



PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

## COMMON CORE STATE STANDARDS FOR

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English Language Arts  
&  
Literacy in History/Social Studies,  
Science, and Technical Subjects



# Shifts in ELA/Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

# ELA/Literacy Shift 1:

## Balancing Informational and Literary Text

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>•Build <b>content knowledge</b></li><li>•Exposure to the world through <b>reading</b></li><li>•Apply <b>strategies</b></li></ul>	<ul style="list-style-type: none"><li>•Balance <b>informational &amp; literary text</b></li><li>•<b>Scaffold</b> for informational texts</li><li>•Teach “<b>through</b>” and “<b>with</b>” informational texts</li></ul>

## **ELA/Literacy Shift 1:**

### **Read as much non-fiction as fiction**

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<b>Students must...</b>	<b>Parents can...</b>
<ul style="list-style-type: none"><li>• Read more <b>non-fiction</b></li><li>• Know the ways non-fiction can be put together</li><li>• <b>Enjoy</b> and discuss the details of non-fiction</li></ul>	<ul style="list-style-type: none"><li>• Supply more non-fiction text</li><li>• Read non-fiction texts <b>aloud or with</b> your child</li><li>• Have <b>fun</b> with non-fiction in front of them</li></ul>

# ELA/Literacy Shift 3: Staircase of Complexity

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>• <b>Re-read</b></li><li>• Read material at <b>own level to enjoy meaning</b></li><li>• <b>tolerate frustration</b></li></ul>	<ul style="list-style-type: none"><li>• more <b>complex texts</b> at every grade level</li><li>• Give students <b>less to read</b>, let them re-read</li><li>• <b>More time</b> on more complex texts</li><li>• Provide <b>scaffolding &amp; strategies</b></li><li>• Engage with <b>texts w/ other adults</b></li></ul>

## ELA/Literacy Shift 3:

### Read more complex material carefully

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Students must...	Parents can
<ul style="list-style-type: none"><li>• Re-read</li><li>• Read material at comfort level <b>AND</b> work with more challenging stuff</li><li>• Unpack text</li><li>• <b>Handle frustration</b> and keep pushing</li></ul>	<ul style="list-style-type: none"><li>• <b>Provide more challenging texts</b> AND provide texts they WANT to read and can read comfortably</li><li>• <b>Know</b> what is grade level appropriate</li><li>• Read challenging stuff <i>with</i> them</li><li>• Show that challenging stuff is <b>worth</b> unpacking</li></ul>

# Support their Reading.

## Read Challenging Texts Aloud.

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Grades	Example of Complexity: Nonfiction	Example of Complexity: Fiction
K-1	A Tree is a Plant <b>Read Aloud: Fire, Fire!</b>	Are you My Mother? <b>Read Aloud: The Owl &amp; the Pussycat</b>
2-3	Martin Luther King and the March on Washington <b>Read Aloud: What the World Eats</b>	Fire Cat <b>Read Aloud: Charlotte's Web</b>
4-5	Hurricanes: Earth's Mightiest Storms The Kids' Guide to Money	Bud not Buddy The Secret Garden
6-8	Narrative of the Life of Frederick Douglass A Night to Remember	Little Women The People Could Fly
9-10	Hope, Despair, Memory Letter from Birmingham Jail	Things Fall Apart In the Time of Butterflies
11-12	Take the Tortillas Out of Your Poetry Mother Tongue Black Boy	The Canterbury Tales Dreaming in Cuban Crime & Punishment

# ELA/Literacy Shift 4: Text Based Answers

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>•find evidence to <b>support their argument</b></li><li>•Form own <b>judgments and become scholars</b></li><li>•Conducting reading as a close reading of the text</li><li>• engage with the <b>author and his/her choices</b></li></ul>	<ul style="list-style-type: none"><li>•Facilitate <b>evidence based conversations</b> about text</li><li>•Plan and conduct rich conversations</li><li>•Keep students in the text</li><li>•Identify questions that are text-dependent, <b>worth asking/exploring</b>, deliver richly</li><li>•Spend much more time preparing for instruction by <b>reading deeply</b>.</li></ul>



## ELA/Literacy Shift 4: Discuss reading using evidence

Students Must...	Parents Can...
<ul style="list-style-type: none"><li>• Find evidence to support their <b>arguments</b></li><li>• Form judgments</li><li>• become <b>scholars</b></li><li>• Discuss what the author is “up to”</li></ul>	<ul style="list-style-type: none"><li>• Talk about text</li><li>• <b>Demand evidence</b> in every day discussions/ disagreements</li><li>• Read aloud or read the same book and discuss with evidence</li></ul>

**CCR Reading Standard 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.

- K: With prompting and support, ask and answer questions about key details in a text.
- 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 11-12: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

# Informational Text

**Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework**

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

- Greater attention to Informational Text
- Informational reading in courses other than ELA must take place



# RACE



Restate the question  
with key word(s)

*↳ Use the question stem to begin your answer*

Answer the question

*↳ State your claim clearly*

Cite evidence x2 and  
Clarify

*↳ provide support to direct quotations*

End the response

*↳ wrap up/restate your claim or question*

## **Restate the Question (the "R" in "RACE")**

Restate the question means that you are to reword the question and make it into a statement as a part of the answer you provide. If you were to be asked "What color is the sky?", you would not simply answer "blue" - instead, the correct answer would be "The color of the sky is blue," or words to that effect.

## **Answer the Question (the "A" in "RACE")**

In order to answer the question, you need to understand what you are being asked, and then make sure you provide the answer to that specific question. The answer, as in the example above, may come in the first sentence as you reword the question into a statement, but in an essay question you will then need to show how you arrived at your answer.

## Cite Evidence (the "C" in "RACE")

As the constructed response question is meant to show how well you comprehended and were able to draw inferences from the essay prompt, it is essential that you give examples from the prompt to show how they support your answer. If the prompt is a story you read about a boy named Joe who loves to ski, and the question is "Does Joe like the winter?", you could answer "Joe likes the winter because the story tells us that he loves skiing and skiing is a winter sport." In your essay you could go on to provide specific details that tell you how much he enjoys skiing (and, by extension, winter), such as quoting

## End the Answer (the "E" in "RACE")

Ending your answer means you are wrapping up your response to bring closure to your writing. You may restate your claim or question.

# ELA/Literacy Shift 5: Writing from Sources

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>•<b>generate informational</b> texts</li><li>•Make <b>arguments using evidence</b></li><li>•<b>Organize</b> for persuasion</li><li>•Compare <b>multiple sources</b></li></ul>	<ul style="list-style-type: none"><li>•Spending much less time on <b>personal narratives</b></li><li>•Present opportunities to write from <b>multiple sources</b></li><li>•Give <b>opportunities to analyze, synthesize</b> ideas.</li><li>•Develop students' voice so that they can <b>argue a point with evidence</b></li><li>•Give permission to reach and <b>articulate their own conclusions</b> about what they read</li></ul>

## ELA/Literacy Shift 5: Writing from Sources

Students Must...	Parents can...
<ul style="list-style-type: none"><li>• Make <b>arguments in writing</b> using evidence</li><li>• Compare multiple texts in writing</li><li>• Write well</li></ul>	<ul style="list-style-type: none"><li>• <b>Encourage writing</b> at home</li><li>• Write “books” together and use evidence/ details</li><li>• Look at Appendix A: <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></li></ul>



# Writing



- 3 types: arguments/opinion, information/explanatory, narrative
- Support with reason and evidence
- Research: short and sustained
- Technology

**CCR Speaking & Listening Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- K: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- 3: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 7: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- 11-12: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

# ELA/Literacy Shift 6: Academic Vocabulary

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>•Use <b>high octane words</b> across content areas</li><li>•Build “<b>language of power</b>” database</li></ul>	<ul style="list-style-type: none"><li>•Develop students’ ability to <b>use and access words</b></li><li>•Be <b>strategic</b> about the new vocab words</li><li>•Work with words students will use <b>frequently</b></li><li>•<b>Teach fewer words</b> more deeply</li></ul>

## ELA/Literacy Shift 6: Academic Vocabulary

### Students Must...

- Learn the words that they can use in college and career
- Get smarter at using the **“language of power”**

### Parents Can...

- **Read often** and constantly with babies, toddlers, preschoolers, and children
- Read multiple books about the same topic
- Let your kids see you reading

Talk to your children; Read to your children; Listen to your children; Sing with your children; Make up silly rhymes and word games with your children

*Thank you!*

