|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Definition of the shift** | **Essence of the shift** | **Focus Areas** | **Ideas to Try** |
| **Shifts 1 & 2****C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0300840.wmfC:\Users\jdove\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\U012QQ7P\MP900430937[1].jpg** | **Balance** of **Literature** and **Informational Text** **Literature Informational****Grades K-5** 50% 50%**Grade 12** 30% 70%**Learning content through text/ building background knowledge by reading** | Critical reading & analysisLearning content by reading text—bringing text back into the forefront of instruction | * Increase the use of short, rich, complex informational text
* Build informational text into instruction
* How to read various genres
 |  |
| **Shift 3 & 6** **http://www.really-learn-english.com/images/learn-vocabulary-do-not-guess-one.jpg C:\Users\jdove\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EF0D5SO0\MC900084752[1].wmfC:\Users\jdove\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EF0D5SO0\MM900254444[1].gifC:\Users\jdove\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6FN7K2XD\MP900309616[1].jpg** | **Staircase of Complexity**(gradually increasing the text complexity that students are reading in each grade level)**Tier 2 Words: (Academic Vocab)**Typically not defined in the text(i.e. cause, define, theory, shifts) | Teaching students to be critical readers who can grapple with complex text & analyze author’s craftTeaching explicitly for academic vocabulary acquisition | * How to “break the code” and determine the “So what(s)”
* External and internal text structures
* Author’s purpose and message(s)
* How to annotate text/ put our thinking on paper
* 7 Keys for Comprehension
* Context clues/ word work/ etc.
* Compare & contrast key vocabulary words (depth of understanding)
 |  |
| **Shifts 4 & 5** | **Text Based Answers****Balance of Types of Writing**  **Persuade Explain Convey**  **Experience****Grade 4** 30% 35% 35%**Grade 8**  35% 35% 30%**Grade 12**  40% 40% 20%**Writing from Sources** | Evidence based conversation and written responses(using evidence from text to support thinking about a topic and to respond to a question) | * Use more evidence based questions that require students to go into the text to pull out supporting details
* Teach students how to explain the “so what” and/or how the details connect and support their answer
* Modeled, shared, & guided support in writing text based responses
 |  |

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The 6 Literacy Shifts