

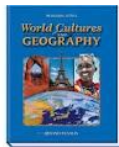
# ***COMMON CORE STANDARDS ELA INSTRUCTIONAL SHIFTS***

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## **Shift 1** **PK-5, Balancing Informational & Literary Texts**

Students read a true balance of informational and literary texts. 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. Students are expected to learn from what they read.



## **Shift 3** **Staircase of Complexity**

Students read the central, grade appropriate text around which instruction is centered. Appropriate and necessary scaffolding and supports make success possible for students reading below grade level.



## **Shift 4** **Text-based Answers**

Classroom experiences stay deeply connected to the text. Students make 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.



## **Shift 6** **Academic Vocabulary**

Focus strategically on comprehension of pivotal and commonly found words and less on esoteric literary terms.

# ***COMMON CORE STANDARDS MATH INSTRUCTIONAL SHIFTS***

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## **Shift 1** **Focus**

Narrow and deepen the scope of how time and energy is spent in the math classroom, to focus deeply on only the concepts that are prioritized in the standards.

## **Shift 2** **Coherence**

Carefully connect the learning within and across grades so each standard is not a new event, but an extension of previous learning.

## **Shift 3** **Fluency**

Speed and accuracy with simple calculations; students memorize core functions 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.” Development of deep conceptual understanding of core math concepts by applying them to new situations.

## **Shift 5** **Application**

Students are expected to use math and choose the appropriate concept for application even when not prompted to do so. - Math concepts in “real world situations.”

## **Shift 6** **Dual Intensity**

Students are practicing and understanding. “Drills” and skills as balanced through extended application of math concepts.