



There are six shifts that the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects require to align curricular materials and classroom instruction to prepare Oregon's students for College and Careers.

Shifts in ELA/Literacy

Shift 1: Increase Reading of Informational Text	Students should read, discuss, and gather evidence from a balance of informational and literary texts. In elementary, at least 50% of the texts that students encounter <u>throughout their school day</u> are informational; in middle school it is 55%; and in high school it is 70%. (CCSS Introduction, p. 5)
Shift 2: Text Complexity	Each grade level requires growth in text complexity (Appendix A, pp. 5-17). Students read grade-appropriate text around which instruction is centered (exemplars and sample tasks, Appendix B). Complex text contains more sophisticated vocabulary, lends itself to more complex tasks, and is able to support rich dialogue. Teachers create opportunities for close and careful reading, and provide supports to make various forms of rigorous texts accessible to all students.
Shift 3: Academic Vocabulary	Students constantly build the vocabulary they need to access grade-level complex texts through reading, writing, listening and speaking instruction. By focusing strategically on comprehension of pivotal academic vocabulary, (tier 2 words such as "discourse," "generation," " theory ") teachers constantly build students' ability to access various texts.(Appendix A, pp.33-36). Students receive frequent instruction in word meanings and practice with a variety of activities across content areas.
Shift 4: Text-based Answers	Students engage in rich and rigorous conversations tied to a <u>common text</u> . Classroom experiences stay deeply connected to the text, and students develop habits for making and using evidentiary arguments while listening, speaking, writing, and reading. (Appendix A, p.2).
Shift 5: Increase Writing from Sources	Writing emphasizes the use of evidence to inform or make an <u>argument</u> . Students develop college and career readiness skills through written <u>argument</u> that respond to ideas, events, and facts presented in various formats using multiple texts. Focused research becomes an expectation in K-12 classes. (Appendix A, pp.24-26; student samples, Appendix C).
Shift 6: Literacy Instruction in all Content Areas	The standards focus on the close connection between comprehension of text and acquisition of knowledge. Content-area teachers incorporate reading, writing, speaking and listening skills in their planning and instruction to enhance comprehension, and prepare students for college and careers.(CCSS Introduction, p.3) <i>student collaboration</i>

Needs to connect

Complex reasoning