

***Common Core State Standards
Shifts in Instruction for English Language Arts (ELA)***

What the Teacher Does:

Informational Text

- 70% informational text
- teach *through* and *with* informational text

Staircase of Complexity

- Provide more complex texts at every level
- Spend more time on complex texts
- Prepare scaffolding & strategies
- Slow down-- build themed curriculum – go deep

Knowledge in the Discipline

- Shift identity: “I teach reading”
- Stop referring and summarizing
- Model reading aloud using reading strategies

Text Based Answers

- Spend much more time preparing for instruction by reading deeply
- Identify questions that are text-dependent
- Facilitate evidence-based conversation about the text
- Keep students in the text

Write from Sources

- Spend much less time on personal narratives
- Present opportunities to write from multiple sources
- Give opportunities to analyze, synthesize ideas
- Give students permission to reach and articulate their own conclusions about what they read
- Develop students’ voice so they can argue a point with evidence

Academic Vocabulary

- Develop students ability to use and access words
- Sequence texts so students encounter high-octane words within a particular domain over and over in increasingly complex texts
- Use strategies to manipulate new vocab words
- Teach fewer words more deeply

What the Student Does:

Informational Text

- Build content knowledge
- Gain exposure to the world through reading
- Apply reading strategies

Staircase of Complexity

- Re-read
- Read material at own level to enjoy reading
- Tolerate frustration, build stamina for complex texts

Knowledge in the Disciplines

- Build content knowledge through text
- Handle primary source documents
- Find evidence

Text-Based Answers

- Find evidence to support their answers
- Form own judgments and become scholars
- Conduct close reading of a text
- Engage with the author and his/her choices

Writing from Sources

- Generate informational texts
- Make arguments using evidence
- Organize for persuasion
- Compare multiple sources

Academic Vocabulary

- Use tier 2 (academic) and tier 3 (domain specific) vocabulary across content areas
- Learn and use instructional vocabulary such as infer, analyze, compare, evaluate