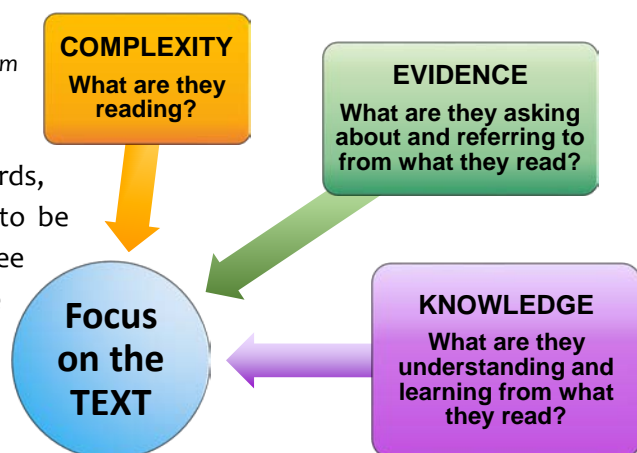


# FOCUS on the TEXT: The Three Key Shifts

## in the ELA College and Career Readiness Standards for Adult Education

Adapted from the [CCRS](#), pg. 9-10;  
[Vocabulary and the Common Core](#), David Liben, pg. 9; and from  
[http://achievethecore.org/content/upload/122113\\_Shifts.pdf](http://achievethecore.org/content/upload/122113_Shifts.pdf)

Building curricula around the ELA CCR Standards, and teaching with them in mind, requires us to be aware of three focus areas, referred to as the three shifts, or three advances. They can be summarized as a **focus on careful selection of, examination of, and referral to the text.**



### Complexity

**Regularly practice with complex text and its academic language.**

Choose texts at appropriate levels of complexity, using quantitative measures of difficulty and qualitative measures of text structure, language, and knowledge demands. Be alert to the challenge of explicitly teaching how to comprehend a text's syntax and its frequently encountered academic vocabulary.

Use text selection tools and qualitative rubrics (search for "finding texts" or "readability" at [www.sabes.org/resources](http://www.sabes.org/resources). Consider as well how the texts relate to what else is being taught, and to the interests of the students.

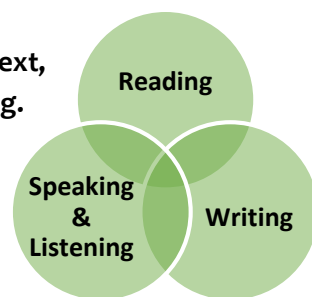
Academic vocabulary, also known as "Tier Two" words, are far more likely to appear in writing than in speech, in all sorts of texts: **academic** (i.e. *relative, vary, specify*), **technical** (i.e. *calibrate, itemize*), and **literary** (i.e. *misfortune, dignified, faltered, unabashedly*).

Academic vocabulary can carry disproportionate weight in conveying the meaning of a text: understanding even a single such weighty word will impact comprehension. This is equally true of informational and literary texts.

### Evidence

**Prioritize finding and using evidence from text, both informational and literary, across reading, writing, speaking and listening.**

Require students to answer questions or make claims based on their understanding of having read a text or multiple texts, not relying entirely on prior knowledge or experience. Emphasize citing evidence and source in discussions and writing.



### Knowledge

**Build knowledge through content-rich nonfiction.**

Teach and practice ELA skills on texts or sets of texts that build content knowledge in Science and Social Studies, as well as Literature, Job & Career Readiness, Life-long Learning, and Citizenship / Participation in Society. Informational texts make up the vast majority of required reading in the workplace and in college, but literature is not "out" of ELA classes as long as quality informational text is emphasized. The hours with our adult students are few and precious – make the texts we use in those hours count in more ways than one.

# College and Career Readiness Standards for Adult Education (Pimentel, 2013)



Reading	Writing	Speaking & Listening	Language
<p><b>R1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>R2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>R3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b>R5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><b>R6:</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>R7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>R8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><b>R9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>R10:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><i>*Apply this standard to texts of appropriate complexity as outlined by Standard 10.</i></p>	<p><b>W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequence. [not a priority after Level B]</p> <p><b>W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>W6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>W7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b>SL4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.</p> <p><b>SL5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b>SL6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>L4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b>L5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>

**Reading Standards: Foundational Skills K-5**

The Reading Standards: Foundational Skills are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.

These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. (NGA [2010a], p. 15)

The Three Reading Foundation (RF) Anchor Standards, covering CCR Levels A-C, are:

- |   |                                       |                       |
|---|---------------------------------------|-----------------------|
| <b>RF.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>   | <i>(Phonological Awareness)</i>       | <i>Level A only</i>   |
| <b>RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> | <i>(Phonics and Word Recognition)</i> | <i>Levels A, B, C</i> |
| <b>RF.4: Read with sufficient accuracy and fluency to support comprehension.</b>            | <i>(Fluency)</i>                      | <i>Levels A, B, C</i> |