

Shifts with the Common Core = 6

Sandra Alberti: **The Big Picture (The Forest, not the Trees)**

Expect more...Achieve more

<http://www.bing.com/videos/search?q=sandra+alberti+common+core+videos&FORM=VIRE2#view=detail&mid=28AF3C50D7C49824CB6F28AF3C50D7C49824CB6F>

Shift #1

Major Changes in Literacy Instruction

From...

Majority of what students read is literature. Very little time available for science and social studies instruction.

To...

Building knowledge through content-rich nonfiction

Elementary School: 50/50 : 50% literature/50% informational text

**M. S. and H. S.: 25% literature/75% informational text
Reading and Writing in all Content Areas**

Shift #2

Major Changes in Literacy Instruction

From...

Students spend most of the time writing about personal experiences, opinions not grounded in evidence.

To...

Reading, writing, and speaking grounded in evidence from text, both literary and informational

**Common Core Standards are grounded in “evidence”:
reading, writing, speaking...students are always pulling
evidence from the text.**

**“Students start learning how to read like a detective,
and write like a reporter.”**

Shift #3: WHAT students are reading

Major Changes in Literacy Instruction

From...

Students read text, without consideration of complexity to prepare for post-secondary expectations and vocabulary instruction is often focused on literary terminology, rather than “academic vocabulary” (alliteration vs. ignite)

To...

Regular practice with complex text and its academic language

Concept of the “expectation of complexity”.

Research: As much as a 4-year gap between what students were reading in H.S. and what they were expected to read once they entered a technical training program, college, or a career setting.

Staircase of complexity from Kindergarten through 12th grade.

All students have practice with complex text and exposure to rigorous academic vocabulary in all subject areas.

Video: America Achieves – 5th grade math classroom

#1: How does the teacher introduce the lesson?

- #2: DQ 1, Element #1:**
- DQ 1, Element #3:**
- DQ 2, Element #6:**
- DQ 2, Element #7:**
- DQ 3, Element #14:**
- DQ 3, Element #15:**
- DQ 5, Element #26:**
- DQ 5, Element #28:**
- DQ 8, Element #38:**

Shift #4

Major Changes in Math Instruction

From...

A mile-wide, inch-deep curriculum that speeds through topics, rather than building strong foundation

To...

Focus: Focus strongly where the standards focus

Shift #5

Major Changes in Math Instruction

From...

Scattered, isolated topics that don't build on student understanding

To...

Coherence: Think across grades, and link to major topics

Shift #6

Major Changes in Math Instruction

From...

Math curricula that emphasize *either* fluency or understanding in mathematics and that application is often seen as just "extra"

To...

Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application

What will it mean for students?

- **High expectations of college and career readiness for all students**
- **Time to attend to making sense of math, not simply getting to the answer (Kahn Academy philosophy)**

What will it mean for teachers?

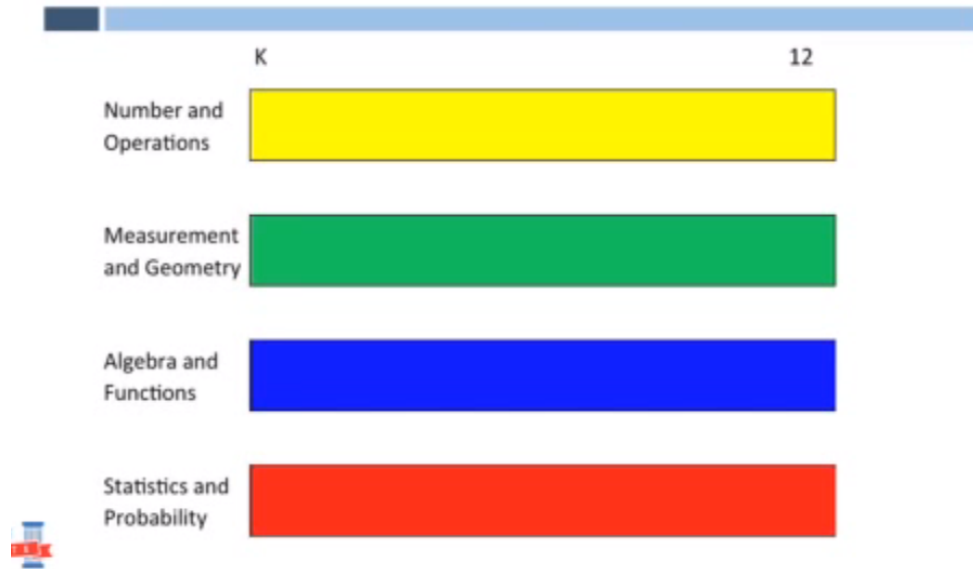
- **Clarity around expectations**
- **Deepening toolkits**
- **New concept of what it means to engage students: Engaging students in hard work worth doing.**

Expect more....Achieve more

A new paradigm of what it means to be a teacher:

**I expect more....
and you can achieve more.**

Traditional U.S. Approach



Focusing attention within Number and Operations

