

Examples of what you will observe in the classroom.....

Shift One:

- Elementary teachers instructing with and students reading from informational texts fifty percent of the time.
- Secondary ELA teachers using literary nonfiction in their classrooms.
- In secondary content area classrooms, students are reading and writing independently to gain subject area knowledge.

Shift Two:

- Teachers asking questions that make it necessary for students to return to the text to find answers and evidence to support their ideas.
- Students reading text closely to find evidence and draw inferences.
- Students supporting opinions with evidence from the text.

Shift Three:

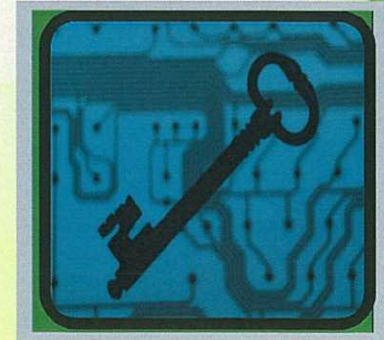
- Students grappling with challenging, rich text – often independently.
- Teachers discussing academic vocabulary with students.

What changes might these shifts bring to your classroom/school/district?

Shift One:

Shift Two:

Shift Three:



Three Key Instructional Shifts in ELA/Literacy

ELA Section

Curriculum & Instruction Division

NC Department of Public Instruction

*Shift information from:
Student Achievement Partners
www.achievethecore.org*

Shift One

Building knowledge through content-rich nonfiction and informational texts:

This shift plays an essential role in literacy. **In K-5**, the standards require a **50-50 balance** between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K-5 standards **strongly recommend** that students build coherent general knowledge. **In 6-12**, ELA classes place much greater attention to a specific category of informational text—**literary nonfiction**—than has been traditional. **In grades 6-12**, the standards for literacy in history/social studies, science and technical subjects ensure that students can **independently build knowledge in these disciplines through reading and writing**.

Shift Two

Reading and writing grounded in evidence from the text:

The standards place a **premium on students writing** to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the standards **expect students to answer questions that depend on their having read the text or texts with care**. The standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.

Students should read like a detective and write like an investigative reporter.

Shift Three

Regular practice with complex text and its academic vocabulary:

Rather than focusing solely on the skills of reading and writing, the standards highlight **the growing complexity of the texts**. The standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Teachers provide **scaffolds** that enable all students to experience rather than avoid the complexity of a text.

Closely related to text complexity—and inextricably connected to reading comprehension—is a **focus on academic vocabulary**: words that appear in a variety of content areas (such as *ignite* and *commit*).