Common Core State Standards

Shifts for Students and Parents

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Common Core Shifts

- What is a "shift"?

  A shift is the transition from present work based on state standards to the common core standards.

- There are twelve (12) shifts that the Common Core requires of us if we are to be truly aligned in terms of curricular materials and classroom instruction.
- There are six (6) shifts in ELA/Literacy
- There are six (6) shifts in Mathematics

Shifts for Students as Required by the Common Core State Standards for English Language Arts (ELA) & Literacy in History/Social Studies, Science, & Technical Subjects

Shifts in ELA/ Literacy

Shift 1	PK-5, Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
Shift 2	6-12, Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
Shift 3	Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
Shift 4	Text-based Answers	Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
Shift 5	Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
Shift 6	Academic Vocabulary	Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

Shift #1

PK-5 Balancing Informational & Literary Texts

Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.

Reference: CCSS Introduction, p.5

ELA/Literacy Shift 1

(Read as much non-fiction/informational text as fiction)

Students must….	**Parents can…**
•Read more **non-fiction**	•Supply more non-fiction text
• Know the ways non-fiction can be put together	• Read non-fiction texts aloud or with your child
•**Enjoy** and discuss the details of non-fiction	• Have **fun** with non-fiction in front of them

Shift #2

Grades 6-12—
Knowledge in the Disciplines

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.

Reference; CCSS Introduction, p. 3

ELA/Literacy Shift 2
(Learn about the world by reading)

Students must…	**Parents can…**
•Get smart in Science and Social Studies **through reading**	•Supply series of texts on topics of interest
• Handle "primary source" documents	• **Find books that explain**
•Get smarter *through* texts	• Discuss non-fiction texts and the ideas within

Shift #3

Staircase of Complexity

In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Reference: Appendix A, pps. 5-17 and Appendix B

ELA/Literacy Shift 3
(Read more complex material carefully)

Students must…	**Parents can…**
•Re-read	•**Provide more challenging texts** AND provide texts they WANT to read and can read comfortably
• Read material at comfort level **AND** work with more challenging stuff	•**Know** what is grade level appropriate
• Unpack text	• Read challenging stuff *with* them
•**Handle frustration** and keep pushing	• Show that challenging stuff is **worth** unpacking

Support their Reading
(Read Challenging Texts Aloud)

Grades	Example of Text Complexity Non-fiction	Example of Complexity Fiction
K-1	A Tree is a Plant **Read Aloud: Fire, Fire!**	Are you My Mother? **Read Aloud: The Owl & the Pussycat**
2-3	Martin Luther King and the March on Washington **Read Aloud: What the World Eats**	Fire Cat **Read Aloud: Charlotte's Web**
4-5	Hurricane: Earth's Mightiest Storms The Kid's Guide to Money	Bud not Buddy The Secret Garden
6-8	Narrative of the Life of Frederick Douglass A Night to Remember	Little Women The People Could Fly
9-10	Hope, Despair, Memory Letter from Birmingham	Things Fall Apart In the Time of Butterflies
11-12	Take the Tortillas Out of Your Poetry Mother Tongue Black Boy	The Canterbury Tales Dreaming in Cuban Crime & Punishment

Shift #4

Text-Based Answers

Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to access comprehension of a text.

Reference: Appendix A, p. 2

ELA/Literacy Shift 4

(Discuss reading using evidence)

Students must….	**Parents can…**
•Find evidence to support their **arguments**	•Talk about text
• Form judgments	•**Demand evidence** in every day discussions/disagreements
• Become **scholars**	•Read aloud or read the same book and discuss with evidence
•Discuss what the author is “up to”	

Shift #5

Writing from Sources

Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

Reference: Appendix A, pps. 24-26 & Appendix C for Student Writing Samples

ELA/Literacy Shift 5
(Writing from Sources)

Students must….	**Parents can…**
•Make **arguments in writing** using evidence	•**Encourage writing** at home
• Compare multiple texts in writing	•Write “books” together and use evidence/details
• Write well	• Look at Appendix A: http://www.corestandards.org/assets/Appendix_C.pdf

Shift #6

Academic Vocabulary

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

Reference: Appendix A, pps. 33-36

ELA/Literacy Shift 6
(Academic Vocabulary)

Students must…	**Parents can…**
•Learn the words that they can use in college and career	•**Read often** and constantly with babies, toddlers, preschoolers, and children
• Get smarter at using the **"language of power"**	•Read multiple books around the same topic
	•Let your kids see you reading
	• Talk to your children; Read to your children; Listen to your children; Sing with your children; Make up silly rhymes and word games with your children.

Shifts for Students as Required by the Common Core State Standards for Mathematics

Shifts in Mathematics

Shift 1	Focus	Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.
Shift 4	Deep Understanding	Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations. as well as writing and speaking about their understanding.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in "drills" and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.

Shift #1--Focus

Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.

Reference: CCSSM, pps. 3-5

Mathematics Shift 1

(Focus: learn more about less)

Students must…	**Parents can…**
•Spend more time on **fewer concepts**	•Know what the priority work is for your child for their grade level
	•Spend time with your child on priority work
	•Ask your child's teacher about their progress on priority work

Priorities in Math

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Shift #2--Coherence

Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.

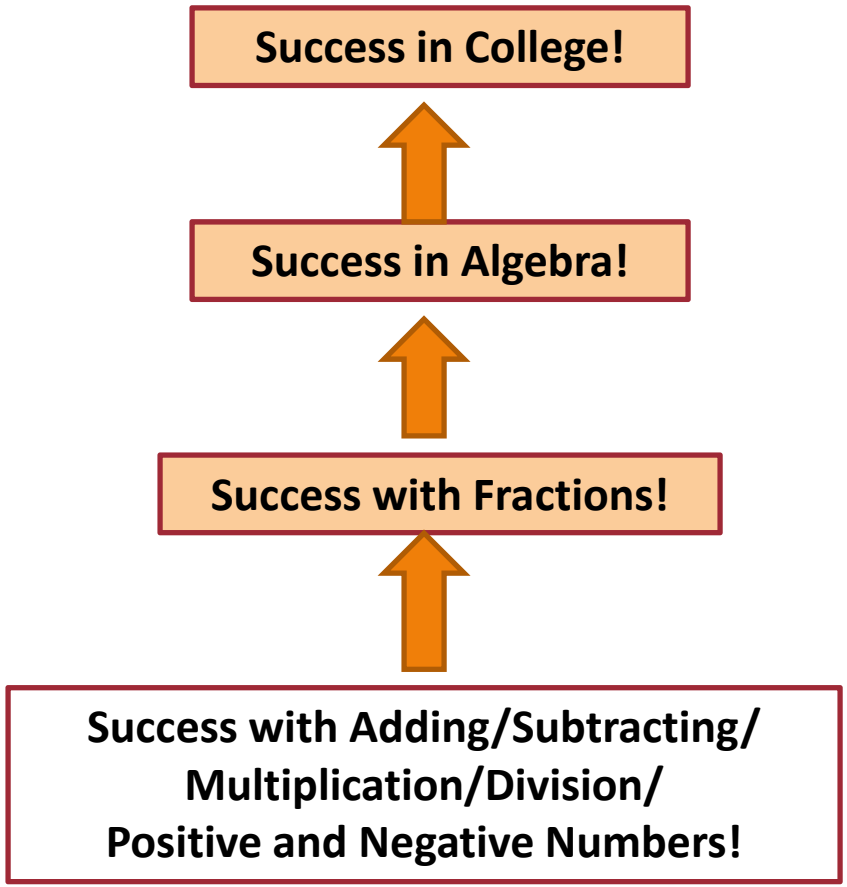
Reference: CCSSM, pps. 3-4

Mathematics Shift 2

(Skills Across Grades)

Students must….	Parents can…
•**Keep building** on learning year after year	•Be aware of what you **child struggled with last year** and how that will affect learning this year
	•Advocate for your child and ensure that support is given for **"gap"** skills – negative numbers, fractions, etc.

The National Mathematics Advisory Panel's Final Report (2008)



Shift #3--Fluency

Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.

Reference: CCSSM, p. 6

Mathematics Shift 3
(Speed and Accuracy)

Students must….	Parents can…
•Spend time **practicing** – lots of problems of the same idea	•Push children to know/memorize basic math facts
	•Know all of the fluencies your child should have and prioritize learning of the ones they don't

Key Fluencies

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10 and 20
2	Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication and division
6	Multi-digit decimal operations
7	Solve $px + q = r$, $p(x + q) = r$
8	Solve simple 2 x 2 systems by inspection

Shift #4--Deep Understanding

Teachers teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives so that students to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations, as well as writing and speaking about their understanding.

Reference: CCSSM, pps. 4, 6-8

Mathematics Shift 4
(Know it/Do it!)

Students must….	Parents can…
•**UNDERSTAND** why the math works. **MAKE** the math work.	•Notice whether your child **REALLY** knows why the answer is what it is
•**TALK** about why the math works	•Advocate for the **TIME** your child needs to learn key math
•**PROVE** that they know why and how the math works	•Provide **TIME** for your child to work hard with math at home
	•Get smarter in the math your child needs to know

Shift #5--Application

Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in "real world" situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.

Reference: CCSSM, pps. 72-73

Mathematics Shift 5
(Real World)

Students must….	Parents can…
•Apply math in **real world** situations	•Ask your child to **DO** the math that comes up in your daily life
•Know which math to use for which situation	

Shift #6--Dual Intensity

Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in "drills" and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, various throughout the given school year.

Reference: National Mathematics Advisory Panel (2008).

Mathematics Shift 6

(Think Fast/Solve Problems)

Students must…	Parents can…
•Be able to use **core math facts** FAST **AND** •Be able to apply math in the real world	•Take note of the areas in math that your child is proficient in and those areas that need additional reinforcement
	•Ensure your child is **PRACTICING** the math facts he/she struggles with
	•Ensure your child is thinking and applying Math in real life

For more information on the Common Core State Standards, please visit;

www.corestandards.org