



“Getting to the Core”

Elementary Math and the Common Core Standards

Columbus Elementary School

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Presented by:

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Agenda

- Common Core Learning Standards and the EngageNY modules
- Most common questions/comments from survey
- Solving Word Problems using Tape Diagrams
- Area Model through grades 3-5

Common Core Learning Standards

- List and define what skills and concepts students should understand and be able to do by the end of each grade level.
- New York State Adopted the CCLS in 2010 with full implementation of the standards in the 2013-2014 school year.

EngageNY Modules: Story of Units

- Puts the CCLS into a logical and sequenced order that is organized into units (modules)
- Includes sample lessons, activities, problem sets, homework and assessments
- Aligns with Major Content Emphases in each grade level
- Published and released beginning July 2013 and as recently as January 2014

Why Common Core State Standards?

- ❖ **Preparation**: The standards are college and career ready.
- ❖ **Competition**: The standards will help ensure our students are globally competitive.
- ❖ **Equity**: Expectations are consistent for all - and not dependent on a student's zip code.
- ❖ **Clarity**: The standards are focused, coherent, and clear.
- ❖ **Deep Understanding**: Students will not just memorize steps but understand the relationships between numbers and concepts.

How has Mathematics instruction changed in the classroom?

- ❖ Lessons are organized to allow for more student exploration.
- ❖ Students are given time to discover their own math theories.
- ❖ Students are required to share, revise, and defend their ideas.
- ❖ Focus is on deep understanding, application and rigor.

How do you achieve coherence when many students are starting in the middle of the curriculum?

- ❖ This is a challenging task, but we've taken measures to ensure success. Columbus Math teachers have pulled some of the major skills/ideas that are repeated throughout the curriculum and used them as a focus in each one of their current math units.
 - Focus on the “unit”
 - Part/Whole Relationships
 - Decomposition of Numbers
 - Modeling Tools: Tape diagrams & Area Models

Students can use these tools, models and patterns to make deep connections across grade levels and units.

- ❖ Our teachers utilize curriculum maps to review material taught in previous grades to inform their own instruction and identify potential gaps, weaknesses, and overlaps. The first few years of Common Core implementation will require flexibility and awareness of prior standards, particularly at upper elementary and middle school grades.

How much training have the teachers had?

- Cornelis (Kees) de Groot, Associate Professor at the University of Rhode Island.
 - Kees met with teachers a total of 10 times this year to work on a deeper understanding of the standards themselves.
 - Work with Kees will continue this summer and throughout the 2014-2015 school year.
- Boces Workshops led by Peggy Golden. Peggy Golden is a co-writer of the engageNY modules and gives in-depth workshops on how to implement these units.

What help is available for struggling students?

- I.E. Blocks: Every class has 30 minutes of Intervention/Enrichment built into their daily schedule. During this time no new instruction occurs and teachers provide support or extensions.
- Math Intervention Specialists: This was recommended to be put in place for the 14-15 school year by our Math Consultant.

What resources are available online?

- engageNY.org
- showme.com
- learnzillion.com

