

Oakland Unified School District presents the Parents as Partners Guide to Common Core Standards 6th-8th Grade

Oakland Unified School District holds a set of core beliefs about the families we serve each and every day.

- Core Belief #1** All parents have dreams for their children and want the best for them.
- Core Belief #2** Partnerships with families are essential to academic achievement.
- Core Belief #3** All parents can support their children’s learning.
- Core Belief #4** The responsibility for building partnerships between school and home rests primarily on the school staff, especially school leaders.

Because we hold these family engagement core beliefs, we have developed tools and resources to ensure that all families understand the **Common Core Standards** and are able to support learning at home. These resources include the *Common Core Backpack*, which are activities that parents can use at home to reinforce the Common Core Standards.

What are the Common Core Standards?	Why Common Core?
<p>In the past, each state had its own set of educational standards. This caused confusion and concerns about whether or not our students were ready for college and careers at the time of their high school graduation. California voluntarily adopted the Common Core Standards in 2010.</p> <p>The Common Core State Standards (CCSS) are a set of learning expectations in English language arts and mathematics designed to prepare K-12 students for college and career success. The CCSS communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, while working toward shared goals.</p>	<p>The Common Core State Standards are important because they will help all children – no matter who they are – learn the same skills needed for college and career. They create clear expectations for what your child should know and be able to do in key areas: Literacy (reading, writing, speaking and listening in all subject areas) and Mathematics. If you know what these expectations are, then you can help your child prepare because you are your child’s first teacher.</p> <p>Our students are future scientists, researchers, managers, and designers. They must be problem solvers and collaborators. The common core prepares them to compete with not only American peers in other states, but with students from around the world.</p>

How can families support school success?

Partnerships with families are essential to academic achievement. Put simply, schools cannot educate students alone. How can families partner with the school?

1. Know what your child should be learning in 6th-8th Grade.
2. Ask the teacher if your child has mastered the skills that have been taught.
3. Ask how you can support learning at home. Ask for activities from the *Common Core Backpack*, which are activities that parents use at home with their child to support mastery of the Common Core Standards.
4. Read. Read. Read. Have your child read each day and ask them questions. Then have them go into the text to answer the question, “How do you know?”
5. Make sure your child is reading non-fiction books often.

Sample 6th - 8th Grade Common Core Standards

Here are some key **English Language Arts** skills being taught in 6th-8th Grade. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (<http://www.cde.ca.gov/re/cc/>).

Common Core Standard		Basically, this means your child can...
RL.1	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text (grade 6 – 6.1)</p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (grade 7 – 7.1)</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (grade 8 – 8.1)</p>	Draw inferences when reading.
RL.2	<p>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 (grade 6 – 6.2)</p> <p>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 (grade 7 – 7.2)</p> <p>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 (grade 8 – 8.2)</p>	Tell how characters respond to problems.
RL.3	<p>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution (grade 6 – 6.3).</p> <p>Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot) (grade 7 – 7.3).</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (grade 8 – 8.3).</p>	Compare and contrast characters, setting or events.
RI.2	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (grade 6 – 6.2)</p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (grade 7 – 7.2)</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (grade 8 – 8.2)</p>	Find the main idea, find how the main idea is supported by details, and summarize what he has read.
RL.5.4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone (grade 6 – 6.4).</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama (grade 7 – 7.4).</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (grade 8 – 8.4).</p>	Understand similes and metaphors.
RI.5.6	<p>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text (grade 6 – 6.6).</p> <p>Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others (grade 7 – 7.6)</p> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (grade 8 – 8.6)</p>	Compare and contrast two texts that tell about the same event or topic.
RI.5.7	<p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch (grade 6 – 6.7)</p> <p>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film) (grade 7 -7.7).</p> <p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (grade 8 - 8.7)</p>	Compare and contrasts different forms (stories, videos, articles) and understand the techniques of each form to help student make an argument.
RI.9	<p>Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics (grade 6 – 6.9).</p> <p>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history (grade 7 -7.9).</p> <p>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new (grade 8 – 8.9).</p>	Put together ideas from different texts to talk about a topic.