COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Understanding the Big Shifts
in the Common Core State Standards

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

Arkansas Department of Education
Revised September 4, 2012

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Introduction

The purpose of this document is to provide Arkansas's educators with information to help them better understand instructional shifts needed to meet the rigorous demands of the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (CCSS*)*. Educators at all levels are encouraged to use the Big Shifts document as a resource, along with the Publishers' Criteria and the PARCC Model Content Frameworks, to support the development and alignment of curriculum and instruction to the CCSS.

The Arkansas Department of Education has identified the following eight big instructional shifts:

- **Appropriate Text Complexity**
- **Increased Reading of Informational Texts**
- **Disciplinary Literacy**
- **Close Reading**
- **Text-dependent Questions**
- **General Academic and Domain-specific Vocabulary**
- **Argumentative Writing**
- **Short and Sustained Research Projects**

These shifts are aligned with PARCC's Key Instructional Shifts. An alignment chart showing the correlation between Arkansas's Big Shifts and PARCC's Key Instructional Shifts is provided on the following page.

Understanding the Big Shifts in the Common Core State Standards
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Alignment of Arkansas's Big Shifts to PARCC's Key Instructional Shifts

*PARCC's Key Instructional Shifts	Arkansas's Big Shifts
COMPLEXITY Regular practice with **complex text** and its **academic vocabulary**	• Appropriate Text Complexity • Increased Reading of Informational Texts • Disciplinary Literacy • Close Reading • General Academic and Domain-specific Vocabulary
EVIDENCE Reading and writing grounded in **evidence from text**	• Increased Reading of Informational Texts • Disciplinary Literacy • Close Reading • Text-dependent Questions • Argumentative Writing • Short and Sustained Research Projects
KNOWLEDGE **Building knowledge** through **content-rich nonfiction** and **informational texts**	• Appropriate Text Complexity • Increased Reading of Informational Texts • Disciplinary Literacy • Close Reading • Text-dependent Questions • Short and Sustained Research Projects

*For more information on PARCC's Key Instructional Shifts, see *A Strong State Role in Common Core State Standards Implementation: Rubric and Self-Assessment Tool, p. 6, at* http://www.parcconline.org/sites/parcc/files/CCSS%20rubric%20and%20state%20planning%20tool%20-%203%202%2012.pdf.

Understanding the Big Shifts in the Common Core State Standards
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

How to Use the Big Shifts Document

Information about the big shifts is divided into three columns.

Instructional Shifts	Student Learning Behaviors Aligned to CCSS	Supporting Documentation

Column 1 identifies each big instructional shift and includes the accompanying CCSS standard(s). For each identified shift, column 2 describes student learning behaviors that will be required to meet the rigor of the CCSS. To provide a deeper understanding of each shift, Column 3 includes quotes from the *Common Core State Standards* (including Appendix A); *Publishers' Criteria, Grades K-2* (revised May 16, 2012); *Publishers' Criteria, Grades 3-12* (revised April 12, 2012); and the *PARCC Model Content Frameworks* (Version 2.0).

Understanding the Big Shifts in the Common Core State Standards
English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Instructional Shifts	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
Appropriate Text Complexity Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10	Students will engage in reading texts of increasing complexity, including texts that will stretch students' reading abilities. Note: Text complexity takes into consideration quantitative and qualitative measures as well as reader and task.	**Common Core State Standards** Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. (*Common Core State Standards,* page 8) In *Common Core State Standards*, see also: *Appendix A*, pages 2-16 *Appendix B* (Text Exemplars) **Publishers' Criteria, K-2 & 3-12** Texts for each grade align with the complexity requirements outlined in the standards. … (Appendix A in the Common Core State Standards gives further information on how text complexity can be measured.) All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level complex text as required by the standards. Far too often, students who have fallen behind are given only less complex texts rather than the support they need to read texts at the appropriate level of complexity. (*Publishers' Criteria, K-2,* pages 5-6; *Publishers' Criteria, 3-12,* page 3)

Instructional Shifts	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		Publishers' Criteria, K-2 The Common Core State Standards hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life. In each grade (beginning in grade 1), Reading Standard 10 outlines the level of text complexity at which students need to demonstrate comprehension. This can start in kindergarten or even earlier with complex texts read aloud to students. … Complex text, whether accessed through individual reading, through read-alouds, or as a group reading activity, is a rich repository to which all readers need access. Complex text contains more sophisticated academic vocabulary, lends itself to more complex tasks, and is able to support rich dialogue. Because students at these grades can listen to much more complex material than they can read themselves, read-aloud selections should be provided for the teachers in the curriculum materials. Students should also have ample opportunity to read sufficiently complex text on their own. Curriculum materials must provide extensive opportunities for all students to engage with complex text as a member of a class, although students whose decoding ability is developing at a slower rate also will need supplementary opportunities to read text they can comprehend successfully without extensive supports. (*Publishers' Criteria, K-2,* pages 5-6) Materials will need to include texts at students' own reading level as well as texts with complexity levels that will challenge and motivate students. Texts should also vary in length and density, requiring students to slow down or read more quickly depending on their purpose for reading. (*Publishers' Criteria, K-2,* page 7)

Instructional Shifts	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		Publishers' Criteria, 3-12 The Common Core State Standards require students to read increasingly complex texts with increasing independence as they progress toward career and college readiness. Texts for each grade align with the complexity requirements outlined in the standards. Reading Standard 10 outlines the level of text complexity at which students need to demonstrate comprehension in each grade. (Appendix A in the Common Core State Standards gives further information on how text complexity can be measured.) Research makes clear that the complexity levels of the texts students are presently required to read are significantly below what is required to achieve college and career readiness. The Common Core State Standards hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life. Instructional materials should also offer advanced texts to provide students at every grade with the opportunity to read texts beyond their current grade level to prepare them for the challenges of more complex text. … Complex text is a rich repository to which all readers need access, although some students will need more scaffolding to do so. Curriculum developers and teachers have the flexibility to build progressions of texts of increasing complexity within grade-level bands that overlap to a limited degree with earlier bands (e.g., grades 4–5 and grades 6–8). Curriculum materials must provide extensive opportunities for all students to engage with complex text as a member of a class, although students whose reading ability is developing at a slower rate also will need supplementary opportunities to read text they can comprehend successfully without extensive supports.

Instructional Shifts	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		(*Publishers' Criteria, 3-12,* page 3) **Model Content Frameworks** Reading complex texts: This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts. (*Model Content Frameworks,* page 3) Complex text is typified by a combination of longer sentences, a higher proportion of less-frequent words, and a greater number and variety of words with multiple meanings. In higher grade-levels, complex text involves higher levels of abstraction, more subtle and multidimensional purposes, and a wider variety of writing styles — all of which place greater demands on working memory. (*Model Content Frameworks,* footnote, page 9)
Increased Reading of Informational Texts Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10	Students will read informational texts to gain deeper understanding of a topic, idea, or event. Throughout the school day, students at grades K-5 should read a balance of 50% literature and 50% informational texts, including literary nonfiction and historical, scientific, and technical texts. In the ELA classroom,	**Common Core State Standards** In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally. (*Common Core State Standards,* page 5)

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	informational texts that students read should emphasize literary nonfiction. In all disciplines at grades 6-12, students should read discipline-related informational texts to achieve the balance required at each grade level. By grade 12, at least 70% of texts that students read throughout the day should be informational texts. As students move toward becoming college and career ready, the majority of informational texts that students read in all disciplines should shift from narrative structures to those written to convey information, to provide an explanation, and to express a point of view.	Footnote: The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational. (*Common Core State Standards,* page 5) Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework Grade 4 Literary 50% Informational 50% Grade 8 Literary 45% Informational 55% Grade 12 Literary 30% Informational 70% Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office. (*Common Core State Standards,* page 5) [Informational text] Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. (*Common Core State Standards,* page 31) In the ELA classroom, informational texts/literary nonfiction include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience. (*Common Core State Standards*, page 57)

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		Appendix B of the *Common Core State Standards* provides several examples of high-quality literary nonfiction. **Publishers' Criteria, K-2** In kindergarten–grade 2, the most notable shifts in the standards when compared to state standards include a focus on reading informational text and building coherent knowledge within and across grades; … (*Publishers' Criteria, K-2*, page 1) Literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational text. The standards call for elementary curriculum materials to be recalibrated to reflect a mix of 50 percent literary and 50 percent informational text, including reading in ELA, science, social studies, and the arts. Achieving the appropriate balance between literary and informational text in the next generation of materials requires a significant shift in early literacy materials and instructional time so that scientific and historical text are given the same time and weight as literary text. (See p. 31 of the standards for details on how literature and informational texts are defined.) In addition, to develop reading comprehension and vocabulary for all readers, the selected informational texts should build a coherent body of knowledge within and across grades. (The sample series of texts regarding "The Human Body" provided on page 33 of the *Common Core State Standards* offers an example of selecting texts to build knowledge coherently within and across grades.) (*Publishers' Criteria, K-2,* page 6) **Publishers' Criteria, 3-12** The Common Core State Standards require a greater focus on informational text in elementary school and literary nonfiction in ELA classes in grades 6–12. (See p. 57 of the standards for more details.) Most ELA programs and

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		materials designed for them will need to increase substantially the amount of literary nonfiction they include. The standards emphasize arguments (such as those in the U.S. foundational documents) and other literary nonfiction that is built on informational text structures rather than literary nonfiction that is structured as stories (such as memoirs or biographies). Of course, literary nonfiction extends well beyond historical documents to include the best of nonfiction written for a broad audience on a wide variety of topics, such as science, contemporary events and ideas, nature, and the arts. (Appendix B of the Common Core State Standards provides several examples of high-quality literary nonfiction.) (*Publishers' Criteria, 3-12,* page 5) **Model Content Frameworks** In lower grades, texts should include content from across the disciplines. In upper grades, other content-area teachers are encouraged to consider how best to implement reading across the disciplines while retaining the appropriate mix of literary and informational texts appropriate to the grade level. (*Model Content Frameworks,* page 8) In elementary grades, there is a 50/50 balance of literature and nonfiction texts, whereas in high school, informational texts are to be more prominently featured. (*Model Content Frameworks,* footnote, page 8)
Disciplinary Literacy Read and comprehend complex literary and	To build foundational content knowledge, students at grade K-5 will read and comprehend texts that span all content areas. Furthermore, students will demonstrate evidence of	**Common Core State Standards** In the K-5 classroom, by reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge

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informational texts independently and proficiently. R.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.CCR.10	content mastery through writing about what they have read as well as engaging in rich conversations and/or making presentations about what they have learned from a close analytic reading of a text. At grades 6-12, students should progress toward college and career readiness when reading complex texts in all disciplines. Reading complex texts in the disciplines increases students' abilities to navigate the vocabulary, conventions, and norms of domain-related texts and, therefore, enhances understanding of the information, explanation, or argument presented in the texts. Furthermore, students at grades 6-12 should progress toward college and career readiness when writing in all disciplines. This requires	within and across grades. (*Common Core State Standards,* page 10) In the content classrooms grades 6-12: College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that the Reading Standards are meant to complement the specific content demands of the disciplines, not replace them. (*Common Core State Standards,* page 60) For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. (*Common Core State Standards,* page 63) **Publishers' Criteria, 3-12**

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	students to develop the ability to respond to texts, using the norms, conventions, and vocabulary of the discipline; synthesize information from multiple sources; accurately and coherently convey information when writing informative/explanatory texts; and support claims with relevant and sufficient evidence when writing an argument.	Students will integrate information drawn from charts, graphs, other formats, and media with information derived from texts. (*Publishers' Criteria, 3-12,* page 16) Focusing on extended texts, students will develop the stamina and persistence needed to read and extract knowledge and insight from larger volumes of materials. (*Publishers' Criteria, 3-12,* page 15) Students explain evidence drawn from the text orally and in writing. (*Publishers' Criteria, 3-12,* page 7) As in the ELA Reading Standards, the large majority of the Literacy Standards for History/Social Studies, Science, and Technical Subjects require that aligned curricula include high-quality questions and tasks that are text dependent. Such questions should encourage students to "read like a detective" by prompting relevant and central inquiries into the meaning of the source material that can be answered only through close attention to the text. … Materials should design opportunities for close reading of selected passages from extended or longer texts and create a series of questions that demonstrate how close attention to those passages allows students to gather evidence and knowledge from the text. This text-dependent approach can and should be applied to building knowledge from the comparison and synthesis of multiple sources in science and history. (*Publishers' Criteria, 3-12,* page 16) For additional guidance in Content Area Literacy (text complexity, range and quality of texts, text-dependent questions and tasks, academic and domain-specific vocabulary, writing to sources and research), see also *Publishers' Criteria, 3-12,* pages 14-19.

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		Model Content Frameworks Central to the vision for literacy embedded within the standards and the Model Content Frameworks is the idea that instruction in reading, writing, speaking, listening, and language is a *shared responsibility* within schools. All fields of study demand analysis of complex texts and strong oral and written communication skills using discipline-specific discourse. Because each discipline acquires, develops, and shares knowledge in distinct ways, educators in each field must take ownership of building robust instruction around discipline-specific literacy skills to better prepare students for college and careers. Accordingly, educators in all disciplines bear some responsibility for ensuring the literacy of the students in their classes. (*Model Content Frameworks,* page 12)
Close Reading All College and Career Readiness Anchor Standards for Reading. R.CCR.1-10	Students will engage directly with texts of sufficient complexity by reading and rereading texts to draw meaning from them (such as understanding complex structures and language, or drawing conclusions and making inferences about topics, main ideas, themes, characters, plot). For younger students or those needing additional help, the first reading of a text may be done by the teacher. Scaffolding may be required	**Common Core State Standards** Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. (*Common Core State Standards,* page 3) Students … acquire the habits of reading independently and closely, which are essential to their future success. (*Common Core State Standards*, "Note on Range and Content," grades K-5, page 10) **Publishers' Criteria, K-2** Curricula provide opportunities for students to build knowledge through close reading of specific texts. Materials should design opportunities for careful

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	during and after each read to help students understand complex ideas, vocabulary, and structures presented within the text. Scaffolding includes text-dependent questions that guide students back to the text to gain deeper understanding of what the text says and how the text conveys its message.	reading of selected passages or texts and create a series of questions that demonstrate how close attention to those readings allows students to gather evidence and build knowledge. This approach can and should encourage the comparison and synthesis of multiple sources. Once each source is read and understood carefully, attention should be given to integrating what students have just read with what they have read and learned previously: How does what they have just read compare to what they have learned before? Drawing upon relevant prior knowledge, how does the text expand or challenge that knowledge? As students apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, productive connections and comparisons across texts and ideas should bring students back to careful reading of specific texts. (*Publishers' Criteria, K-2,* page 8) Scaffolding and stimulant questions in advance of reading should not preempt or replace the text. … by translating its contents for students or telling students what they are going to learn in advance of reading the text; … Students' initial exposure to a text should often engage them directly with the text so they can practice independent reading. Students should be asked to glean the information they need from multiple readings of a text. These multiple readings may include initially having a text read to them by the teacher while students follow along in the text with successive independent readings completed by the students. In particular, aligned curriculum should explicitly direct students to re-read challenging portions of the text. This is equally true for material read aloud to students and for texts that students access on their own. Follow-up support should guide readers in the use of appropriate strategies and habits when encountering places in the text where they might struggle, including pointing students back to the text with teacher support when they are confused or run into vocabulary problems.

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		When necessary, extra textual scaffolding prior to and during the first read should focus on words and concepts that are essential to a basic understanding and that students are not likely to know or be able to determine from context. … Close reading and gathering knowledge from specific texts must be at the heart of classroom activities and not be consigned to the margins when completing assignments. (*Publishers' Criteria, K-2,* page 8) **Publishers' Criteria, 3-12** The study of short texts is particularly useful to enable students at a wide range of reading levels to participate in the close analysis of more demanding text. The Common Core State Standards place a high priority on the close, sustained reading of complex text, beginning with Reading Standard 1. Such reading focuses on what lies within the four corners of the text. It often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Reading in this manner allows students to fully understand informational texts as well as analyze works of literature effectively. (*Publishers' Criteria, 3-12,* page 4) Quality of the suggested texts is high — they are worth reading closely and exhibit exceptional craft and thought or provide useful information. Given the emphasis of the Common Core State Standards on close reading, many of the texts selected should be worthy of close attention and careful re-reading for understanding. To become career and college ready, students must grapple with a range of works that span many genres, cultures, and eras and model

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		the kinds of thinking and writing students should aspire to in their own work. (*Publishers' Criteria, 3-12,* page 5) Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading. … The anchor text or texts provide essential opportunities for students to spend the time and care required for close reading and to demonstrate in-depth comprehension of a specific source or sources. (*Publishers' Criteria, 3-12,* page 6) **Model Content Frameworks** Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining its meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. Close, analytic reading entails the careful gathering of observations about a text and careful consideration about what those observations taken together add up to — from the smallest linguistic matters to larger issues of overall understanding and judgment. (*Model Content Frameworks,* page 7) The goal of close, analytic reading is to be able to discern and cite evidence from the text to support assertions. (*Model Content Frameworks,* page 25)
Text-dependent	Students will respond, orally and through writing, to	**Common Core State Standards** Students cite specific evidence when offering an oral or written interpretation

17

Instructional Shifts	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
Questions All College and Career Readiness Anchor Standards for Reading. R.CCR.1-10 Draw evidence from literary or informational texts to support analysis, reflection, and research. W.CCR.9 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.CCR.4	questions about a text in which the answers are found within the text and not based on prior knowledge. In response to high-quality, text-dependent questions, students will analyze key ideas and details of a text as well as its craft and structure. Based on information within the text, students will make inferences and draw conclusions from the text and support inferences and conclusions with textual evidence. Text-dependent questions should always guide students back to the text to gain deeper understanding of what the text says and how the text conveys its message. Students will also write responses to text-dependent questions that ask students to analyze more than one text and to make comparisons,	of a text. (*Common Core State Standards,* page 5) Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. (*Common Core State Standards,* page 8) **Publishers' Criteria, K-2** Curricula should focus classroom time on practicing reading, writing, speaking, and listening with high-quality text and text-dependent questions and omit that which would otherwise distract from achieving those goals. (*Publishers' Criteria, K-2,* page 7) Text-dependent questions do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Materials should be sparing in offering activities that are not text dependent. Student background knowledge and experiences can illuminate the reading but should not replace attention to the text itself. Questions and tasks should require thinking about the text carefully and finding evidence in the text itself to support the response. Discussion tasks, activities, questions, and writings following readings should draw on a full range of insights and knowledge contained in the text in terms of both content and language. (*Publishers' Criteria, K-2,* page 7) **Publishers' Criteria, 3-12** A significant percentage of tasks and questions are text dependent. The standards strongly focus on students gathering evidence, knowledge, and insight from what they read and therefore require that a majority of the questions and tasks that students ask and respond to be based on the text

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	make inferences, and/or draw conclusions based on textual evidence both within and across texts. Note: To meet the rigor of the Common Core State Standards, at least 80%-90% of questions about a text should be text dependent.	under consideration. Rigorous text-dependent questions require students to demonstrate that they not only can follow the details of what is explicitly stated but also are able to make valid claims that square with all the evidence in the text. Text-dependent questions do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Materials should be sparing in offering activities that are not text dependent. Eighty to 90 percent of the Reading Standards in each grade require text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions. When examining a complex text in depth, tasks should require careful scrutiny of the text and specific references to evidence from the text itself to support responses. A text-dependent approach can and should be applied to building knowledge from multiple sources as well as making connections among texts and learned material, according to the principle that each source be read and understood carefully. (*Publishers' Criteria, 3-12,* page 10) High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact. The sequence of questions should cultivate student mastery of the specific ideas and illuminating particulars of the text. High-quality text-dependent questions will often move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text. Questions aligned with Common Core State Standards should demand attention to the text to answer fully. An effective set of discussion questions might begin with relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Good questions will often linger over specific phrases and sentences to ensure careful

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		comprehension and also promote deep thinking and substantive analysis of the text. Effective question sequences will build on each other to ensure that students learn to stay focused on the text so they can learn fully from it. Even when dealing with larger volumes of text, questions should be designed to stimulate student attention to gaining specific knowledge and insight from each source. (*Publishers' Criteria, 3-12,* page 7) **Model Content Frameworks** The Model Content Frameworks are organized with the expectation that students will respond to high-quality, text-dependent prompts about what they have read by framing a debate or informing the reader about what they have learned through writing. Rigorous, text-dependent questions require students to demonstrate that they can follow the details of what is explicitly stated and make valid claims and inferences that square with the evidence in the text. (*Model Content Frameworks,* page 9) Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content and to develop needed proficiencies in analysis. (*Model Content Frameworks,* page 17) For guidance on the number of short texts and extended texts recommended for close reading (in each module at grades 3-11) in the *Model Content Frameworks,* see also grade-specific frameworks on pages 16, 24, 33, 41-42, 50-51, 59-60, 68-69, 79, 88-89.

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General Academic and Domain-specific Vocabulary Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.CCR.6	Students will study and acquire general academic vocabulary (Tier Two words) to read and comprehend complex texts in all content areas, and they will demonstrate mastery by using general academic vocabulary when writing and speaking. To build content knowledge in all disciplines, students will also study and acquire domain-specific vocabulary (Tier Three words) through reading complex texts in the disciplines, and they will use those words appropriately when writing and speaking about the content.	**Common Core State Standards** The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. (*Common Core State Standards,* page 8) Tier Two words (what the Standards refer to as *general academic* words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative*, *vary*, *formulate*, *specificity*, and *accumulate*), technical texts (*calibrate*, *itemize*, *periphery*), and literary texts (*misfortune*, *dignified*, *faltered*, *unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable. Tier Three words (what the Standards refer to as *domain-specific* words) are specific to a domain or field of study (*lava*, *carburetor*, *legislature*, *circumference*, *aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary). (*Common Core State Standards, Appendix A,* page 33) **Publishers' Criteria** Of particular importance is building students' academic vocabulary or Tier Two words. Informational texts that carefully sequence content within a domain will greatly support the development of these words while building

Instructional Shifts	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
		student knowledge. (*Publishers' Criteria, K-2*, page 6; *Publishers' Criteria, 3-12,* pages 10-11, 18) **Model Content Frameworks** By focusing on academic vocabulary, students will build fluency, improve reading comprehension, and be more prepared to access a wide range of complex texts. (*Model Content Frameworks,* page 11) Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing and speaking. (*Model Content Frameworks,* page 81)
Argumentative Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.CCR.1	To develop the ability to write arguments, students at all levels will write about topics or texts upon which there are differing views. At grades K-5, students will write opinions about topics or texts. By grades 3-5, it is recommended that 65% of student writing be analytical (opinion or informative/ explanatory). Of that, at least 30% should be writing opinions. At grades 6-12, students will write arguments in which they	**Common Core State Standards** In English Language Arts, students make claims about the worth or meaning of a literary work or works. When writing about a text, students defend their interpretations or judgments with evidence from the text(s). In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and students argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. (*Common Core State Standards,* page 23) Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework Grade 4 To Persuade 30% To Explain 35% To Convey Experience 35% Grade 8 To Persuade 35% To Explain 35% To Convey Experience 30% Grade 12 To Persuade 40% To Explain 40% To Convey Experience 20%

Instructional Shifts	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	make claims about topics or texts and support those claims with reasons and evidence. As students progress through the grades, they should be able to write well-developed arguments in which they demonstrate a command of the argumentative structure and the ability to integrate other text types (informative and narrative) into the argument when appropriate. In grades 6-8, it is recommended that 70% of student writing be analytical (opinion or informative/explanatory). Of that, at least 35% should be writing opinions. In grades 9-12, it is recommended that 80% of student writing be analytical (opinion or informative/ explanatory). Of that, at least 40% should be writing opinions. Note: A logical argument convinces the audience	Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition.* Iowa City, IA: ACT, Inc. (*Common Core State Standards,* page 5) **Publishers' Criteria, 3-12** The Common Core State Standards require that the balance of writing students are asked to do parallel the balance assessed on the National Assessment of Educational Progress (NAEP): • In elementary school, 30% of student writing should be to argue, 35% should be to explain/inform, and 35% should be narrative. • In middle school, 35% of student writing should be to write arguments, 35% should be to explain/inform, and 30% should be narrative. • In high school, 40% of student writing should be to write arguments, 40% should be to explain/inform, and 20% should be narrative. These forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely on using information or evidence drawn from texts. (*Publishers' Criteria, 3-12,* page 11-12) **Model Content Framework** While narrative writing is given prominence in early grades, as the grade-level increases, the Common Core State Standards (and therefore the Model Content Frameworks) shift the focus to writing arguments or informational pieces that analyze sources (including writing about research students have performed). (*Model Content Frameworks,* page 8-9) For the amount of argumentative writing recommended (in each module for grades 3-11) in the *Model Content Frameworks,* see also grade-specific

Instructional Shifts	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
	because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Common Core State Standards place emphasis on writing logical arguments.	frameworks on pages 17, 24-25, 33-34, 42-43, 51, 60, 69, 79-80, 89-90.
Short and Sustained Research Projects Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. W.CCR.7 Gather relevant information from multiple print and digital sources, assess the credibility and	Several times a year, students should engage in both short and extended research about topics in order to gain deeper understanding about the topics they are investigating. Students will synthesize information from a number of sources and present the information in a variety of formats. When appropriate, students are encouraged to use technology to present findings. Note: A sustained research project may extend over a few weeks of instructional time. A short research project may be completed in one or more	**Common Core State Standards** [Students] have to become adept at gathering information, evaluating sources, citing material accurately, and reporting findings from their research and analysis of sources in a clear and cogent manner. (*Common Core State Standards,* pages 41, 63) Short research project - An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time. (*Common Core State Standards, Glossary,* page 43) **Publishers' Criteria, 3-12** Often in research and other contexts, several texts will be read to explore a topic. It is essential that such materials include a selected text or set of texts that can act as cornerstone or anchor texts that make careful study worthwhile. The anchor text or texts provide essential opportunities for students to spend the time and attention required for close reading and to demonstrate in-depth comprehension of a specific source or sources. Additional research sources beyond the anchor texts enable students to demonstrate they can read widely as well as read a specific source in depth.

Instructional Shifts	Student Learning Behaviors Aligned to CCSS	Supporting Documentation
accuracy of each source, and integrate the information while avoiding plagiarism. W.CCR.8 Draw evidence from literary or informational texts to support analysis, reflection, and research. W.CCR.9	class periods or a week of instructional time.	(*Publishers' Criteria, 3-12,* page 6) **Model Content Frameworks** The Model Content Frameworks give special prominence to research tasks, reflecting the deep connection research has to building and integrating knowledge while developing expertise on various topics. When possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts. Through a progression of research tasks, students are called on to present their findings in a variety of modes in informal and formal contexts appropriate to the grade-level (e.g., through oral presentations, argumentative or explanatory compositions, or multimedia products). *(Model Content Frameworks,* page 10) For guidance on extended research projects (in each module at grades 3-11) in the *Model Content Frameworks,* see also grade-specific frameworks on pages 15, 25, 34, 43, 52, 61, 70, 80, 90.

The above resources used for supporting documentation may be accessed online using the following links:

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects,
http://corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, Appendix A,
http://corestandards.org/assets/Appendix_A.pdf

Publishers' Criteria for English Language Arts and Literacy, Grades K-2, revised May 16, 2012
http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf

Publishers' Criteria for English Language Arts and Literacy, Grades 3-12, revised April 12, 2012
http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf

PARCC Model Content Frameworks for English Language Arts/Literacy, Grades 3-11, Version 2.0
http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FINAL.pdf