



RTTT Facts for Families

RACE TO THE TOP

November 2011

To help you better understand how the federal Race To The Top (RTTT) initiative in New York State will impact your child(ren), we have partnered with Erie 1 BOCES to provide you with a series of informational updates. Each month a flyer will be sent home in your child's backpack.

Last month, October, our feature provided a brief overview of RTTT. Please visit the school district Web site or call the district office if you did not receive a copy of that issue.

As part of New York State's Race to the Top initiative, new Common Core Learning Standards (CCLS) were adopted to help students be "college and career ready."

For English language arts (ELA), college and career ready students:

- demonstrate independence
- build strong content knowledge
- respond to the varying demands of audience, task, purpose, and discipline
- comprehend as well as critique
- value evidence
- use technology and digital media strategically and capably
- come to understand other perspectives and cultures



Revised Common Core Learning Standards for ELA



Speaking
(Thinking)

Before RTTT	After RTTT
<ul style="list-style-type: none"> • Asked what they feel about a topic • Agree or disagree without explaining why 	<ul style="list-style-type: none"> • Asked what they think about a topic • Back up thoughts with facts and details

You can help by asking your child the 5WH questions (who, what, when, where, why, and how), or by asking your child to explain his/her thinking (i.e. "Why do you think that?"). Explain your own thinking to your child even if it seems silly (i.e. "That part of the story makes me think..."). When speaking to your children, insist they look at you. Remember to also look at them when they talk to you.



Reading

Before RTTT	After RTTT
<ul style="list-style-type: none"> • Read mostly stories • Encouraged to read stories for independent reading • Checked out fictional books from the school library 	<ul style="list-style-type: none"> • Read a combination of fiction (stories/novels) and informational books ("true" stories) for independent reading • May be required to check out a combination of non-fiction and informational texts from the school library

You can help by reading to your child before bed. Read to your child books at a higher level than they can read independently. Read a mixture

of fiction and informational text. There are many magazines that publish interesting age appropriate informational text. Let your child see you reading, for both pleasure and work. If you have a subscription to a newspaper, discuss the articles with your child. Show your child the reading you have to do for your job; it will demonstrate that reading informational text is a part of being an adult.

Revised Common Core Learning Standards for ELA *continued*



Writing

You can help by encouraging young children to write, beginning with pre-writing-scribbles, then pictures, some letters, words and inventive spelling. Look for details within writing, especially details from text that helps explain or persuade. Help your child organize writing into paragraphs that make sense

and flow nicely from one idea to another. Use strategies to make writing interesting to read (i.e. a sentence that hooks the reader's attention, using funny phrases or sophisticated words). Use the books you are reading together as models of writing.

Before RTTT	After RTTT
<ul style="list-style-type: none"> • Mostly write about experiences (i.e. "What I Did During My Summer Vacation.") • Writing about opinions without backing up the opinions with facts and information from primary sources or text books 	<ul style="list-style-type: none"> • Writing to explain • Writing to persuade • Writing to convey • Writing a mixture of stories (true stories about their lives and fictional stories) and essays (to explain something or to persuade) • Students back up their thoughts with facts and details from books, articles, etc. • More research projects required

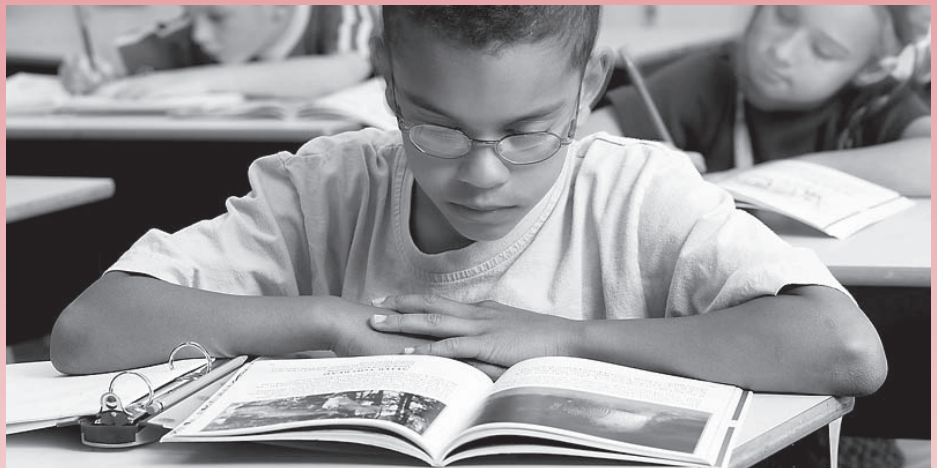
Literacy in Other Subjects



Social studies, science and other technical subjects (such as art, music, technology, physical education, etc.) will also contain a literacy component.

Before RTTT	After RTTT
<ul style="list-style-type: none"> • Spend all time focusing on course content • Mostly multiple choice tests 	<ul style="list-style-type: none"> • Read more (articles, books, etc.) in their subject areas • Write more in their subject areas

You can help by talking to your child about what he/she is learning in class. Encourage your child to explain what he/she learned and ask questions that will require details. Model reading for your child, this includes reading the newspaper, arts reviews, periodicals (i.e.: Time, Newsweek, National Geographic, etc.), and other forms of informational texts (books about history, science, how-to manuals, etc.) in front of and with your child. Comment and/or raise questions about what you are reading. Let your child see that reading has a purpose in your adult life.



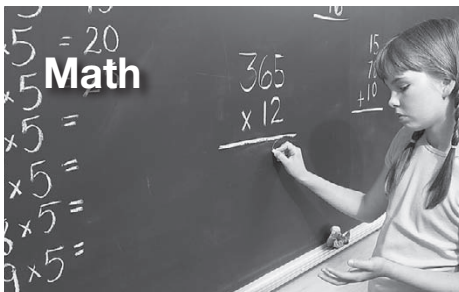
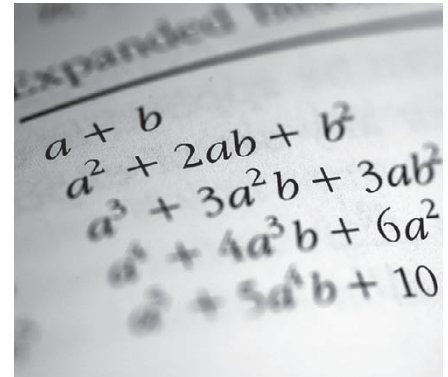
Model writing for your child. Let your child see you composing an e-mail. If you write in your professional life (i.e.: reports, plans, etc.), expose your child to that process. You may want to consider journal writing, so that your child understands that reflective writing can be a lifelong practice.

Keep in mind that the entire world can serve as a classroom. On weekends or vacation days, consider widening your child's background knowledge by taking a family "field trip." If you live in an urban setting, visit a local farm. If you live in the suburbs or a rural setting, take a drive into Buffalo, Rochester, or Niagara Falls. Help your child gain a perspective of local historical sites. Use a map or a local guide book together. (See Web site www2.wnyric.org/rtttparents for other ideas.)

Revised Common Core Learning Standards for Math

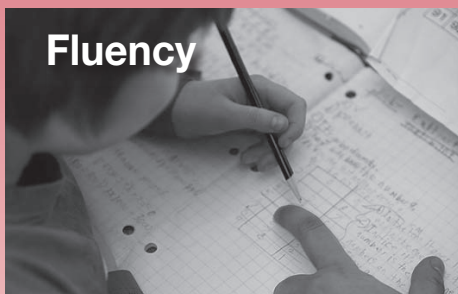
As part of New York State's Race to the Top initiative, new Common Core Learning Standards (CCLS) were adopted to help students be college and career ready. For math, college and career ready students:

- 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 express regularity in repeated reasoning



You can help by having a discussion with your child regarding how they would solve the problem, highlight important words and information needed to answer the problem and check the problem when your child is done with it. Ask your child to show various ways, including writing them in sentences, how they could solve the problem. Take an age appropriate child to the grocery store and have them estimate how much you are going to spend. When shopping a sale, have your child figure out what the discount will be and the final price of the item. Play games with dice, cards or pennies or use various shapes and measurements to construct models.

Before RTTT	After RTTT
<ul style="list-style-type: none"> • Answer problems 1-10 in a textbook • Do computations using formulas or memorized computations • Contrived problems created for student work 	<ul style="list-style-type: none"> • More word problems where they would need to explain their answer or justify through estimating • Authentic, real life examples, especially through science and technology • Communicate mathematically by mastering math vocabulary and symbols • Content re-organized into different grade levels. (i.e. Fractions previously taught in a specific grade level will now be taught in grade levels below) • See fluency expectations table below



Fluency (means fast and accurate)

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 2x2 systems by inspection

Sample problem or logical reasoning:

The vanilla cake is larger than the coconut cake. The vanilla cake is smaller than the chocolate cake. Which cake is smaller, the coconut cake or the chocolate cake?

- the chocolate cake
 the coconut cake



FAQs

Q: Will there be new learning standards for other subject areas?

A: **Not at this time**—There is movement on the national level to create common standards in science. The Board of Regents may review any nationally proposed standards as they are developed. Meanwhile, the New York State Dept. of Education expects that the literacy standards for history/social studies, science and technical subjects be infused with existing standards in those areas; the intent of the Common Core Learning Standards is that all educators become responsible for developing literacy for all students.

Parent Resources

We have created a Web site that you and your child will be able to visit to find resources and activities to learn and practice the skills enclosed in this document.

Website:

www2.wnyric.org/rtttparents
 username: rtttschool
 password: 355boces

Standards with activities for designated grade levels:

www.ixl.com/math/standards/new-york

Full details on the new CCLS can be found at
www.p12.nysed.gov/ciai/common_core_standards.



Example of CCLS:

What does a 5th grader need to know?

Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them.

Before RTTT	After RTTT								
<p>Pierre is making an apple crumb pie using the items below.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">APPLE CRUMB PIE </p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Crumb</td> <td style="width: 50%;">Filling</td> </tr> <tr> <td>3/4 cup flour</td> <td>4 cups sliced apples</td> </tr> <tr> <td>1/3 cup sugar</td> <td>1/3 cup sugar</td> </tr> <tr> <td>1/4 cup butter</td> <td>1/2 cup raisins</td> </tr> </table> </div> <p>How much total sugar must Pierre use to make the crumb pie and filling?</p> <p>F 7/12 cup G 2/6 cup H 3/4 cup J 2/3 cup</p>	Crumb	Filling	3/4 cup flour	4 cups sliced apples	1/3 cup sugar	1/3 cup sugar	1/4 cup butter	1/2 cup raisins	<p>Stuffed with Pizza</p> <p>Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis did because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.</p>
Crumb	Filling								
3/4 cup flour	4 cups sliced apples								
1/3 cup sugar	1/3 cup sugar								
1/4 cup butter	1/2 cup raisins								

If my child is struggling with fraction equivalents where can I go to help them?

Try:

- Visual Fractions: www.visualfractions.com
- Video Assistance from Khan Academy: <http://tinyurl.com/38xm878>
- More resources can be found on our Web site: www2.wnyric.org/rtttparents