

Key Instructional Shifts

for Quality Implementation of Nebraska College and Career Ready Standards



Key Instructional Shifts

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/>.*

English Language Arts

Adopted September 5, 2014

Instruction allows students to...	Key Instructional Shifts
Develop foundational reading skills in literary and informational text	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.
Find and use text evidence to support analysis and reflection in reading, writing, and discussion tasks	The revised standards emphasize a suite of skills associated with drawing upon textual evidence to formulate arguments, support claims, and generate deeper understandings of content. The standards call upon students to both construct and answer literal and inferential questions that are based on substantive evidence from text, as well as analyze the nuances of print and digital texts.
Conduct and publish research using multiple credible sources	While the revised standards reflect a broad range of writing tasks and modes, they bring renewed focus to specialized research skills. Specifically, young writers are called upon to integrate multiple sources of information into their writing, evaluate the credibility and trustworthiness of such, and learn how to properly cite textual evidence and other print and digital sources. Effective writing practice in this domain creates a space for explicit instruction around the guidelines for appropriate and ethical uses of information. Effective practice also underscores the specialized skills associated with writing for various purposes and audiences across disciplines such as Mathematics, Social Studies, and Sciences.