

# Common Core State Standards: Shifts for Students and Parents



# 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

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### Students must...

- Read more **non-fiction**
- Know the ways non-fiction can be put together
- **Enjoy** and discuss the details of non-fiction

### Parents can...

- Supply more non-fiction text
- 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

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### Students must...

- Get smart in Science and Social Studies **through reading**
- Handle “primary source” documents
- Get smarter *through* texts

### Parents can...

- Supply series of texts on topics of interest
- **Find books that explain**
- Discuss non-fiction texts and the ideas within

# 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:<br>Nonfiction                               | Example of Complexity:<br>Fiction                                   |
|--------|--|---|
|        |  | Are you My Mother?<br><b>Read Aloud: The Owl &amp; the Pussycat</b> |
| 2-3    |  | Fire Cat<br><b>Read Aloud: Charlotte's Web</b>                      |
| 4-5    | Hurricanes: Earth's Mightiest Storms<br>The Kids' Guide to Money   | Bud not Buddy<br>The Secret Garden                                  |
| 6-8    | Narrative of the Life of Frederick Douglass<br>A Night to Remember | Little Women<br>The People Could Fly                                |
| 9-10   | Hope, Despair, Memory<br>Letter from Birmingham Jail               | Things Fall Apart<br>In the Time of Butterflies                     |
| 11-12  |  | The Canterbury Tales<br>Dreaming in Cuban<br>Crime & Punishment     |

# ELA/Literacy Shift 4:

## Discuss reading using evidence

### Students Must...

- Find evidence to support their **arguments**
- Form judgments
- become **scholars**
- Discuss what the author is “up to”

### Parents Can...

- Talk about text
- **Demand evidence** in every day discussions/ disagreements
- Read aloud or read the same book and discuss with evidence



# ELA/Literacy Shift 5: Writing from Sources

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## Students Must...

- Make **arguments in writing** using evidence
- Compare multiple texts in writing
- Write well

## Parents can...

- **Encourage writing** at home
- Write “books” together and use evidence/ details
- Look at Appendix A:  
[https://  
www.thecorestandards.org/](https://www.thecorestandards.org/)

# 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...

- Spend more time on **fewer concepts.**

### Parents Can...

- **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

# Mathematics Shift 2: Skills Across Grades

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## Students Must...

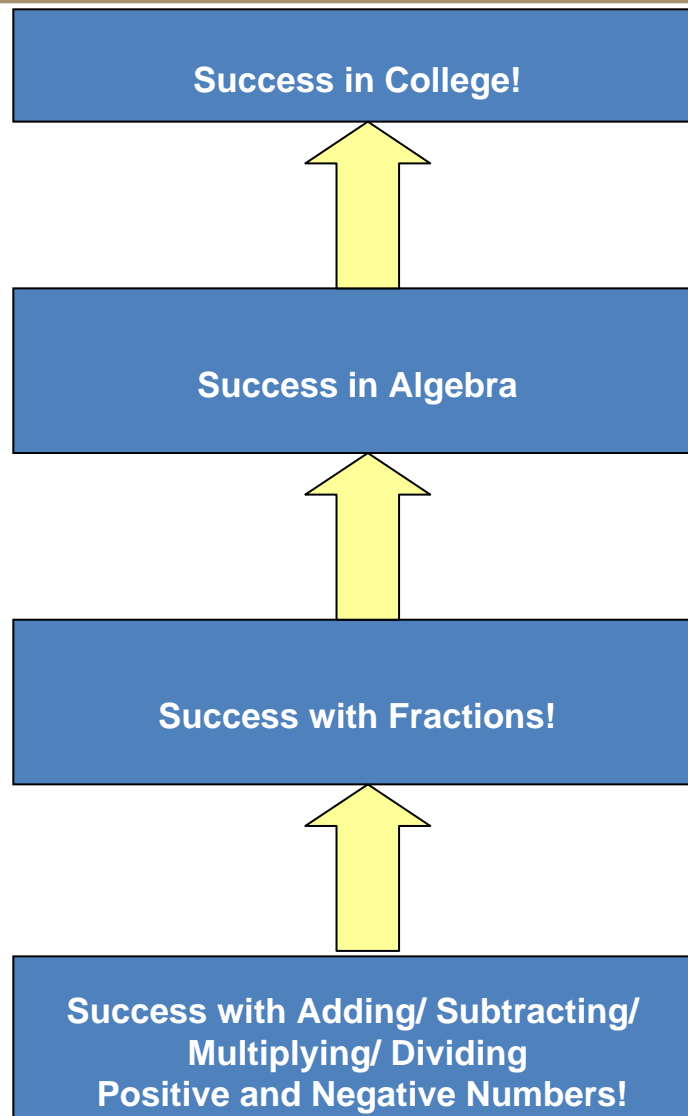
- **Keep building** on learning year after year

## Parents Can...

- Be aware of what your **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)

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# Mathematics Shift 3: Speed and Accuracy

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## Students Must...

- Spend time **practicing** – lots of problems on the same idea

## Parents Can...

- **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

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| Grade | Required Fluency   |
|-------|--|
| K     | Add/subtract within 5  |
| 1     | Add/subtract within 10   |
| 2     | Add/subtract within 20<br>Add/subtract within 100 (pencil and paper) |
| 3     | Multiply/divide within 100<br>Add/subtract within 1000               |
| 4     | Add/subtract within 1,000,000  |
| 5     | Multi-digit multiplication   |
| 6     | Multi-digit division<br>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...

- Apply math in **real world** situations
- Know **which math** to use for which situation

## Parents Can...

- Ask your child to **DO** the math that comes up in your daily life

# Mathematics Shift 6: Think Fast/ Solve Problems

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## Students Must...

- Be able to use **core math facts FAST**

AND

- Be able to apply math in the real world

## Parents Can...

- Notice which side of this coin your child is smart at and where he/she needs to **get smarter**


- Make sure your child is **PRACTICING** the math facts he/she struggles with

- Make sure your child is thinking about Math in real life

# Sample Test Item – 5th Grade Math (2005)

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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

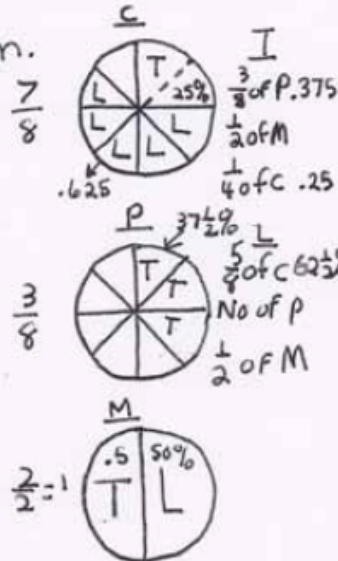
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I will find who is correct, Tito or Luis.

I will make a diagram.

| Key |           |
|-----|-----------|
| T   | Tito      |
| L   | Luis      |
| C   | cheese    |
| P   | pepperoni |
| M   | mushroom  |
|     | pizzas    |



Tito ate

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

$$\frac{3}{8} + \frac{4}{8} + \frac{2}{8} = \frac{9}{8} = \boxed{\frac{1}{8}}$$

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.