Academic standards provide a framework for ensuring quality teaching and learning. Recent revisions and updates to Nebraska content standards, per Nebraska Revised Statute 79-760.01, require a number of key shifts that are essential to fulfill the vision of Nebraska’s College and Career Readiness (CCR) Standards for English Language Arts, Mathematics, and Science. These shifts require thoughtful changes in instruction. Practitioners must develop a deep understanding of the CCR standards as well as their implications for teaching and learning. By doing so, they equip students with the body of knowledge and skills that prepares them for success in college, career, and civic life. This document provides an overview of the key instructional shifts* in the subject areas of English Language Arts, Mathematics, and Science.

*Please note that the “key instructional shifts” outlined in this document do not reflect the full spectrum of shifts that occur as content area standards are revised. For a more comprehensive look at these shifts, please visit content area sites at https://www.education.ne.gov/.
### Development of foundational reading skills in literary and informational text

**Instruction allows students to:**

Students must acquire a strong grounding in the elements of both literary and informational texts if they are to meet the demands of college and career. Supporting students in navigating a variety of complex, grade-level texts is essential to literacy development and success in a number of content areas and disciplines. Students should have opportunities to build their background knowledge through instructional supports and practices that include analysis and reflection.

**Key Instructional Shifts**

- Find and use text evidence to support analysis and reflection in reading, writing, and discussion tasks.
- Conduct and publish research using multiple credible sources.

### Mathematics

**Instruction allows students to:**

The ability to focus on fewer concepts at a grade level frees up time to go into depth on concepts. Moving slower to allow for conceptual understanding leads to speed of procedural skills and fluency (Quality versus Quantity). Lessons must align to grade level standards, which include high quality questions and tasks.

**Key Instructional Shifts**

- Focus on fewer concepts
- Have the opportunity to understand mathematics through coherence
- Experience rigorous mathematical content

### Science

**Instruction allows students to:**

The Disciplinary Core Ideas are the focused, limited set of science ideas necessary for ALL students to achieve scientific literacy. The Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts each build coherently K-12 to allow for deeper understanding of science concepts. When the three dimensions are integrated students gain contextual understanding of how science knowledge is acquired and applied, and how science is connected through a series of concepts, rather than memorizing facts devoid of context.

**Key Instructional Shifts**

- Apply science content knowledge through three dimensional learning.
- Connect ideas across science domains by explaining natural phenomena and designing solutions to real-world challenges.
- Use overlapping skills to investigate, evaluate, and reason scientifically across disciplines.