engage^ny

Our Students. Their Moment.

Common Core State Standards: Shifts for Students and Parents

www.engageNY.org

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…
• 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

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

Students must…	Parents can…
• Get smart in Science and Social Studies **through reading** • Handle "primary source" documents • Get smarter *through* texts	• 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!

- 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

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

Support their Reading.
Read Challenging Texts Aloud.

Grades	Example of Complexity: Nonfiction	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	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…
• Find evidence to support their **arguments** • Form judgments • become **scholars** • Discuss what the author is "up to"	• 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

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

ELA/Literacy Shift 6: Academic Vocabulary

Students Must…	Parents Can…
• Learn the words that they can use in college and career • Get smarter at using the **"language of power"**	• **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

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.

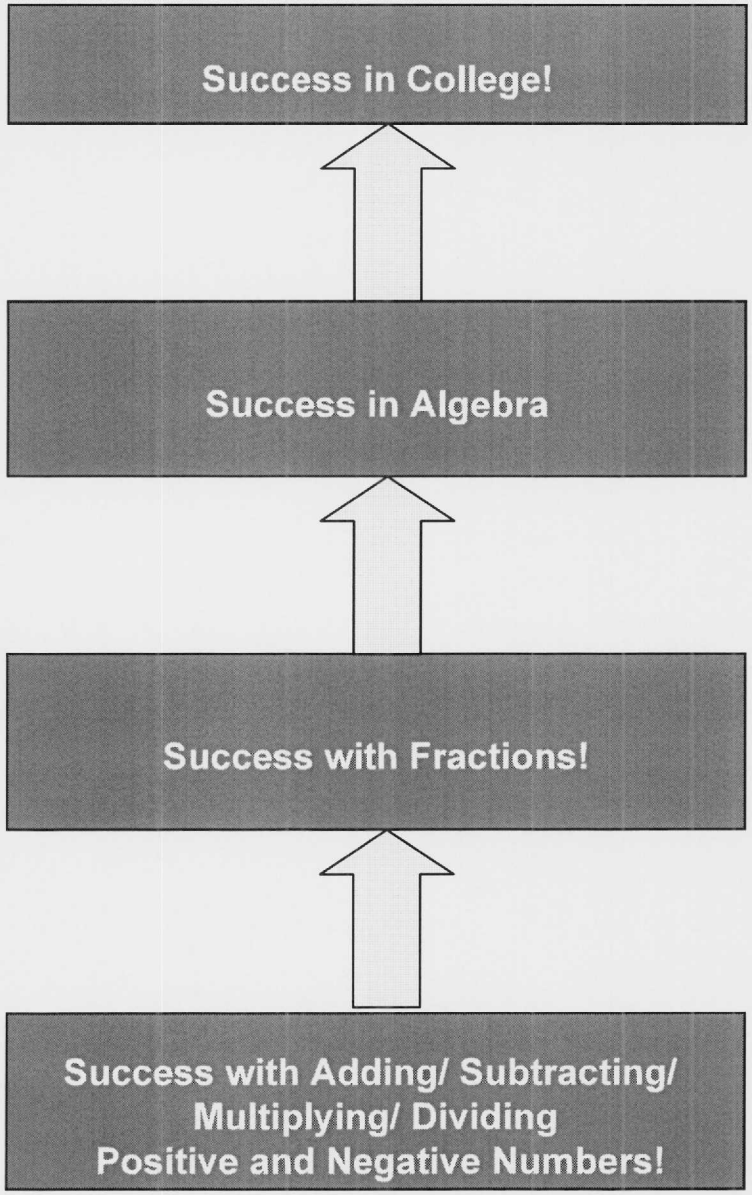
Mathematics Shift 1:
Focus: learn more about less

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

Mathematics Shift 2: Skills Across Grades

Students Must…	Parents Can…
• **Keep building** on learning year after year	• 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)



Final Report of the National Mathematics Advisory Panel, 2008

Mathematics Shift 3: Speed and Accuracy

Students Must…	Parents Can…
•Spend time **practicing** – lots of problems on 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
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 2×2 systems by inspection

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

Mathematics Shift 5: Real World

Students Must…	Parents Can…
• Apply math in **real world** situations • Know **which math** to use for which situation	• 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…
• Be able to use **core math facts** FAST AND • Be able to apply math in the real world	• 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

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

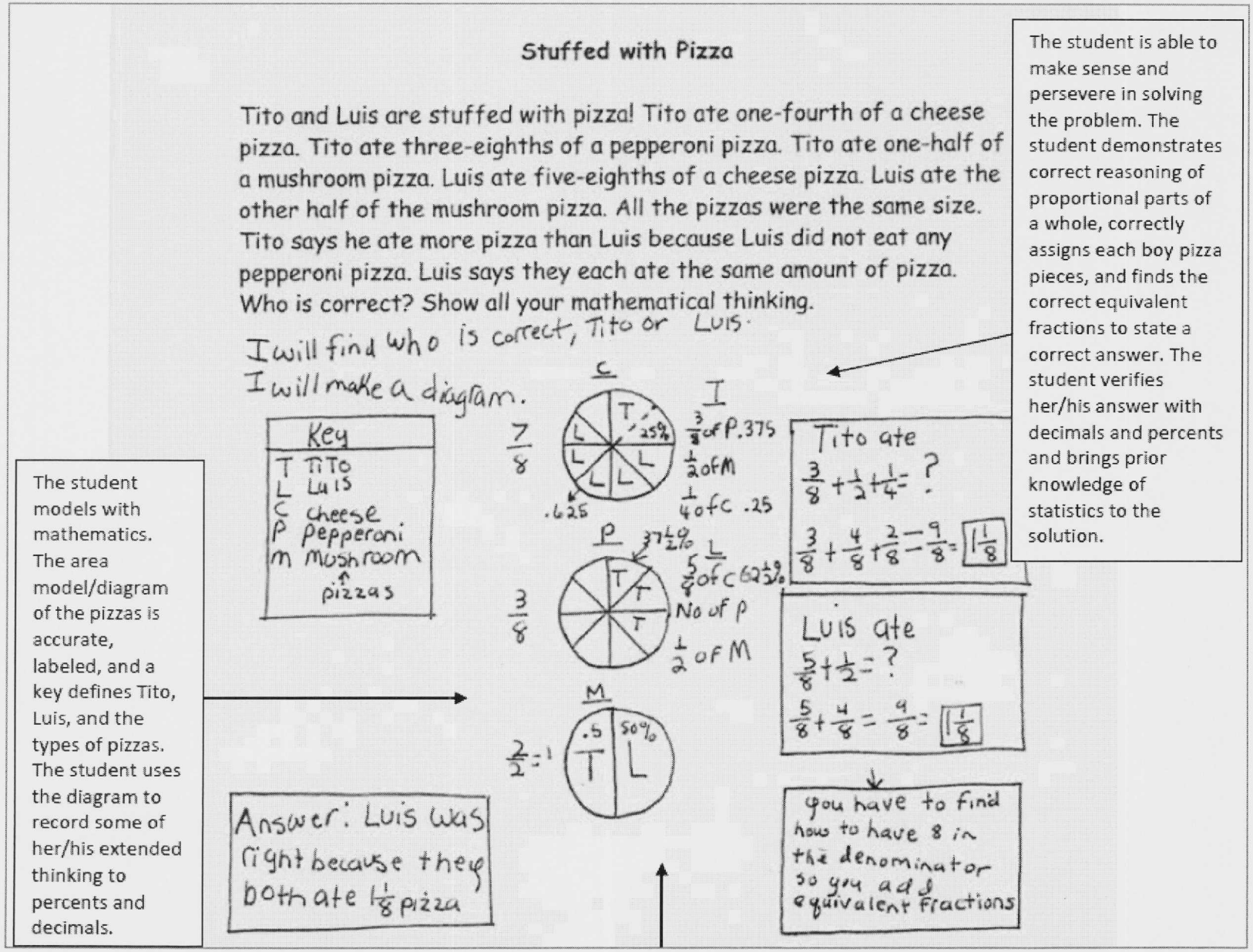
J $\frac{2}{3}$ cup

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



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

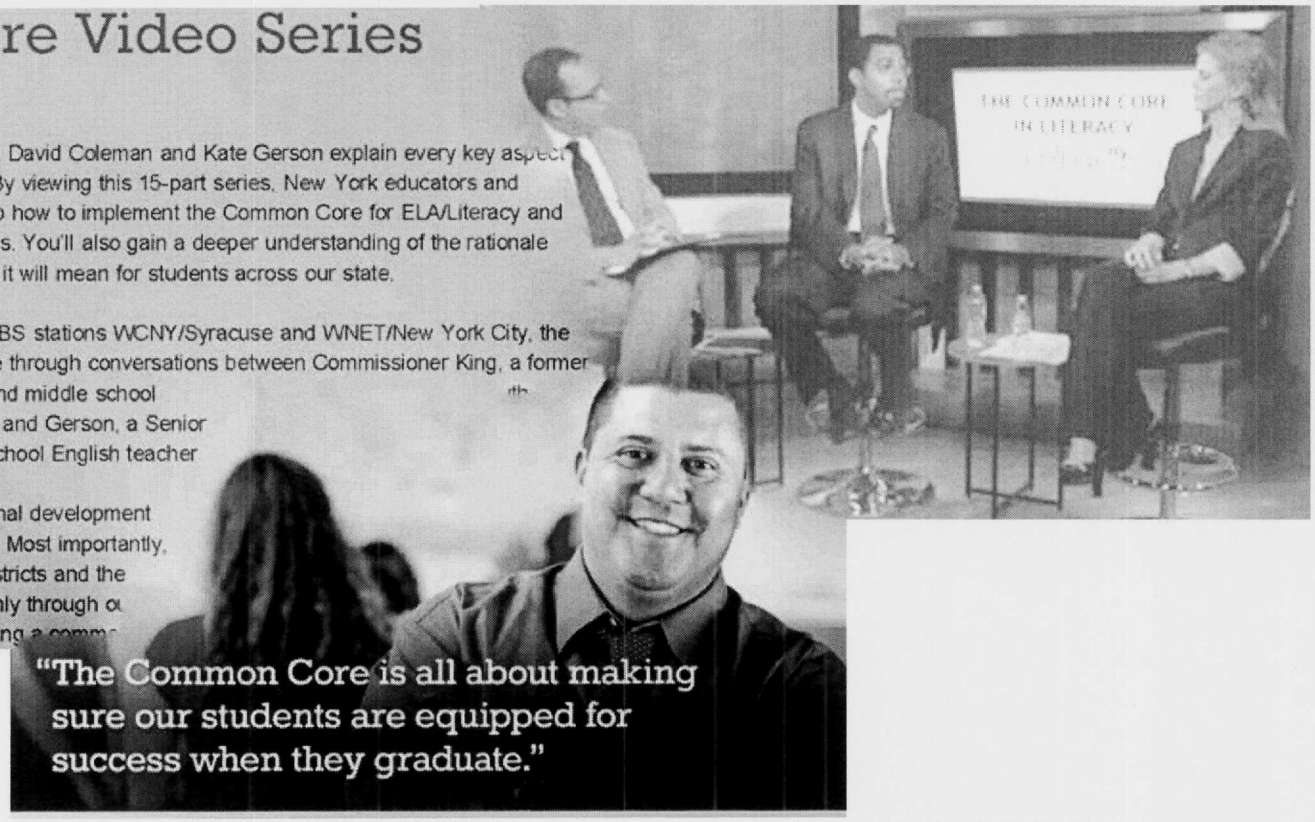
Common Core Video Series

August 1, 2011 | 2 Comments

Education Commissioner John King, David Coleman and Kate Gerson explain every key aspect 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 the Common Core State Standards; and Gerson, a Senior Research Fund and a former high school English teacher

Network Teams and other professional development their work with schools and districts. Most importantly, conversation between educators, districts and the implementing the Common Core. Only through o to life. Join the conversation by leaving a comm



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 te curricular materials and classroom instruction. There are six shifts in Mathematics and six shifts in E

Shifts in ELA/ Literacy		
Shift 1	PK-5, Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Eleme classrooms are, therefore, places where students access the world – s social studies, the arts and literature – through text. At least 50% of wh read is informational.
Shift 2	6-12, Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literac experiences in their planning and instruction. Students learn through d specific texts in science and social studies classrooms – rather than re the text, they are expected to learn from what they read.

Parent's Backpack Guide to

Common Core State Standards

engage^ny

Our Students. Their Moment.

For Prekindergarten–5th grade: English Language Arts and Mathematics

In 2011 New York adopted the Common Core State Standards (CCSS) to make sure that all children succeed once they graduate from high school. This guide is designed to help you understand how the standards will affect your child, what changes you will see and what you can do at home to help your children in the classroom.

Why Are the Common Core State Standards Important?

The Common Core State Standards are important because they will help all children – no matter who they are – learn the same skills. They create clear expectations for what your child should know and be able to do in key areas: **reading, writing, speaking** and **listening, language** and **mathematics**. If you know what these expectations are, then you can work with the teacher and help your child prepare.

English Language Arts (ELA)

The new Common Core State Standards make several important changes to current standards. These changes are called shifts. The chart below shows what these shifts change, what you might see in your child's backpack and what you can do to help your child. If your child's assignments do not reflect the shifts, then talk to your child's teacher.

What's Shifting?	What to Look for in the Backpack?	What Can You Do?
• Your child will now **read more non-fiction** in each grade level.	• Look for your kids to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	• Read non-fiction books with your children. Find ways to make reading fun and exciting.
• Reading more non-fiction texts will help your child **learn about the world through reading**.	• Look for your kids to bring home more fact-based books about the world. For instance, your 1st Grader or Kindergartener might read Clyde Robert Bulla's *A Tree is a Plant*. This book lets students read and learn about science.	• Know what non-fiction books are grade-level appropriate and make sure your children have access to such books.
• Your child will **read challenging texts very closely**, so they can make sense of what they read and draw their own conclusions.	• Your kids will have reading and writing assignments that might ask them to retell or write about key parts of a story or book. For example, your 2nd or 3rd Grader might be asked to read aloud Faith D'Aluisio's non-fiction book titled *What the World Eats* and retell facts from the story.	• Provide more challenging texts for your kids to read. Show them how to dig deeper into difficult pieces.
• When it comes to writing or retelling a story, your child will **use "evidence" gathered from the text to support what they say.**	• Look for written assignments that ask your child to draw on concrete examples from the text that serve as evidence. Evidence means examples from the book that your child will use to support a response or conclusion. This is different from the opinion questions that have been used in the past.	• Ask your child to provide evidence in everyday discussions and disagreements.
• Your child will **learn how to write from what they read.**	• Look for writing assignments that ask your child to make arguments in writing using evidence. For 4th and 5th graders, this might mean reading and writing about *The Kids Guide to Money*, a non-fictional book by Steve Otfinoski.	• Encourage writing at home. Write together using evidence and details.
• Your child will **have an increased academic vocabulary**.	• Look for assignments that stretch your child's vocabulary and teach them that "language is power."	• Read often to babies, toddlers, preschoolers and children.

MATHEMATICS

To improve student learning, the new Common Core State Standards are different from the old ones. These changes are called shifts. The chart below shows what is shifting, what you might see in your child's backpack and what you can do to help your child. Again, if your child's assignments do not reflect the shifts, then talk to your child's teacher.

What's Shifting?	What to Look for in the Backpack?	What Can You Do?
• Your child will **work more deeply in fewer topics**, which will ensure full understanding. (less is more!)	• Look for assignments that require students to show their work and explain how they arrived at an answer.	• Know what concepts are important for your child based on their grade level and spend time working on those concepts.
• Your child will **keep building on learning year after year**, starting with a strong foundation.	• Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing. Once these areas are mastered, they will focus on fractions. Building on that, they will then focus on Algebra. You should be able to see the progression in the topics they learn.	• Be aware of what concepts your child struggled with last year and support your child in those challenge areas moving forward.
• Your child will **spend time practicing and memorizing math facts**.	• Look for assignments that ask your child to master math facts such as addition groupings up to 20 or multiplication tables.	• Help your child know and memorize basic math facts. Ask your child to "do the math" that pops up in daily life.
• Your child will **understand why the math works and be asked to talk about and prove their understanding**.	• Your child might have assignments that ask her or him to show or explain their mathematical thinking - to SAY why they think their answer is the right one.	• Talk to your child about their math homework and ask them to teach you new concepts. Help them figure out ways to explain their thinking.
• Your child will now be asked to **use math in real-world situations.**	• Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.	• Provide time every day for your child to work on math at home.

TALKING TO YOUR CHILD'S TEACHER

When talking to your child's teacher, try to keep the conversation focused on the most important topics that relate to your child. This means asking the teacher how your child is performing based on grade-level standards and expectations.

Also, ask to see a sample of your child's work. Compare your child's samples to those found at http://www.engageny.org/resource/new-york-state-common-core-sample-questions. Also, feel free to bring those samples to your child's teacher and ask the teacher to explain how the samples are used in the classroom.

This information will enable you make important adjustments at home that can help your child achieve success in the classroom.

For more information, please visit: www.engageny.org or contact your local principal or superintendent.

engage^ny

Our Students. Their Moment.

Working *with* the "Shifts"

What Parents Can Do to Help their Children Learn

The Common Core State Standards ask teachers to make 12 major "shifts" or (changes) in their classrooms – six shifts in English language arts and six shifts in Mathematics. These changes may be tough at first as students and teachers adjust to higher expectations.

As a parent, you can help and learn more by talking with your child about what they are learning. Ask open-ended questions about what they learned in school each day, read their homework and attend school events to learn about what their teachers expect.

This document explains some of the ways that your child's classroom is changing and how you can help; for more information, check out www.engageny.org.

THE 12 SHIFTS

English Language Arts/Literacy	Mathematics
• Read as much non-fiction as fiction	• Build skills across grade levels
• Learn about the world by reading	• Learn more about less
• Read more challenging material	• Use math facts easily
• Talk about reading using "*evidence*"	• Think fast AND solve problems
• Write about texts using "*evidence*"	• Really know it, really do it
• Know more vocab words	• Use math in the real world

engage^ny

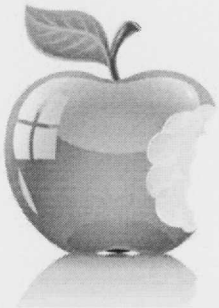
Our Students. Their Moment.

ENGLISH LANGUAGE ARTS/LITERACY: EXPECTATIONS FOR STUDENTS& IDEAS FOR PARENTS

What's the shift?	What will students have to do?	What can parents do to help?
Read as much fiction as non-fiction	Read more non-fiction	Supply more non-fiction texts
	Understand how non-fiction is written and put together	Read non-fiction books aloud or with your child
	Enjoy and discuss the details of non-fiction	Have fun with non-fiction in front of your child
Learn about the world by reading	Learn more about science and social studies through reading	Supply series of texts on topics that interest your child
	Use "primary source" documents	Find books that explain how things work and why
	Get smarter through the use of texts	Discuss non-fiction texts and their ideas
Read more challenging material	Re-read until they understand	Know what is grade-level appropriate
	Read books both at and above their comfort level	Provide challenging texts as well as books they can read easily
	Handle frustration	Read challenging books with your child
	Keep pushing to improve	Show that challenging books are worth reading
Talk about reading using evidence	Find evidence to support their arguments	Talk about texts
	Form judgments and opinions	Demand evidence in everyday discussions and disagreements
	Discuss what the author is thinking	Read aloud or read the same book as your child and discuss
	Make predictions about what will happen next	Discuss predictions
Write about text using evidence	Make arguments in writing using evidence	Encourage writing at home
	Compare multiple texts in writing	Write "books" together using evidence and detail
	Learn to write well	Review samples of exemplar student writing
Know more vocab words	Learn the words they will need to use in college and career	Read often and constantly with young children
	Get smarter at using the "language of power"	Read multiple books on the same topic
		Talk to your children, read to them, listen to them, sing with them, make up silly rhymes and word games

MATHEMATICS: EXPECTATIONS FOR STUDENTS & IDEAS FOR PARENTS

What's the shift?	What will students have to do?	What can parents do to help?
Build skills across grade levels	Keep building on learning year after year	Be aware of what your child struggled with last year and how that will effect ongoing learning
		Advocate for your child
		Ensure that support is given for "gap" skills, such as negative numbers, fractions, etc.
Learn more about less	Spend more time on fewer concepts	Know what the priority work is for your child at their grade level
Use math facts easily	Go more in-depth on each concept	Spend time with your child on priority work
		Ask your child's teacher for reports on your child's progress on priority work
Think fast AND solve problems	Spend time practicing by doing lots of problems on the same idea	Push children to know, understand and memorize basic math facts
		Know all of the fluencies your child should have
		Prioritize learning the fluencies your child finds most difficult
Really know it, really do it	Make the math work, and understand why it does	Ask questions and review homework to see whether your child understands *why* as well as *what* the answer is.
	Talk about why the math works	Advocate for the time your child needs to learn key math skills
	Prove that they know why and how the math works	Provide time for your child to work on math skills at home
Use math in the real world	Apply math in real world situations	Ask your child to do the math that comes up in daily life
	Know which math skills to use for which situation	



What can parents do to help their child prepare for Common Core learning?

- Read a combination of fiction and non-fiction aloud or with your child. Look for subjects that interest your child — from sports heroes to dinosaurs. Select more difficult passages over time.
- Read more informational texts including newspapers, magazines, technical manuals, science and social studies articles and books.
- Talk with your child and have him or her explain things.
- Encourage writing at home.
- Help your children know/ memorize basic math facts.
- Discuss and "do" real life math with your children.
- Look for "word problems" in real life.
- Encourage a good work ethic.
- Let your children see you read and "do" math.
- Discuss with your children their performance in school and what they are learning.
- Talk about tests with your child and be positive and encouraging.
- Talk with your child's teacher(s) about his or her performance in school.
- Talk with your children about the importance of graduating from high school ready for college and career success.

Common Core State Standards

engage^ny
Our Students. Their Moment.

Frequently Asked Questions (FAQ)

Parents across New York want to know more about the Common Core State Standards. Below, you will find some frequently asked questions and answers about the standards. It will be updated over time. Please contact your child's teacher or principal to learn more about your school's work with the Common Core.

Q: What are the Common Core State Standards?
A: The Common Core State Standards show what students in Pre-K through 12th grade should know and be able to do in English language arts and mathematics. The standards will help all students across the State learn the same skills. This will make sure that they are ready for college and careers. The standards include changes, or "shifts," in how teachers teach to help children succeed in the topics and skills that matter most. The standards are designed to help all young people get prepared for college and careers.

Q. Does having common standards mean everyone will learn less?
A. No. The Common Core State Standards have been built from some of the best standards gathered from States across the country, as well as from other nations and extensive research on what's needed to succeed in jobs and higher education. The Common Core standards ask teachers and students to dig deeper into the core skills and concepts for each grade level. This means that students will learn much *more* about *fewer* topics. It also means that teachers will have more time to cover subjects in greater detail. This gives students an opportunity to really understand what is being taught.

Q. Do the standards tell teachers how to teach?
A. No. They are a tool to help teachers prepare the best classroom lessons and activities. The standards also help students and parents by showing them what it takes to be successful in each grade level. They are an important roadmap for teachers, students and parents.

Q: How were the standards developed?
A: Forty-six states brought together experts, teachers and researchers to write the Common Core State Standards, along with almost 10,000 comments and suggestions, including many from New York teachers and parents. New York adopted them in 2010. The standards are well-matched for our classrooms and will help our students learn more. Please visit http://corestandards.org/the-standards to read the full set of standards.

Q. Will this mean more tests?
A. No. The Common Core State Standards do not mean more tests. But there will be different, and better, tests. Starting in April 2013, the New York State Assessments will test student's Common Core knowledge and skills for 3rd grade through 8th grade in English language arts and mathematics. These new tests will reflect the changes, or "shifts," in the standards. The tests will make sure that students can meet grade-level expectations.

Q. Will these new tests be harder?
A. At first, the new tests may seem more difficult. This is normal. The new tests will be based on the "shifts" in the standards. Over time, students and teachers will adjust to the clear expectations. There also is a possibility that student test scores could drop in the first or second year of the new tests. However, the tests are an important tool for improving student achievement. The new tests will help principals and teachers identify those students who might need extra support to successfully move on to the next grade level.

Q. What does this work mean for students with disabilities and English language learners?
A. The standards will help teachers have more time to cover subjects in greater detail. This gives students an opportunity to really understand what is being taught. There is a clear guide for applying the standards to English language learners and students with disabilities. Also, all states will be working together to constantly improve upon these issues. This will result in a strong support system for all learners.

Q. What will the Common Core State Standards mean for students across the country?
A. The standards set clear expectations for student learning across the country. In the past, every State had its own set of different academic standards. This meant that U.S. students were learning different skills and concepts at different rates. The Common Core State Standards give *all* New York students an equal opportunity to learn the same high standards. This leads to a greater chance of success in college, career and life.

Q: If standards are raised, is it more likely that students will drop out of school?
A: It is not more likely that students will drop out of school. Research points out that many factors come together to cause a student to drop out of school. Research also shows that students want to be challenged more in school. For example, 7 in 10 young people who had dropped out said they were not motivated or inspired to work hard in high school. Two-thirds of the dropouts said they would have worked harder if more was demanded of them (such as with higher academic expectations, more studying and more homework).[1]

Q: Is the adoption of common core standards in English language arts and mathematics going to limit student access to other subject areas, such as the arts or career and technical education?
A: No. New York understands the importance that all subjects have in preparing students for success beyond high school. Graduating well-rounded students is important for the State's future. The clearer standards of the Common Core will actually help teachers integrate learning across subject areas. This means that students will be given lessons that bring together mathematics, science, social studies, English language arts and other subjects.

Q: Do the Common Core State Standards penalize students in low-performing schools by creating unrealistically high expectations?
A: No. All too often, students in low performing schools today are held to lower expectations. New York has adopted the Common Core State Standards so that *all* students receive an excellent education.

Glossary:

- Shift – A change in how teachers teach and how students learn
- Text – Any written work
- Non-fiction – Texts about real-life events or facts
- Evidence – Bits of proof from the text
- Arguments – How students to convince someone of something
- Judgment – A student's conclusion about what they have read
- Focus – Learning more on fewer topics
- Speed and Accuracy – How quickly a student can solve math problems correctly

Sources:

- Common Core State Standards Initiative: http://www.corestandards.org/
- Council of Great City Schools: http://www.cgcs.org
- EngageNY: www.engageny.org
- National PTA: http://pta.org

[1] Civic Enterprises. *The Silent Epidemic: Perspectives of High School Dropouts*. March 2006. http://www.saanys.org/uploads/content/TheSilentEpidemic-ExecSum.pdf