This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for Literacy in History/Social Studies look like in planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for Literacy in History/Social Studies (corestandards.org/ELA-Literacy).

The shifts required by the Common Core State Standards for English Language Arts and Literacy are:
1. Balancing Informational and Literary Text
2. Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-Based Answers
5. Writing From Sources
6. Academic Vocabulary

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

### Core Action 1: Focus each lesson on a high quality text (or multiple texts).

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Evidence Observed or Gathered</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Text-based instruction engages students in reading, listening, speaking, and/or writing about a text(s).</td>
<td>There is no text under consideration in this lesson.</td>
<td></td>
</tr>
<tr>
<td>B. The text(s) are at or above the complexity level expected for the grade and time in the school year.</td>
<td>The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.</td>
<td></td>
</tr>
<tr>
<td>C. The text(s) are clear and build knowledge relevant to the content being studied.</td>
<td>The quality of the text(s) is low – they are unclear and are not relevant to the content being studied.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The quality of the text(s) is high – they are clear and build knowledge relevant to the content being studied.</td>
<td></td>
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</tbody>
</table>

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1 Refer to Common Core Shifts at a Glance (achievethecore.org/ELA/Shifts) for additional information about the Shifts required by the CCSS.
2 Refer to achievethecore.org/ELA-literacy-common-core/text-complexity/ for text complexity resources.
CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS

A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.

B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.

C. Questions and tasks require students to appropriately use academic and domain-specific vocabulary from the text in their responses or claims.

D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry and analysis.

EVIDENCE OBSERVED OR GATHERED

Questions and tasks do not refer directly to the text and instead elicit opinion answers.

Questions and tasks repeatedly return students to the text to build understanding.

Questions and tasks can be answered without reference to evidence from the text or data.

Questions and tasks require students to cite evidence from the text or data.

Questions and tasks do not explicitly attend to academic or domain-specific vocabulary.

Questions and tasks intentionally support students in developing facility with academic and domain-specific vocabulary.

Questions do not follow a clear sequence or are all at the same level of depth.

Questions are sequenced to support and challenge students in deep examination of the text.

Notes:

EVIDENCE OBSERVED OR GATHERED

This tool is for use by teachers, those providing support to teachers, and others working to implement the CCSS for English Language Arts and Literacy – it is not designed for use in evaluation. The guide is intended for use in conjunction with the CCSS Instructional Practice Guide: Supplement for Reflection Over the Course of the Year. Both tools are available at achievethecore.org/instructional-practice.

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Published 9.30.2013. Send feedback to info@studentsachieve.net

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS

A. The teacher provides the conditions for all students to focus on text.

B. The teacher expects evidence and precision from students and probes students’ answers accordingly.

C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other’s thinking.

D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.

ILLUSTRATIVE STUDENT BEHAVIOR

Students persist in efforts to read, speak and/or write about demanding grade-level text(s).

Students habitually provide textual evidence to support answers and responses.

Students use evidence to build on each other’s observations or insights during discussion or collaboration.

When possible, students demonstrate independence in completing literacy tasks.

EVIDENCE OBSERVED OR GATHERED

The teacher does not provide students opportunity and very few students demonstrate this behavior.

The teacher provides students opportunity consistently and all students demonstrate this behavior.

Notes: