### Key Instructional Shifts for ELA and Literacy

<table>
<thead>
<tr>
<th>Key Shift</th>
<th>What the Student Does</th>
<th>What the Teacher Does</th>
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<td><strong>Balancing Information and Literary Text (K-5)</strong></td>
<td>• Build content knowledge&lt;br&gt;• Gain exposure to the world through reading&lt;br&gt;• Apply strategies</td>
<td>• Balance informational and literary text&lt;br&gt;• Scaffold for informational texts&lt;br&gt;• Teach “through” and “with” informational texts</td>
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<td><strong>Knowledge in the Disciplines (6-12)</strong></td>
<td>• Build content knowledge through text&lt;br&gt;• Handle primary source documents&lt;br&gt;• Find evidence</td>
<td>• Shift identity: “I teach reading.”&lt;br&gt;• Stop referring and summarizing and start reading&lt;br&gt;• Slow down the history and science classrooms</td>
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<td><strong>Staircase of Complexity</strong></td>
<td>• Re-read texts&lt;br&gt;• Read material at own level to enjoy reading&lt;br&gt;• Tolerate frustration with text</td>
<td>• Teach more complex texts at every grade level&lt;br&gt;• Give students less to read in order to go further in depth&lt;br&gt;• Spend more time on more complex texts&lt;br&gt;• Provide scaffolding and strategies to students&lt;br&gt;• Engage with texts with other adults</td>
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| Text-based Answers | • Find evidence to **support** each argument  
  • Form **judgments** and become scholars  
  • Conduct **close reading** of the text  
  • Engage with the author and **his/her choices** | • Facilitate **evidence-based conversations** about text  
  • Plan and conduct **rich conversations**  
  • Keep students **in the text**  
  • Identify **questions** that are text-dependent, worthwhile, and stimulate discussion  
  • Spend much more time **preparing** for instruction by **reading deeply** |
| Writing from Sources | • Generate **informational texts**  
  • Make arguments **using evidence**  
  • Organize for **persuasion**  
  • Compare **multiple sources** | • Spend less time on **personal narratives**  
  • Present opportunities to write from **multiple sources**  
  • Provide opportunities to **analyze and synthesize** ideas  
  • Develop students’ voice so that they can **argue a point with evidence**  
  • Give permission to **reach and articulate their own conclusions** about what they read |
| Academic Vocabulary | • Use **high octane words** across content areas  
  • Build ‘**language of power**’ database | • Develop students’ ability to **use and access words**  
  • Be **strategic** about new vocabulary words being introduced  
  • Work with words students will use **frequently**  
  • Teach **fewer words** more deeply |

(Adapted from: Reading Rockets, Key Shifts of the Common core State Standards: English Language Arts and Literacy, Susan Lafond, 2012)