



Our Students. Their Moment.

# Common Core State Standards: Shifts for Students and Parents



[www.engageNY.org](http://www.engageNY.org)

# Shifts for Students Demanded by the Core

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## 6 *Shifts* in ELA/Literacy

Read as much non fiction as fiction  
Learn about the world by reading  
Read more challenging material closely  
Discuss reading using evidence  
Write non-fiction using evidence  
Increase academic vocabulary

## 6 *Shifts* in Mathematics

Focus: learn more about fewer, key topics  
Build skills within and across grades  
Develop speed and accuracy  
Really know it, Really do it  
Use it in the real world  
Think fast AND solve problems

# ELA/Literacy Shift 1: Read as much non fiction as fiction

Students must...	Parents can...
<ul style="list-style-type: none"><li>• Read more <b>non-fiction</b></li><li>• Know the ways non-fiction can be put together</li><li>• <b>Enjoy</b> and discuss the details of non-fiction</li></ul>	<ul style="list-style-type: none"><li>• Supply more non-fiction text</li><li>• Read non fiction texts <b>aloud or with</b> your child</li><li>• Have <b>fun</b> with non-fiction in front of them</li></ul>

## ELA/Literacy Shift 2: Learn about the world by reading

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Students must...	Parents can...
<ul style="list-style-type: none"><li>• Get smart in Science and Social Studies <b>through reading</b></li><li>• Handle “primary source” documents</li><li>• Get smarter <i>through</i> texts</li></ul>	<ul style="list-style-type: none"><li>• Supply series of texts on topics of interest</li><li>• <b>Find books that explain</b></li><li>• Discuss non-fiction texts and the ideas within</li></ul>

# The more we read the more we can read!

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- By age 3, children from affluent families have heard 30 million more words than children from parents living in poverty. (Hart and Risley, 1995).
- Children who have larger vocabularies and greater understanding of spoken language do better in school (Whitehurst and Lonigan).
- If children aren't reading on grade level by third grade, are four times more likely to leave high school without a diploma (Hernandez, 2011).

## ELA/Literacy Shift 3: Read more complex material carefully

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Students must...	Parents can
<ul style="list-style-type: none"><li>• Re-read</li><li>• Read material at comfort level <b>AND</b> work with more challenging stuff</li><li>• Unpack text</li><li>• <b>Handle frustration</b> and keep pushing</li></ul>	<ul style="list-style-type: none"><li>• <b>Provide more challenging texts</b> AND provide texts they <b>WANT</b> to read and can read comfortably</li><li>• <b>Know</b> what is grade level appropriate</li><li>• Read challenging stuff <i>with</i> them</li><li>• Show that challenging stuff is <b>worth</b> unpacking</li></ul>

# Support their Reading. Read Challenging Texts Aloud.

Grades	Example of Complexity: Nonfiction	Example of Complexity: Fiction
K-1	A Tree is a Plant <b>Read Aloud: Fire, Fire!</b>	Are you My Mother? <b>Read Aloud: The Owl &amp; the Pussycat</b>
2-3	Martin Luther King and the March on Washington <b>Read Aloud: What the World Eats</b>	Fire Cat <b>Read Aloud: Charlotte's Web</b>
4-5	Hurricanes: Earth's Mightiest Storms The Kids' 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 Jail	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

## ELA/Literacy Shift 4: Discuss reading using evidence

Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• Find evidence to support their <b>arguments</b></li><li>• Form judgments</li><li>• become <b>scholars</b></li><li>• Discuss what the author is “up to”</li></ul>	<ul style="list-style-type: none"><li>• Talk about text</li><li>• <b>Demand evidence</b> in every day discussions/ disagreements</li><li>• Read aloud or read the same book and discuss with evidence</li></ul>



## ELA/Literacy Shift 5: Writing from Sources

Students Must...	Parents can...
<ul style="list-style-type: none"><li>• Make <b>arguments in writing</b> using evidence</li><li>• Compare multiple texts in writing</li><li>• Write well</li></ul>	<ul style="list-style-type: none"><li>• <b>Encourage writing</b> at home</li><li>• Write “books” together and use evidence/ details</li><li>• Look at Appendix A: <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></li></ul>

## ELA/Literacy Shift 6: Academic Vocabulary

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### Students Must...

- Learn the words that they can use in college and career
- Get smarter at using the **“language of power”**

### Parents Can...

- **Read often** and constantly with babies, toddlers, preschoolers, and children
- Read multiple books about 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

# Marylin Jager Adams

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*Advancing Our Students' Language and Literacy: The Challenge of Complex Texts (American Educator, Winter 2010-2011)*

- What is written is much more complex than what we say.
- The more children read about a topic, the more they can read about that topic.

# Mathematics Shift 1:

## Focus: learn more about less

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• Spend more time on <b>fewer concepts.</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Know what the priority work is</b> for your child for their grade level</li><li>• Spend time with your child on priority work</li><li>• Ask your child's teacher about their progress on priority work</li></ul>

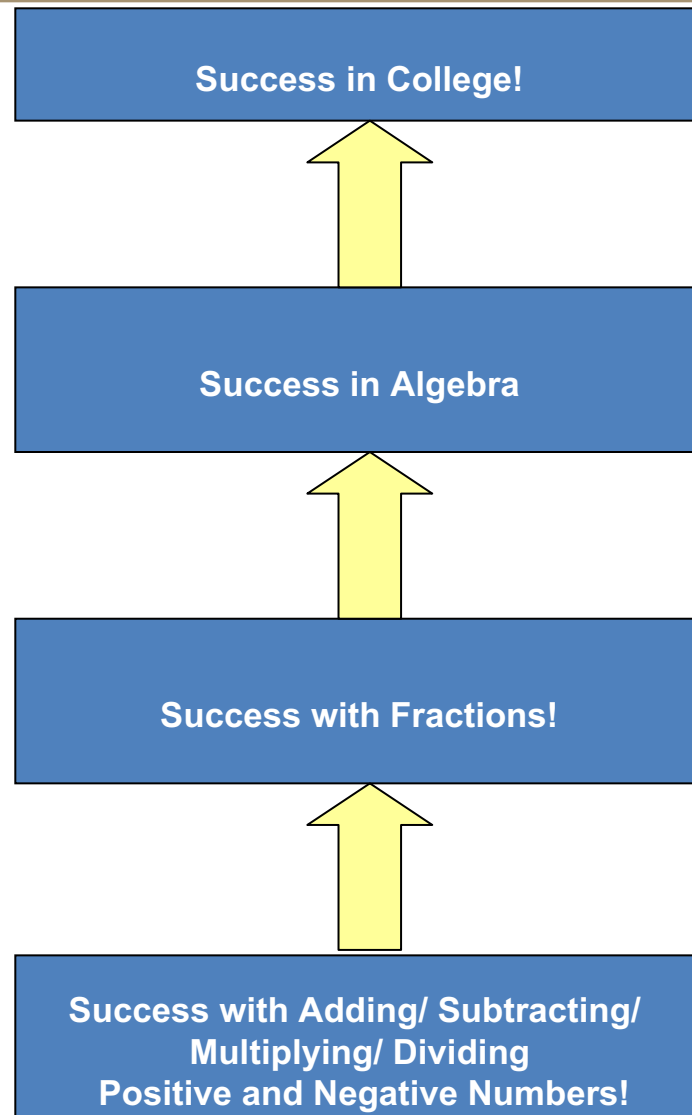
# Mathematics Shift 2: Skills Across Grades

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• <b>Keep building</b> on learning year after year</li></ul>	<ul style="list-style-type: none"><li>• Be aware of what your <b>child struggled with last year</b> and how that will affect learning this year</li> <li>• Advocate for your child and ensure that support is given for “<b>gap</b>” skills – negative numbers, fractions, etc</li></ul>

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

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Final Report of the National Mathematics Advisory Panel, 2008

# Mathematics Shift 3: Speed and Accuracy

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>•Spend time <b>practicing</b> – lots of problems on the same idea</li></ul>	<ul style="list-style-type: none"><li>•<b>Push children</b> to know/ memorize basic math facts</li><li>•Know all of the fluencies your child should have and prioritize learning of the ones they don't</li></ul>

# Key Fluencies

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 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
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



# Mathematics Shift 4: Know it/ Do it!

Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• <b>UNDERSTAND</b> why the math works. <b>MAKE</b> the math work.</li><li>• <b>TALK</b> about why the math works</li><li>• <b>PROVE</b> that they know why and how the math works</li></ul>	<ul style="list-style-type: none"><li>• Notice whether your child <b>REALLY</b> knows why the answer is what it is</li><li>• Advocate for the <b>TIME</b> your child needs to learn key math</li><li>• Provide <b>TIME</b> for your child to work hard with math at home</li><li>• Get smarter in the math your child needs to know</li></ul>

# Mathematics Shift 5: Real World

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• Apply math in <b>real world</b> situations</li><li>• Know <b>which math</b> to use for which situation</li></ul>	<ul style="list-style-type: none"><li>• Ask your child to <b>DO</b> the math that comes up in your daily life</li></ul>


# Mathematics Shift 6: Think Fast/ Solve Problems

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Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• Be able to use <b>core math facts FAST</b></li></ul> <p>AND</p> <ul style="list-style-type: none"><li>• Be able to apply math in the real world</li></ul>	<ul style="list-style-type: none"><li>• Notice which side of this coin your child is smart at and where he/she needs to <b>get smarter</b></li><li>• Make sure your child is <b>PRACTICING</b> the math facts he/she struggles with</li><li>• Make sure your child is thinking about Math in real life</li></ul>

# NY State Test Item 5th Grade Math (2005)

**12** Pierre is making an apple crumb pie using the items below.

APPLE CRUMB PIE 	
Crumb	Filling
$\frac{3}{4}$ cup flour	4 cups sliced apples
$\frac{1}{3}$ cup sugar	$\frac{1}{3}$ cup sugar
$\frac{1}{4}$ cup butter	$\frac{1}{2}$ cup raisins

How much total sugar must Pierre use to make the pie crumb and filling?

- F  $\frac{7}{12}$  cup
- G  $\frac{2}{6}$  cup
- H  $\frac{3}{4}$  cup
- J  $\frac{2}{3}$  cup

# Example Common Core Performance Task 5th Grade Math

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## Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

# Example Annotated Student Work

**Stuffed with Pizza**

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

I will find who is correct, Tito or Luis.  
I will make a diagram.

**Key**

T Tito  
L Luis  
C cheese  
P Pepperoni  
M Mushroom  
pizzas

$\frac{7}{8}$        $\frac{3}{8}$        $\frac{2}{2} = 1$

**Tito ate**  
 $\frac{3}{8} + \frac{1}{2} + \frac{1}{4} = ?$   
 $\frac{3}{8} + \frac{4}{8} + \frac{2}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$

**Luis ate**  
 $\frac{5}{8} + \frac{1}{2} = ?$   
 $\frac{5}{8} + \frac{4}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$

you have to find how to have 8 in the denominator so you add equivalent fractions

**Answer:** Luis was right because they both ate  $\frac{1}{8}$  pizza

The student is able to make sense and persevere in solving the problem. The student demonstrates correct reasoning of proportional parts of a whole, correctly assigns each boy pizza pieces, and finds the correct equivalent fractions to state a correct answer. The student verifies her/his answer with decimals and percents and brings prior knowledge of statistics to the solution.

The student models with mathematics. The area model/diagram of the pizzas is accurate, labeled, and a key defines Tito, Luis, and the types of pizzas. The student uses the diagram to record some of her/his extended thinking to percents and decimals.



# Common Core Resources on EngageNY

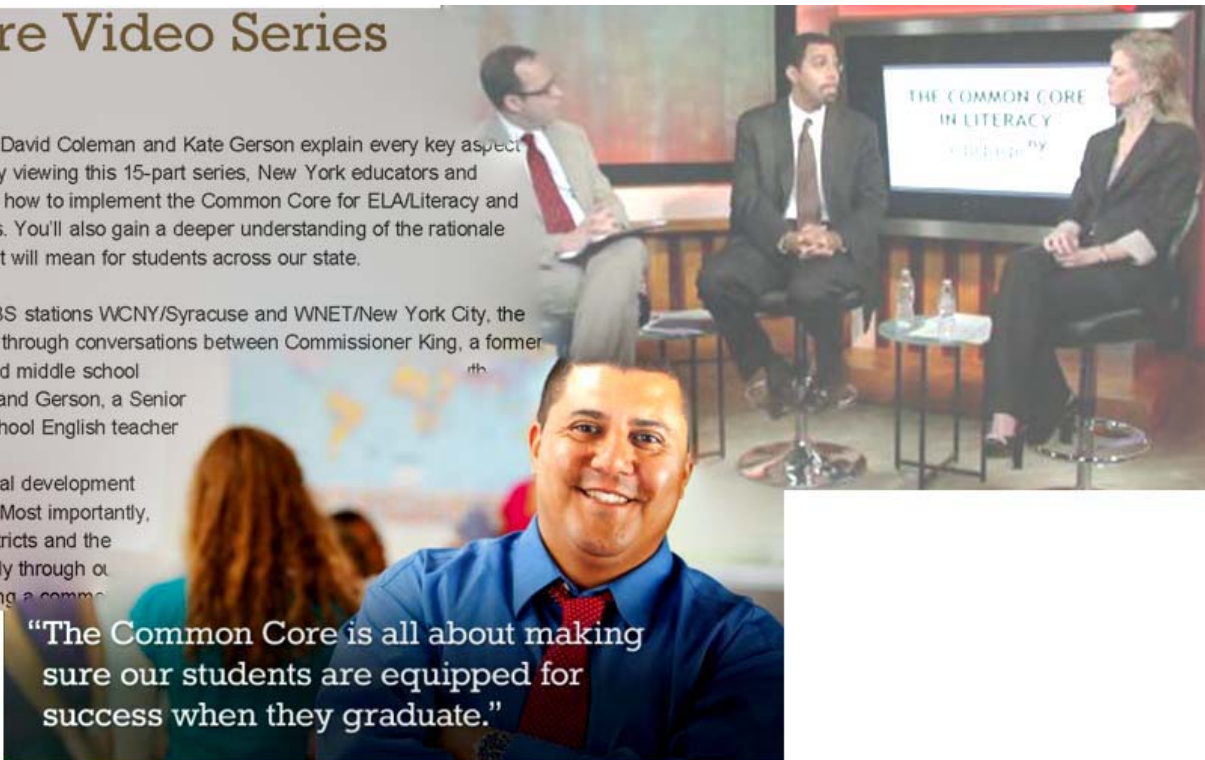
## Common Core Video Series

August 1, 2011 | 2 Comments

Education Commissioner John King, David Coleman and Kate Gerson explain every key aspect of the Common Core standards in depth. By viewing this 15-part series, New York educators and administrators will learn step-by-step how to implement the Common Core for ELA/Literacy and Math in their schools and classrooms. You'll also gain a deeper understanding of the rationale behind the Common Core and what it will mean for students across our state.

Produced in partnership with NYS PBS stations WCNY/Syracuse and WNET/New York City, the series illuminates the Common Core through conversations between Commissioner King, a former high school social studies teacher and middle school principal; David Coleman, author of the Common Core State Standards; and Gerson, a Senior Research Fund and a former high school English teacher.

Network Teams and other professional development activities support their work with schools and districts. Most importantly, the series features conversation between educators, districts and the state on the challenges of implementing the Common Core. Only through open dialogue can we move forward. Join the conversation by leaving a comment.



“The Common Core is all about making sure our students are equipped for success when they graduate.”

## Curriculum Exemplars

August 1, 2011 | 6 Comments

ELA

Common Core Exemplar for Elementary School ELA: Feynman's "The Making of a Scientist"

The goal of the three day exemplar, [Common Core Exemplar for Elementary School ELA: Feynman's "The Making of a Scientist"](#), is to give students the opportunity to use the reading and writing habits they've been practicing on a regular basis to unpack Feynman's memoir of interactions with his father that awaken the scientific spirit within him.

Common Core Exemplar for Elementary School ELA: The Great Fire

The goal of this three day exemplar, [Common Core Exemplar for Elementary School ELA: The Great Fire](#), is to give students the opportunity to use the reading and writing habits they've been

## Common Core "Shifts"

There are twelve shifts that the Common Core requires of us if we are to be truly aligned with it in our curricular materials and classroom instruction. There are six shifts in Mathematics and six shifts in ELA/Literacy.

### Shifts in ELA/ Literacy

Shift 1	PK-5, Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary classrooms are, therefore, places where students access the world – in science, social studies, the arts and literature – through text. At least 50% of what is 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 direct instruction of specific texts in science and social studies classrooms – rather than reading the text, they are expected to learn from what they read.