

Community School Progress Toolkit: Make Core Connections



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School-Extended Day-Home

This guide includes planning pages and resources for extended day, parent workshops, and family activities.

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Plan Coherently

Organize a Framework that connects parent involvement and professional development.

	<i>PRIORITIES</i>
CORE CURRICULUM LEARNING PROGRESS	<ul style="list-style-type: none"> ✓ Core vocabulary ✓ Integrated writing ✓ Weekly assessments ✓ Differentiated Instruction ✓ mid and end-of-quarter assessments
The Common Core emphasizes <u>Thinking across the curriculum</u>	<ul style="list-style-type: none"> > Levels of Questions/ > Use Pictures and Graphic Organizers to Learn and Assess > Read/write across the curriculum > <i>Constructed response in all subjects</i> > <i>Write to explain</i> > <i>Integrate arts, chess, debate, drama, music</i>
Professional Development for Teachers and Extended Learning Staff	
Parent Workshops, Newsletters, in-school activities, events, and home-learning guides	

Example of an Action Plan to Connect School-Home-Extended Day

Action	When	Who
Provide staff development for teachers and extended day staff on the Common Core		
Set up Common Core reading and math priorities for each quarter		
Increase emphasis on Common Core practices of math and reading by putting them on the lesson plan format		
Organize parent workshops on ways to help students increase literacy with vocabulary, reading, writing		
Organize parent workshops on math progress they can support at home		
Make vocabulary activity “kits” for students to use at school, extended day, and at home		
Each month give parents recommended websites and TV programs		
Connect art and music with the Common Core literacy standards—in classrooms and extended day		
Increase nonfiction learning/reading/writing		
Enhance homework —organize creative home learning activities.		

Make your own plan to connect school-home-extended day.

Expand Parent Involvement

Parents can help make great use of out-of-school time to reinforce learning.

This list includes some effective parent involvement plans.

- ✓ *Have once-a-month parent “open house” at your classroom.*
- ✓ *Send home a list of words of the month for parents to reinforce.*
- ✓ *Use “Family Math” or another resource and send one activity home each week.*
- ✓ *Make a parent preview, listing topics, skills, and activities children will work on.*
- ✓ *Call one parent each day to discuss one student’s progress.*
- ✓ *Have children write to their parents each week, telling them what they are learning.*
- ✓ *Make a schedule for home activities that can be done regularly based on what your class is studying, such as:*
 - Monday: Draw pictures to show what you read today.
 - Tuesday: Use this week’s math skill to solve problems you make up.
 - Wednesday: Make up questions about this week’s content.
 - Thursday: Write about this week’s content topic.
 - Friday: Make a quiz about what you learned this week.
- ✓ *Send home outlines for parents to use to write books with their children. See “My Family History Book” for an example. (<http://teacher.depaul.edu>)*

Note your own parent involvement plans here:

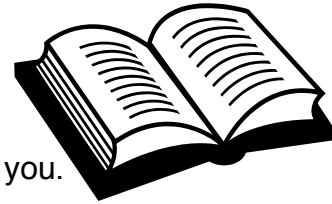
OUR PLAN TO EXPAND SCHOOL-HOME CONNECTIONS

Examples	What We'll Organize for Home Learning Connections
<p><i>Expand Vocabulary</i></p> <ul style="list-style-type: none"> • Make vocabulary “flashcards”. • Make your own pictionary. • Play word games. 	<p><i>Example: word lists</i></p>
<p><i>Read and Discuss Stories</i></p> <ol style="list-style-type: none"> 1. Talk about what happens and why in a story you read—or watch on TV. 2. Predict what could happen next. 	<p><i>Example: Questions to ask about any story</i></p>
<p><i>Learn More Social Studies and Science</i></p> <ul style="list-style-type: none"> • Watch TV programs about science or history. • Talk about what your child is learning. • Go to a museum to learn more. • Use the library or Internet to learn even more. 	<p><i>Example: List of TV shows to watch this month.</i></p>
<p><i>Make More Math Progress</i></p> <ul style="list-style-type: none"> • Practice math with your child. For example, use flashcards you make to review math facts. • Play math fact matching games. • Solve real-life math problems with your child. For example, make a shopping list and estimate what the cost will be. 	<p><i>Example: List of math skills to practice.</i></p>

Guide Your Child to Make More Learning Progress

We are introducing the Common Core standards for reading and math. They ask students to think more as they learn more. The following activities will help your students think more about what they are learning.

How to Increase Your Child's Reading Success



Read aloud to your child. Listen to your child read aloud to you.

Ask these questions about a story:

Who are the people in the story?

What happens? Why?

What do you think will happen next?

After your child reads the story, ask more questions—“What did you like?” “Who made a choice? Why?” Show me in the story where you found that information. What do you think will happen next? Why do you think that? Then ask your child to draw and write about the story—tell the important characters and events. Your child could write the sequel!

Make More Math Progress

Number Facts

Students need to know number facts. Help your child practice with them by making a matching game.

Number Names: On one card put a number. On another card put the same number written as a word.

Multiplication Facts: On one card put a multiplication sentence like $3 \times 3 =$. Then on another card put the answer—9.

You can make up more parts of the matching game to help your child learn different kinds of math facts.

Measurement

Use a ruler or tape measure to measure things at home. Your child can measure rooms, furniture, and other objects. First, ask your child to estimate the length and width. Then check the estimate—measure the object to see how big it really is.

Then ask your child: Explain how to estimate and check your estimate with measurement.

Help your child invent a measurement system. How would you measure if you didn't have a ruler?

You can learn more about the Common Core and ways parents can support this learning progress at http://www.isbe.state.il.us/common_core/htmls/resources.htm#parent .

RESOURCES FOR PARENT WORKSHOPS and EXTENDED DAY

The following guides are useful “connectors” for...

- ***Classroom Activities***
- ***Extended Learning Activities***
- ***Take Thinking Home—Students can continue these projects with their families***

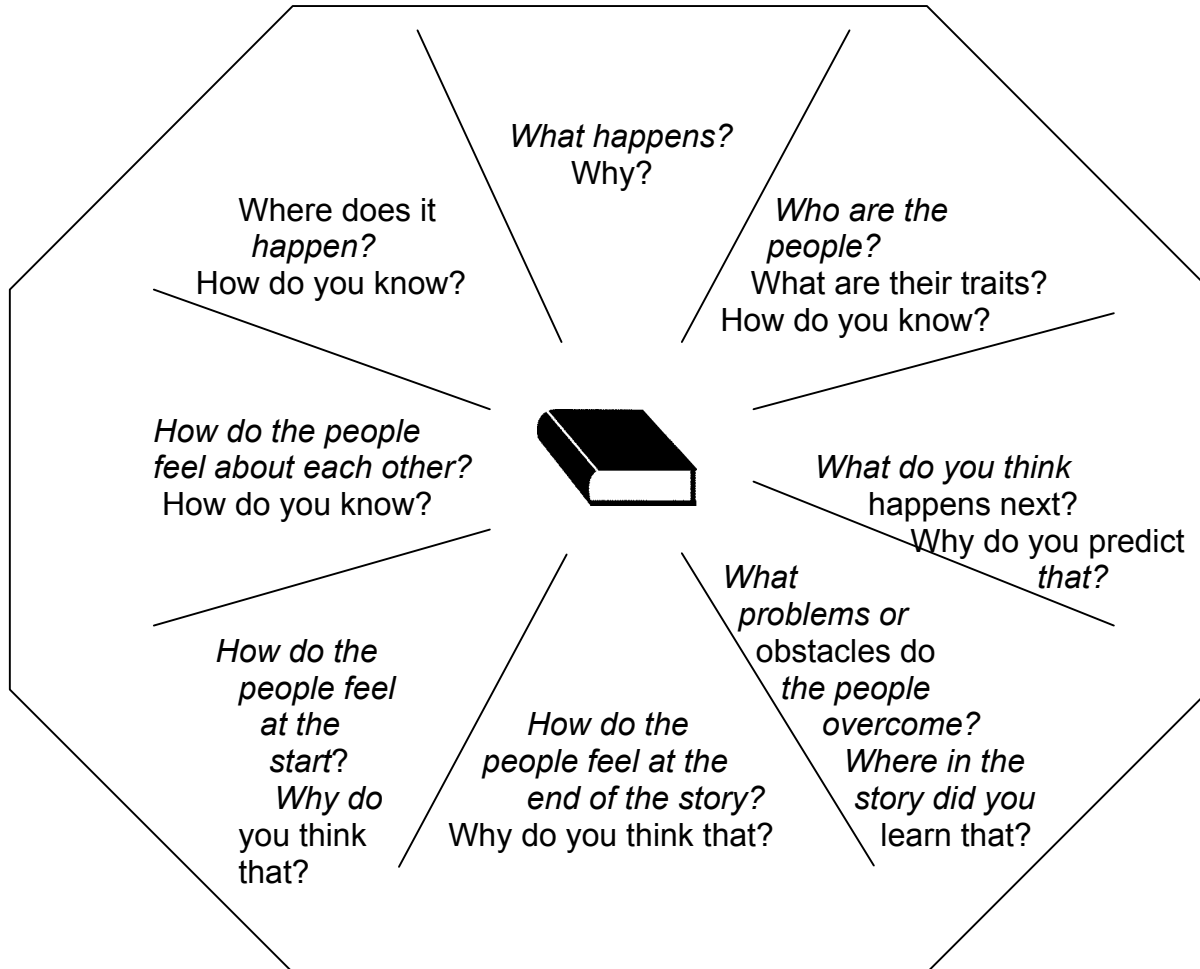
They include activities to enrich learning with drama, poetry, and art.

Read Thoughtfully

ILS1B Apply Reading Strategies and Skills to improve understanding and fluency

Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Questions for independent reading.



What lesson can people learn from this event or story?

CONNECT MATH WITH WHAT'S IMPORTANT TO YOU

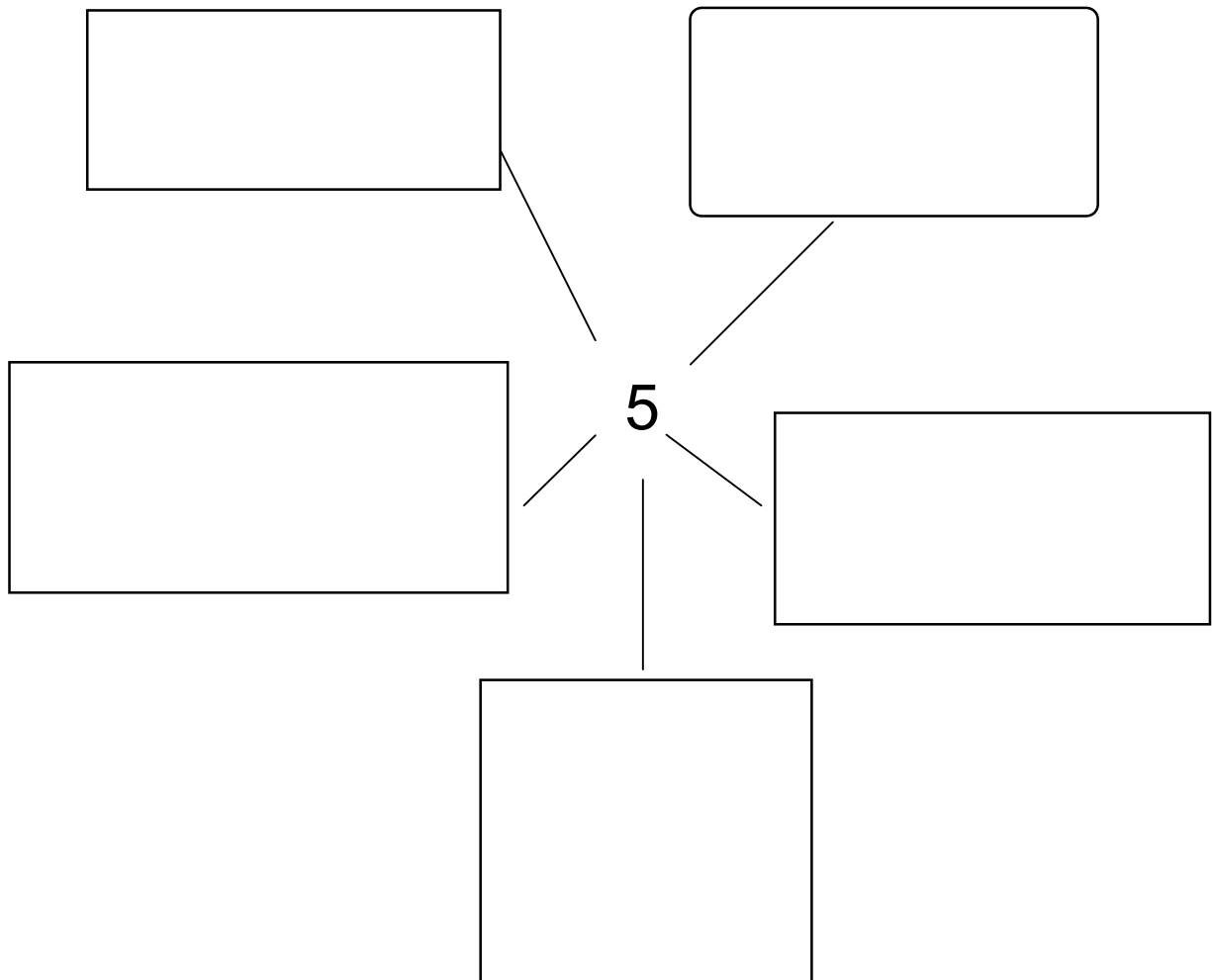
Use this to collect data you can put into graphs. After you complete your answers, cut the rectangles and make a bar graph.

<i>What is your favorite part of your community?</i>	<i>What is a change you want to see in your community?</i>
<i>What is your favorite place in Chicago?</i>	<i>What is a change you think would be good for Chicago?</i>
<i>What college do you want to go to?</i>	<i>What job do you want to have in the future?</i>

Make Math Patterns Clear

Five Ways to Make a Five

This activity is infinitely expandable—10 ways to make a ten... It can turn into a game, too.



Read to Learn

ILS5A Locate, collect, organize, analyze, synthesize, and use information from various sources to answer questions, solve problems and communicate ideas.

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Choose one topic.

Topic: _____

*Write a **BIG** question about it.*

Question I will answer:

Then answer your question – find information to answer it.

Information I found to answer it:

Write the news—the new things you now know.
Explain what you learned that is most important.

I can locate and classify information about a topic.

ILS5A Locate, collect, organize, analyze, synthesize, and use information from various sources to answer questions, solve problems and communicate ideas.

Common Core Anchor Standards: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Read about a topic.

Figure out 3 categories of information.

For example, if it is history list people, places, events.

Topic: _____

EXCEED: Write about the topic.

Use information from your chart and information you knew.

Learn about People, Places, Events

ILS5A Locate, collect, organize, analyze, synthesize, and use information from various sources to answer questions, solve problems and communicate ideas.

Common Core Anchor Standard: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

TOPIC: _____

ORGANIZE TO UNDERSTAND

People	
Place	
Challenges	
Choices	
Changes	

Write to explain what you learned.

I can write a sentence with sight words.

Here are some words from the Fry High Frequency Word List
Use them and your own words to write sentences.

a	did	her	never	sing	walk
about	do	here	new	sit	want
after	does	him	no	six	warm
again	done	his	not	sleep	was
all	don't	hold	now	small	wash
always	down	hot		so	we
am	draw	how	of	some	well
an	drink	hurt	off	soon	went
and			old	start	were
any	eat	I	on	stop	what
are	eight	if	once		when
around	every	in	one	take	where
as		into	only	tell	while
ask	fall	is	open	ten	white
at	far	it	or	thank	who
ate	fast	its	our	that	why
away	find		out	the	will
	first	jump	over	their	wish
be	five	just	own	them	with
because	fly			then	work
been	for	keep	pick	there	would
before	found	kind	play	these	write
best	four	know	please	they	
better	from		pretty	think	yellow
big	full	laugh	put	this	yes
black	funny	let		those	you

My Sight Word Sentences

CONTENT VOCABULARY BANK

I can identify words relating to a topic.

TOPIC: _____

WORD	Show what it means. Draw a picture.	Write another word that tells about this word.

Keep adding to your word bank as you learn more words about this topic.
Write with the words.

Culture Vocabulary

Write with these words. Explain what you know.

K	1	2	3	4-8		
brother = <i>hermano</i>	color = <i>color</i>	building = <i>edificio</i>	celebrate = <i>celebrar</i>	agriculture = <i>agricultura</i>	design = <i>diseño</i>	migrant = <i>emigrante</i>
family = <i>familia</i>	flag = <i>bandera</i>	change = <i>cambio</i>	city = <i>ciudad</i>	ancestor = <i>antepasado</i>	develop = <i>desarrollo</i>	migrate = <i>emigrar</i>
father = <i>papi</i>	grandparen t = <i>abuelo</i>	law = <i>ley</i>	communicate = <i>comunicar</i>	archaeologis t = <i>arqueólogo</i>	diversity = <i>variedad</i>	mission = <i>misión</i>
feel = <i>sentir</i>	help = <i>ayuda</i>	need = <i>necesida d</i>	community = <i>comunidad</i>	architect = <i>arquitecto</i>	empire = <i>imperio</i>	native = <i>nativo</i>
help = <i>ayuda</i>	holiday = <i>día festivo</i>	now = <i>ahora</i>	cooperate = <i>cooperar</i>	architecture = <i>arquitectura</i>	ethnic group = <i>grupo</i>	nationalism = <i>nacionalismo</i>
here = <i>aquí</i>	home = <i>hogar</i>	past = <i>pasado</i>	distance = <i>distancia</i>	artifact = <i>artefacto</i>	event = <i>evento</i>	nomad = <i>nómada</i>
hope = <i>esperanz a</i>	hope = <i>esperanza</i>	place = <i>lugar</i>	history = <i>historia</i>	barter = <i>trueque</i>	extended family = <i>familia</i>	patriot = <i>patriota</i>
live = <i>vivir</i>	live = <i>vivir</i>	present = <i>presente</i>	idea = <i>idea</i>	border = <i>frontera</i>	forum = <i>foro</i>	pioneer = <i>pionero</i>
mother = <i>mamá</i>	parent = <i>padre</i>	pride = <i>orgullo</i>	important = <i>importante</i>	capital = <i>capital</i>	generation = <i>generació n</i>	progress = <i>progreso</i>
share = <i>compartir</i>	share = <i>compartir</i>	share = <i>compartir</i>	landmark = <i>monumento</i>	century = <i>siglo</i>	heritage = <i>herencia</i>	progressive = <i>progresivo</i>
sister = <i>hermana</i>	show = <i>demostrar</i>	then = <i>entonces</i>	message = <i>mensaje</i>	ceremony = <i>ceremonia</i>	history = <i>historia</i>	recognize = <i>reconocer</i>
song = <i>canción</i>	there = <i>ahí</i>	today = <i>ahora</i>	past = <i>pasado</i>	change = <i>cambio</i>	historian = <i>historiador</i>	refugee = <i>refugiado</i>
sound = <i>sonido</i>		rule = <i>regla</i>	proud = <i>orgullosa</i>	city = <i>ciudad</i>	homeland = <i>país de</i>	responsibility = <i>responsabilida d</i>
		value = <i>valor</i>	route = <i>ruta</i>	communicat e = <i>comunicar</i>	origin identity = <i>identidad</i>	shelter = <i>albergue</i>
		when = <i>cuando</i>	shelter = <i>refugio</i>	community = <i>comunidad</i>	immigrant = <i>inmigrante</i>	society = <i>sociedad</i>
		work = <i>trabajo</i>	transportation = <i>transportació n</i>	conflict = <i>conflicto</i>	initiative = <i>iniciativa</i>	symbol = <i>símbolo</i>
				constant = <i>constante</i>	justice = <i>justicia</i>	town = <i>pueblo</i>
				continue = <i>continuar</i>	language = <i>lenguaje</i>	trade = <i>intercambio</i>
				country = <i>país</i>	leader = <i>líder</i>	value = <i>valor</i>
				culture = <i>cultura</i>	liberty = <i>libertad</i>	village = <i>aldea</i>
				current = <i>corriente</i>		
				custom = <i>costumbres</i>		

More content word lists: <http://teacher.depaul.edu>.

Expand a Story or History with Evidence-Based Dialogue

Common Core Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Event or Story: _____

List three different persons who were there.

1 _____ 2 _____ 3 _____

INFER FEELINGS

How do you infer each one felt? Explain your answer with evidence from the text.

Person 1 felt _____ because _____.

Person 2 felt _____ because _____.

Person 3 felt _____ because _____.

Write what you think each one might have said.

The form contains three speech bubble templates, each consisting of a circular base and a larger, irregularly shaped bubble above it connected by a tail. The first bubble on the left is labeled with the number '1' below its base. The middle bubble is labeled with the number '2' below its base. The third bubble on the right is labeled with the number '3' below its base. All bubbles are empty, intended for students to write dialogue.

EXCEED:
Summarize the story or event.

Write a Play to Communicate the Theme of a Story

ANCHOR STANDARD: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Story: _____

What happened—list the important events.

How it starts: _____

What happens next? _____

How it ends. _____

What's the **theme** of the story?

Why do you think that is the theme? Support your answer with evidence from the story.

Who are the important characters?

Who	Trait	Action	What happens because of that action?

Dialogue: Write what characters might say.

_____:

_____:

_____:

_____:

_____:

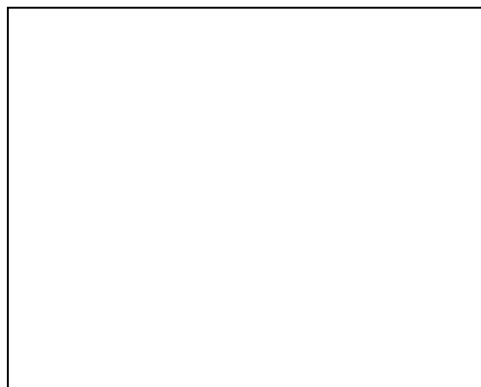
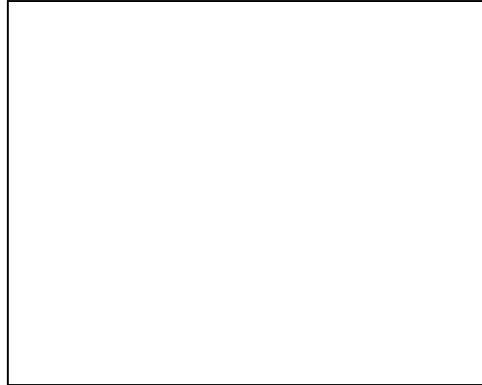
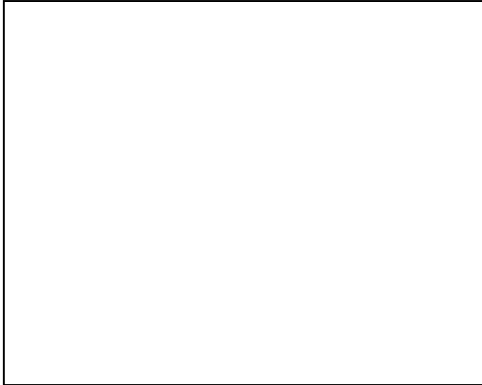
_____:

Keep writing—use more pages to retell the story as a play.

SHOW SEQUENCE

ANCHOR STANDARD: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Draw pictures to show what happened. Number each box to tell the sequence.



EXCEED

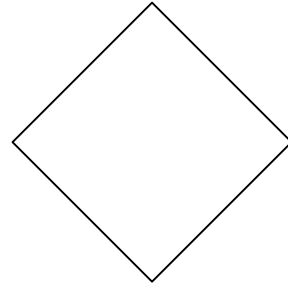
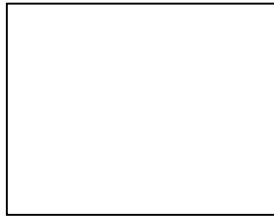
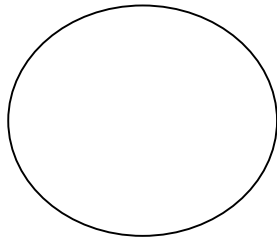
On another page retell the story your way. Add details. Add dialogue

Story Illustrator

ILS1C comprehend a broad range of reading materials: Objective: I can identify important elements in a story and infer based on understanding it.

CCRL2.3 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Draw three persons who are in it. Show their traits by the details you put in the pictures.



Sequence the Events. Draw or tell how it started, what happened next, how it ended.



INFER: What is the message or lesson of the story?

Why do you think that is the message the writer wants you to understand?

Illustration Planner

ILS25B: I can plan and create an illustration to communicate an idea.

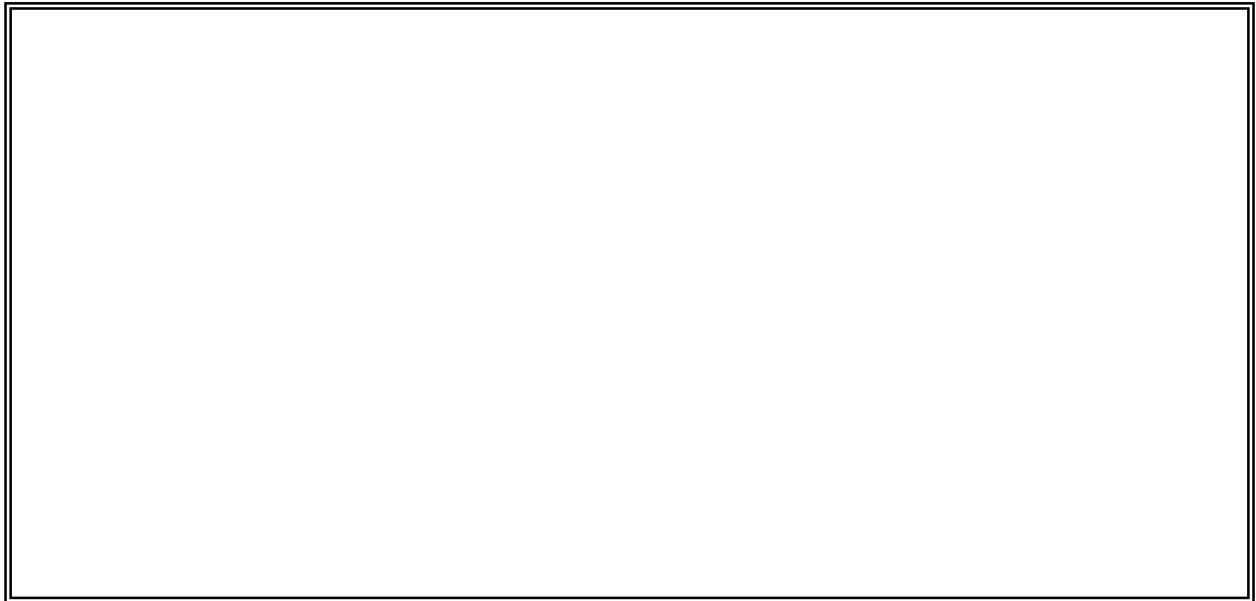
Directions: Use this page to plan and sketch a drawing. Your drawing will show an idea you learned from a book.

What is the idea?

What will you include in your drawing to show it? This is like including information in a paragraph to help someone understand the main idea of your paragraph.

What I Will Include	Why—How It Will Help People See My Idea

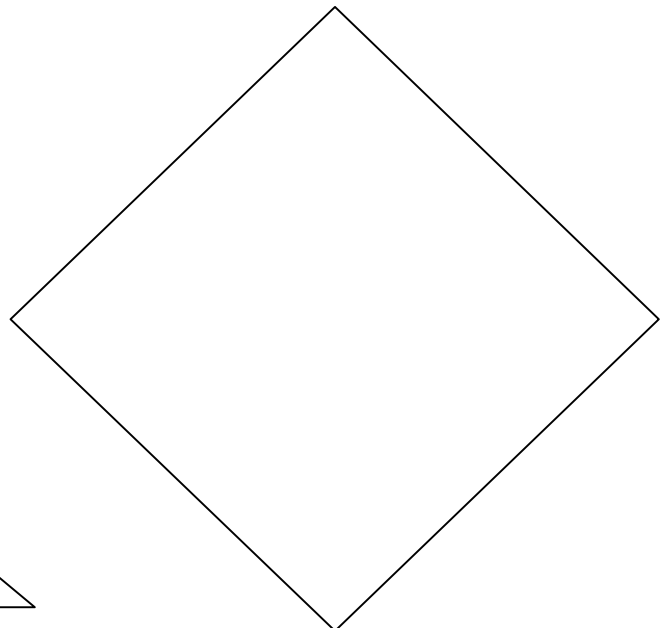
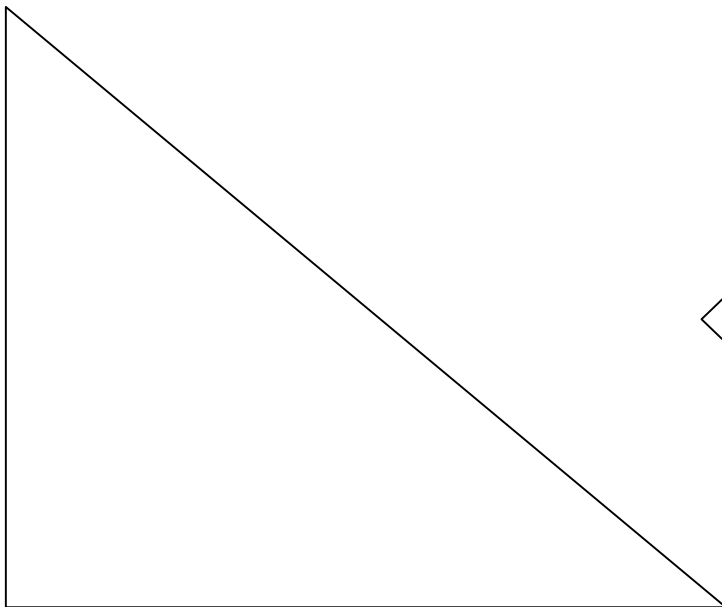
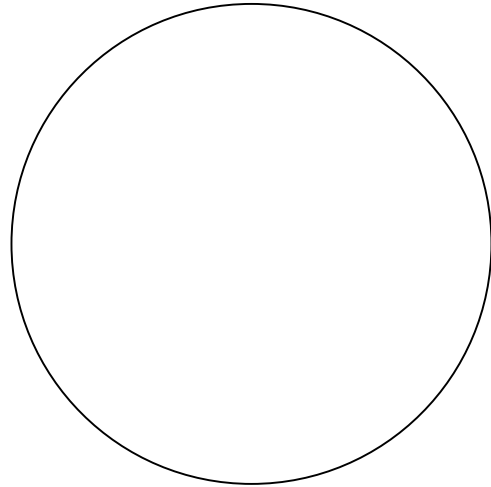
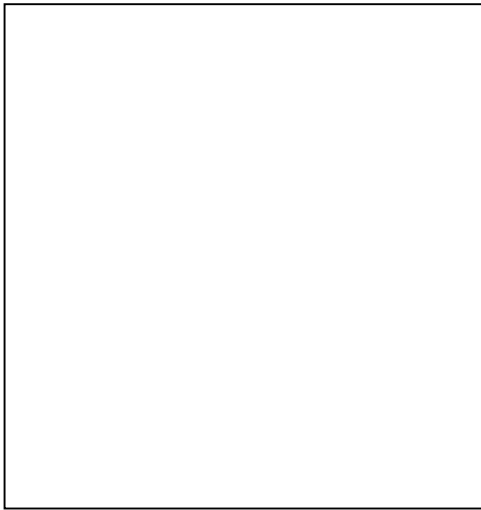
Draw your sketch here.



My Pictures Show What I Know

ILS25B: I can plan and create an illustration to communicate an idea.

Students draw pictures in the following shapes. Each picture should show one part of the answer to a question such as “what is a community” or “what is an ecosystem”. Students can use these shapes to create a collage that supports a main idea about the topic.



Poem Writer

ILS3B: write clearly to communicate ideas. Objective: I can support an idea with information a paragraph.
Common Core Writing Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

TOPIC: _____

Words that are part of explaining it

Picture Your Idea



Write Your Song

***Add more lines—keep writing your poem.
Then add music! Turn it into a song!***

Common Core Information and Examples

The following pages provide examples of the ways the new Common Core State Standards are organized.

For more information on the Common Core State Standards, go to

<http://www.corestandards.org>

For **PARENT Resources**, including grade-by-grade guides to Common Core learning priorities for students, go to:

http://www.isbe.state.il.us/common_core/htmls/resources.htm#parent

Common Core Anchor Standards for Reading

Source: COMMON CORE STATE STANDARDS, English Language Arts and Literacy in History/Social Studies & Science, 2010; <http://www.corestandards.org>

The following standards are at the core of the core—they are the “anchor” standards .

KEY IDEAS AND DETAILS

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RANGE AND LEVEL OF TEXT COMPLEXITY

10. Read and comprehend complex literary and informational texts independently and proficiently.

The Common Core identifies grade-level standards that represent these “anchor” standards at each level K-12. Here are two set up to show the progression from grade to grade. You will find the others in this format at <http://teacher.depaul.edu>.

Common Core Reading Standard 1—Literature and Nonfiction

ANCHOR STANDARD: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	READING LITERATURE	READING NONFICTION/INFORMATIONAL TEXT
K	With prompting and support, ask and answer questions about key details and events in a text.	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
2	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Common Core Reading Standard 2—Literature and Nonfiction

Anchor Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

	READING LITERATURE	READING NONFICTION/INFORMATIONAL TEXT
K	With prompting and support, retell familiar stories, including key details.	With prompting and support, identify the main topic and retell key details of a text.
1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Identify the main topic and retell key details of a text.
2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Common Core Develops Greater Thinking

STANDARDS FOR MATHEMATICAL PRACTICE

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Math Progression

The Common Core Math Standards Shift as Students Develop

K	1 - 2
<input type="checkbox"/> Counting and Cardinality <input type="checkbox"/> Operations and Algebraic Thinking <input type="checkbox"/> Measurement and Data <input type="checkbox"/> Geometry	<input type="checkbox"/> Operations and Algebraic Thinking <input type="checkbox"/> Number and Operations in Base 10 <input type="checkbox"/> Measurement and Data <input type="checkbox"/> Geometry

3 - 4 - 5
<input type="checkbox"/> Operations and Algebraic Thinking <input type="checkbox"/> Number and Operations in Base Ten <input type="checkbox"/> Number and Operations—Fractions <input type="checkbox"/> Measurement and Data <input type="checkbox"/> Geometry

6 - 7 - 8
<input type="checkbox"/> Ratios and Proportional Relationships <input type="checkbox"/> The Number System <input type="checkbox"/> Expressions and Equations <input type="checkbox"/> Geometry <input type="checkbox"/> Statistics and Probability

Third Grade fraction note: Limited to fractions with denominators 2, 3, 4, 6, 8.

Fourth Grade notes:

Number in Base Ten: Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

Fractions: Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100. Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.

The Common Core Math Standards are Explicit

Example: Third Grade Operations and Algebraic Thinking—Common Core

Represent and solve problems involving multiplication and division.

3.OA.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$

Understand properties of multiplication and the relationship between multiplication and division.

3.OA.5. Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

3.OA.6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³

3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

For a parent guide to what students need to know and be able to do at each grade, go to http://www.isbe.state.il.us/common_core/htmls/resources.htm#parent.