Three Key Instructional Shifts in ELA/Literacy

1. **Knowledge:**
   - Independently gain subject area knowledge.
   - Students are reading and writing in secondary classrooms, in their classrooms.
   - Secondary ELA teachers use literary nonfiction in their classrooms.
   - Elementary teachers instructionally write.

2. **Shift:**
   - Observe in the classroom.
   - Examples of what you will bring to your classroom.
   - What changes might these shifts bring to your classroom.

3. **Shift:**
   - Teachers are discussing academically.
   - Read text — often independently.
   - Students grapple with challenges.
   - Evidence from the text.
   - Students supporting opinions with evidence and draw inferences.
   - Students reading text closely to find support for their ideas.
   - Teachers asking questions that make it necessary for students to return to the text to find answers and evidence to support their ideas.

4. **Shift:**
   - Vocabulary with students.
   - Teachers discussing academically.
   - Read text — often independently.
   - Students grapple with challenges.
   - Evidence from the text.
   - Students supporting opinions with evidence and draw inferences.
   - Students reading text closely to find support for their ideas.
   - Teachers asking questions that make it necessary for students to return to the text to find answers and evidence to support their ideas.
shift three

Text and its academic vocabulary:

Certain words, such as literature and connect, appear in a variety of content areas. Academic vocabulary—words that are connected to reading—has complex and interchangeable meanings. Easily referred to text, they then enable students to experience richer reading. Secondary English language arts (ELA) teachers provide contexts for the development of content essential for college- and career-ready English learners and non-readers. The Standards also emphasize the development of text complexity. Students read the text that aligns with their levels of text complexity and the growth of their skills. Rather than focusing solely on the text, they must consider evidence from the text. Reading and writing are then seen as a process, not just a means of expression. Academic vocabulary is an essential part of this.
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| 2     | Disciplines
|       | Knowledge in the
|       | 6-12, Building |
| 1     | Texts
|       | Informational Literacy
|       | PreK-5, Balanced |

Six Shfits in ELA/Literacy

- Access more complex texts across the content areas.
- Build students' ability to "discourse," "deconstruction," and "problematization" in text-based settings.
- Focus strategies on comprehension of primary and secondary sources (such as texts, images, and visual media).
- Students consistently build the vocabulary they need to access grade level complex texts.

- Write to assess comprehension of a text.
- Students develop skills through written arguments that respond to the text.
- Personal narrative and other forms ofdecorationalized prompts.
- The narrative still has writing needs to emphasize use of evidence to inform or make an argument rather than the text.

- Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing.
- The central theme is connected to the text on the page and the narrative.

- Level 1 text requires a 5th step of growth on the "disciplines". Students read the central theme.
- Level 2 text requires a 5th step of growth on the "disciplines". Students read the central theme.
- Level 3 text requires a 5th step of growth on the "disciplines". Students read the central theme.
- Level 4 text requires a 5th step of growth on the "disciplines". Students read the central theme.

- Students read a true balance of informational and literary texts.
- Elementary school

- Middle school
- High school
Research to Build and Present Knowledge

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

3. Write informally/expressionally to examine and convey complex ideas and information clearly and accurately, through the effective use of literary and narrative devices, using verbal reasoning and relevant and sufficient evidence.

2. Write informed and analytical essays in an analytical or in-depth examination of a topic, including well-reasoned and relevant analysis, evaluation, and synthesis of information.

1. Write arguments to support claims in an analysis of substantial topics or contexts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing

Text Types and Purposes

Writing

10. Read and comprehend complex literary and informational texts independently and proficiently.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

8. Determine and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

7. Integrate and evaluate content presented in diverse media and formats, including visually and graphically, as well as in words.

6. Assess how point of view or purpose shapes the content and style of a text.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or feature) contribute to the overall organization of the text.

4. Integrate advance knowledge and ideas within a text, including determining logical organizational and figurative relationships, and analyze how those points of view or ideas contribute to the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

2. Determine central ideas of a text and analyze their development; summarize the key supporting details and ideas.

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Key Ideas and Details

Reading

Anchor Standards

K-12 College & Career Readiness
1. Read and respond to a variety of contexts and communicate effectively, demonstrating knowledge of formal English when appropriate.

2. Develop and maintain relationships with diverse partners, building on ideas and perspectives.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

4. Present information, ideas, and arguments effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and perspectives.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style.

7. Comprehend more fully when reading or listening.

8. Draw evidence from literary text to support analytic, reflective, and research investigations.

9. Forecast outcomes over extended time frames (e.g., long-range planning, reflection, and revision) and shorter time frames (e.g., single session or a day or two).

10. Write thoroughly over extended time frames (e.g., research, reflection, and revision) and shorter time frames (e.g., single session or a day or two).

11. Forecast outcomes over extended time frames (e.g., long-range planning, reflection, and revision) and shorter time frames (e.g., single session or a day or two).

12. Comprehend more fully when reading or listening.

13. Demonstrate understanding of word relationships and nuances in word meanings.

14. Determine or clarify the meaning of unknown and multiple-meaning words, phrases, and clauses by using context clues, analyzing meaningful word parts.