



Understanding the Big Shifts in the Common Core State Standards

**English Language Arts & Literacy in History/Social Studies, Science,
and Technical Subjects**

**Arkansas Department of Education
February 14, 2012**

| Instructional Shifts | Student Learning Behaviors Aligned to CCSS | Supporting Documentation |
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| | | <p>extensive supports. (<i>Publishers' Criteria</i>, 3-12, page 3)</p> <p><u>Model Content Frameworks</u> Reading complex texts: This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts. (<i>Model Content Frameworks</i>, page 3)</p> <p>Complex text is typified by a combination of longer sentences, a higher proportion of less-frequent words, and a greater number and variety of words with multiple meanings. In higher grade-levels, complex text involves higher levels of abstraction, more subtle and multidimensional purposes, and a wider variety of writing styles — all of which place greater demands on working memory. (<i>Model Content Frameworks</i>, footnote, page 6)</p> |
| <p>Increased Reading of Informational Texts</p> <p>Read and comprehend complex literary and informational texts independently and proficiently. R.CCR.10</p> | <p>Students will read informational texts to gain deeper understanding of a topic, idea, or event.</p> <p>Throughout the school day, students at grades K-5 should read a balance of 50% literature and 50% informational texts, including literary nonfiction and historical, scientific, and technical texts.</p> | <p><u>Common Core State Standards</u> In K–5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally. (<i>Common Core State Standards</i>, page 5)</p> |

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| | <p>In the ELA classroom, informational texts that students read should emphasize literary nonfiction. In all disciplines at grades 6-12, students should read discipline-related informational texts to achieve the balance required at each grade level. By grade 12, at least 70% of texts that students read throughout the day should be informational texts.</p> <p>As students move toward becoming college and career ready, the majority of informational texts that students read in all disciplines should shift from narrative structures to those written to convey information, to provide an explanation, and to express a point of view.</p> | <p>Footnote: The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational. (<i>Common Core State Standards</i>, page 5)</p> <p>Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework</p> <table border="1"> <tr> <td>Grade 4</td> <td>Literary 50%</td> <td>Informational 50%</td> </tr> <tr> <td>Grade 8</td> <td>Literary 45%</td> <td>Informational 55%</td> </tr> <tr> <td>Grade 12</td> <td>Literary 30%</td> <td>Informational 70%</td> </tr> </table> <p>Source: National Assessment Governing Board. (2008). <i>Reading framework for the 2009 National Assessment of Educational Progress</i>. Washington, DC: U.S. Government Printing Office. (<i>Common Core State Standards</i>, page 5)</p> <p>[Informational text] Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. (<i>Common Core State Standards</i>, page 31)</p> <p>In the ELA classroom, informational texts/literary nonfiction include the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience. (<i>Common Core State Standards</i>, page 57)</p> | Grade 4 | Literary 50% | Informational 50% | Grade 8 | Literary 45% | Informational 55% | Grade 12 | Literary 30% | Informational 70% |
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