**The PA Common Core Instructional Shifts for ELA in History, Science and Technical Subjects**

***The Instructional Shifts How will I teach and reinforce this shift in my classroom?***

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| **Building knowledge** through **content-rich nonfiction** or **informational** text  Students read a true balance of informational and literary texts. At least 50% of what students read is informational. | * Require reading in school and outside of school * Scaffold informational texts by providing background information and teaching key vocabulary * Ensure that all students read text in class daily (even if the amount of text is minimal on some days) |
| **Literacy instruction in the** **Disciplines**  Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms — rather than referring to the text, they are expected to learn from what they read. | * Increase the reading and discussion of primary documents * Read more during class rather than assigning reading for homework * Slow down the history and science classrooms; teach less more deeply * Ensure students find evidence in texts to support their claims and hypotheses * Less referring to text and more expectations that students will read the text |
| **Engage students in more complex texts**  In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level. | * Use quantitative (readability measures) and qualitative measures (reader's background, author's word choice, structure of the piece of writing) to determine the complexity of your texts * Make time for close reading * Give students less to read so they can interact with the text by discussing, writing & summarizing * Spend more **time in class** reading & discussing complex text * Encourage students to re-read parts of the text * Scaffold and support students who struggle to read complex text by using strategies including chunking text into smaller parts, sticky notes, etc. * Have students read two pieces of text on the same subject and discuss the similarities and differences of each * Use videos and resources on: Teaching Chanel: http://bit.ly/z75z8N |
| **Reading, writing and speaking grounded in evidence from text, both literary and informational**  Students have rich and rigorous conversations, which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text. | * Watch videos on close reading on Teaching Channel and Achieve the Core [achievethecore.org](http://www.achievethecore.org/) * Facilitate evidence-based conversations about text allowing students to make judgments * Require that students responses to text are evidence based by asking : "Show me where you found that in the text." * Prepare questions that are text-dependent, worthwhile, and stimulate discussion |
| **Writing from Sources**  Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read. | * Commit to having students write in response to text at least 3 times/week * Spend less time on personal narratives * Help students develop their 'voice' so they can argue a point with evidence through deep discussions & debate (shorter pieces of writing are effective here) * Allow students the opportunity to articulate their own conclusion * Use the resources of Literacy Design Curriculum at: **http://bit.ly/MfuEfm** |
| **Academic Vocabulary**  Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal tier-two words (such as "discourse," "generation," "theory," and "principled") teachers constantly build students' ability to access more complex texts across content areas. | * Pre-plan vocabulary words for the unit. Add tier 2 words that clearly fit into the unit * Collaborate with fellow educators on the development of vocabulary lists * Add specific vocabulary words to curriculum maps to ensure all teachers are directly teaching vocabulary * Learn about new ways to teach vocabulary by reading these books by Isabelle Beck (Bringing Words to Life, Creating Robust Vocabulary, & Building Academic Vocabulary * Be strategic about the vocabulary words you choose to spend time teaching and shaping * Teach fewer words more deeply * Plan vocabulary lessons to include: pronunciation, syllables, student-friendly definition, synonym & antonyms, use the word in a sentence, non-linguistic representation (a picture), morphology (meanings of the parts of the word), word origin, derivations of the word, related words |