**The 6 Literacy Shifts**

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| **Shift 1:**  **Balancing**  **Informational**  **& Literary Texts** | Students read a **true balance of informational and literary texts.** Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text.  **K-5**- **50%** Literature **50%** Informational  **By 8**- **45%** Literature **55%** Informational  **By 12**- **30%** Literature **70%** Informational |
| **Shift 2:**  **Knowledge**  **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**. |
| **Shift 3:**  **Staircase of**  **Complexity** | 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 are patient, 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**. |
| **Shift 4:**  **Text-based**  **Answers** | 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. |
| **Shift 5:**  **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.**  **To Persuade To Explain To Convey Experience**  **Grade 4 30% 35% 35%**  **Grade 8 35% 35% 30%**  **Grade 12 40% 40% 20%** |
| **Shift 6:**  **Academic**  **Vocabulary** | Students constantly build the **vocabulary** they need to **access grade level complex texts**. By focusing strategically on comprehension of pivotal and **commonly found words (such as “discourse,” “generation,” “theory,” and “principled”)** and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.  Isabel Beck- Three types of words: **(Academic Vocab = Tier II)**  Tier I words- very common words  **Tier II words- powerfully useful, frequently occurring**  Tier III words- very domain specific  Because Tier Two words are found across many types of texts, they are highly generalizable. Tier Two words are not unique to a particular discipline & as a result are not the clear responsibility of a particular content area teacher like Tier Three words. Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. |