



# RTTT Facts for Families

## RACE TO THE TOP

### What is Race to the Top (RTTT)?

Race to the Top (RTTT) is a U.S. Department of Education grant for states seeking funding to reform education. The money the NYS Department of Education (NYSED) received will go toward creating structures, resources and supports to assist districts in meeting the requirements they set forth under each assurance area known as "The Four Pillars."

### The Four Pillars

The NYS Board of Regent's overarching goal is to ensure that all students are ready for college and career success.

#### Standards and Assessments

NYS has adopted standards and is working on assessments that prepare students to succeed in college, the workplace and the global economy;

#### Data Systems

NYS will build an Instructional Reporting and Improvement System that measures student growth and success, and informs teachers and principals about how they can improve instruction;

#### Great Teachers and Leaders

NYS will recruit, develop, reward, and retain effective teachers and principals, especially where they are needed most; and

#### Turn Around Schools

NYS will assist in turning around our lowest-achieving schools. This does not apply to our school.

### Changes in Curriculum

How does this affect your child? There are six shifts (changes) in English Language Arts (ELA) and six shifts in Math. Your child's teacher will be working with other teachers and Erie 2 BOCES to change instruction to reflect these shifts.

#### The ELA Shifts Are:

1. Pre-K-5, Balancing Informational & Literary Texts
2. 6-12, Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-Based
5. Writing from Sources
6. Academic Vocabulary

#### The Math Shifts Are:

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Applications
6. Dual Intensity

To help you better understand how the Federal "Race to the Top" (RTTT) initiative in New York State will impact district children, Eden Central School will provide a series of updates, including website and newsletter articles. The series will begin with a brief overview of RTTT and how it will affect your child(ren).

This information is excerpted from materials created by Erie 1 BOCES on behalf of school districts in Western New York.

## Shifts in English Language Arts (ELA)

<b>Shift 1</b>	Pre-K-5, Balancing Informational & Literary Texts	Informational Text: Textbooks (i.e. Science and Social Studies), newspapers, magazines, internet articles Literary Texts: Stories, picture books, novels, poems, plays Your child will be reading more informational text than they have in the past.
<b>Shift 2</b>	6-12, Building Knowledge in the Disciplines	Pre-K-5: Students will be learning reading and writing in all subjects. 6-12: Non-English teachers will focus on helping students read and write, as well as, teaching subject area content.
<b>Shift 3</b>	Staircase of Complexity	Students will be expected to read harder books, stories, and informational text.
<b>Shift 4</b>	Text-Based	More than in the past, students will have to explain their ideas with details and/or examples from the text (both in answering questions out loud and in their writing).
<b>Shift 5</b>	Writing from Sources	Students will write more persuasive (opinion) and expository (informational) writing than narrative (stories). Teachers will focus on asking students to explain their ideas with details and/or examples from texts.
<b>Shift 6</b>	Academic Vocabulary	Students will study vocabulary words that will help them in all classes in addition to the subject area words they are already learning.

## Shifts in Math

<b>Shift 1</b>	Focus	For Pre-K-8, there are approximately 5-6 big idea concepts in each grade level. Teachers will be focusing in on these concepts more in depth. The topics in each grade are more inter-related.
<b>Shift 2</b>	Coherence	In the elementary levels, students will be learning the foundational skills of Math. As they move up through the grades, the concepts and skills are built upon.
<b>Shift 3</b>	Fluency	Students are expected to have speed and accuracy with Math facts (addition/subtraction, multiplication/division) at all levels as appropriate.
<b>Shift 4</b>	Deep Understanding	Students will need to be able to explain how they got their answers.
<b>Shift 5</b>	Applications	Students are expected to use Math for "real world" situations.
<b>Shift 6</b>	Dual Intensity	Students will be spending a balanced amount of time practicing fluency and solving problems.

More details on these shifts can be accessed on the NYSED Web pages:

- <http://engageny.org/wp-content/uploads/2011/08/common-core-shifts.pdf>
- [http://engageny.org/wp-content/uploads/2011/08/instructional\\_shifts.pdf](http://engageny.org/wp-content/uploads/2011/08/instructional_shifts.pdf)



# Revised Common Core Learning Standards for ELA

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



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

*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.



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

*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*



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



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

**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.

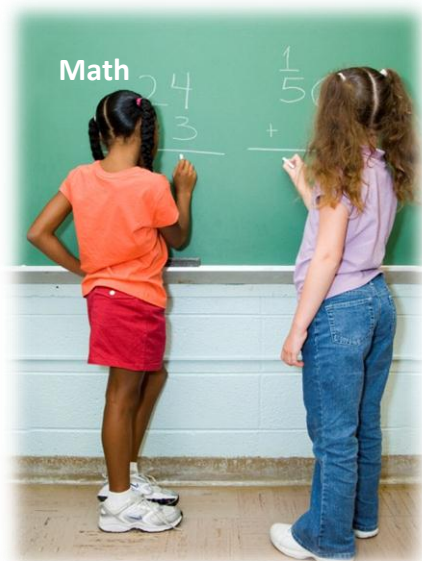
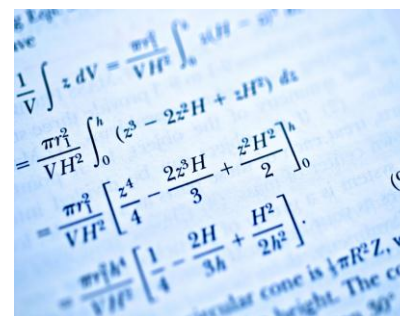
Model writing for your child. Let your child see you composing an e-mail. If you write in your professional life (i.e.: reports, plans, etc.), expose your child to that process. You may want to consider journal writing, so that your child understands that reflective writing can be a lifelong practice.

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](http://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



Before RTTT	After RTTT
<ul style="list-style-type: none"> <li>• Answer problems 1-10 in a textbook</li> <li>• Do computations using formulas or memorized computations</li> <li>• Contrived problems created for student work</li> </ul>	<ul style="list-style-type: none"> <li>• More word problems where they would need to explain their answer or justify through estimating</li> <li>• Authentic, real life examples, especially through Science and Technology</li> <li>• 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)</li> <li>• See fluency expectations table below</li> </ul>

**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.



## 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 & paper)
3	Multiply/divide within 100 Add/subtract within 1,000
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 $2 \times 2$ 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

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## RACE TO THE TOP OVERVIEW

### Eden District Administration/Community Meeting

#### Topics to be covered:

- A) Race to the Top requirements (for teachers and students)
- B) Reserves, tax cap, budget implications
- C) Special Education - overview
- D) New New York State reporting requirements for all school districts

#### Questions and Answers

When - February 27, 2012 - 6:30 p.m.

Where - Jr./Sr. High School Library