

## NYCDOE Post Test Guidance for Mathematics Instruction SY 2011-2012 Grades Pre-K-2

During the last few weeks of instruction, post-test, teachers might consider focusing on the gaps between the NYS standards and the Common Core to further prepare for a Common Core-aligned curriculum and state test next year.

### The rationale:

These concepts were selected after doing a close examination of the NYS standards and the expectations of the Common Core and the major work of the grade<sup>1</sup> at each grade level to identify anticipated gaps in instruction. These concepts are intended to bridge the gap by:



Note: K-8 mathematics overviews for *next year* that provide guidance around the amount of time that should be spent on concepts across the year, which concepts should be omitted, and how to leverage common text books (i.e. Everyday Math or Impact Math) and other supplemental resources to support teaching the standards in the transition years are forthcoming.

### How to Use:

To use this document, teachers should reference the grade they currently teach and:

- Review the concepts indicated to determine if the concepts below were taught during the school year.
- Examine existing instructional plans for the rest of the year to identify where concepts could be meaningfully integrated.
- Identify current curriculum resources (across grade levels) that could support teaching these concepts or try out a supplemental resource that addresses one of these concepts (e.g. textbooks, instructional bundles, resources within your school, etc.)

### Is this right for my school?

Schools should assess the needs of their teachers and students and their current plans for curriculum and instruction to decide if focusing on these concepts makes sense for their school. This is a recommendation and not a mandate. Also note, this support is aligned to the major work of the grade within the Common Core. It is not based on any additional information about the shift in next year's tests.

<sup>1</sup> For a listing of content emphases by cluster, refer to <http://engageny.org/resource/math-content-emphases>. For additional guidance—including key advances by grade, opportunities for in-depth focus, connections between content and practice standards, etc.—refer to [http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics\\_Fall%202011%20Release.pdf](http://www.parcconline.org/sites/parcc/files/PARCC%20MCF%20for%20Mathematics_Fall%202011%20Release.pdf). With questions or feedback on this document, please email [commoncorefellows@schools.nyc.gov](mailto:commoncorefellows@schools.nyc.gov).

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If the following topics have not been fully addressed over the course of the year, teachers should consider focusing on the following areas:

Grade	Pre-K	Kindergarten	Grade 1	Grade 2
Grade Level Common Core Concepts and Standards	<p><b>Counting</b></p> <ul style="list-style-type: none"> <li>Count to 20.</li> <li>Represent a number of objects with a written numeral 0 -5.</li> <li>Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration.</li> </ul> <p><b>Intro to Operations</b></p> <ul style="list-style-type: none"> <li>Understand addition and subtraction as putting together and subtraction as taking from.</li> <li>Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations.</li> </ul>	<p><b>Comparing Numbers</b></p> <ul style="list-style-type: none"> <li>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.</li> </ul> <p><b>Understanding Operations</b></p> <ul style="list-style-type: none"> <li>Understand addition and subtraction as putting together and adding to, and understand subtraction as taking apart and taking from.</li> <li>Demonstrate an understanding of addition and subtraction by representing addition and subtraction with objects, fingers, mental images, drawings, sounds, acting situation, verbal explanations, expressions or equations.</li> </ul> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>Name, analyze, compare, sort, and build shapes.</li> </ul>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>Understand place value and that the two digits of a two-digit number represent amount of tens and ones.</li> <li>Compare two two-digit numbers based on meaning of the tens and ones digits, recording the results of comparisons with the symbols <math>&lt;</math>, <math>&gt;</math>, and <math>=</math>.</li> <li>Understand the following as special cases: 10 can be thought of as a bundle of ten ones – called a “ten”, the numbers 11 to 19 are composed of a ten and a one, two, three, four, five, six, seven, eight, or nine, tens (and ones).</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Use concrete models or drawings and strategies based on place value understanding, properties of operations, and/or the relationship between addition and subtraction to add within 100.</li> <li>Relate the addition strategies to a written method and explain reasoning used.</li> <li>Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</li> </ul>	<p><b>Addition and Subtraction Strategies</b></p> <ul style="list-style-type: none"> <li>Understand, explain, and apply properties of operations as strategies to add and subtract within 100.</li> <li>Solving one and two-step addition and subtraction problems within 100.</li> <li>Read, write, add, and subtract within 1000.</li> </ul> <p><b>Intro to Fractions</b></p> <ul style="list-style-type: none"> <li>Partition circles and rectangles into equal shares; describe the share as fractions.</li> </ul>

With questions or feedback on this document, please email [commoncorefellows@schools.nyc.gov](mailto:commoncorefellows@schools.nyc.gov).