



Common Core State Standards:

Shifts for Students and Parents


Shifts for Students Demanded by the Core

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">○Read more non-fiction○Know the ways non-fiction can be put together○Enjoy and discuss the details of non-fiction	<ul style="list-style-type: none">○Supply more non-fiction○Read non-fiction texts aloud or with your child○Have fun with non-fiction in front of them



ELA/Literacy Shift 2:

Learn about the world by reading

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

ELA/Literacy Shift 3:

Read more complex material carefully

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



ELA/Literacy Shift 4:

Discuss reading using evidence

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



ELA/Literacy Shift 5: Writing from sources

Students must...	Parents can...
<ul style="list-style-type: none">○ Make arguments in writing using evidence○ Compare multiple texts in writing○ Write well	<ul style="list-style-type: none">○ Encourage writing at home○ Write “books” together and use evidence /details



ELA/Literacy Shift 6: Academic Vocabulary

Students must...	Parents can...
<ul style="list-style-type: none">○ Learn the words that they can use in college and career○ Get smarter at using the “language of power”	<ul style="list-style-type: none">○ 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



Mathematics Shift 1:

Focus: learn more about less


Students must...	Parents can...
<ul style="list-style-type: none">○ Spend more time on fewer concepts	<ul style="list-style-type: none">○ 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

2010 Common Core Standards

The chart below depicts the number of content standards for each of the domains by grade level

*Sub-parts of a standards are counted individually (i.e., 4a, 4b, and 4c are counted as 3 instead of 1).

2005 NYS Content Strands	Common Core Domains	Number of content standards by					
		K	1	2	3	4	5
N	Counting and Cardinality	9					
	Operations and Algebraic Thinking	5	8	4	9	5	3
	Numbers and Operations in Base Ten	1	8	10	3	6	8
	Numbers and Operations - Fractions				7	12	11
	Ratios and Proportional Relationships						
	The Number System						
A	Expressions and Equations						
	Functions						
M, G, S	Measurement and Data	3	4	10	12	8	8
G	Geometry	6	3	3	2	3	4
S	Statistics and Probability						
Total		24	23	27	33	34	34
2005 NYS totals for comparison		28	56	45	52	56	67



Mathematics Shift 2:

Skills across grades

Students must...	Parents can...
<ul style="list-style-type: none">○ Keep building on learning year after year	<ul style="list-style-type: none">○ Be aware of what your child struggled with last year and how that will affect learning this year




Mathematics Shift 3: Speed and accuracy

Students must...	Parents can...
<ul style="list-style-type: none">○Spend time practicing lots of problems on the same idea	<ul style="list-style-type: none">○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
2	Add/subtract within 20
3	Multiply/divide within 100
4	Add/subtract multi-digit whole numbers
5	Multi-digit multiplication
6	Divide multi-digit numbers Add/subtract/multiply/divide multi-digit decimals



Mathematics Shift 4:

Know it/do it!

Students must...	Parents can...
<ul style="list-style-type: none">○ UNDERSTAND why the math works and MAKE the math work○ TALK about why the math works○ PROVE that they know why and how the math works	<ul style="list-style-type: none">○ Notice whether your child REALLY knows why the answer is what it is○ Provide TIME for your child to work hard with math at home



Mathematics Shift 5:

Real world

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



Mathematics Shift 6:

Think fast/solve problems


Students must...	Parents can...
<ul style="list-style-type: none">○Be able to use core math facts FAST <p>AND</p> <ul style="list-style-type: none">○Be able to apply math in the real world	<ul style="list-style-type: none">○Make sure your child is PRACTICING the math facts he/she struggles with○Make sure your child is thinking about math in real life

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

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.

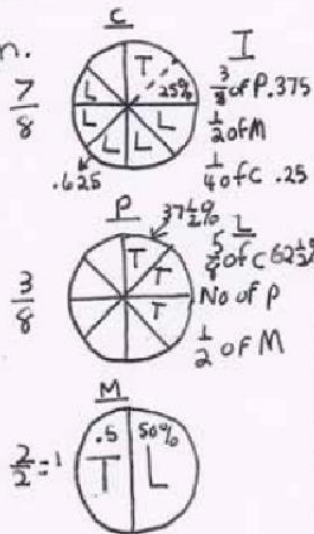
Example Annotated Student Work

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	



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

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

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

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

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.

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.