and speak about, nonfiction text such as newspapers, magazines, and biographies.**
- Encourage children to research topics of interest and read series that relate to a central topic.**
- Have your child follow step by step instructions or a set of directions in order to accomplish a task, such as building a sandcastle or operating a game.**

The Shifts in Mathematics

Mathematics

- Build skills across grade levels
- Learn more about less
- Use math facts easily
- Think fast AND solve problems
- Really know it, really do it
- Use math in the real world

What the Shifts in Mathematics Mean for Students

- **Conceptual Understanding**
 - Students need to **understand the math concepts** vs. just how to get the answer
- **Fluency**
 - Students need to perform procedures with **speed and accuracy**
- **Application**
 - Students need to apply math to **real world situations**

Mathematic Content Standards

Mathematical Standards: Development and Progression

Standards for Mathematical Practice

Make sense of problems and persevere in solving them.
Construct viable arguments and critique the reasoning of others.
Use appropriate tools strategically.
Look for and make use of structure.

Reason abstractly and quantitatively.
Model with mathematics.
Attend to precision.
Look for and express regularity in repeated reasoning.

	PreK	K	1	2	3	4	5	6	7	8	HS	
2.1 Numbers and Operations	(A) Counting & Cardinality											
		(B) Numbers and Operations in Base Ten						(D) Ratios and Proportional Relationships			(F) Number and Quantity	
					(C) Numbers and Operations — Fractions			(E) The Number System				
2.2 Algebraic Concepts	(A) Operations and Algebraic Thinking							(B) Expressions and Equations		(D) Algebra		
										(C) Functions		
2.3 Geometry	(A) Geometry											
2.4 Measurement, Data, and Probability	(A) Measurement and Data							(B) Statistics and Probability				

Standards for Mathematical Practice (Item Attack Skills)

- **Make sense** of problems and **persevere in solving** them.
- **Reason** abstractly and quantitatively.
- **Construct viable arguments** and **critique** the reasoning of others.
- **Model** with mathematics.
- Use appropriate tools **strategically**.
- Attend to **precision**.
- Look for and make use of **structure**.
- Look for and make sense of **regularity** in repeated reasoning.

How can you help your child in math?

- Help your child **practice** his/her **addition, subtraction, multiplication and division facts**.
- Encourage your child not to give up while solving problems, to **build stamina** and **develop their critical thinking skills**. Don't give them the answers - ask them to think of different ways they can solve problems.
- Have children **illustrate the math** they were thinking in their head and **discuss it out loud**.
- Have children **apply** their math knowledge **to a real-world scenario at home**, such as doubling a recipe or calculating the area of a room.

Resources for Parents

Parents' Guide to Student Success

National
PTA
everychild.merivoice®

This guide provides an overview of what your child will learn by the end of 3rd grade in mathematics and English language arts/literacy. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 4th grade.

Why Are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

3RD GRADE

English Language Arts & Literacy

A Sample of What Your Child Will Be Working on in 3rd Grade

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third, cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and nonliteral meanings of words, such as something's *heavy* and *cold* shoulder
- Spelling correctly and consulting dictionaries to clarify meanings of words

Talking to Your Child's Teacher

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Reading grade-level books, stories, poems, and articles fluently
- Writing and speaking well, following rules of punctuation and grammar
- Reading grade-level books and stories with understanding and fluency
- Building a foundation of knowledge through reading and listening to books in history/social studies, science, and other subjects

Mathematics

A Sample of What Your Child Will Be Working on in 3rd Grade

- Multiplying and dividing up to 10 × 10 quickly and accurately, including knowing the times tables from memory
- Solving word problems using addition, subtraction, multiplication, and division
- Beginning to multiply numbers with more than one digit (e.g., multiplying 9 × 80)
- Understanding fractions and relating them to the familiar system of whole numbers (e.g., recognizing that 3/1 and 3 are the same number)
- Measuring and estimating weights and liquid volumes, and solving word problems involving these quantities
- Reasoning about shapes (e.g., all squares are rectangles but not all rectangles are squares)
- Finding areas of shapes, and relating area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product 9 × 7?)

TALKING TO YOUR CHILD'S TEACHER

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Multiplication and division
- Fractions

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Make reading for fun a part of your child's daily routine.
- Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.
- Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.

Mathematics

- Look for "word problems" in real life. Some 3rd grade examples might include:
- Notice those everyday occasions when you find yourself using your times tables — such as to determine how many days there are in four weeks. Ask your child for the answer.
 - Involve your child when you notice yourself using division to "work backward" in the times tables — such as determining how many candies each child will get if 36 candies are shared equally among nine children at a party.

For more information, the full standards are available at www.corestandards.org.

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Additional Resources

Pennsylvania Department of Education Standards Aligned System

- <http://www.pdesas.org/Standard/PACore>

National Parent Teachers Association (PTA)

- <http://pta.org/parents/content.cfm?ItemNumber=2583>

Achieve the Core

- www.achievethecore.org

Engage NY Common Core Shifts for Students, Parents, & Guardians

- <http://www.engageny.org/resource/shifts-for-students-and-parents/>