

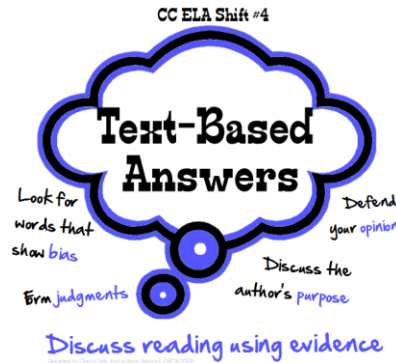


Common Core Instructional Shift Four

What does it look like?

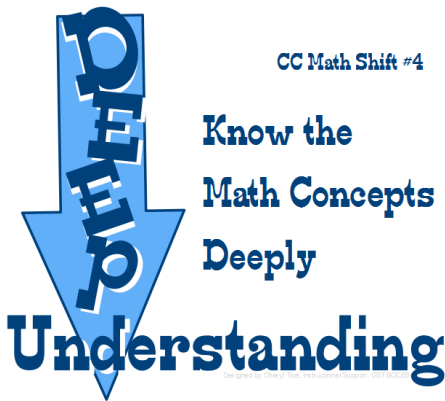
ELA

The practice of text based answers requires that teachers move away from handing out packets of questions to students and unveil close reading questions when working with a text, strategically, one at a time. It provides a new lens for looking at the text as well as get away from a hunt and peck for answers. This requires a close reading on the part of students and teachers. It also requires thoughtful questions that get at the meaning of text and the how rather than surface level recall. It takes time to create questions that require students to revisit the text. The NY curriculum includes these evidence based questions to elicit text-based answers from students.



MATH

Although the shifts are an important part of instructional practice for ELA and Math, the Standards for Mathematical Practice in the Common Core helps students to know the math concepts deeply. Students no longer learn a trick or procedure for doing the math, they understand the how and the why behind why we do a procedure. It is not about the right answer but how the student comes to know the answer. Common Core Inc, designed the State Curriculum with a focus on these practices throughout each module and daily lesson. They are not an addition to our



instruction, it is the how of the instruction.

According to the CCSS, "Deep conceptual understanding of core content at each grade is critical for student success in subsequent years. Students with conceptual understanding know more than isolated facts and methods - they understand why a mathematical idea is important and the contexts which it is useful. Teachers take time to understand the Standards for Mathematical Practice that describe the student expertise needed to develop a deep conceptual understanding of mathematics."

Students who have a deep conceptual understanding of mathematics can tackle difficult problems and persevere through multiple perspectives. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations, as well as writing and speaking about their understanding.

Implementation Resources

ELA

[EngageNY Video on Shift 4](#)

[Prezi on Text Based Answers-Walk through this Shift in a Prezi](#)

[Checklist for Writing Quality Text Dependent Questions](#)

[Achieve the Core Complete Guide to Writing Quality Text Based Questions](#)

[ASCD Article, "Closing in on Close Reading"](#)

MATH

[Illustrative Mathematics Site Word Problems](#)

[Common Core Math Instruction by Grade Level Bands](#)

[Teaching Channel Exploring Mathematical Practice](#)

[Importance of Standards of Mathematical Practice](#)

[Sample Conceptual Mathematics Lesson MS](#)

[Learnzillion Common Core Instructional Videos on Topic](#)



Try This

ELA	Math
<ul style="list-style-type: none"> Close Reading from ODELL Education <p>No matter what approach is emphasized during reading, discussion, and analysis, the close reading process should be guided by these broad questions: Try these with any text for your grade level.</p> <ol style="list-style-type: none"> 1. What specific aspect(s) of the author’s craft am I attending to? (Through what lense(s) will I focus my reading?) 2. What choices do I notice the author making, and what techniques do I see the author using? What textual details do I find as evidence of those choices and techniques? 3. How do the author’s choices and techniques influence my reading of the work and the meaning that emerges for me? How can I ground my claims about meaning in specific textual evidence? 	<ul style="list-style-type: none"> Review the Standards for Mathematical Practice. Focus on one of these standards. Select a lesson you taught previously and adapt it instructionally to meet the needs of the standard. How does this change student engagement? achievement? ownership? Look at how your current text book asks questions or presents information to students. If they start with the procedure, rethink using it. Take a look at the NYS curriculum from Common Core Inc. They never start with a procedure, it is more about student discover and the student seeing the pattern or procedure through a problem.

I Don't Teach ELA or Math? How can I support these shifts?

ELA	Math
<ul style="list-style-type: none"> Require that students in your classroom refer back to the text when supporting their answers in class. Ask students questions that require them to go back into the text. The text might be a painting in Art, a diagram in PE, a manual for operating an application in a computer class etc. 	<ul style="list-style-type: none"> Anytime you can give students opportunities to practice the Standards of Mathematical Practice with your content will help support this shift. Such as: 1 Make sense of problems and persevere in solving them, Give students a problem in your content area to work through independently. 6 Attend to precision, demand an environment where students are expected to use your content specific vocabulary and be precise with their work.

I'm a parent. How can I support these shifts?

<p>Supporting English Language Arts...</p> <p>Students are asked to form opinions and make arguments that defend their thinking.</p> <p>Asking our children to back up their opinions at home with evidence and strong reasons will help this become a natural skill in their school-based reading and writing as well.</p>	<p>Supporting Math...</p> <p>Students are being asked to make both be able to make the math work and to understand why it works well enough to explain it.</p> <p>As you go over homework with your child, asking questions to see if they can help you understand <i>why</i> as well as <i>what</i> the answer is will deepen their understanding.</p>
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