## Connecting the Shifts – CCSS and FfT

<table>
<thead>
<tr>
<th>The Shifts</th>
<th>Evidence in the Framework</th>
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| **Literacy**                                                              | 1a Teacher’s plans demonstrate knowledge of the disciplinary way of reading, writing, and thinking within the subject area. *(1, 2, 3)*  
1b Teacher indicates an understanding of the active nature of student learning. *(2, 3)*  
1c Learning objectives reflect several different types of learning and opportunities for coordination within and across the disciplines. *(1)*  
1d Units and lessons include grade-appropriate levels of texts and other materials and task complexity, requiring students to provide evidence of their reasoning. *(2, 3)*  
3b Teacher’s questions are low- and high-level, open-ended, text- or task-dependent and promote student thinking and understanding. *(1, 2, 3)*  
3b Teacher’s discussion techniques result in authentic text-based investigations and the questioning is at the level of complexity appropriate to the students’ age or grade or the content under study. *(1, 2, 3)*  
3c Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. *(2)*  
3c Teacher selects tasks, text, and materials that are complex and challenge student thinking. *(3)* |
| **Math**                                                                  | 1a Teacher’s plans demonstrate solid knowledge of the relevant content standards, both within a grade level and across grade levels. *(1, 3)*  
1a Teacher’s plans reflect accurate understanding of prerequisite relationships among topics and concepts. *(3)*  
1b Teacher indicates an understanding of the active nature of student learning. *(2)*  
1c Teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. *(1, 2, 3)*  
3b Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. *(1, 2)*  
3c Teacher selects or designs tasks and activities that align with standards-based learning objectives. *(1)*  
3c The teacher’s structure and pacing of the lesson are developmentally appropriate and sequenced to build students’ depth of understanding. *(1)* |