

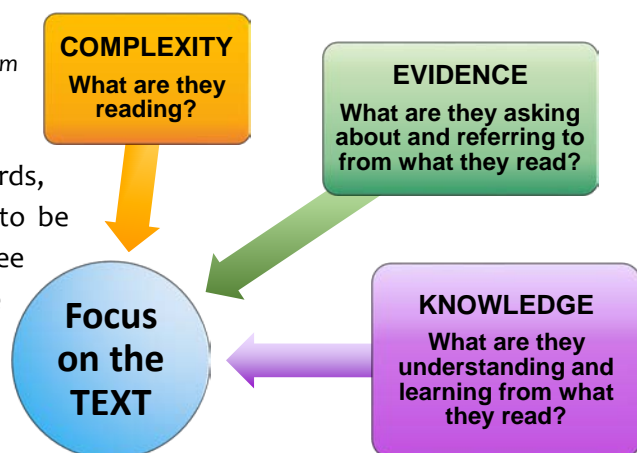
FOCUS on the TEXT: The Three Key Shifts

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

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. Consider as well how the texts relate to what else is being taught, and to the interests of the students.

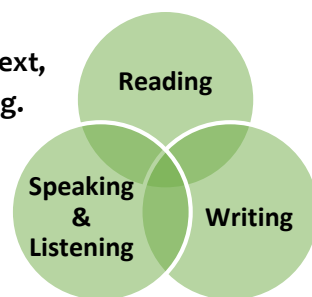
Academic vocabulary, also known as "Tier Two" words, are far more likely to appear in writing than in speech, in all sorts of texts: **academic** (i.e. *relative, vary, specify*), **technical** (i.e. *calibrate, itemize*), and **literary** (i.e. *misfortune, dignified, faltered, unabashedly*).

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.