

Common Core in Mathematics  
**Shifts 2-6**

The discussion addresses ways in which teacher and student skill can develop into deep understanding and facility through an increased attention to coherence across grades, fluency in basic functions, and real world application.

What are the <a href="#">Shifts in Math</a> ?	
What do they demand?	
<a href="#">Where should we begin</a> ?	
What are the implications for our school/ department/ district as we implement Shifts 2-6?	
What will this mean we have to change about our practice?	

What challenges will we face as we make these shifts? What can we do about the need for student <a href="#">fluencies</a> ?	
How could our school/district have fun with fluency work?	
What can we, as adults, do to ensure our own deep understanding of the focus areas in order to become better educators?	
What will it take for us and our students to own these concepts?	