**Common Core Instructional Shifts and Demands**

* **Increasing rigor and relevance**
	+ Rigor for ALL students.
	+ Need to determine relevance for all students.
* **Sharing responsibility of teaching reading across content areas**
	+ Literacy as a foundation for all learning.
	+ Need to teach students to be critical “consumers of texts”.
	+ Science teachers can teach students to read/write like scientists. Social studies teachers can teach students to read/write like historians.
* **Building knowledge through content-rich nonfiction and informational text**
	+ When analyzing the types of texts the average adult reads, approximately 80% of the text is nonfiction vs 20% fiction.
	+ Recommendations:
		- By grade 4: 50% literary + 50% informational
		- By grade 8: 45% literary + 55% informational
		- By grade 12: 30% literary + 70% informational
* **Reading, writing, speaking and listening grounded in evidence from texts**
	+ Teach students to ground opinions/thoughts in textual evidence.
	+ Use the evidence in the text to create, revise or validate a thought/claim.
* **Practicing regularly with complex text and academic vocabulary**
	+ In our best of intentions (to allow access to the content), we have lowered the complexity of text given to students.
	+ Research out of Metametrics (by Williamson) shows there is a large increase in the complexity of high school text in comparison to college texts.
	+ Need to look at text through 3 lenses: quantitative, qualitative and match of reader/task
* **Emphasizing 3 modes of academic writing**
	+ Highest cognitive demand with argumentative writing.
	+ Informational writing
	+ Narrative writing (easiest for students to do)
* **Addressing grade level literacy outcomes**
	+ Standards offer a staircase of complexity.
	+ By analyzing the demands of the previous year, current year and subsequent years’ demands, the teacher can focus the instruction... thereby focusing the students’ learning.