



# Common Core “Shifts”

## English Language Arts & Literacy

Six shifts in Common Core State Standards (CCSS) in **ELA & Literacy in History/Social Studies, Science, and Technical Subjects** required for curricular materials and classroom instruction.

Shifts in ELA / Literacy	
<b>Shift 1: Increase Reading of Informational Text</b>	<p>Classrooms are places where students access the world – science, social studies, the arts and literature – <b>through informational and literary text</b>. In elementary, at least 50% of what students read is informational; in middle school, it is 55%; and by the end of high school, it is 70%.</p> <p>Increasing the amount of informational text students read K-12 will better prepare them to read <b>college and career-ready texts</b>.</p>
<b>Shift 2: Literacy Instruction in all Content Areas</b>	<p>Content-area teachers <b>emphasize the reading and writing of their disciplines</b> in planning and instruction for teaching the content.</p> <p>Students learn through reading domain-specific texts in history/social studies, science, and technical subjects and by <b>writing informative/explanatory and argumentative pieces</b>.</p>
<b>Shift 3: Text Complexity</b>	<p>In order to prepare students for the complexity of college and career-ready texts, each grade level requires <b>reading increasingly more complex texts independently</b>. Students read the central, grade-appropriate text around which instruction is centered.</p> <p>Teachers create <b>more time in the curriculum for close and careful reading</b> and provide appropriate and necessary <b>supports to make the central text accessible</b> to students reading below grade level.</p>
<b>Shift 4: Text-based Answers</b>	<p>Students have rich and rigorous <b>conversations</b> that are dependent on students reading a central text.</p> <p>Teachers ensure instructional activities are connected to reading texts and students <b>develop habits for making evidentiary arguments based on the text</b>, both in conversation as well as in writing, to assess their comprehension of a text.</p>
<b>Shift 5: Increase Writing from Sources</b>	<p>Writing instruction emphasizes <b>use of evidence to inform or to make an argument</b>; it includes short, focused research projects K-12.</p> <p>Students K-12 develop college and career-ready skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they listen to and read.</p>
<b>Shift 6: Academic Vocabulary</b>	<p>Students <b>constantly build the vocabulary</b> they need to be able to access increasingly more complex grade-level texts.</p> <p>By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) teachers constantly build students’ ability to access more complex texts across the content areas.</p>

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