Illinois State Board of Education
Literacy Framework

ISBE Literacy Framework

Shifts & Standards

Literacy Lifelines

Fostering Rigor

Instructional Practices & Materials

Literacy Considerations
# Illinois Literacy Framework Table of Contents

Any examples listed in this framework should not be considered endorsements

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Introduction

Illinois adopted the Illinois Learning Standards (formerly known as Common Core Standards) for English Language Arts in 2010, and teachers and administrators across the state implemented the new standards during the 2013-14 school year. Many schools have successfully aligned the Illinois Learning Standards (ILS) into their curricula and continue to refine instructional practices to improve student achievement and prepare students for not only the next grade level, but life after high school.

The Illinois Learning Standards (ILS) for English Language Arts (ELA) establish clear and coherent expectations for what students should know and be able to do at each grade level. By emphasizing depth over breadth, the ILS for ELA ensure students are provided comprehensive understanding of key concepts. The ILS for ELA set a level of high quality, rigorous expectations for all students which emphasize application of knowledge to real world situations and prepare students for the challenges of college and career. To access all the ELA Standards, please click on the following link: https://www.isbe.net/Documents/ela-standards.pdf

In Illinois, the Illinois State Board of Education (ISBE) established measurable and specific goals, adopted in 2015. These goals define specific milestones for the state’s public education system. ISBE included these as the long-term goals for The Every Student Succeeds (ESSA) State Plan to drive instruction using the ILS as guidance. The goals are cited as:

Every child in each public-school system in the state of Illinois deserves to attend a system wherein...
- All kindergartners are assessed for readiness.
- Ninety percent or more of third grade students are reading at or above grade level.
- Ninety percent or more of fifth grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth graders are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

Purpose: Why This Document was Created

As students advance through the grades and master the standards in reading, writing, speaking, listening, language, and foundational skills, they are able to increasingly exhibit the capacities of a literate individual:
- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.

The Illinois ELA Literacy Framework’s purpose is to provide administrators, educators, and other literacy leadership a guide for planning an effective, comprehensive literacy program. This framework includes recent findings gleaned from the Fordham Institutes’ Reading and Writing Instruction in America’s Schools and Literacy Lifelines for America’s English Language Arts Teachers. The components within the framework are founded on research-based, quality practices and are not program specific.
**Audience: Who Should Utilize This Document and How?**

While there are a variety of uses, literacy leadership roles can utilize this document to assess literacy materials, offer instructional guidance, or direct professional learning. The chart below identifies the variety of leadership roles (but is not limited to those listed), and how the framework can be utilized specific to that audience:

**Audiences and Possible Uses**

<table>
<thead>
<tr>
<th>Audience</th>
<th>Possible Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Office Staff and Other Service Providers</td>
<td>Use this framework in conjunction with the <a href="#">Shift Kits</a> and the <a href="#">Using the Literacy in Action Website as a PLC</a> as professional learning guidance to ensure consistent messaging throughout the region.</td>
</tr>
<tr>
<td>Superintendents</td>
<td>Study the guide to offer guiding points to all administration, especially principals. Provide the <a href="#">Illinois ELA Implementation Guide</a> to accompany this Literacy Framework for a full breadth of skills that principals can use to support teachers to meet the Illinois Learning Standards in Literacy.</td>
</tr>
<tr>
<td>Curriculum Coordinators</td>
<td>Use this framework in conjunction with the <a href="#">ISBE Curriculum &amp; Alignment webinars</a>, the Instructional Practice Guides and the Materials Must Haves (listed later in document), in order to facilitate discussions with stakeholders to implement the Literacy Standards with efficacy and determine alignment with curricular materials.</td>
</tr>
<tr>
<td>Principals</td>
<td>Use this framework alongside the <a href="#">Illinois ELA Implementation Guide</a> to determine areas of need. Conduct <a href="#">needs assessments</a> to determine professional learning needs as they correlate to data points. Use the Instructional Practice Guides to host team discussions. If a principal is also acting as a curriculum coordinator, see the above cell for suggestions.</td>
</tr>
<tr>
<td>Literacy Leaders, Teacher Leaders, Department Heads</td>
<td>Use this framework in conjunction with the wide array of training materials offered at the Literacy Leadership tab at <a href="#">www.illinoisliteracyinaction.org</a>. Determine what specific professional learning is needed based on data. Focus on the Literacy Lifelines and Bottom Lines to determine future professional learning or team discussion points.</td>
</tr>
<tr>
<td>Grade Level Teacher Groups</td>
<td>Use this framework and grade level data to determine the most critical aspects of literacy that need to be addressed. Study each Literacy Lifeline to determine grade level needs and use the Instructional Practice Guides to connect instruction with the suggested teaching practices in the framework.</td>
</tr>
<tr>
<td>Individual Teachers</td>
<td>Begin with classroom data and locate the areas of need in the framework. Focus on one or two areas to build capacity by reviewing the suggestions in the framework and the research-based practices. Finally, use the Instructional Practice Guides to ensure alignment of standards and practices.</td>
</tr>
</tbody>
</table>
The Illinois ELA Shifts & Standards: An Overview

Shifts Required by the Standards

The ELA Standards help Illinois to define literacy outcomes through three major shifts in literacy instruction. These shifts are centered on instructional practices required by the standards. Each shift is dependent upon the previous shift. In other words, students engage with complex text to extract and employ evidence to build knowledge.

Detailed materials for professional learning for each shift are located at:
http://www.illinoisliteracyinaction.org/shift-kits.html

<table>
<thead>
<tr>
<th>Key Instructional Shifts of English Language Arts/Literacy Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shift Focus:</strong> Regular practice with complex text and its academic vocabulary. Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read in order to be meet the demands of college and careers. Closely related to text complexity is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit).</td>
</tr>
<tr>
<td><strong>Shift Focus:</strong> Reading and writing grounded in evidence from text. Rather than asking students questions they can answer from their prior knowledge or experience, the standards expect students to answer questions that depend on their having read the text. Students should be able to answer a range of text-dependent questions, questions in which the answers require no information from outside the text, but instead require inferences based on careful attention to the text.</td>
</tr>
<tr>
<td><strong>Shift Focus:</strong> Building knowledge through content-rich nonfiction and informational texts. The standards address reading and writing across-the-curriculum that complement the content of the standards in history/social studies, science, and technical subjects, thus offering new grounding in informational text and placing a premium on students building knowledge from that reading.</td>
</tr>
</tbody>
</table>

Defining Key Terminology in the Shifts:

Each shift suggests recommendations that should be evident in a standards-aligned classroom. While the chart above denotes some guidance, implementation suggestions for an aligned classroom have been created and can be found in the ELA Implementation Guide. This tool is meant to gauge the level of implementation of classroom instruction against the English Language Arts State Standards shifts in teaching practices and rigor. It is suggested to remain as a pulse check or barometer of sorts for collaborative discussion or self-reflection. The entire ELA Implementation Guide can be retrieved at
The Standards
Organization: College and Career Readiness Standards (CCRS)

College and Career Readiness Standards (CCRS) in ELA (also known as Anchor Standards) were created first. These generalized anchor standards are the foundation from which all grade level standards were built. These appear to be the 11th/12th grade standards but that is not the case. The anchor standards represent the comprehensive representation of the skills and knowledge students should have mastered upon entering college or career.

There are 32 Anchor Standards, (10 Reading, 10 Writing, 6 Speaking & Listening, and 6 Language) that have been back mapped to Kindergarten (see figure 1). This back mapping created a progression of grade level standards from K-12 which are aligned to the Anchor Standards. These grade level standards are called the ELA College and Career State Standards and are now referenced as the Illinois Learning Standards (ILS).

Studying grade-specific standards is not enough. It’s imperative that teachers read the Anchor Standards to view the progression of skills and how those skills develop across grades. Clear standards can help improve teaching, inform planning, maintain accountability, and build common expectations for students. Standards should be viewed as a tool to inform curricular choices and create a high-quality teaching and learning environment for all students, especially those at risk for poor outcomes. Standards provide clarity about what is most fundamental without attempting to describe all that can be taught or how to teach the material.

Students deserve instruction using the very best literature because good stories can challenge the intellect, inspire their imagination, help them make sense of the world, and nurture their desire to read.
(Fisher, Flood & Lapp, 1999; Morrow, Freitag, and Gambrell, 2009).

Improving literacy outcomes in Illinois starts with adopting clear, consistent standards. Illinois adopted the CCSS in 2010 with full implementation taking place by 2013-2014. The Standards for English Language Arts and Literacy was initiated by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) in order to articulate the skills and understandings that K-12 students must demonstrate to be college and career ready in literacy by the end of high school. The ILS for ELA (formerly known as Common Core State Standards), holds a unified vision of what students are expected to achieve. These standards are more consistent and challenging than what has typically existed before. Adoption of the standards, however, is the easy task. Implementing them through engaging instruction coupled with rigorous learning activities and assessment is the hard work.

The ILS for ELA are organized by strands, which include Reading, Writing, Speaking and Listening, and Language, (see Table 1). In Reading, the standards are further divided by domains, including literature and informational text. Foundational Skills are specifically identified for mastery by Kindergarten through Fifth grades. The sub-headings (or sub-strands) that organize the standards within each of the above strands are consistent across the College/Career Readiness Anchor Standards and the grade-level and grade-band standards. For example, the sub-strands in Reading are key ideas &details, craft &structure, integration of knowledge &ideas, and range of reading and level of text complexity; these appear in all grade levels and grade bands.

Indicators of Standards Implementation for each strand of standards can be found in the Appendices beginning on pg. 144.
Table 1: Overview of the Strands of the ELA Standards

<table>
<thead>
<tr>
<th>English Language Arts Standards Strands  (<a href="http://www.corestandards.org">www.corestandards.org</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Anchor Standards (skills that students should have mastered upon graduating from high school) are written for each</td>
</tr>
<tr>
<td>strand and are back-mapped to kindergarten. (See Figure 1)</td>
</tr>
<tr>
<td>Reading (9 Standards for Literature &amp; 10 for Informational Text)</td>
</tr>
<tr>
<td>o Key Ideas &amp; Details (Standards #1-#3)</td>
</tr>
<tr>
<td>o Craft &amp; Structure (Standards #4-#6)</td>
</tr>
<tr>
<td>o Integration of Knowledge &amp; Ideas (Standards #7-#9)</td>
</tr>
<tr>
<td>o Range of Reading &amp; Level of Text Complexity (Standard #10)</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>o Text Types &amp; Purposes (Standards #1-#3)</td>
</tr>
<tr>
<td>o Production &amp; Distribution (Standards #4-#6)</td>
</tr>
<tr>
<td>o Research to Build &amp; Present Knowledge (Standards #7-#9)</td>
</tr>
<tr>
<td>o Range of Writing (Standard #10)</td>
</tr>
<tr>
<td>Speaking &amp; Listening</td>
</tr>
<tr>
<td>o Comprehension &amp; Collaboration (Standards #1-#3)</td>
</tr>
<tr>
<td>o Presentation of Knowledge &amp; Ideas (Standards #4-#6)</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>o Conventions of Standard English (Standards #1-#2)</td>
</tr>
<tr>
<td>o Knowledge of Language (Standard #3)</td>
</tr>
<tr>
<td>o Vocabulary Acquisition and Use (Standards #4-#6)</td>
</tr>
<tr>
<td>Foundational Skills K-5 only</td>
</tr>
<tr>
<td>o Print Concepts (Standard #1)</td>
</tr>
<tr>
<td>o Phonological Awareness (Standard #2)</td>
</tr>
<tr>
<td>o Phonics &amp; Word Recognition (Standard #3)</td>
</tr>
<tr>
<td>o Fluency (Standard #4)</td>
</tr>
</tbody>
</table>

Reading Standards Strands: Literature and Informational Text

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literacy and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Literature Strand

The ELA Standards for the reading of Literature are designed to guide instruction with fiction, drama, poetry, and other types of literature. In general, students are expected to work with their grade level standards, using increasingly complex text as they move through the K-5 years. This is with understanding that some students will need extra support mastering certain competencies from earlier grades before they can demonstrate full competency with their own grade-level standards. In turn, others may be ready to move forward and explore concepts and use texts beyond the range recommended.

The standards maintain that high quality text selections should be consistently offered to students because they will encourage students and teachers to dig more deeply into their meanings than they would with lower quality material. These text selections should be worthy of reading and rereading. Texts selected for inclusion should be well written and, as appropriate, richly illustrated. This principle applies equally to texts intended for reading aloud and texts that students read independently when they are able.

The following chart reminds teachers what genres are expected at what grades within the literature standards and should be built upon each year. Some standards mention specific texts types/genres to be addressed in classrooms to meet the standard. The following table (Table 2), provides an overview of Literature Standard #2 which provides the variety of text types that students should be taught. The bold print words indicate the first time a particular text type is listed in the standards. This chart also highlights when each type is to be taught. Additional genres and types of literature are encouraged.

ISBE ELA Content Specialist: Literacy Framework (Spring, 2019)
<table>
<thead>
<tr>
<th>Grade</th>
<th>Literature Genre Types in the Illinois Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Stories, poems</td>
</tr>
<tr>
<td>1st Grade</td>
<td>Stories, poetry, prose</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>Fables &amp; folktales from diverse cultures, story, songs, poetry</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>Fables, folktales, stories, poetry, dramas, myths from diverse cultures</td>
</tr>
<tr>
<td>4th Grade</td>
<td>Stories, dramas, poetry, prose, different versions of stories, traditional literature from different cultures</td>
</tr>
<tr>
<td>5th Grade</td>
<td>Stories, dramas, poetry, literature in the same genre</td>
</tr>
<tr>
<td>6th Grade</td>
<td>Fiction (i.e., fantasy), dramas, poetry, and audio, video, or live versions of texts</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Fiction, dramas, poetry (i.e., soliloquy, sonnet), fantasy, and audio, filmed, staged, or multimedia versions of texts</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Fiction (i.e., suspense), dramas, poetry, myths, traditional stories, or religious works such as the Bible, filmed or</td>
</tr>
<tr>
<td></td>
<td>live production of a story or drama, scripts</td>
</tr>
<tr>
<td>9th-10th Grade</td>
<td>Fiction (i.e., world literature), dramas, poetry, plays (i.e., Shakespeare),</td>
</tr>
<tr>
<td>11th-12th Grade</td>
<td>Fiction, drama, poetry (i.e., at least one play by Shakespeare and one play by an American dramatist), recorded or live</td>
</tr>
<tr>
<td></td>
<td>production of a play or recorded novel or poetry</td>
</tr>
</tbody>
</table>

Bold print reflects terms new to the grade level (www.corestandards.org)

**Informational Text Standards Strand**

While the ILS for elementary students are often taught by one teacher, the skills and knowledge students learn in literacy are intended to apply across all content areas. Students should learn to comprehend content area texts from the earliest grades and write across a range of genres and subjects. One of the greatest changes with standards implementation for elementary teachers is the expectation that the reading/listening of informational texts will receive equal attention in the classroom as the reading of literature. Social Science and Science are natural places to build students' competency in reading informational texts.

When students are reading/listening to informational text they should be asked questions that push them to refer to what has been read. This emphasizes critical-thinking, problem-solving, and analytical skills which are required for success in college, career, and life. Standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The more attention elementary teachers give to developing students’ familiarity with informational text types and build students’ strategic approaches to reading, the more likely it is that students will be successful with critically analyzing complex texts.

In the last few years, informational texts that are rich and accessible to even first and second grades have become widely available. Because students at these grades can listen to much more complex material than they can read themselves, read-aloud selections should be provided for teachers in their grade level curricular materials. These should be at levels of complexity above what students can read on their own.

Grades 6-12 are covered in two content area-specific sections, the first for the English language arts teacher (identified in the literature section above), and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of particular discipline(s). Science and social studies should be taught in such a way that students have access to the concepts and vocabulary.
By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades.

The circle graph (figure 2) shows the current support from NAEP, (National Assessment of Educational Progress), outlining the proposed exposure to a variety of text.

Students in K-5 and 6-12 apply the Informational Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods (see Table 3).

### Informational Text Types in the Illinois Learning Standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary Nonfiction</th>
<th>Informational Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>Autobiographies and biographies</td>
<td>Texts 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</td>
</tr>
<tr>
<td>6-12</td>
<td>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</td>
<td>Historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience</td>
</tr>
</tbody>
</table>


Students also acquire the habits of reading independently and closely, which are essential to their future success. The following chart reminds teachers how the knowledge and use of text structures and features support literacy development (see Table 4). This sample skill describes the expected mastery at each grade within the informational standards and should be built upon each year.

### Informational Text Structure and Features in the ILS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Informational Text Structure and Features in the ILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Identifies front cover, back cover, and title page of a book.</td>
</tr>
<tr>
<td>1st Grade</td>
<td>Identifies and uses headings, tables of contents, glossaries, electronic menus, icons.</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>Identifies and uses captions, bold print, subheadings, glossaries, indexes, electronic menus, icons.</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>Uses Key words, sidebars, hyperlinks.</td>
</tr>
<tr>
<td>4th Grade</td>
<td>Identifies and uses chronology, comparison, cause/effect, problem/solution.</td>
</tr>
<tr>
<td>5th Grade</td>
<td>Compares and contrasts chronology, comparison, cause/effect, problem/solution in two or more texts.</td>
</tr>
<tr>
<td>6th Grade</td>
<td>Analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
</tr>
<tr>
<td>9th-10th Grade</td>
<td>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</td>
</tr>
<tr>
<td>11th-12th Grade</td>
<td>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</td>
</tr>
</tbody>
</table>
Writing Standards Strand

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year, (CCSS, 2010).

The standards call for writing both as a means of communicating thinking and answering questions and as a means of self-expression and exploration. Writing assignments should be varied and require students to draw on their experience, on their imagination, and most frequently, on the texts they encounter through reading or read-alouds. As a means to such expressions, the standards require students in the early grades to know their letters, phonetic conventions, sentence structures, spelling and the like. Acquiring these basic skills and tools along with regular opportunities to express themselves will enable students to engage in a full range of writing, including writing opinions, writing to inform, narratives (both real and imagined).

These types or modes of writing are set up in the standards and labeled as Standards 1, 2, and 3, (see figure 3). Students utilize their foundational skills, reading comprehension, and language standards simultaneously in order to build mastery in writing. Standards 4-10 assist students in creating, practicing, and publishing their works through the three aforementioned modes of writing. While these modes are stressed, they are just a springboard and other types of writing should be encouraged and studied, (i.e., poetry, creative writing, etc.).

Overview

Text Types and Purposes:
#1. Opinion
#2. Informative/Explanatory
#3. Narrative (Grades K-5 and 6-12 ELA)

Production and Distribution of Writing
#4. Develop and organize writing that is appropriate to task, purpose, and audience.
#5. Develop and strengthen writing by planning, revising, editing, and rewriting.
#6. Use technology to “publish”.

Research to Build and Present Knowledge
#7. Research to respond to a focus question.
#8. Integrate information from different kinds of sources.
#9. Support research and analysis with evidence. (Grades 4-12)
#10. Write routinely – extended & short time frames - different tasks, purposes, and audiences. (Grades 3-12)

When students are part of a community of writers, they collaborate with other writers, make decisions about what to write and how to write about it, and receive constructive feedback from peers and teachers. A supportive and motivating environment where emerging writers feel safe to engage fully in writing activities should be active and thriving in schools.

To meet these goals, classroom tasks should reflect students devoting significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year and writing for a variety of tasks, purposes, and audiences. Teachers should provide models of writing (on a spectrum of skills such as in a rubric), and students should engage in discussion about writing task expectations and how to provide peer suggestions to others. More information on how to implement the writing standards can be found in the Elements of Quality Instructional Practices and/or the Engaging Students in the K-12 Classroom sections of this text or by visiting www.illinoisliteracyinaction.org.

ISBE ELA Content Specialist: Literacy Framework (Spring, 2019)
Because young people are now constantly engaged in real-world, social-media writing, it’s more important than ever that they learn how to write effectively, intelligently, and ethically (et. al., 2015). Students need instruction each year to help ensure that they gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources (CCSS, 2010).

The Writing Standards provide direction of the three modes of writing (opinion/argument, informative/explanatory, and narrative - standards 1-3), but opens instructional practices to include any form of creative writing that educators are encouraged to use at their discretion. In order to implement these modes of writing, all teachers, inclusive of content area educators, are expected to craft writing tasks that incorporate Standards 4-10. Some terms that educators and students need to be familiar with are:

- **Routine Writing**: writing regularly with a focus on practicing skills and processes.
- **On Demand Writing**: writing to a prompt that students have not had previous exposure.
- **Tasks**: the question or assignment to which students will write.
- **Audience**: the viewers, spectators or addressees of a piece of writing.
- **Purposes**: the goal or aim of a piece of writing; to express oneself, to provide information, to persuade, or to create a literary work. (These purposes align with the modes of writing or Writing Standards 1-3).
- **Writing Process**: determining purpose, prewriting, drafting, revising, editing, and publishing.
- **Traits of Writing**: the specific skills that writers use in order to craft writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation).
- **Writing Workshop**: a method of writing instruction that provides coaching to students in order for them to write for a variety of audiences and purposes.

The above-mentioned terms are to be included in writing programs or curriculum in which students are exposed. They are not programs in and of themselves, rather specific components of a rich writing experience.

**Suggested Practices:**

- Build engaging, real-world activities that involve students with the audiences and purposes for which they are writing and connect the skills of writing that pertain to the task.
- Provide opportunities for students to experience the complete writing process as well as direct instruction in the skills for the writing process (determining topic/audience, prewriting, drafting, revising, editing, and publishing).
- Give explicit instruction in the techniques for brainstorming, drafting, and revising.
- Observe and confer with individual students by providing constructive feedback and evaluation by focusing on one or two kinds of errors at a time.
- Support student choice among topics and genres, gradually guiding students to widen their repertoire so they are exposed to a wide variety of genre and structures.
- Conduct inquiry activities and long-term research that lead to writing.
- Provide models for writing, allowing students to write collaboratively and to learn content.
- Supply samples of student writing that exhibit a range of skills.
- Lead students to learn the craft of writing (i.e., structures, use of dialogue, introductions, conclusions, etc.).
- Teach grammar and mechanics in the context of actual writing. (Bulleted information adapted from Zemelman, Daniels & Hyde, 2012).

As stated previously, when standards can be joined together to create authentic tasks, students are more engaged and learning advances; and there is no exception to incorporating Language Standards with the types of writing practices listed above. These standards are written to suggest that language work should not be taught in isolation. Language is usually regarded as a subject, with its own systems and rules, and taught and learned separately from all other subjects. Teaching language as if it were disconnected from the contexts in which it is used and the topics it addresses is therefore a highly artificial and ineffectual pursuit. (Van Lier & Walqui, 2010). Language work should be interwoven across the day so that conventions, vocabulary, and craft become a seamless part of reading, writing, speaking, and listening already under way in the classroom.

ISBE ELA Content Specialist: Literacy Framework (Spring, 2019)
Speaking and Listening Standards Strand:

The Speaking and Listening standards expect students to participate in “rich, structured conversations” in which they are building on the ideas of others and speaking in complete sentences. Teachers need to create models and routines for deliberate and intentional dialogue that builds bridges to the students’ reading and writing. To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner.

If literacy levels are to improve, the aims of the classroom, especially in the earliest grades, must include oral language in a purposeful, systematic way, in part because it helps students master the printed word. Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing, (Fromkin, Rodman, & Hyams, 2006; Hulit, Howard, & Fahey, 2010; Pence & Justice, 2007; Stuart, Wright, Grigor, & Howey, 2002). The Standards acknowledge the importance of this aural dimension of early learning by including a robust set of Speaking and Listening standards.

Overview
There are six Speaking & Listening Standards: They are organized into two clusters:

- Comprehension and Collaboration (Standards #1-#3): This cluster focuses on students talking together in order to understand texts. Listening is a must for students to build knowledge.
- Presentation of Knowledge and Ideas (Standards #4-#6) This cluster focuses on students making oral presentations to diverse audiences about what they have learned.

Speaking and Listening Standards Assist Students with Reading Comprehension and Writing Tasks

When utilizing complex text, students should be provided with time to talk to others about their developing and deepening understanding of the text. Students should have consistent protocols in place regarding how to have conversations and what to do when challenges arise. Collaborative conversations themselves can unlock a text for students. That’s not to say that one student understands the text and tells the others what to think about it but rather that they discover the meaning of the text as they interact with one another. (Fisher & Frey, 2017) When students have an opportunity to collaborate or discuss the task to which they will write, comprehension of vocabulary, material, and expectations increase. In order to build students’ capacity to comprehend and participate in formal and consultative registers, teachers should model and demonstrate, rather than merely explain, and make their internal thinking apparent, (Fisher, Frey and Nelson, 2014).

Speaking and Listening professional learning materials can be found here:
http://www.illinoisliteracyinaction.org/speaking-and-listening.html

The speaking and listening standards expect students to participate in “rich, structured conversations” in which they are building on the ideas of others and speaking in complete sentences. Teachers need to create models and routines for deliberate and intentional dialogue that builds bridges to the students’ reading and writing. To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of dialogue—as part of a whole class, in small groups, and with a partner.

The aims of the English language arts classroom, especially in the earliest grades, must include oral language in a purposeful, systematic way, in part because it helps students master the printed word. Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing (Fromkin, Rodman, & Hyams, 2010; Hulit, Howard, & Fahey, 2010; Pence & Justice, 2007; Stuart, Wright, Grigor, & Howey, 2002).
Early Grades
Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it. Children’s oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode (Catts, Adolf, & Weismer, 2006; Hart & Risley, 1995; Hoover & Gough, 1990; Snow, Burns, & Griffin, 1998).

For children in preschool and the early grades, receptive and expressive abilities do not develop simultaneously or at the same pace: receptive language generally precedes expressive language. Children need to be able to understand words before they can produce and use them. Oral language is particularly important for the youngest students. Hart and Risley (1995), who studied young children in the context of their early family life and then at school, found that the total number of words children had heard as preschoolers predicted how many words they understood and how fast they could learn new words in kindergarten. Preschoolers who had heard more words had larger vocabularies once in kindergarten (CCSS, Appendix A, 2010).

Furthermore, when students are in grade 3, their early language competence from the preschool years still accurately predicts language and reading comprehension. Preschoolers who hear more words, and subsequently learn more words orally, become better readers. In short, early language advantage persists and manifests itself in higher levels of literacy.

Upper Elementary
Generally, teachers will encourage children in the upper elementary grades to read texts independently and reflect on them in writing. However, students in upper elementary benefit from participating in rich, structured conversations with peers and monitored by adults in response to written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing (Bus, Van Ijzendoorn, & Pellegrini, 1995; Feitelstein, Goldstein, Iraqi, & Share, 1993; Feitelstein, Kita, & Goldstein, 1986; Whitehurst et al., 1988).

Older Grades
Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines. (Fisher & Frey, 2013). Some of these discussions are formal presentations, but many are the more informal discussions that reflect real life, where students —collaborate to answer questions, build understanding, and solve problems (CCSS, Appendix A, 2010).

In addition, students need to be taught the rules of a conversation (Blyth, 2009), which include:
1. Avoid unnecessary details.
2. Don’t ask another question before the first one has been answered.
3. Do not interrupt another while he or she is speaking.
4. Do not contradict, especially if it’s not important.
5. Do not do all the talking.
6. Don’t always be the hero of the story (but have a hero).
7. Choose a subject of mutual interest.
8. Be a good listener.
9. Dialogue should be used to advance the topic or story.
10. Do not exaggerate.
11. Do not misquote.
12. Cultivate tact.

These 12 aspects of conversation should become the focus of curricula across the content areas as schools prepare students to engage in the 21st century skill of communication (Fisher & Frey, 2013).
Language Standards Strand:

The language standards are written to suggest that language work should not be taught in isolation. Rather, language work should be interwoven across the day so that conventions, vocabulary, and grammar become a seamless part of the reading, writing, speaking, and listening already underway in the classroom.

Overview

There are six standards divided into three clusters:

- **Conventions of Standard English (Standards #1-#2):** Students should learn grammar within the texts they are currently reading and writing.

- **Knowledge of Language (Standards #3):** Applying knowledge of language as craft choices in writing and speaking. Students should strive to choose “just the right words” to have the greatest impact on an audience.

- **Vocabulary Acquisition and Use (Standards #4-#6):** When confronted with a challenging word or phrase, the goal is for students to not just make one attempt and move on, but instead, try several attempts to arrive at the meaning. The standards aim for students to choose from a range of skills to determine meanings on their own.

The Language Standards streamline what teachers need to focus on at different grade levels. The standards emphasize context-embedded language work over memorization of grammar rules.

While all the standards are cumulative, certain Language skills and understandings are more likely than others to require reteaching and sustained practice as students advance through the grades. The repeated standards begin in 3rd grade (see Figure 4). The standards (marked with an asterisk * in the main standards document) are likely to require continued attention in higher grades as they are applied in increasingly sophisticated writing and speaking. The entire table of repeated language standards can be accessed at this link: [http://www.corestandards.org/assets/Appendix_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf) (CCSS Appendix A, page 31).

Language resources that support professional learning can be found at: [http://www.illinoisliteracyinaction.org/language.html](http://www.illinoisliteracyinaction.org/language.html)
Foundational Skills Standard Strand:
The Foundational Skills are designed to guide instruction related to print concepts, phonological awareness, word recognition, and fluency. When students enter school, they start by developing foundational skills that will soon become essential literacy skills. These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated. Good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when students or activities warrant more or less attention.

Overview
There are four Foundational Skills Standards:

- **Standard 1: Print Concepts (K-1)**
  - Demonstrate understanding of the organization and basic features of print.
  - This standard is primarily relevant for kindergarten and first-grade students, keeping in mind that some students enter kindergarten with print concepts already in place, and others exit first grade still needing support in this area.

- **Standard 2: Phonological Awareness (K-1)**
  - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - The phonological awareness standards are aimed at supporting students in learning to analyze spoken words and their syllables and sounds. One major reason phonological awareness is considered important is that when children know how to blend and segment orally, they can use this knowledge to write and read words. The relationship between phonological awareness (oral concepts) and phonics knowledge (written concepts) is not linear, but reciprocal. One does not directly precede the other and we know that working with word in print facilitates phonological awareness (National Reading Panel 2000; Stanovich 1986).

- **Standard #3: Phonics and Word Recognition (K-5)**
  - Know and apply grade-level phonics and word analysis skills in decoding words.
  - This standard is aimed at supporting students as they learn to recognize and identify written words. The competencies developed under this standard range from knowing basic letter-sound correspondences to decoding unfamiliar multisyllabic words.

- **Standard #4: Fluency (K-5)**
  - Read on grade level texts with purpose and understanding. *(K-read emergent-reader texts)*.
  - The Fluency standard is aimed at supporting students in learning to decode with purpose and understanding. To become fluent, readers need three central competencies: a large store of automatically recognized words, effective strategies for analyzing unfamiliar words, and the understanding that the purpose of reading is to make meaning (Nathan and Stanovich, 1991).

Due to the importance of mastering these skills, assessing student’s abilities on a regular basis is necessary.

Print Concepts: (Standard 1) K-1
Print concepts include the organization and basic features of print. Among these are:

1. English is read from left to right, top to bottom, and page by page.
2. Spoken words are represented in written language by specific sequences of letters.
3. Words are separated by space.
4. Sentences are distinguished by certain features, such as capitalization of the first word and use of ending punctuation.

Print concepts also include recognizing and naming upper- and lowercase letters of the alphabet.
Research indicates that young children’s knowledge of the forms and functions of written language is an important precursor of skillful reading (Justice and Piasta, 2011).

Knowledge of letter forms and names, provides a basis for learning about the alphabetic system (Evans and Saint-Aubin 2011).

A “deep, ready, and working knowledge of letters” (along with knowledge of their relationships to the sounds of speech), is crucial for literacy development and overall educational success (Adams, 2013).

Children learn print concepts through active, close interactions and extensive exposure to a variety of print materials. Adults should model daily how print works and make explicit references to print, directing children’s attention to a variety of print features, as they share books with children and write for and with children. The letters of the alphabet should be taught explicitly. This will ensure that children observe and use letters in meaningful print experiences. In a discussion of the research on the development of alphabet knowledge:

Adams (2013) advises teaching the names and shapes of the uppercase letters before the lowercase letters because the former is visually much easier to learn and provides an anchor for learning lowercase letters.

The Teachers College of Reading and Writing suggests that while print layout, directionality, spacing, and the stop and go marks of punctuation determine the “rules of the road”, the major entry into discovering how print works is building an understanding of how letters in print come together to represent sounds in words (TCRWP, 2013).

**Classroom Instruction:**

- All letters (upper- and lowercase) should be taught sufficiently well so that children can name them accurately, confidently, and effortlessly.
- The starting point along the sequence of instruction and the pacing of instruction should be determined by the skills of the children and by the task. More time may be needed, for example, to assist children with distinguishing between letters that are visually similar (e.g., b, d, p, q) or that appear different in upper- and lowercase forms (e.g., E and e, R and r).
- The sounds the letters represent should be taught later in the instructional sequence to avoid overwhelming the learners. (Knowledge of letter-sound and spelling-sound correspondences is targeted in the Phonics and Word Recognition sub-strand of the standards).
- Adults working with students should be skilled at assessment (especially formative assessment) and provide instruction and practice that is suitable for each child. Instruction should be differentiated based on the varying needs of the learners.

**Phonological Awareness (Standard 2) K-1**

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have mastered phonological awareness can identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds as ‘money’ and ‘mother.

Children’s phonological awareness includes a continuum of skills that develop over time. From the simplest to the most complex, these include rhyme and alliteration, word and syllable awareness, and onset-rime and phoneme awareness. A careful assessment of students’ phonological awareness will enable teachers to identify the levels of development in the classroom and plan instruction that is appropriate for students’ needs. Retrieved from [http://www.readingrockets.org/article/development-phonological-skills](http://www.readingrockets.org/article/development-phonological-skills)

**Classroom Instruction:**

- It is important to note that children do not necessarily develop phonological skills in a stairstep fashion.
- Children may be able to identify and isolate (partially segment) the initial phoneme (the smallest sound of speech) in their names, for example, before they are able to blend (generally an easier skill) onsets and rimes (larger, and therefore typically easier to grasp, units of sound than phonemes).
- Features of phonemes contribute to the ease or difficulty with which they can be manipulated. For example, continuous sounds (such as /m/ and /s/) are generally easier to manipulate than stops (such as /p/ and /t/) because the former can be exaggerated through elongation without the addition of a sound (such as the addition of /uh/ in /puh/).
• Sound units in the initial position of a spoken word generally are easier to attend to than those in the final or medial position.
• Increasing the number of sound units in a word, using words containing consonant clusters (such as the first three consonant sounds in street), and asking children to produce (“Blend these sounds to make a word: /c/-/ă/-/t/”) rather than recognize (“Point to the picture of the animal the robot is saying in a funny way: /c/-/ă/-/t/”) contribute to the challenges of the task.
• Instruction should be sequenced in accordance with the progressions of phonological awareness development, ultimately developing student mastery of phoneme blending and segmentation. These skills are most closely related to reading and writing, respectively.
• Instruction should be planned so that it progresses from larger units to smaller units and from blending to segmenting (and other manipulations).
• Instruction should also target words with continuous sounds before those with non-continuous sounds, initial sounds before final and medial sounds, words with single consonant sounds before words with consonant blends and clusters, and words with fewer sounds to words with more sounds.
• When appropriate, likely near the end of kindergarten and throughout grade one, phonemic awareness instruction should be tied closely with phonics (Standard 3) instruction. Children use letters to represent the sounds that comprise spoken words.
• Learning letter-sound correspondences contributes to progress in phonological awareness. On the other hand, instruction in letter-sound correspondences makes most sense when children already have some awareness of phonemes. In other words, learning that the letter r represents the sound /r/ means little if a child is unaware of the existence of /r/ in the stream of spoken language or if the sound is not in the child’s primary language.
• Although a child may demonstrate simple paired-associate learning (responding with the sound when presented with a letter), the child in fact may not have acquired or be gaining an understanding of the phonological basis of spoken language and, in turn, its relationship to printed language.
• The more students engage with print, the more words they learn. The more words they learn, the more they become familiar with widely occurring multi-letter patterns, such as at in cat/bat/rat, ight in night/flight/right and udge in judge/grudge/fudge. Repeated encounters with these patterns across different words result in their rapid recognition in new words.

Phonics and Word Recognition (Standard 3) K-5

Phonics and word recognition standards include knowledge of letter-sound and spelling-sound correspondences, knowledge of word parts (syllables and morphemes), and recognition of irregularly spelled words. As readers, individuals use this knowledge to decode and identify words in written language. In other words, the phonics and word recognition reading standards are taught (along with print concepts and phonological awareness) so that students have the knowledge and skills to access language that has been recorded in print, including words they have never encountered in print.

The goal of phonics and word recognition instruction is to teach children the skills necessary for independence with our language code. Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. Children are taught, for example, that the letter n represents the sound /n/ and that it is the first letter in words such as nose, nice, and new. Learning that there are predictable relationships between sounds and letters allows children to apply these relationships to both familiar and unfamiliar words and to begin to read with fluency.

Instructional materials should be reviewed on a frequent basis to ascertain their effectiveness. It is recommended that phonics instruction and materials should provide a systematic sequence (the letter-sound relationship is taught in an organized and logical sequence) and explicit teaching focus (the instruction provides teachers with precise directions for teaching letter-sound relationships). Frequent opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories is paramount in preparing for becoming a literate individual.
Systematic and explicit instruction:

- Significantly improves children's word recognition, spelling, and reading comprehension.
- Is most effective when it begins in kindergarten or first grade and used as a part of a comprehensive reading program with students who do not have a firm understanding of the letter-sound relationship, regardless of grade level.

Adapted from: Put Reading First: The Research Building Blocks for Teaching Children to Read Kindergarten Through Grade 3, a publication of The Partnership for Reading.

Classroom Instruction:

- Beginning readers need ample opportunities to practice what they are learning. Practice with phonics involves word work, which includes activities such as word building.
- Practice also includes reading connected text that is controlled in such a way that the spellings of most of the words are consistent with what children have learned. Decodable texts especially serve this purpose. The value of decodable texts is that they provide the opportunity for students to apply what they are learning about the alphabetic code, which enhances their reading acquisition (Cheatham and Allor 2012).
- The amount of time devoted to decodable text depends upon how quickly beginning readers grasp the code. Some children need considerable practice with decodable books. Others need less because they more quickly acquire and apply the skills. Learners should be provided instruction and texts that reflect and advance their skills. This means some children can more quickly engage as readers with a wider range of text, including easy reader and other trade books. (All children should be exposed to a wide range of text; this may be provided primarily through read alouds by the teacher until children have become more skilled with print.) Formative assessment and interim assessments should inform these decisions.
- Students should be taught to monitor their understanding as they decode words in connected text. All students need to know that text should make sense and convey meaning. Contextual analysis can be used to verify the accuracy and fit of the word in the sentence or larger discourse. Contextual analysis, however, should not be relied upon to identify the word.
- As students’ progress in reading, they learn to decode multisyllabic words; some readers acquire this ability more readily than others. In fact, moving beyond single syllable words can be a point of significant difficulty for some developing readers. Knowledge of syllable patterns and morphemes (such as affixes and roots) contributes to skill in decoding these words (Gabig and Zaretsky 2013; Moats 2000; Verhoeven and Carlisle 2006). When students have learned about the smaller parts of multisyllabic printed words, they can use knowledge of those parts to identify them in longer words and blend them together to form the larger word.
- Instruction and experience with common syllable patterns and with morphemes should be given ample attention to ensure students’ success with decoding multisyllabic words. Knowledge of morphemes supports not only decoding, but also contributes to the definition of words as students use these meaningful parts to understand the words.
- Teaching multisyllabic words and learning Greek and Latin roots are important to understanding the meaning of words.

A Special Note About High Frequency Words (formerly known as sight words):

- Some words do not follow regular spelling patterns, including many high-frequency words (e.g., said, was, they). These irregularly spelled words should be taught as sight words. Some words are temporarily irregular; these words become regular once the relevant letter-sound or spelling-sound correspondences have been taught (i.e., by and with). Sometimes temporarily irregular words are taught as sight words so that students have access to more texts earlier than they otherwise might have in the instructional sequence. In other words, it is helpful to learn certain words before their spelling patterns are taught so that children can read a wider range of beginning reading selections.
- The kindergarten standards include learning to read by sight some regularly spelled high-frequency words (RF.K.3c). Teachers should introduce irregularly spelled words systematically and draw attention between the points of irregularity in the word and the students’ existing knowledge about the code to prevent confusion.
- Irregularly spelled words should be practiced and reviewed enough times (which varies by learner) so that students read them swiftly and confidently.
• The pacing and number of irregular words introduced should be carefully considered so that students are not overwhelmed. The emphasis should be on learning the words well. Students should have many opportunities to review the irregular words they have learned and to read the words in contexts that are important to them, such as in classroom environmental print and in texts.
• An increasing quantity of printed words that students can recognize by sight—both irregularly spelled words and those they have decoded enough times that they are instantly identified—allows readers to engage quickly and successfully with an increasing amount of text, which further propels their reading development and expands their worlds.

Fluency (Standard 4) K-5
Fluency is the ability to read with accuracy, appropriate rate (which requires automaticity), and prosody. Although fluency is important when children read aloud written text for an audience, such as their peers or family members, the primary importance of fluency is that it enables comprehension (Rasinski and Samuels 2011; Samuels 2006; Shanahan, and others 2010; Stanovich 1994).

Children who can efficiently access print have the cognitive resources available to engage in meaning making. The ELA Standards makes this purpose clear: **Students read with sufficient accuracy and fluency to support comprehension.** It is further emphasized that comprehension will increase by including time for students to read on-level text with purpose and understanding, by using context to confirm or self-correct word recognition and understanding, and by rereading as necessary.

It is important to note that although meaning making with text is dependent on fluent decoding, it involves much more than fluent decoding. Furthermore, evidence suggests that the relationship between fluency and comprehension is reciprocal: fluency contributes to comprehension and comprehension contributes to fluency (Hudson, 2011).

Fluency is a critical link between decoding and comprehension. Although fluent reading doesn’t guarantee comprehension, we know that disfluent reading hinders comprehension, especially with complex texts. Disfluent readers, instead of being able to make meaning as they read, spend a disproportionate amount of cognitive capacity sounding out words or wrestling with sentence structure, leaving little time and energy to comprehend what they’re reading (UnBoundEd, 2017).

Fluent readers have developed automatic and accurate recognition of a great many words and the ability to quickly sound out (or attack) those that aren’t automatically recognized. This automaticity allows readers to maintain a conversational pace during reading. Fluent readers also understand intrinsically how to use intonation, pauses, stops, phrasing and inflection so reading sounds as though the reader is speaking naturally. The foundation of vocabulary and background knowledge provides support to help the reader make meaning of the text. These components are the foundations on which students’ reading fluency rests. To grow and improve students’ reading fluency, goals must include:
  • Building students’ word attack skills and word recognition.
  • Building students’ understanding of how pace and expression are cued by syntax, vocabulary, and text structure.
  • Building students’ vocabulary and background knowledge (UnBoundEd, 2017).
Fluency guides, created by UnBoundEd, provide **K-2, 3-5** and **6-12** support in the area of fluency.

Classroom Instruction:
  • Reading fluency can change with text content, genre, or complexity, so we must continue to provide fluency practice for our students—beyond the elementary grades.
  • The development of students’ accuracy should be given the highest priority. Initially, primary grade teachers should work to ensure that students become skilled at full alphabetic decoding. Sufficient instruction should be provided in phonics and word recognition so that readers are able to take advantage of all letters and letter combinations, syllable patterns, and morphemes in a word, to identify the word.
  • After ensuring accuracy, teachers should work to build students’ automaticity in identifying words. Automaticity refers to effortless, virtually unconscious, accurate identification of words. Familiar printed
words are recognized instantaneously; they have been decoded enough times that the memory trace from orthographic representation to phonological and semantic representation is well established.

- Words that students have not yet encountered in print are identified quickly as students are able to rapidly employ their phonics and other word attack skills to determine the word.
- Irregularly spelled words that have been taught have been practiced enough times (in and out of context) for rapid retrieval as well. Rate of accurate reading of connected text is a common measure of automaticity. An extensive study of oral reading proficiency provides the mean number of words read accurately per minute by students in grades one through eight in unpracticed readings from grade-level materials (Hasbrouck and Tindal, 2006).
- Fluency rates should be interpreted cautiously with students who are speakers of languages other than English. In addition, fluency rates are not appropriate to apply to students who are deaf and hard-of-hearing and use American Sign Language. Although rate is important, the goal is not speed for its own sake. The goal is automaticity with print so that meaning making can occur.
- Rate should be appropriate for meaning making. Some text should be read more slowly than other text, depending upon the complexity of the language and ideas and the purposes for reading. Prosody, or expression, includes rhythm, phrasing, and intonation. Prosodic reading suggests that the reader can identify words quickly and accurately and is comprehending the text.

- Instructional attention to expression, such as phrasing, in oral reading may be important, especially with students who can decode accurately but who are experiencing comprehension difficulties. All students should hear good models of fluency.
- Students should be read aloud to regularly by adults and others who read with accuracy, at a rate appropriate for the text and purpose, and with expression that conveys meaning. Young students need many opportunities to participate, by chanting along, in teacher read-alouds of simple, engaging text. Students of all ages should hear texts of different types and disciplines read aloud (Rasinski and Samuels, 2011).
- Students need many opportunities to read on their own to develop fluency. Decodable texts used by beginning readers reflect their accumulating knowledge about the code so that it is applied and practiced in the context of connected text. As readers build skill with word recognition, students should increasingly engage in independent and wide reading.
- Although engagement with complex text is an essential component of ELA/Literacy programs, students should have access to—and spend considerable time with—interesting texts at their reading level to build fluency (Carnegie, 2010).
- Fluency also is facilitated when students engage in repeated reading of text (NICHD, 2000; Samuels, 1979). Ensuring authentic reasons to read and reread text, such as preparing for sharing a poem or presenting a reader’s theatre performance, is important.
- Explicitly teach students the six syllable types and rules for segmenting words based on the syllable, providing additional practice opportunities for struggling readers as often as possible.

  o type 1: Open Vowel (en/er/gy)
  o type 2: Silent e (ex/am/ined)
  o type 3: consonant -le (mar/bles)
  o type 4: Vowel Teams (straigh/tened)
  o type 5: Closed Vowels (pock/et)
  o type 6: r-controlled Vowel (in/spir/a/tion)
The Illinois ELA Literacy Framework’s purpose is to provide administrators, educators, and other stakeholders a guide for planning an effective, comprehensive literacy program. This framework includes recent findings gleaned from the Fordham Institutes’ “Reading and Writing Instruction in America’s Schools” and “Literacy Lifelines for America’s English Language Arts Teachers”. The components within the framework are founded on research-based, quality practices and are not program specific.

This section is adapted from the research and findings by the Fordham Institutes in the two works: Reading and Writing in America’s Schools and Literacy Lifelines for America’s English Language Arts Teachers. (Used with permission: See Reference section for full citation).
Foundational skills are the beginning of lifelong accessibility to the printed word and literacy itself. Considerable evidence supports that close to two-thirds of all fourth-grade students read at less than adequate levels on reading achievement tests and that the problem has persisted for decades. One reason is under-developed foundational reading skills that leaves students struggling to focus their attention on understanding what they are trying to read. (Paige, 2018)

Illinois Foundational Skills Standards are directed towards students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. Students should follow many of these foundational skills in a progression at the early elementary levels. The success of one skill often dictates a child’s ability to move onto the next skill. Foundational skills should be taught in conjunction with the other literacy skills intended for that grade level and differentiated instruction should be provided. Good readers will need much less practice with these concepts than struggling readers will.

The foundational reading skills that enable students to read words (alphabetics); relate those words to their oral language; and read connected text with sufficient accuracy and fluency, helping students to understand what they read, is the focus work of the Institute of Education Sciences (IES). Four recommendations from this 2016 report are:

**Recommendation 1.** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.

**Recommendation 2.** Develop awareness of the segments of sounds in speech and how they link to letters.

**Recommendation 3.** Teach students to decode words, analyze word parts, and write and recognize words.

**Recommendation 4.** Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
Why it Matters: The following Foundational Skills Standards outline the necessary skills for our Kindergarten-Fifth grade students. These skills should be systematically embedded throughout a K-5 curriculum. Students should demonstrate mastery of the previous year’s grade level standards before progressing to the next grade level standards.

Print Concepts: (Standard 1) K-1
Print concepts include the organization and basic features of print. Among these are:

1. English is read from left to right, top to bottom, and page by page.
2. Spoken words are represented in written language by specific sequences of letters.
3. Words are separated by spaces.
4. Sentences are distinguished by certain features, such as capitalization of the first word and use of ending punctuation.

Print concepts also include recognizing and naming upper- and lowercase letters of the alphabet.

- Research indicates that young children’s knowledge of the forms and functions of written language is an important precursor of skillful reading (Justice and Piasta, 2011).
- Knowledge of letter forms and names provides a basis for learning about the alphabetic system (Evans and Saint-Aubin, 2011).
- A “deep, ready, and working knowledge of letters” (along with knowledge of their relationships to the sounds of speech), is crucial for literacy development and overall educational success (Adams, 2013).

Effective Practices:
Children learn print concepts through active, close interactions and extensive exposure to a variety of print materials. Adults should model daily how print works and make explicit references to print, directing children’s attention to a variety of print features, as they share books with children and write for and with children. The letters of the alphabet should be taught explicitly and ensure that children observe and use letters in meaningful print experiences.

Phonological Awareness (Standard 2) K-1
Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Children who have mastered phonological awareness can identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds as 'money' and 'mother.

Children's phonological awareness includes a continuum of skills that develop over time. From the simplest to the most complex, these include rhyme and alliteration, word and syllable awareness, and onset-rime and phoneme awareness. A careful assessment of students' phonological awareness will enable teachers to identify the levels of development in the classroom and plan instruction that is appropriate for students' needs.

Retrieved from http://www.readingrockets.org/article/development-phonological-skills

ISBE ELA Content Specialist: ISBE Literacy Framework (Spring, 2019)
Effective Practices:
To effectively decode (convert from print to speech) and encode (convert from speech to print) words, students must be able to identify the individual sounds, or phonemes, that make up the words they hear in speech, name the letters of the alphabet as they appear in print, and identify each letter’s corresponding sound(s). Teachers should begin instruction as soon as possible through a variety of activities such as read-alouds, poems, songs, games, direct instruction, etc. Once students know a few consonant and vowel sounds and their corresponding letters, they can start to sound out and blend those letters into simple words.

**Phonics and Word Recognition (Standard 3) K-5**

Phonics and word recognition standards include knowledge of letter-sound and spelling-sound correspondences, knowledge of word parts (syllables and morphemes), and recognition of irregularly spelled words. Developing readers use this knowledge to decode and identify words in written language. In other words, the phonics and word recognition reading standards are taught (along with print concepts and phonological awareness) so that students have the knowledge and skills to access language that has been recorded in print, including words they have never encountered in print.

The goal of phonics and word recognition instruction is to teach children the skills necessary for independence with our language code. Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. Children are taught, for example, that the letter n represents the sound /n/ and that it is the first letter in words such as nose, nice, and new. Learning that there are predictable relationships between sounds and letters allows children to apply these relationships to both familiar and unfamiliar words and to begin to read with fluency.

Effective Practices:
It is recommended that phonics instruction and materials should provide a systematic sequence (the letter-sound relationship is taught in an organized and logical sequence) and explicit teaching focus (the instruction provides teachers with precise directions for teaching letter-sound relationships). Frequent opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories is paramount in preparing for becoming a literate individual. Instructional materials should be reviewed on a frequent basis to ascertain their effectiveness.

Systematic and explicit instruction:
- Significantly improves children's word recognition, spelling, and reading comprehension.
- Is most effective when it begins in kindergarten or first grade and is used as part of a comprehensive reading program with students who do not have a firm understanding of the letter-sound relationship, regardless of grade level.

Adapted from: Put Reading First: The Research Building Blocks for Teaching Children to Read Kindergarten Through Grade 3, a publication of The Partnership for Reading.

**Fluency (Standard 4) K-5**

Fluency is the ability to read with accuracy, appropriate rate (which requires automaticity), and prosody. Although fluency is important when children read aloud written text for an audience, such as their peers or family members, the primary importance of fluency is that it enables comprehension (Rasinski and Samuels 2011; Samuels 2006; Shanahan, and others 2010; Stanovich 1994).

Children who can efficiently access print have the cognitive resources available to engage in meaning making. The ELA Reading Standards makes this purpose clear: *Students read with sufficient accuracy and fluency to support comprehension.* It further emphasizes that comprehension will increase by including time for students to read on-level text with purpose and understanding, and use context to confirm or self-correct word recognition and understanding, and by rereading as necessary.

ISBE ELA Content Specialist: ISBE Literacy Framework (Spring, 2019)
It is important to note that although meaning making with text is dependent on fluent decoding, it involves much more than fluent decoding. Furthermore, evidence suggests that the relationship between fluency and comprehension is reciprocal: fluency contributes to comprehension and comprehension contributes to fluency (Hudson, 2011).

Fluency is a critical link between decoding and comprehension. Although fluent reading doesn’t guarantee comprehension, we know that disfluent reading hinders comprehension, especially with complex texts. Disfluent readers, instead of being able to make meaning as they read, spend a disproportionate amount of cognitive capacity sounding out words or wrestling with sentence structure, leaving little time and energy to actually comprehend what they’re reading (UnBoundEd, 2017).

Fluent readers have developed automatic and accurate recognition of a great many words, and the ability to quickly sound out (or attack) those that aren’t automatically recognized. This automaticity allows readers to maintain a conversational pace during reading. Fluent readers also understand intrinsically how to use intonation, pauses, stops, phrasing, and inflection so reading sounds as though the reader is speaking naturally.

The foundation of vocabulary and background knowledge provides support to help the reader make meaning of the text. These components are the foundations on which students’ reading fluency rests. To grow and improve students’ reading fluency, goals must include:

- Building students’ word attack skills and word recognition.
- Building students’ understanding of how pace and expression are cued by syntax, vocabulary, and text structure.
- Building students’ vocabulary and background knowledge (UnboundEd, 2017).

**Effective Practices:**

Having students read connected text daily, both with and without constructive feedback, facilitates the development of reading accuracy, fluency, and comprehension and should begin as soon as students can identify a few words. Students should interact with a variety of connected texts, including texts of varied levels, diverse genres, and wide-ranging content. In particular, students should read both informational and narrative text, beginning in the early grades (IES, 2016). The following recommendations from the Institute for Education Science research are listed here:

1. As students read orally, teachers should model strategies, scaffold, and provide feedback to support accurate and efficient word identification.
2. Teach students to self-monitor their understanding of the text and to self-correct word-reading errors.
The Foundational Skills Standards in Kindergarten through Fifth address fluency. UnboundEd states that fluency refers to how smoothly a student reads and is defined by these three characteristics:
1. Accurate decoding and word recognition.
2. Reading at a conversational pace.
3. Reading with appropriate prosody, or expression.

Because Sixth through Twelfth students may not always demonstrate the above characteristics, research supports that comprehension may suffer. Fluency is a critical link between decoding and comprehension. Although fluent reading doesn’t guarantee comprehension, we know that disfluent reading hinders comprehension, especially with complex texts. Disfluent readers, instead of being able to make meaning as they read, spend a disproportionate amount of cognitive capacity sounding out words or wrestling with sentence structure, leaving little time and energy to actually comprehend what they’re reading.

The good news is that fluency is an element of reading that can be improved relatively quickly with some attention and practice. And fluency practice can be conducted during existing classroom activities and routines.

As fluent readers, we have developed automatic and accurate recognition of a great many words, and the ability to quickly sound out (or attack) those that we don’t automatically recognize. This automaticity allows us to maintain a conversational pace as we read.

As fluent readers, we also understand intrinsically how to use intonation, pauses, stops, phrasing, and inflection so our reading sounds as though we are speaking naturally to a friend. Our foundation of vocabulary and background knowledge provides support to help us make meaning of the text. These components that we rarely think about when reading are the foundations on which students’ reading fluency rests. (Retrieved from UnboundEd Fluency Guide).

**Teacher Tip**

**Continue Fluency Practice:**
Disfluent reading hinders comprehension, especially with complex texts. Student ability to read fluently can change with text content (i.e., literature vs. science), genre or complexity, so continued fluency practice for students beyond the elementary grades is essential.

**Resources**

**UNBOUNDED:**
6-12 FLUENCY GUIDE
Why It Matters:
Typically, fluency has been a literacy issue directed solely at elementary grades. Illinois Reading Standards do not explicitly address fluency in grades 6-12, but the expectation is that students arrive to these grades having already developed it. However, the standards that are addressed in these grades are inextricably intertwined with fluency. In order to read the range, quality, and complexity of texts demanded by the standards, students should have developed insight into knowledge of language and structure of texts. This assists with their understanding of the expression with which the texts are to be read. Students need to develop background knowledge to fully understand the ideas expressed through text. With this background knowledge comes vocabulary, the development of which contributes to students’ ability to automatically and accurately recognize words, another key element of fluency. Finally, exposure to the range of genres exemplified by the standards fosters greater understanding of how each genre has its own appropriate pace and cadence of reading. By explicitly targeting fluency, students’ comprehension of the texts they read increases. (UnboundEd, 2017)

Effective Practices:
The most effective approach to building fluency for students at all levels is to use on grade-level texts. Using grade-level (versus reading-level) texts requires the instructor to move more slowly, but the support that accompanies fluency work—rereading, modeling, and feedback—helps all students access the rigor of these grade-level texts. Fluency routines should be approached through modeled readings, shared readings (teacher to peer and peer to peer readings), and repeated readings, which support students’ productive struggle with the text. This shared struggle is designed to culminate in shared comprehension and success. Using complex, grade-level texts allows teachers to maximize gains within the short time shared with students daily.

Reading fluency can change with text content, genre, or complexity, so we must continue to provide fluency practice for our students—beyond the elementary grades. Teaching students to analyze syllables and word parts by explicitly teaching them the specific syllable types and providing them with practice blending and segmenting known syllables to form and read words, phrases, and sentences created from those syllables is another high impact strategy. Students should be trained to look for meaningful chunks in unknown words. Understanding how to break words into syllables will aid them in pronunciation of words that they do not recognize.

To grow and improve students’ reading fluency, goals must include:
- Building students’ word attack skills and word recognition.
- Building students’ understanding of how pace and expression are cued by syntax, vocabulary, and text structure.
- Building students’ vocabulary and background knowledge.
Although most ELA experts now endorse the use of quantitative measures of text complexity, such as Lexile and Flesch-Kincaid, it remains important for teachers to supplement these tools with qualitative measures, and to use their professional judgment to decide which texts are suitable for which students—and for which purposes.

More specifically, Student Achievement Partners—a nonprofit that was founded by the primary authors of the CCSS-ELA—suggests that teachers use a three-step process to select appropriately complex texts.

1. Use quantitative measures to assign a text to a grade band (e.g., Lexile or Flesch-Kincaid).
2. Use qualitative measures to locate a text within a specific grade including:
   - Text structure
   - Language clarity and conventions
   - Knowledge demands
   - Levels of meaning/purpose
3. Use professional judgment to decide how suited a text is for a specific instructional purpose with a particular set of students.

The text complexity triangle (Appendix A) illustrates the importance of incorporating these additional measures and considerations.

**Teacher Tip**

**Determine the instructional purposes for which it is suited.**

When evaluating a text, teachers should supplement quantitative measures of complexity (such as Lexile and Flesch-Kincaid) with qualitative measures (such as vocabulary and subject knowledge requirements) and then use their professional judgment to determine the instructional purposes for which that text is suited.

**Resources**

**TEXT COMPLEXITY PROFESSIONAL LEARNING:**

- ILLINOIS TEXT COMPLEXITY SHIFT KIT
- KARIN HESS: TOOLS FOR EXAMINING TEXT COMPLEXITY

**SELECTING COMPLEX TEXTS WITH INTENTIONS:**

- ASSOCIATION FOR MIDDLE LEVEL EDUCATION
- ANALYSIS TOOLS
  - LITERATURE RUBRIC
  - INFORMATIONAL RUBRIC
Why It Matters
Text complexity is defined as a multidimensional measure of the ideas, concepts, language, and structures that together make a text easier or more difficult for a student to read and understand. One of the key requirements of the ILS for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete primary and secondary education, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers.

In brief, while reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K–12 texts have actually declined in sophistication, and relatively little attention has been paid to students’ ability to read complex texts independently. These conditions have left a serious gap between many high school seniors’ reading ability and the reading requirements they will face after graduation. (CCSS, Appendix A, 2010).

The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read. Students will not become instantly proficient by merely being exposed to complex text. Students require expert scaffolding over time, which includes the explicit and thoughtful teaching of academic language.

The Standards presume that all three elements (showcased in the graphic on the previous page), will come into play when text complexity and appropriateness are determined. Therefore, selection of texts and what a reader will do with that text are of utmost importance when creating instructional plans and outcomes for students. A wide variety of text complexity templates are available for instructors who wish to determine whether the text being utilized is appropriate for their students. A literature and an informational rubric have been developed to by the CCSSOs in assisting with defining qualitative analysis:

- Literature Rubric
- Informational Rubric

Perhaps the biggest challenge to effectively teaching complex text is resolving the tension between teaching more challenging grade level texts and effectively intervening with students who are reading below grade level. Given the scale of this challenge, it’s not surprising that many teachers are struggling to meet it. But what is surprising is the apparent direction of the trend, which suggests that teachers are implicitly or explicitly rejecting this aspect of the shift. Fordham Institute

Effective Practices:

Use of Text Sets
One significant element of instructional materials is text sets. A text set is a collection of related texts organized around a topic or line of inquiry. The line of inquiry of a given set is determined by an anchor text—a rich, complex grade-level text. A short anchor text or portion of a text, should be used to focus a close reading with instructional supports in the classroom. Text sets include a wide variety of teaching resources, aside from the anchor text, such as: video clips, newspaper articles, speeches, photographs, artwork, charts and tables, internet searches, songs, poetry, and more.
The number of texts in a set can vary depending on purpose and resource availability around a given topic. What is important is that the texts in the set are connected meaningfully to each other to deepen student understanding of the anchor text. In a sense, the texts “talk to one another” so that in reading the set, students build a coherent body of knowledge around a topic. (CCSSO, Guide to Creating Text Sets). Retrieved from: http://www.ccsso.org/Documents/Text%20Complexity/Showroom%20Models/Guide%20to%20Creating%20Text%20Sets.docx

**Reading Aloud Strategy**

Reading aloud has been said to be the foundation for literacy development. It is the single most important activity for reading success (Bredekamp, Copple, & Neuman, 2000). It provides students with a demonstration of phrased, fluent reading (Fountas & Pinnell, 1996). It reveals the rewards of reading, and develops the listener’s interest in books and desire to be a reader (Mooney, 1990).

Student can listen on a higher language level than they can read, so reading aloud makes complex ideas more accessible and exposes children to vocabulary and language patterns that are not part of everyday speech. This, in turn, helps them understand the structure of books when they read independently (Fountas & Pinnell, 1996). It exposes less able readers to the same rich and engaging books that fluent readers read on their own, and entices them to become better readers. Students of any age benefit from hearing an experienced reading of a wonderful book.

Prior to the adoption of the standards, texts read aloud had a predominant narrative focus and the practice ended in elementary. Read-alouds have a place in all K-12 classrooms inclusive of both narrative and expository exposure so that craft, structure, vocabulary, intent, and meaning for comprehension can be a focus of instruction.

Students’ listening comprehension likely outpaces reading comprehension until the middle school years. It is particularly important that students build knowledge through being read to as well as through reading, with the balance gradually shifting to reading independently.

**Reading Aloud in Older Grades**

- Teachers need to directly instruct how to navigate & extract information from texts to become fluent & strategic readers. (RAND, 2002)
- Read-alouds and the use of text-based discussions are opportunities to help students learn from complex informational text, especially if students struggle to read informational text independently, (Beck & McKeown, 2001; Snow, Burns, & Griffin, 1998).
- Teachers can use reading aloud in middle school and high school to build interest in a topic, introduce a topic, model fluent reading, and expose students to texts they might not read otherwise. Retrieved from https://www.edweek.org/ew/articles/2010/01/06/16read_ep.h29.html
By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades (CCSS, 2010).

In general, content knowledge is essential to a quality education because an extensive knowledge base supports:

1. Reading comprehension
2. Vocabulary acquisition
3. Synthesizing information

In recognition of these benefits, the standards encourage teachers to adopt a content-rich curriculum that includes a healthy dose of informational texts. This distinction is important because research shows that, in addition to building content knowledge more quickly, students acquire new vocabulary up to four times faster when they read a series of related texts.

As noted in Lifeline 2, text sets are a powerful tool to support content knowledge and disciplinary literacy. Additionally, Student Achievement Partners suggests that teachers construct text sets that:

1. Center on a single topic (e.g., insects or entrepreneurship) and contain a variety of resources (e.g., books, articles, videos, websites, and info-graphics).
2. Purposely order resources to support students in building vocabulary and knowledge.
3. Include activities to be completed after each resource to demonstrate comprehension and students’ newly acquired knowledge and/or vocabulary.
4. Are designed to be completed with increasing independence by students.

When creating a text set, begin with content knowledge—that is, start by choosing which books or other texts students ought to read for knowledge-building purposes—and then decide how to use those texts to teach skills and strategies.

**Teacher Tip**

Organize your lessons around text sets.

Effectively scaffolding instruction through the use of text sets systematically builds students’ content knowledge and dramatically accelerates the rate at which they learn new words.

**Resources**

**PROFESSIONAL LEARNING:**
- ILLINOIS INFORMATIONAL TEXT KIT
- ILLINOIS CONTENT AREA LITERACY KIT

**FORDHAM INSTITUTE:***
- WHAT ARE TEXT SETS, AND WHY USE THEM IN THE CLASSROOM?
- WHICH TEXT SET APPROACH IS RIGHT FOR YOU?

**MODEL TEXT SETS:**
- ACHIEVE THE CORE
- READWORKS
- NEWSELA
**Why It Matters**
The Partnership for 21st Century Learning identifies the skills, knowledge, and expertise students should master to succeed in work and life in the 21st century. One of the three student outcomes listed is “Content Knowledge and 21st Century Themes.” Students need a mastery of fundamental disciplines in the following areas:

- English, Reading, Language Arts
- World Languages
- Arts
- Mathematics
- Economics
- Science
- Geography, History, Government, Civics

As students continue to learn about and comprehend their world, their comprehension is strengthened by existing and new knowledge. Keep in mind that building knowledge is not a litany of facts, but rather conceptual understandings in which students become experts on the world around them.

**Using Disciplinary Literacy**
Timothy Shanahan states that disciplinary literacy is based upon the idea that literacy and text are specialized, and even unique, across the disciplines. Historians engage in very different approaches to reading than mathematicians do, for instance. Similarly, even those who know little about math or literature can easily distinguish a science text from a literary one.

Fundamentally, because each field of study has its own purposes, its own kinds of evidence, and its own style of critique, each will produce different texts, and reading those different kinds of texts are going to require some different reading strategies. Scientists spend a lot of time comparing data presentation devices with each other while literary types strive to make sense of theme, characterization, and style.

**Effective Practices:**
Disciplinary classes should have a deep dedication to imparting the content of the subjects to students, including information about the nature of inquiry in those fields. That means in a history class it is essential students be given opportunities to pore over conflicting evidence and alternative points of view and allow students chances to evaluate primary and secondary texts, too. Science reading is less about alternative perspectives and more about accurate information carefully grounded in the observations and experiments that identified it. Accordingly, science information tends to be expressed in a multiplicity of forms (e.g., prose, tables, charts, formulae, photos), often within the same account. (retrieved from http://shanahanonliteracy.com/blog/disciplinary-literacy-the-basics#sthash.Rx4o0kaV.dpbs)

**Using Text Sets**
The use of text sets is another effective practice because it is based on reading-comprehension research and shows the importance of building content knowledge and vocabulary. As mentioned earlier, text sets are collections of texts tightly focused on a specific topic. They may include varied genres (fiction, nonfiction, poetry, and so forth) and media (such as blogs, maps, photographs, art, primary-source documents, and audio recordings).

Research shows that students acquire new vocabulary up to four times faster when they read a series of related texts.
Lifeline 4 highlights one of the difficult (and important) challenges facing teachers in the twenty-first century: striking a satisfactory balance between “cultural responsiveness,” or efforts to respectfully incorporate students’ cultures, and what E. D. Hirsch referred to as “cultural literacy,” which requires “participation in...a shared body of knowledge, a knowledge of the culture of the country” that is “assumed by writers of everything from training manuals to newspapers.”

Teachers are assigning more informational texts and literary nonfiction, as the third shift requires, however, informational text should not be shared at the expense of “classic works of literature.” English teachers can use informational texts and other cultural sources to support their literature selection.

Teachers can infuse more culturally relevant texts in their curriculum that reflect students’ increasingly diverse backgrounds and cultures.

Providing texts and background knowledge supportive of cultural differences and perspectives is critical but also providing a range of materials representing American cultural beliefs and values must be well planned in order for students to have a balanced core knowledge. The ILS call for such a balance and require “extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, so that students gain literary and cultural knowledge” (CCSS, 2010).

**Teacher Tip**

Expose students to new material that builds on a variety of cultural sources.
Seek out sources that expands cultural knowledge and that fosters respect.

**Resources**

**PROFESSIONAL LEARNING:**
ILLINOIS ENGLISH LANGUAGE ARTS KIT

**ARTICLES:**
E.D. HIRSCH: TEACHING CONTENT IS TEACHING READING
D. WILLINGHAM: HOW KNOWLEDGE HELPS
R. PONDISCIO: KNOWLEDGE IS LITERACY
THE ATLANTIC: WHAT EVERY AMERICAN SHOULD KNOW
Why It Matters:
Culture is often described as being like an iceberg. Above the water are the aspects of the culture that you can easily see and experience: language, dress, food, festivals, and the like. Below the water, where you can’t see it, are the aspects of the culture that those within the culture know and understand, often without thinking about it or questioning it (i.e., values, roles, customs, status, perceptions, beliefs, traditions, etc.). It is the goal for all classrooms to allow students a look below the tip of the iceberg and experience a culture through a variety of texts.

The unspoken aspects of a culture are influenced by its history, values, and assumptions, and range from perceptions of right and wrong, gender and other roles, and customs like use of personal space, to language based on assumed knowledge, (i.e., white elephant gifts, green thumbs, etc.).

Perhaps the challenge lies not in striking a balance between the cultural responsiveness and cultural literacy, but in recognizing the knowledge that we, as citizens of an increasingly diverse America, already share.

Assumed knowledge and values have real impact on people’s lives. One example is racism, in which people do not have an understanding or valuing of the other culture or peoples, and negatively stereotype its members. Racism can lead to discrimination, exclusion, and even violence. Another example is gender and gender roles. Many cultures recognize only male and female genders and have assumptions about what a man or a woman should be or do: how to behave, what to wear, what kinds of work they can do. "Men are strong" and "women are caring" are two examples of cultural assumptions about gender. People who don’t match up to the assumptions may be judged negatively. Retrieved from: https://www.westernsydney.edu.au/studysmart/home/cultural_literacy/what_is_cultural_literacy

Effective Practices:
Recognizing the unspoken aspects of a culture through literature can be a very powerful tool in building content knowledge, analyzing specific literary works, and recognizing varying authorial styles specific to cultures. Table 5 below identifies the types of literary genre that should be shared across the K-12 experience.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literature Genre Types in the Standards (Table 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Stories, poems</td>
</tr>
<tr>
<td>1st Grade</td>
<td>Stories, poetry, prose</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>Fables &amp; folktales from diverse cultures, story, songs, poetry</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>Fables, folktales, stories, poetry, dramas, myths from diverse cultures</td>
</tr>
<tr>
<td>4th Grade</td>
<td>Stories, dramas, poetry, prose, different versions of stories, traditional literature from different cultures</td>
</tr>
<tr>
<td>5th Grade</td>
<td>Stories, dramas, poetry, literature in the same genre</td>
</tr>
<tr>
<td>6th Grade</td>
<td>Fiction (i.e., fantasy), dramas, poetry, audio, video, live versions of texts</td>
</tr>
<tr>
<td>7th Grade</td>
<td>Fiction, dramas, poetry (i.e., soliloquy, sonnet), fantasy, audio, filmed, staged, or multimedia versions texts</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Fiction (i.e., suspense), dramas, poetry, myths, traditional stories, religious works such as the Bible, a filmed or live production of a story or drama, scripts</td>
</tr>
<tr>
<td>9th-10th Grade</td>
<td>Fiction (i.e., world literature), dramas, poetry, plays (i.e., Shakespeare)</td>
</tr>
<tr>
<td>11th-12th Grade</td>
<td>Fiction, drama, poetry (i.e., at least one play by Shakespeare and one play by an American dramatist), recorded or live production of a play or recorded novel or poetry</td>
</tr>
</tbody>
</table>

Bold print reflects terms new to the grade level (www.corestandards.org)
By selecting appropriately complex text that builds knowledge and exposes students to varying cultures, they can begin the process of close reading. Every close reading starts with the identification of a passage that is worth reading multiple times—first for basic understanding, then for a deeper appreciation of craft and style and finally how it connects to a broader concept.

Typically, the teacher asks a carefully planned set of text-specific questions designed to highlight elements that illuminate the text’s complexity. According to ELA expert Tim Shanahan, these questions serve as “bread crumbs” that help students:

a) Establish the meaning of a text so that they can summarize it.

b) Analyze how that meaning is achieved through word choice, symbols, allusions, and other structural elements.

By choosing a specific focus for their questions—and then moving from basic to advanced questions with that emphasis in mind—well prepared teachers can provide students with effective “scaffolding” that allows them to gain a deeper understanding of the text.

According to Shanahan, teachers leading close readings may often implement them incorrectly by:

- Asking questions as a check for understanding, rather than as “bread crumbs” designed to promote understanding.
- Asking lots of low-level questions but never getting to high level questions about the author’s choice of words, motivation, or argument.
- Skipping straight to high-level questions that require students to analyze a text without first helping them establish its basic meaning.
- Failing to choose a focus for their questions that leads students toward a deeper understanding of an aspect of the text.
Why It Matters:
The standards call for students to move away from simply reading for information, toward reading with a much more analytical stance. The ILS emphasize the importance of reading several texts about a topic, with readers determining the central ideas, issues and disputes in those topics, and anticipating the arguments around a topic (Calkins, 2012, p. 20). Grasping the subtleties of complex texts can be difficult, so students must practice reading closely if they are to develop the analytic capacity envisioned by this shift. And teachers must provide them with the guidance and direction that such practice requires.

Leading a successful “close reading” requires teachers to master—and successfully integrate—a number of difficult skills. Every close reading starts with the identification of a passage that is worth reading multiple times—first for basic understanding and then for a deeper appreciation of craft and style. Typically, the teacher asks a carefully planned set of text-specific questions designed to highlight elements that illuminate the text’s complexity.

Effective Practices:
By choosing a specific focus for their questions (and then moving from basic to advanced questions with that focus in mind), well prepared teachers can provide students with effective “scaffolding” that allows them to gain a deeper understanding of the text. See Fisher and Frey’s questioning model (See Figure 5) or the progression of text dependent questions that supports a close read.

According to ELA expert Tim Shanahan, these questions should serve as “bread crumbs” that help students:
   a) Establish the meaning of a text so that they can summarize it.
   b) Analyze how that meaning is achieved through word choice, symbols, allusions, and other structural elements.

As a caution, these types of questions do not follow a linear movement along critical thinking models, (i.e., Bloom’s Taxonomy or Webb’s DOK), but rather use those models to gain access to the text fluidly. For example, students can and should answer higher level questions about key details that are aligned to these models of critical thinking.

ISBE ELA Content Specialist: ISBE Literacy Framework (Spring, 2019)
The ILS place special emphasis on question answering and generating while requiring students to rely on the text for evidence. Teachers regularly pose questions to their students, but the purpose and form of these questions can vary widely. Jay McTighe and Grant Wiggins provided defining characteristics of quality essential questions:

1. Is open-ended; that is, it typically will not have a single, final, and correct answer.
2. Is thought-provoking and intellectually engaging, often sparking discussion and debate.
3. Calls for higher-order thinking, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
4. Points toward important, transferable ideas within (and sometimes across) disciplines.
5. Raises additional questions and sparks further inquiry.
6. Requires support and justification, not just an answer.
7. Recurs over time; that is, the question can and should be revisited again and again.

These are questions that are not answerable with finality in a single lesson or a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions, not just answers. By tackling such questions, learners are engaged in uncovering the depth and richness of a topic that might otherwise be obscured by simply covering it. (McTighe and Wiggins, 2013).

To learn more about the classification of questions developed by McTighe and Wiggins, visit: http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%2.aspx
The importance of students acquiring a rich and varied vocabulary cannot be overstated. Vocabulary has been empirically connected to reading comprehension since at least 1925 and had its importance to comprehension confirmed in recent years. It is widely accepted among researchers that the difference in students’ vocabulary levels is a key factor in disparities in academic achievement. (CCSS, Appendix A, 2010)

There are approximately 750,000 words in the English language—more than any teacher on the planet could hope to teach. So how should ELA teachers decide which words to focus on?

Although there is no one-size-fits-all answer to this question, most vocabulary experts agree that teachers should emphasize “high leverage” words that will have the largest positive impact on students. Specifically, research suggests that teachers should focus on words that are:

1. Needed to fully comprehend the text.
2. Likely to appear in future texts from any discipline.
3. Part of a word family or semantic network.

In addition to fulfilling one or more of these criteria, the words that a teacher decides to focus on should also be new to most of his or her students. According to literacy experts Douglas Fisher and Nancy Frey, grade-level lists of vocabulary words and phrases can help teachers with this sort of calibration.

In general, teaching vocabulary effectively means attending to new words as they occur in a text and intentionally spotlighting any high-leverage words. As part of this instruction, teachers may wish to model “word solving” so that students can learn how to infer the meaning of unknown words from their context. In addition, this provides opportunities to engage students in collaborative conversations, so they can practice using academic language.

Research suggests that students acquire new vocabulary significantly faster when they read a series of related texts (i.e., a text set like the ones described in Literacy Lifeline 2) due to the reciprocal relationship between vocabulary and content knowledge.
Why It Matters:
Vocabulary knowledge is directly tied to student success in school and helps students in other ways as well. Knowing what words mean and how they interconnect creates networks of knowledge that allow students to connect new information to previously learned information. These networks of knowledge are commonly referred to as prior knowledge or background knowledge. (Marzano, 2004)

Research suggests that if students are going to grasp and retain words and comprehend text, they need incremental, repeated exposure in a variety of contexts to the words they are trying to learn. When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning. In this way, students learn not only what a word means but also how to use that word in a variety of contexts, and they can apply appropriate senses of the word’s meaning to understand the word in different contexts (et. al., 2010).

Vocabulary in the Standards
Within the Standards, there are a few locations (see Table 6 below), that specify vocabulary development and knowledge. The three most noteworthy standard locations for K-12 vocabulary development are Foundational Skills (Standard 3-Phonics and Word Recognition), Reading (Standard 4-Craft and Structure), and Language (Standard 4, 5, and 6-Vocabulary Acquisition and Use).

<table>
<thead>
<tr>
<th>Strand</th>
<th>Overview of Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Literature</td>
<td>#4: Determine the meaning of unknown words in a text.</td>
</tr>
<tr>
<td>Reading Informational Text</td>
<td>#4: Determining unknown words using context, specific roots and affixes, glossaries, dictionaries, etc.</td>
</tr>
<tr>
<td>Language</td>
<td>#5: Understanding word relationships and nuance in word meanings.</td>
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<tr>
<td></td>
<td>#6: Acquire and use a range of general academic and domain-specific words and phrases.</td>
</tr>
<tr>
<td>Foundational Skills</td>
<td>#4: Use context to confirm or self-correct (Grades 1-5)</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing standards address vocabulary within certain grade specific standards expecting students to write with the vocabulary they acquire through reading.</td>
</tr>
<tr>
<td>Speaking and Listening</td>
<td>Speaking and Listening standards expect students to present and discuss what they have learned which should include vocabulary students acquire through reading, listening and engaging in discussion.</td>
</tr>
</tbody>
</table>

Three Tiers of Words
The Standards follow the recommendations of Isabel L. Beck, Margaret G. McKeown, and Linda Kucan (2002, 2008) who outlined a useful model for categories of words readers encounter in texts. Within each of these categories or tiers, a variety of challenges and applications can be discovered both by educators and students. These authors showcase three levels, or tiers, of words in terms of the words’ commonality (more to less frequently occurring) and applicability (broader to narrower).

All three tiers of words are vital to comprehension and vocabulary development, however, mastering tier two and three words typically requires more deliberate effort. Appendix A of the CCSS defines the tiers below:

- **Tier One words** are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them.
- **Tier Two words** (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as
relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (misfortune, dignified, faltered, unabashedly).

Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

- **Tier Three words** (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

In a nutshell, Tier Three words are likely specific to academic disciplines or content area subjects and should be introduced and mastered with consistent strategy instruction. Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet, Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading. Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention. (CCSS, Appendix A).

**Effective Practices**

When considering literacy instruction, it is important to focus on vocabulary development to offer a balanced approach to instruction. As stated previously, vocabulary is addressed in the Reading and Language Standards and tasks should be carefully designed through purposeful and authentic interactions with texts.

Robert Marzano and Debra Pickering suggest eight research-based characteristics of effective vocabulary instruction. They are:

1. Effective vocabulary instruction does not rely on definitions.
2. Students must represent their knowledge of words in linguistic and nonlinguistic ways.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.
4. Teaching word parts enhances students’ understanding of terms.
5. Different types of words require different types of instruction.
6. Students should discuss the terms they are learning.
7. Students should play with words (i.e., word sorts).
8. Instruction should focus on terms that have a high probability of enhancing academic success, such as Tier Two words.

(Adapted from Building Academic Vocabulary by Robert Marzano and Debra Pickering, 2005)

The key to students’ vocabulary knowledge is building rich and flexible word knowledge. Students need a variety of opportunities to:

- Use and respond to the words they learn through informal talk, discussion, reading or being read to, and responding to what is read.
- Receive instruction about the connections and patterns in language.
- Analyze the logic and sentence structure of their texts.
- Develop an awareness of word parts, word origins, and word relationships.
- Make sense of how language works such that syntax, morphology, and etymology can become useful cues in building meaning as students encounter new words and concepts (Beck, McKeown, & Kucan, 2008).
- Be exposed to tasks that are carefully designed through purposeful and authentic interactions with texts.
Tier Two and Three Words in Upper Grades

• Students in grades 4-12 encounter an abundance of new vocabulary words in the increasingly difficult texts they are expected to read. To expand their vocabulary and their ability to access increasingly difficult text, students need to be taught the meanings of new words as well as be given strategies for determining the meaning of unknown words.

• In grades 4-12, students should receive vocabulary instruction in reading, English language arts, science, social sciences, math and other classes across the instructional areas.
The nature of struggling readers is as varied as the students themselves, so our understanding needs to be both broad and deep. To accomplish this, educators need to know their students – their literacy backgrounds, interests, preferred ways of learning, and favored ways of representing their thinking.” (adapted from Struggling Readers by Maureen McLaughlin & Timothy V. Rasinski)

One of the most common approaches to helping struggling readers is to “frontload” background information and vocabulary by presenting it before students read the text. This strategy can make sense in some circumstances. However, it can be problematic if it results in teachers doing work that students should be doing for themselves.

The first step is reading the text carefully to identify where a lack of background knowledge or vocabulary might cause some students to struggle. Once these challenges have been diagnosed, the next step—and perhaps the hardest part of an ELA teacher’s job—is to address them in a way that still requires students to engage with the text.

One way of approaching this challenge is to double-down on the “bread crumbs” approach described in Literacy Lifeline 4 by posing more basic questions for the benefit of struggling readers. For example, if students fail to comment on organizing features of a text that might help them understand it, teachers should feel free to point these out—and then ask students what purpose they serve.

In a similar vein, the text sets described in Literacy Lifeline 2 can serve as scaffolding for struggling readers (as well as other students). By moving from less-rigorous to more-rigorous texts within the same unit of content, teachers can help these students accumulate necessary background knowledge and vocabulary before they encounter more challenging texts (thus simultaneously increasing their odds of understanding those texts and of inferring the meaning of any new words they contain).

In short, the best educators have thought carefully about what sorts of teacher-initiated questions might work as scaffolding. And by providing students with well-constructed text sets, they also allow them to do their own scaffolding.
Why It Matters:

Many struggling readers struggle with comprehension. Comprehension is defined as intentional thinking during which meaning is constructed through interactions between text and reader (Harris & Hodges, 1995). Student readers derive meaning from text when they engage in intentional, problem solving thinking processes. Many struggling readers do not engage in thinking processes when they are reading. Text comprehension can be enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental representations in memory.

The National Reading Panel noted three predominant themes in the development of reading comprehension skills:

1. Reading comprehension is a complex cognitive process that cannot be understood without a clear description of the role that vocabulary development and vocabulary instruction play in the understanding of what has been read.
2. Comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text.
3. The preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students’ achievement in this area.

Primary students who do not reach proficiency levels on the first exposures to the foundations of reading will need MORE exposures and experiences. Otherwise, they risk becoming the students who are reading five (or more) years below grade level in high school – the ones who rarely graduate. (Hernandez, 2001)

Unfortunately, in many schools the poorest readers read the least, often as much as three times less than their peers (Allington, 2006).

Effective Practices:

Comprehension strategies are routines and procedures that readers use to help them make sense of texts. Readers who are provided with direct, explicit instruction in comprehension strategies, improve their reading comprehension. Direct and explicit teaching involves a teacher modeling and providing explanations of the specific strategies students are learning, giving guided practice and feedback on the use of the strategies, and promoting independent practice to apply the strategies (Kamil, Borman, Dole, Kral, Salinger, and Torgesen, 2008).

1. Comprehension Monitoring: Readers monitor or are aware of their own comprehension and make strategic decisions to employ strategies, processes, or making meaning from their reading.
2. Cooperative Learning: Students learn strategies and process learning together through discussion of a text.
4. Question Answering: Readers are more likely to understand a text when they are asked questions by their teacher or peers and receive immediate feedback about their answers.
5. Question Generating: Readers ask questions about various aspects of a text before, during, and after the reading itself.
6. Text Structure: Teaching the underlying organization or structure of a written text aids the student in understanding and recalling information from a passage.
7. Summarization: When readers engage in distilling, integrating, and generalizing the information from a passage, they form brief summaries and are better able to comprehend the text information. (Brassell & Rasinski, 2008).

ISBE ELA Content Specialist: ISBE Literacy Framework (Spring, 2019)
Some of the following types of instruction are helpful when used alone, but many are more effective when used as part of a multiple-strategy method (i.e., using a graphic organizer and questioning).

**Primary Student Suggestions (Some strategies may be used for older students as well):**

**Pre Reading**
- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.).
- Provide a student-friendly glossary of key vocabulary (may include words &/or illustrations).
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension.
- Reformat the text itself to include visuals or definitions of key vocabulary.
- Annotate text with a defined purpose for reading it (what they will learn from the reading).
- Number lines whenever possible to support students in referencing evidence from the text.

**During Reading (initial)**
- Make sure students experience (hear/read) the entire selection uninterrupted (except for supplying brief definitions essential for understanding). This gives students a sense of the whole text and supports comprehension and motivation.
- Teacher conducts a read-aloud with students following along to help build fluency (grades 2 +)
  Note- if reading aloud, students should have ample opportunities to follow along while listening and revisit the text independently.
- Provide summaries of sections to help students build comprehension more quickly.
- Have students annotate the text for key ideas while reading and/or model annotation for students.
- Allow students time to discuss/write about the text following the first read:
  - using sentence starters or prompts as needed (Example: I wonder, I heard, I think).
  - by jotting or discussing the “gist” or “big idea” of the text as a whole.
  - by working with partners to ensure all students are participating.

**During Subsequent Readings**
- Ask a series of pre-planned, scaffolded text-dependent questions that build comprehension of the central idea of the text.
- Chunk the text. Provide text-dependent questions by chunk, to be answered before moving to the next portion of the text.

**After/Between Readings (discussing or writing about text)**
- Have scaffolded questions ready to support students in moving from concrete to more abstract reasoning.
- Provide oral or written sentence frames.
- Provide picture cues with text-dependent questions.
- Provide “hint cards” to direct students toward sections of the text as needed.
- Include text cues such as paragraph number, section, heading, etc. in wording of questions.
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations.
- Make time for guided re-reading.
Older Students (Some of these strategies may assist primary students also):
In addition to being knowledgeable about students, educators will need to use instructional time wisely, provide accessible, engaging texts, and teach students to become skillful strategic readers. Integrating technology and using formative assessment are essential to these tasks. The goal is to teach, support and inspire struggling learners.

- Struggling readers should be reading authentic texts (articles, books, newspapers, speeches, etc.) in and outside of the classroom. This connection can help students view reading as an enduring skill in which they will engage throughout their lives.
- Struggling readers want to see a connection between reading tasks in school to what they may do in real life. Classrooms should include authentic tasks that can mimic tasks in our daily lives.
- Instructional routines that include familiar literacy structures can help build struggling students’ ability and confidence.
- Struggling students simply do not read much. This lack of reading leads to reading-proficiency atrophy and regression. Struggling students need the opportunity to read during the school day.
- Authentic assessment is necessary in diagnosing strengths and weaknesses in a struggling student as well as monitoring their development.

As highlighted in the Close Reading section (Lifeline 5), the significance of using questioning techniques is reiterated here. Jay McTighe and Grant Wiggins provided defining characteristics of quality essential questions:

1. Is open-ended; that is, it typically will not have a single, final, and correct answer.
2. Is thought-provoking and intellectually engaging, often sparking discussion and debate.
3. Calls for higher-order thinking, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
4. Points toward important, transferable ideas within (and sometimes across) disciplines.
5. Raises additional questions and sparks further inquiry.
6. Requires support and justification, not just an answer.
7. Recurs over time; that is, the question can and should be revisited again and again.

These are questions that are not answerable with finality in a single lesson or a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions, including thoughtful student questions, not just answers. By tackling such questions, learners are engaged in uncovering the depth and richness of a topic that might otherwise be obscured by simply covering it. (McTighe and Wiggins, 2013).

To learn more about the classification of questions developed by McTighe and Wiggins, visit: http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx
The ability to inform and persuade based on a convincing analysis of the evidence is a critical skillset for K–12 students. Yet historically, many ELA teachers have devoted more energy and class time to nurturing students’ creative writing skills. So how can teachers accustomed to teaching creative or narrative writing incorporate more evidence-based writing activities into their curricula?

Literacy expert Tim Shanahan suggests writing activities that are grounded in reading such as:

- **Summarization**, in which students identify key ideas and details of text and then paraphrase or translate them into their own words.

- **Analysis and critique**, in which students look for relationships and patterns in a text such as cause and effect, problem and solution, or comparison and contrast, or in which they evaluate a text through reasoning (e.g., “Why was there an American Civil War? Compare the causes of the Civil War from the perspectives of the North and South.”).

- **Synthesis**, in which students write their own text but rely on evidence from multiple sources, combining, evaluating, and resolving conflicting information (i.e., research writing).

- **Text modeling**, in which students identify key features of a text and then write their own texts, imitating the structure and language of the original but varying the key features (e.g., by writing a five-paragraph essay or a Socratic dialogue).

In addition to developing students’ capacity for evidence-based writing, text-based prompts also greatly benefit students’ reading comprehension by encouraging them to review what they have read, reflect on any new information or ideas they may have encountered, and then collect their thoughts in writing. In short, teachers would do well to think of reading and writing as complementary activities, rather than as separate subjects.

State assessments and the standards require students to read a portion of a narrative and respond to a prompt using evidence from what they have read. For example, students may be required to finish the story using the same character traits therefore showcasing evidence of those traits in their response.
Why It Matters:
In addition to developing students’ capacity for evidence-based writing, text-based prompts also greatly benefit students’ reading comprehension by encouraging them to review what they have read, reflect on any new information or ideas they may have encountered, and then collect their thoughts in writing. Put another way, teachers would do well to think of reading and writing as complementary activities, rather than as separate subjects. It is important to note that this shift in focus does not call for evidence-based writing to replace narrative writing.

To succeed in college—and many workplaces—students must be able to construct a coherent argument based on their analysis of one or more texts (or other sources of information). Teachers should be cautious that they are not simply asking students to write persuasive essays based on their personal experiences, instead of asking them to summarize, synthesize, analyze, or argue from evidence.

Students must understand that the craft of writing is based on attentiveness to audience, task, and purpose. Students should be provided with an abundance of opportunities to practice writing about texts and reading texts as writers. “[Students] need to have access to real world texts that resemble what they, themselves, are attempting to emulate (Calkins, 2012). The Writing Standards explicitly include “planning, revising, editing, rewriting, or trying a new approach” as part of the production and distribution of writing.

For students to comprehend text fully, they must also write. Writing about text is effective because it encourages deeper thinking about ideas and:

- Requires students to draw on their own knowledge and experience.
- Helps them to consolidate and review information.
- Inspires the reformulation of thinking.
- Requires the organization and integration of ideas.
- Fosters explicitness.
- Facilitates reflection.
- Encourages personal involvement.
- Requires translation into one’s own words (Shanahan, 2017).

Effective Practices:
The Writing Standards provide direction of the three modes of writing (opinion/argument, informative/explanatory, and narrative, or Standards 1-3), but opens instructional practices to include any form of creative writing that educators are encouraged to use at their discretion. To implement these modes of writing, all teachers, inclusive of content area educators, are expected to craft writing tasks that incorporate Standards 4-10. Some terms that educators and students need to be familiar with are:

- **Routine Writing**: writing regularly with a focus on practicing skills and processes.
- **On Demand Writing**: writing to a prompt that students have not had previous exposure.
- **Tasks**: the question or assignment to which students will write.
- **Audience**: the viewers, spectators or addressees of a piece of writing.
- **Purposes**: the goal or aim of a piece of writing; to express oneself, to provide information, to persuade, or to create a literary work. (These purposes align with the modes of writing or Writing Standards 1-3).
- **Writing Process**: determining purpose, prewriting, drafting, revising, editing, and publishing.
- **Traits of Writing**: the specific skills that writers use to craft writing (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation).
- **Writing Workshop**: a method of writing instruction that provides coaching to students for them to write for a variety of audiences and purposes.
Why Rigor?

Recently there is growing recognition of the need to prepare students for life following high school—whether some type of higher education or employment (Blackburn, 2008). The standards adoption came about due to a rising number of issues that were leaving graduating high school seniors unprepared for college or the work place. According to research, the following issues came to light and due to these new understandings, evidence was clear that rigorous standards, rigorous instruction, and rigorous assessments were necessary.

Issues

- Many high school graduates are unprepared for college.
- Too few high school graduates are getting needed skills and are taking remediation courses in college.
- College readiness translates into work readiness as well.
- Employers say that high school graduates are lacking basic skills.
- Students planning to join the workforce after graduation do not need a less rigorous curriculum—they also need higher order thinking skills.
- Students are not prepared for high school.

Sources: Achieve (2007); ACT (2007); American Diploma Project (n.d.); Cavanaugh (2004); Dyer (n.d.); National High School Alliance (2006); Williamson (2006).
A New Understanding of Rigor

The first step toward increasing the rigor in schools is to build a common understanding of rigor. While there are many definitions of rigor, there is no agreement on what it means. True rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels (Blackburn, 2008).

The foundation of a rigorous classroom is determined by the high expectations set for students and the culture of rigor that is evident. What does that look like in a classroom? Principles that should be observed in a classroom of high expectations:

1. Through comments and actions, the teacher projects to students, “I believe you can.”
2. The teacher has a positive effect, but does not allow excuses for a lack of effort.
3. There is adequate wait time from the teacher which conveys the message that, “I expect you to answer.”

Many administrators believe they have solved the rigor problem by purchasing textbooks that have higher Lexiles than in the past but if teachers do not know how to scaffold student reading with these harder books—without reading the texts to the students or telling them what the books say—then learning will not be the result.” (Shanahan, 2017).

It is critical that teachers craft lessons that move students to more challenging work while simultaneously providing ongoing scaffolding to support students as they learn. To simply increase expectations without helping students move to those higher levels is inappropriate. In a rigorous classroom, teachers scaffold the literacy strands by considering the following:

- Complexity of ideas/content
- Match of text and reader prior knowledge
- Complexity of vocabulary
- Complexity of syntax
- Complexity of coherence
- Familiarity of genre demands
- Complexity of text organization
- Subtlety of author’s tone
- Complexity of literary devices
- Sophistication of data-presentation devices
- Sufficient fluency
- Apprentice texts (texts that build up to content or text being utilized)
- Comprehension strategies
- Motivation

Rigorous teaching requires a mindset that encompasses the strategies and classroom practice suggestions highlighted in the standards. Rigorous teachers:

- Provide adequate and appropriate guidance when teaching content that is harder.
- Are aggressive about kids’ learning, but intelligently rigorous (the idea is to be aggressive not to look aggressive).
- Focus on content such as writing, social studies, and science rather than testing outcomes.
- Build oral language and teach vocabulary.
- Emphasize the mastery of world knowledge.
- Engage kids in higher order thinking.
- Emphasize meaning before, during, and after reading.
- Help students connect content with their own knowledge.
- Teach students to use comprehension strategies. (Adapted Shanahan, 2017).

Rigor in reading is not the ability to answer certain kinds of questions. It is the ability to make sense of ideas expressed in text—the ability to negotiate the linguistic and conceptual barriers or affordances of a text (Shanahan, 2017).
Engaging Students in Rigorous Practices
Gradual Release of Responsibility Instructional Framework

The Gradual Release of Responsibility Instructional Framework (see Figure 6), has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

While there are many reasons that children struggle with reading and writing, there are not endless numbers of solutions. Students who find literacy tasks difficult or rigorous deserve increased attention from their teachers, quality reading materials, and authentic opportunities to read and write. Research shows a positive relationship between a student’s volume (amount) of reading and their reading achievement. Therefore, this is a critical component in literacy instruction. It is important to note that a starting point of this model does not have to begin in the “I do” category but can be mixed as the teacher deems appropriate. (Grant, 2012).

Of special note, used in tandem with the Gradual Release Instructional Framework, is the concept of dialogic teaching. Dialogic teaching harnesses the power of talk to stimulate and extend students’ thinking and advance their learning and understanding. Dialogic teaching pays as much attention to the teacher talk as to the students. Discussion entails the open exchange of views and information in order to explore issues, test ideas, and tackle problems. To facilitate the different kinds of learning talk, the following instructional implications should be present:

- Interactions which encourage children to think, and to think in different ways.
- Questions which require much more than simple recall.
- Answers which are followed up and built on rather than merely received.
- Feedback which informs and leads thinking forward as well as encourages.
- Contributions which are extended rather than fragmented.
- Exchanges which chain together into coherent and deepening lines of enquiry.
- Classroom organization, climate, and relationships which make all this possible.

Many teachers in dialogic classrooms have negotiated ground-rules for talk along the lines above, and these are frequently reviewed with students. Dialogic teaching is grounded in research on the relationship between language, learning, thinking, and understanding, and in observational evidence on what makes for good learning and teaching. While it is not a specific teaching method, dialogic teaching is an approach and a professional outlook.


Example of Instructional Practices Used with Gradual Release of Responsibility Instructional Framework

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<thead>
<tr>
<th>Teacher Directed</th>
<th>(Table 7)</th>
<th>Student Directed</th>
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<tbody>
<tr>
<td>Direct Instruction</td>
<td>Teacher-led dialogic</td>
<td>Independent Reading</td>
</tr>
<tr>
<td>Think Alouds</td>
<td>Reading Conferences (individual and small groups)</td>
<td>Reader Response</td>
</tr>
<tr>
<td>Mini-lessons where strategies are explicitly taught</td>
<td>Guided Reading</td>
<td>Whole group sharing</td>
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<tr>
<td></td>
<td>Differentiated small group instruction</td>
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Figure 6

ISBE ELA Content Specialist: Literacy Framework (Spring, 2019)
The practices listed in Table 7 are described below and do not favor one approach over another; instead, the teacher exposes students to the continuum on a regular basis through a variety of context and content:

- **Direct Instruction** – Direct instruction refers to the instructional approaches that are structured, sequenced, and led by teachers. These generally include: modeling, checking for understanding, guided instruction, and closure.

- **Think Alouds** - Think alouds are opportunities for teachers to verbalize when reading, “like eavesdropping on someone’s thinking.” Teachers model how to monitor their own comprehension as they read, reread, clarify, ask questions, etc.

- **Mini-lessons** – The teacher offers a short and practical lesson on a tool, skill, procedure, or piece of information potentially useful to the whole class.

- **Explicit Teaching** - The teacher demonstrates, models, and explains the focus of the lesson, skill, or concept.

- **Teacher-led dialogic**: The teacher leads spoken dialogue.

- **Reading Conferences** – The teacher touches base with each reader/writer on a regular basis. The teacher poses questions and students respond giving teachers insight into skills that have been acquired or need additional work.

- **Guided Reading/Instruction** - Students are supported by the teacher in Guided Reading Groups, which are a necessary, daily component of the literacy block. Students are selected for their guided reading group according to their reading level, not skill deficiencies. Guided Reading groups are the setting for students to learn about all areas of literacy in an integrated way.

- **Differentiated Small Group Instruction** – Small group instruction is the “we do” part of the gradual release of responsibility model. Struggling readers may be seen more often than other groups in order to provide more opportunity to close the achievement gap. Small groups can be formed to address any number of things: reading, skill focus, etc. Groups should also focus on students who are more advanced yet need additional support for more complex text. More advanced students may need less meeting time, but are still important so all students progress.

- **Student-led dialogic** - Students develop responses to information presented in many forms and lead spoken dialogue.

- **Collaborative Literacy Discussion/Learning** - Students work with peers in small groups or with partners to practice skills with support. This is the beginning of the transfer of responsibility from the teacher to the student. Anchor Standard #1 in Speaking and Listening calls for students to initiate and participate effectively in a range of collaborating discussions with diverse partners. Students work with peers to promote civil, democratic discussion and decision-making, set clear goals and deadlines, and establish individual roles as needed. It also calls for students to follow rules for collegial discussions. Collegial discussions are mutually respectful conversations between student colleagues in a group or classroom environment. Some collaborative strategies/practices include but are not limited to the following:
  - **Partner Reading** – Partner Reading is a cooperative learning strategy in which two students work together to read an assigned text.
  - **Group/Pair Discussion** - Questions or talking points are posed to pairs or small groups of students. Discussion provides opportunities for students to engage, time to think and formulate answers, and builds confidence through discussion with a peer or group of peers.
  - **Independent Reading** - Independent Reading is when students read a text with minimal to no assistance from the teacher.
  - **Reading Responses** – An oral or written response to the text being studied and is an extension of read aloud, guided reading, group and independent reading. This can take place in traditional notebook form, online blogging, letters to teachers/peers, and visual representations. The teacher is modeling, actively involved, monitoring, questioning, and challenging students to carefully show their thinking for higher level responses.
  - **Whole Group Sharing** - Small subgroups are ideal for involving all participants, accomplishing specific tasks, and creating a safer space for sharing. Convening in the whole group provides context, meaning and merging of ideas.

13 instructional strategies to achieve rigor by Marzano can be accessed in the appendices on pg. 146
Rigorous Classroom Evidence: Elements and Indicators

This bulleted list is a short list from the former Eye on Education group. It is recommended that teachers review the items listed and self-reflect on the practices that they feel are employed in their own classrooms. Working with coaches and supportive administrators to gain access to professional learning in the areas that they determine guidance is needed are effective practices when utilizing the list.


Learner-Centered Instruction
♦ Teachers maintain high expectations for all students.
♦ Support and scaffolding are provided to ensure success.
♦ There is evidence of high order student thinking.
♦ Students are active in all aspects of learning.
♦ Lessons seamlessly incorporate application activities.

Expectations for Learning
♦ Teachers are consistent in the belief that students can learn, will learn, and that they have the power to help them do so.
♦ Lessons are designed so students see the value of specific learning.
♦ Teachers are persistent in supporting student learning.
♦ Interaction with students reflects the belief that it is unacceptable not to learn.

Support for Student Learning
♦ Teachers work to remove barriers to student success.
♦ A repertoire of strategies is used to interact with students.
♦ Teachers use positive strategies to encourage student learning.
♦ Students receive high quality feedback about their work.

Demonstrating Student Learning
♦ Each student regularly demonstrates his or her understanding of content.
♦ Multiple ways to demonstrate learning are included in lessons.

School as Learning Community
♦ Every member of the school believes that it is unacceptable not to learn.
♦ Teachers meet and plan together to support student learning.
♦ Teachers use multiple types of data to make decisions about student learning.
♦ Teachers work and learn together.
Additional Literacy Considerations for K-12 Classrooms

This section describes the additional considerations to promote literate individuals in a global society. While the standards do not specifically address areas such as spelling, grammar, and handwriting with content standards, their subtle inclusions across the standards warrant a further explanation.

ESSA defines other aspects of learning, such as social and emotional learning, and dictates the inclusion of these standards across multiple content areas. The same holds true with technology, therefore, guidance for inclusion of these areas is outlined here.
Spelling

The English writing system is complex and, therefore, challenging to learn. The 26 letters of the alphabet can produce approximately 44 sounds (phonemes) that are represented in 250 different spellings (Ball & Blachman, 1991).

Developing automaticity in decoding and spelling requires redundant exposures to the grapho-phonemic patterns of the language (Robbins, Hosp, Hosp, & Flynn, 2010). Therefore, reading and spelling can be mutually beneficial if taught together, rather than separately, because they create additional opportunities to practice applying common patterns (see tables 8 and 9).

### Standards Addressing Spelling: K-5 (Table 8)

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Skills</strong></td>
<td><strong>Foundational Skills</strong></td>
<td><strong>Foundational Skills</strong></td>
<td><strong>Foundational Skills</strong></td>
<td><strong>Foundational Skills</strong></td>
<td><strong>Foundational Skills</strong></td>
</tr>
<tr>
<td>RF.K.3b:</td>
<td>RF.1.3b:</td>
<td>RF.2.3a:</td>
<td>RF.3.3d:</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</td>
<td>Know the spelling-sound correspondences for common consonant digraphs.</td>
<td>Distinguish long and short vowels when reading regularly spelling one-syllable words.</td>
<td>Read grade-appropriate irregularly spelled words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF.K.3d:</td>
<td>RF.2.3b:</td>
<td>RF.2.3c:</td>
<td>RF.2.3f:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</td>
<td>Know spelling-sound correspondences for additional common vowel teams.</td>
<td>Decode regularly spelled two-syllable words with long vowels.</td>
<td>Recognize and read grade-appropriate irregularly spelled words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Standards</strong></td>
<td><strong>Language Standards</strong></td>
<td><strong>Language Standards</strong></td>
<td><strong>Language Standards</strong></td>
<td><strong>Language Standards</strong></td>
<td><strong>Language Standards</strong></td>
</tr>
<tr>
<td>L.K.2d:</td>
<td>L.1.2d:</td>
<td>L.2.2d:</td>
<td>L.3.2e:</td>
<td>L.4.2d:</td>
<td>L.5.2e:</td>
</tr>
<tr>
<td>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</td>
<td>Use conventional spelling for common spelling patterns and for frequently occurring irregular words.</td>
<td>Generalize learned spelling patterns when writing words (e.g., cage – badge – boy – boil)</td>
<td>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</td>
<td>Spell grade appropriate words correctly, consulting references as needed.</td>
<td>Spell grade appropriate words correctly, consulting references as needed.</td>
</tr>
<tr>
<td>L.1.2e:</td>
<td></td>
<td></td>
<td>L.3.2f:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</td>
<td></td>
<td>Use spelling patterns and generalizations in writing words. (word families, position-based spellings, etc..)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Standards Addressing Spelling: 6-12 (Table 9)

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th-10th Grade</th>
<th>11th-12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.6.2:</td>
<td>L.7.2</td>
<td>L.8.2</td>
<td>L.9-10.2</td>
<td>L.11-12.2</td>
</tr>
<tr>
<td>Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>L.6.2b:</td>
<td>L.7.2b</td>
<td>L.8.2c:</td>
<td>L.9-12.2c:</td>
<td>L.11-12.2b:</td>
</tr>
</tbody>
</table>

Why it Matters:

*Why Teach Spelling*? is a resource compilation of three documents that support the teaching of spelling in today's schools: a discussion of "Why Spelling Instruction Matters", a checklist for evaluating a spelling program, and tables of Common Core State Standards that are linked to spelling instruction. For your convenience, we have also included a Word formatted file of the checklist that is downloadable for use in evaluating your own spelling program.


**Grammar**

People associate grammar with errors and correctness. The misconception lies in the view that grammar is a collection of arbitrary rules about static structures in the language. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Communicative goals are the goals of learners’ studying English language. So, grammar teaching is necessary to achieve the goals. (J. Zhang, 2009).

Knowing about grammar also helps us understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of literature discussions, when we and our students closely read the sentences in poetry and stories. And knowing about grammar means finding out that all languages and all dialects follow grammatical patterns. (NCTE, 2015).

Why it Matters:

Research strongly suggests that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts. Researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills. (Calkins, 1980; DiStefano and Killion, 1984; Harris, 1962)

Calkins, Ehrenworth, and Lehman note in *Pathways to the Common Core* that the language standards (including grammar), are written to suggest that language work should not be taught in isolation. Language work should be interwoven across the day so that conventions, vocabulary, and craft moves become a seamless part of reading, writing, speaking, and listening already under way in the classroom.

ISBE ELA Content Specialist: Literacy Framework (Spring, 2019)
Effective Practices:
Hillocks states that the sentence combining practice provides writers with systematic knowledge of syntactic possibilities, the access to which allows them to sort through alternatives in their heads as well as on paper and to choose those which are most appropriate. (Hillocks, 1986). Noguchi (1991) created an analysis depicting that grammar choices affect writing style. To that end, sentence combining is an effective method for helping students develop fluency and variety in their own writing style. Students can explore sentence variety, length, parallelism, and other syntactic devices by comparing their sentences with sentences from other writers. They also discover the decisions writers make in revising for style and effect.

Teachers can design their own sentence-combining activities by using short sentences from student writing or other appropriate sources. For example, teachers who notice many choppy sentences in students' writing can place these sentences on an overhead for all their students to read. Teachers can then ask different students to combine orally the short sentences in a variety of ways.

By participating in oral and written sentence-combining activities, students better understand the ways in which sentence structure, usage, and punctuation affect meaning. For more information, click http://www.illinoisliteracyinaction.org/uploads/4/0/7/1/40712613/01_grammar_matters_-_left_side.pdf

Handwriting
Legislation was passed in 2018 mandating cursive handwriting be taught in Illinois. School code states, “Beginning with the 2018-2019 school year, public elementary schools shall offer at least one unit of instruction in cursive writing. School districts shall, by policy, determine at what grade level or levels students are to be offered cursive writing, provided that such instruction must be offered before students complete grade 5.”

Curricula, grade level determinations, and instructional strategies for teaching cursive writing will be developed at the local school or school district levels. School districts are free to develop or choose the program that best meets the needs of their students.

Students need both handwriting and keyboarding instruction to master their grade level literacy standards which allows for success later in college and career. Although the standards provide a solid framework for students to achieve 21st century success, the standards cannot realistically include every skill necessary for achieving this goal. Developed with a “focus on results rather than means”, the standards empower educators to integrate any additional relevant topics that will help achieve the objectives set out in the CCSS (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Included in this framework is how handwriting and keyboarding support literacy success.

2010 Illinois ELA Standards Referencing Handwriting (Table 10)
The ILS ELA Standards (adopted in 2010) reference handwriting in the following standards:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.K. 1.A Print many upper- and lowercase letters.</td>
<td>L.1. A Print all upper- and lowercase letters.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>W.K.1,2 &amp; 3 Use a combination of drawing, dictating, and writing to compose.</td>
<td>W.1.1,2 &amp; 3 Write opinion, informative/explanatory, and narrative pieces to compose.</td>
<td>W.2.1,2 &amp; 3 Write opinion, informative/explanatory, and narrative pieces to compose.</td>
<td>W.3.1. 2 &amp; 3 Write opinion, informative/explanatory, and narrative pieces to compose.</td>
</tr>
<tr>
<td>Cursive</td>
<td>Before end of 5th grade in Illinois</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Why it Matters:
In grades K–1, handwriting instruction supports the achievement of key Foundational Skills Standards:
- Reading Standards: “Print Concepts” include the organization of text (left-to-right, top-to-bottom), alphabet recognition, and word spacing.
- Language Standards: “Conventions of Standard English” include the ability to print capital and lowercase letters, and demonstrate written command of sentence and paragraph writing conventions (capitalization and punctuation).

In grades K–5, handwriting instruction supports achievement of the increasingly rigorous standards for production of written text (See table 10):
- Writing Standards include Production and Distribution of Writing, Text Types and Purposes, Research to Build and Present Knowledge, and Range of Writing.
- Speaking and Listening Standards require fluent notation of interaction and question/answer exchanges with teachers and other students (including Comprehension and Collaboration, and Presentation of Knowledge and Ideas).
- Language Standards need to demonstrate mastery of key concepts in written texts (including Knowledge of Language, and Vocabulary Acquisition and Use).

Although handwriting legibility and fluency are not directly specified in the 2010 Standards for English Language Arts & Literacy as Foundational Skills (with the exception of spelling proficiency as articulated in Language Standard 2), the importance of handwriting legibility and fluency is implicitly recognized as critical to students’ writing development for two reasons:

1. If handwriting is illegible and the message has been lost, a student’s writing efforts have been for naught.
2. An absence of automaticity and fluency with handwriting skills may limit the cognitive attention students can devote to the content of their writing and the writing process (Berninger, 1999; Olinghouse & Santangelo, 2010) (similar to the relation between decoding and comprehension observed in reading, LaBerge & Samuels, 1974; Perfetti, 1985).

Moreover, research indicates that many activities in the early grades require fine motor skills. Once movement patterns, such as those used while writing become established through repeated practice, they are often resistant to change (Bradfield, 2009). Therefore, though fine motor skills are important for handwriting, handwriting is important in the promotion of fine motor skills. It’s also important to note that poor handwriting is not primarily related to poor fine motor skills, but rather to poor letter knowledge in memory (Abbott & Berninger, 1993; Berninger, Abbott, et al., 1998).

Effective Practices:
Relatively modest investments of instructional time devoted to handwriting — perhaps the equivalent of ten or fifteen minutes daily — may pay off in preventing later writing problems, including difficulties with higher-level composition skills.
The early years of schooling are especially critical for handwriting instruction; once children have formed counterproductive habits in handwriting, such as poor pencil hold or inefficient letter formation, those habits can be difficult to change.
Even for young children, however, handwriting instruction should occur in the context of a broader program of written expression in which children learn many other writing skills and develop motivation to write.
- Especially when the teacher is working with large groups of youngsters, monitoring each child while he or she is writing may be difficult. Written arrow cues for tracing dotted letters and copying letters are important so that children do not inadvertently practice incorrect letter formation repeatedly.
- While children are practicing writing a given letter, they can also be saying the sound the letter makes.
• Unlike manuscript writing, cursive writing involves making connections between letters within a word. Once children can form individual letters, explicit teaching of letter connections is important.

• Connections involving four letters — cursive \(b\), \(o\), \(v\), and \(w\) — followed by a subsequent letter (e.g., as in the words \(bed\), \(on\), \(have\), \(will\)) are often especially confusing for children, because unlike most cursive connections, these do not involve going back down to the bottom line before writing the subsequent letter. Reading Rockets - [http://www.readingrockets.org/article/importance-teaching-handwriting](http://www.readingrockets.org/article/importance-teaching-handwriting)

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**Keyboarding**

Schools can no longer prepare students for the workplace of the future without providing them with skills necessary for using computers competently. One of those necessary skills is, of course, keyboarding. Unfortunately, some schools have concentrated on teaching students how to use computers to obtain and produce information, and have paid little attention to teaching how to type on the keyboard quickly, accurately, and with correct technique. In addition, keyboarding is essential to Illinois students because many statewide assessments have moved to an online platform for grades 3 through 12 students.

**Why it Matters:**

• Children access all types of technology at home—even before they attend school—and schools can provide the developmentally appropriate instruction to bolster their fluency and efficiency in using keyboard-input devices to make them truly “bilingual by hand” (Berninger, 2012).

• Keyboarding instruction bolsters fluency and automaticity. Touch typing is a skill that will help all students in their education, as well as their later careers, by making the physical production of their texts efficient, leaving them with more cognitive freedom to develop ideas and arguments. Some research also shows that students write essays with more words and sentences when they type (Barrera, 2001; Goldberg, Russell, & Cook, 2003).

• Word Processing research indicates that word processing has a consistently positive impact on writing quality for students in grades 4 through 12 (Graham & Perin, 2007) – including average-achieving writers, at-risk learners, and students identified with learning disabilities (Karchmer-Klein, 2007) – and should be used within the classroom when appropriate.

• Word processing can be particularly helpful to low-achieving writers by enabling them to produce text accurately and fluently. Word processing can increase the ease of editing which results in better revision. The spell checker can be especially helpful for low-performing writers. Use of spell checker can be encouraged if the following limitations are recognized:
  
  o Research indicates that spell checkers miss approximately one out of three spelling errors.
  
  o Once an error is identified, the correct and intended word may not appear in the list of suggestions. Even if the correct spelling is in the list of suggestions, students may not recognize it.
  
  o Some words such as proper names may be falsely identified as errors. When teaching the editing and revising stages of the writing process, include proofreading as part of the explicit instruction. Teach students how to proofread for spelling errors that the word processor may not identify.

Table 11 on the next page identifies the standards, by grade level, that support the integration and direct instruction of keyboarding skills.
The 2010 ELA Learning Standards Referencing Keyboarding (Table 11)

The current ELA Learning Standards (adopted in 2010) references keyboarding in the following standards:

<table>
<thead>
<tr>
<th>Writing Standard</th>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.K.6</td>
<td>W.1.6</td>
<td>W.2.6</td>
<td>W.3.6</td>
<td>W.4.6</td>
<td>W.5.6</td>
<td></td>
</tr>
<tr>
<td>With guidance</td>
<td>With guidance</td>
<td>With guidance</td>
<td>With guidance</td>
<td>With guidance</td>
<td>With some guidance</td>
<td></td>
</tr>
<tr>
<td>and support</td>
<td>and support</td>
<td>and support</td>
<td>and support</td>
<td>and support</td>
<td>and support</td>
<td></td>
</tr>
<tr>
<td>from adults</td>
<td>from adults</td>
<td>from adults</td>
<td>from adults</td>
<td>from adults</td>
<td>from adults</td>
<td></td>
</tr>
<tr>
<td>explore a variety</td>
<td>use a variety</td>
<td>use technology</td>
<td>use technology</td>
<td>use technology</td>
<td>use technology</td>
<td></td>
</tr>
<tr>
<td>of digital tools</td>
<td>of digital tools</td>
<td>to produce and publish writing</td>
<td>to produce and publish writing</td>
<td>to produce and publish writing</td>
<td>to produce and publish writing</td>
<td></td>
</tr>
<tr>
<td>to produce and</td>
<td>to produce and</td>
<td>using keyboarding skills</td>
<td>using keyboarding skills</td>
<td>using keyboarding skills</td>
<td>using keyboarding skills</td>
<td></td>
</tr>
<tr>
<td>publish writing,</td>
<td>publish writing</td>
<td>as well as to interact and collaborate with others</td>
<td>as well as to interact and collaborate with others</td>
<td>as well as to interact and collaborate with others</td>
<td>as well as to interact and collaborate with others</td>
<td></td>
</tr>
<tr>
<td>including in</td>
<td>including in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaboration</td>
<td>collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with peers.</td>
<td>with peers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ELA Standards are progressive, meaning that students are expected to learn material, transfer that knowledge to the next grade level where they show evidence of having learned it by using it and building on it.

Effective Practices:
Technological tools themselves have very little impact on learning (including writing); rather, learning depends on a combination of technology and instruction designed to help students take advantage of the capabilities of the technology (MacArthur, 2009).

Ensuring students receive instruction on keyboarding and other technological skills allow students the opportunity to take advantage of word processing. Overall, an instructional plan should integrate word processing with writing instruction. The following summarizes recommendations for effective use of word processing in writing instruction:

- Teach students to type as fluently as they handwrite. Typing instruction software may be used. Encourage students to use correct fingerling and monitor their speed and accuracy.
- Ask students to complete the entire writing process from planning through publication on the computer. Typing from a handwritten draft can be a tedious and error-prone process, especially for students with poor spelling skills.
- Provide adequate student access to word processors. Teach students revising strategies to take advantage of the editing capabilities of word processing, including strategies for substantive revision as well as using spell checkers for editing.
- Take advantage of word processing and publish student writing in a variety of formats. Publishing is one of the primary motivations for writing.

Keyboarding Resources:
https://www.internet4classrooms.com/common_core/keyboarding_standards.htm
https://www.cde.state.co.us/cdesped/accommodationsmanual_ccss_k12_techscope
Other Technology Considerations
The US Department of Educational Technology released a 2017 updated report stating, “Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Our schools, community colleges, adult learning centers, and universities should be incubators of exploration and invention.

Educators should be collaborators in learning, seeking new knowledge, and constantly acquiring new skills alongside their students. Education leaders should set a vision for creating learning experiences that provide the right tools and supports for all learners to thrive. However, to realize fully the benefits of technology in our education system and provide authentic learning experiences, educators need to use technology effectively in their practice. Furthermore, education stakeholders should commit to working together to use technology to improve American education.”

Why it Matters:
To succeed in college, career, and life in the 21st century, students must be supported in mastering both content and skills. The US Department of Education states, “Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand-held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.”

Recent progress from the USDOE in the area of technology suggests:
- The conversation has shifted from whether technology should be used in learning to how it can improve learning to ensure that all students have access to high-quality educational experiences.
- Technology increasingly is being used to personalize learning and give students more choice over what and how they learn and at what pace, preparing them to organize and direct their own learning for the rest of their lives.
- Advances in the learning sciences have improved our understanding of how people learn and have illuminated which personal and contextual factors most impact their success.

Effective Practices:
The following list is retrieved and adapted in part from The Partnership of 21st Century Learning (www.P21.org), and suggests the core competencies and practices teachers should employ to enable students to be ready for their future endeavors:

- Focus on 21st century skills, content knowledge, and expertise.
- Build understanding across and among academic subjects as well as 21st century interdisciplinary themes.
- Emphasize deep understanding rather than shallow knowledge.
- Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life—students learn best when actively engaged in solving meaningful problems.
- Allow for multiple measures of mastery.
- Focus on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning.
- Enable innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills.

ISBE ELA Content Specialist: Literacy Framework (Spring, 2019)
- Encourage the integration of community resources beyond school walls.
- Create learning practices, human support, and physical environments that will support the teaching and learning of 21st century skill outcomes.
- Support professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice.
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work).
- Allow equitable access to quality learning tools, technologies, and resources.

Determining how to implement a curriculum that infuses 21st Century skills, virtual platforms and courses, use of specific applications, websites, etc., and keyboarding is left to districts in the state of Illinois.

**Social Emotional Learning (SEL)**

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines Social and Emotional Learning (SEL) as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The educational goals of SEL are to be included in all content areas of all classrooms across Illinois. There are three goals at all grade levels for SEL and supporting standards for each goal. They are as follows:

**Goal 1:** Develop self-awareness and self-management skills to achieve school and life success.

*Learning Standards:*
- a. Identify and manage one’s emotions and behavior.
- b. Recognize personal qualities and external supports.
- c. Demonstrate skills related to achieving personal and academic goals.

**Goal 2:** Use social-awareness and interpersonal skills to establish and maintain positive relationships.

*Learning Standards:*
- a. Recognize the feelings and perspectives of others.
- b. Recognize individual and group similarities and differences.
- c. Use communication and social skills to interact effectively with others.
- d. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

**Goal 3:** Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

*Learning Standards:*
- a. Consider ethical, safety, and societal factors in making decisions.
- b. Apply decision-making skills to deal responsibly with daily academic and social situations.
- c. Contribute to the well-being of one’s school and community.

**Why it Matters:**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources.

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one’s own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

ISBE ELA Content Specialist: Literacy Framework (Spring, 2019)
Promoting one’s own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one’s classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one’s decision making. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

It is of utmost importance to note the nuances in these standards and how they translate to literacy development, especially as they connect to speaking and listening standards.

**Effective Practices:**
The following SEL Strategy Charts are grade band specific. Note how the literacy standards can work in tandem with social emotional learning strategies. While the literacy standards are grade specific, please notice that the grade bands in the SEL Strategy Charts are K-3 and 4-5, 6-8 and 9-10 and 11-12. More information that support these goals and standards can be found at: [http://www.ilclassroomsinaction.org/sel.html](http://www.ilclassroomsinaction.org/sel.html)
## Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

<table>
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<tr>
<th>Standard A– Identify and Manage one’s emotions and behaviors</th>
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<tbody>
<tr>
<td>Identify and accurately label emotions and how they are linked to behavior.</td>
<td>Identify one’s likes and dislikes, needs and wants, strengths and challenges.</td>
<td>Describe why school is important in helping students achieve personal goals.</td>
</tr>
<tr>
<td>Demonstrate control of impulsive behavior.</td>
<td>Identify family, peer, school, and community strengths.</td>
<td>Identify goals for academic success and classroom behavior.</td>
</tr>
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</table>

- Identify emotions using photographs (happy, sad, angry, proud, afraid, surprised, etc.).
- Discuss emotions that story characters are feeling within the texts being read.
- Make posters, draw pictures, or participate in a role playing activity depicting emotions.
- Share feelings through speaking, writing, and drawings.
- Identify and discuss how characters deal with emotions within stories read in the classroom.
- Teach and model calming techniques.
- Identify during a tour where the adults are located in the school in case of emergency.
- Encourage each student to share a special skill or talent they have in a class meeting.
- Identify personal traits of characters in stories.
- Have students share the community resources they enjoy, such as parks and pools.
- Create pictures of the favorite things students like to do with their friends, like ride bikes.
- Have a class meeting to discuss ways to ask for help in school from teachers and peers.
- As a class, discuss what it means to be successful at school...what does it look like?
- Guide students to set an academic goal for the semester or maybe just the week.
- Assist students in dividing the goal into manageable steps...especially long term goals.
- Share examples of goals that have been achieved after overcoming obstacles with stories and biographies.
- Describe how distractions may interfere with achievement of goals and model what to do.

## Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

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<tr>
<th>Standard A– Recognize the feelings and perspectives of others.</th>
<th>Standard B– Recognize individual and group similarities and differences.</th>
<th>Standard C– Use communication and social skills to interact effectively with others.</th>
<th>Standard D– Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</th>
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<tr>
<td>Recognize that others may experience situations differently from oneself.</td>
<td>Use listening skills to identify the feelings and perspectives of others.</td>
<td>Describe the ways that people are similar and different.</td>
<td>Describe positive qualities in others.</td>
</tr>
<tr>
<td>Use listening skills to identify the feelings and perspectives of others.</td>
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<td>Describe positive qualities in others.</td>
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</tr>
<tr>
<td>Identify ways to work and play well with others.</td>
<td>Demonstrate appropriate social and classroom behavior.</td>
<td>Identify problems and conflicts commonly experienced by peers.</td>
<td>Identify approaches to resolving conflicts constructively.</td>
</tr>
</tbody>
</table>

- Guide students to identify perspectives by verbal, physical and situational cues within the stories being read in class.
- Explain why story characters feel the way they do in context.
- Ask students to paraphrase what someone has said to ensure they identify the correct perspective of that person.
- Model good listening skills (make eye contact, nodding, asking clarifying questions).
- Use group activities to model the needs of others (taking turns, listening to others, supporting ideas).
- Use literature to analyze various responses to human diversity (learning from, being tolerant of, aware of stereotyping).
- Create group discussions on human differences depicted in stories.
- Compare and contrast family differences within the classroom.
- Set classroom rules and norms of raising one’s hand for recognition, paying attention when someone else is speaking, etc.
- Role play how to meet someone new and start a conversation.
- Hold a class meeting and ask the students to define what it means to be a good friend.
- Create class “compliments”.
- Role play how to give compliments and appropriate responses to compliments.
- Hold class or group discussions about situations at school that were disagreements. How was it handled? What could have been done differently?
- Use puppets to act out and resolve conflict scenarios.
- Teach self-calming techniques for anger management.
- Encourage the class to create rules or guidelines to stop rumors or bullying behaviors that may be happening in the classroom.

## Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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<tr>
<td>Explain why unprovoked acts that hurt others are wrong.</td>
<td>Identify a range of decisions that students make at school.</td>
<td>Identify and perform roles that contribute to one’s classroom.</td>
</tr>
<tr>
<td>Identify social norms and safety considerations that guide behavior.</td>
<td>Make positive choices when interacting with classmates.</td>
<td>Identify and perform roles that contribute to one’s family.</td>
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- Create drawing, collages or presentations of ways to help others in the school or community.
- Ask students to identify adults in the school or community that help them (police, fireman).
- Incorporate group activities, games or center activities to allow for sharing and taking turns.
- Create classroom rules with student input and group discussion to allow students to have more ownership in the rules.
- Discuss ethical behavior by characters in stories (fairness, honesty, respect, compassion).
- Brainstorm alternative solutions to problems posed in stories and cartoons.
- Practice group decision making with peers in class meetings.
- Create class “self-talk” posters to help students develop this strategy to calm down.
- Brainstorm alternative solutions to a situation that happened in the classroom at a previous time (a reflective discussion).
- Discuss why the characters in stories have the friends they have. Why did they choose those friends?
- List ways students can help their class run more smoothly.
- Allow students to volunteer for classroom tasks (clean up, passing out papers, etc.).
- Brainstorm as a class how to help the teacher address a classroom concern.
- Write a classroom letter to a newspaper editor on a community issue that the class feels needs to be addressed (homelessness, park cleanup...etc.).
## Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

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<tr>
<td>Describe a range of emotions and the situations that cause them.</td>
<td>Describe personal skills and interests that one wants to develop.</td>
<td>Describe the steps in setting and working toward goal achievement.</td>
</tr>
<tr>
<td>• Create a class list of positive strategies for handling conflict in the classroom.</td>
<td>• Allow students to choose a skill that they would like to learn or improve.</td>
<td>• Discuss how obstacles have been overcome to achieve goals (in literature, social science, and personal experience).</td>
</tr>
<tr>
<td>• Develop &quot;I-statements&quot; to express various emotions (I feel sad. I am upset.).</td>
<td>• Brainstorm ways the class can get there families involved in school activities or support the school.</td>
<td>• Use reflective conversations to discuss how the group/individual might have done something differently to achieve a goal.</td>
</tr>
<tr>
<td>• Introduce and model different strategies for handling upsetting situations.</td>
<td>• Develop ways students can support each other within the classroom (peer tutors, student advisors, student buddies, student guides...etc.).</td>
<td>• Allow students to set academic and personal goals and monitor them.</td>
</tr>
<tr>
<td>• Create journals/collages describing emotions based on student experiences.</td>
<td>• Encourage students to be part of the school leadership roles (student council, clubs, mentorships).</td>
<td>• Model how to evaluate the level of achievement of those goals.</td>
</tr>
<tr>
<td>• Students can share “Class Compliment” cards to express positive feelings to classmates.</td>
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## Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

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<tr>
<td>Identify verbal, physical, and situational cues that indicate how others may feel.</td>
<td>Identify differences among and contributions of various social and cultural groups.</td>
<td>Demonstrate how to work effectively with those who are different from oneself.</td>
<td>Describe causes and consequences of conflicts.</td>
</tr>
<tr>
<td>• Brainstorm strategies to support students who are left out or bullied.</td>
<td>• Compare and contrast the social groups in the school/classroom.</td>
<td>• Develop norms and strategies for working in collaborative groups.</td>
<td>Apply constructive approaches in resolving conflicts.</td>
</tr>
<tr>
<td>• Role play responses to a range of emotions.</td>
<td>• Design a project that shows how the class or school is enriched by different cultures.</td>
<td>• Role play how to approach and start a conversation with a new student.</td>
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</tr>
<tr>
<td>• Reflect on how literary characters felt throughout a story.</td>
<td>• Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore.</td>
<td>• Create a class list of ways to take responsibility for mistakes.</td>
<td></td>
</tr>
<tr>
<td>• Discuss the various points of view expressed on an historical, political or social issue.</td>
<td>• Compare and contrast cultural groups.</td>
<td>• Hold a class meeting to create strategies to resist negative peer pressure...how students can help each other or ask for help.</td>
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## Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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<td>Demonstrate the ability to respect the rights of self and others.</td>
<td>Identify and apply the steps of systematic decision making.</td>
<td>Identify and perform roles that contribute to one’s local community.</td>
</tr>
<tr>
<td>• Incorporate respect for the property of others into class rules.</td>
<td>• Use collaborative group activities to make decisions on projects or activities.</td>
<td>• Create a classroom “Bill of Rights” and discuss rights and responsibilities of all students.</td>
</tr>
<tr>
<td>• Include “Digital Citizenship” or internet safety in classroom discussions and lesson plans.</td>
<td>• Present small groups with the same problem scenarios and have them develop alternative solutions.</td>
<td>• Brainstorm ways students can contribute to their community (help a neighbor, clean up a block, community safety).</td>
</tr>
<tr>
<td>• Discuss the reasons we have laws and why it is important to obey them.</td>
<td>• Reflect on the different solutions that each group developed.</td>
<td>• Hold an election for classroom offices.</td>
</tr>
<tr>
<td>• Analyze what it means to be responsible with regards to family, friends, school and community.</td>
<td>• Role-play social situations and the decision-making process (define the problem, how you feel, identifying factors, set a goal, alternative solutions and consequences, select a solution, evaluate the results).</td>
<td>• Gather information about a need in the community.</td>
</tr>
<tr>
<td>• Discuss decision making and points of view.</td>
<td>• Develop a plan to help with the need (What resources would be needed? Who could help? Where to start?).</td>
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<td>• Depict ways to help others (list, draw, cartoons).</td>
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Visit www.isbe.net to download this newsletter.
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<td>Analyze factors that create stress or motivate successful performance.</td>
<td>Apply strategies to manage stress and to motivate successful performance.</td>
<td>Analyze how personal qualities influence choices and successes.</td>
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<tr>
<td></td>
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<td>Analyze how making use of school and community supports and opportunities can contribute to school and life success.</td>
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<tr>
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<td>Set a short-term goal and make a plan for achieving it.</td>
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<td>Analyze why one achieved or did not achieve a goal.</td>
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- Discuss factors that cause both positive and negative stress.
- Identify physical reactions to stress (increased energy, increased heart rate, respiration, sweaty palms, red face, etc.).
- Brainstorm strategies to reduce stress (talking to a friend or trusted adult, physical exercise).
- Create a list of stress management skills that work best for the students in the class.
- Role-play how to apologize and how to accept an apology.
- Create opportunities for family members to support students in the classroom (volunteers, tutors, fundraisers).
- Allow students to share what they feel are strengths and weaknesses and how that influences their choices and decisions.
- Exhibit the extra-curricular activities available at school and within the community.
- Reflect on the benefits of the extra-curricular activities (friendship, leadership, learning a new skill, teamwork).
- Have students set goals they expect to achieve in a month or two in academic performance.
- Brainstorm possible obstacles to achieving the goals that have been set.
- Identify people who can help achieve the goals and how to make adjustments if needed.
- Model how to monitor an action plan created to achieve long term goals.
- Create a class reflective rubric to use once the goal has either been achieved or not to look at what went well and what could be improved.

### Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

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<td>Analyze how one’s behavior may affect others.</td>
<td>Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.</td>
<td>Analyze the effects of taking action to oppose bullying based on individual and group differences.</td>
<td>Evaluate strategies for preventing and resolving interpersonal problems.</td>
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<td>Define unhealthy peer pressure and evaluate strategies for resisting it.</td>
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<td></td>
<td>Evaluate one’s participation in efforts to address an identified need in one’s local community.</td>
</tr>
<tr>
<td>Practice reflective listening skills through discussion and role-playing activities.</td>
<td>Identify ways to overcome misunderstanding within a group.</td>
<td>Turn criticism into constructive feedback within a collaborative group activity.</td>
<td>Create a classroom procedure to allow students to address grievances to avoid conflicts.</td>
</tr>
<tr>
<td>Guide students to create open-ended questions to encourage others to express themselves.</td>
<td>Create a list of ways to advocate for others in class and in school.</td>
<td>Role-play ways to report bullying, ways to support classmates, etc.</td>
<td>Analyze how different people approach conflict (avoidance, compliance, negotiation).</td>
</tr>
<tr>
<td>Use scenarios to paraphrase the conflicting perspectives in a conflict.</td>
<td>Investigate the traditions of others.</td>
<td>Discuss and develop ways to stop the spread of gossip within the class and school.</td>
<td>Brainstorm destructive behaviors influenced by peers (drugs, gangs, gossip, sexual behaviors).</td>
</tr>
<tr>
<td>Analyze TV character choices.</td>
<td>Analyze why students who are different may be teased or bullied.</td>
<td>Create a list of ways to respond to peer pressure.</td>
<td>Develop peer mediation skills.</td>
</tr>
<tr>
<td></td>
<td>Role-play strategies for preventing or to stop bullying.</td>
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<td>Contribute to the well-being of one’s school and community.</td>
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<td>Evaluate how honestly, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</td>
<td>Analyze the reasons for school and societal rules.</td>
<td>Analyze how decision-making skills improve study habits and academic performance.</td>
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<tr>
<td></td>
<td></td>
<td>Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.</td>
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<td>Evaluate one’s participation in efforts to address an identified school need.</td>
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<td>Evaluate one’s participation in efforts to address an identified need in one’s local community.</td>
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- Create a list of ways to work things out rather than retaliate when students feel wronged.
- Students can journal about how their actions or choices have affected others.
- Create groups to judge the seriousness of scenarios of unethical behaviors (cheating, lying, stealing, plagiarism, etc.) and compare outcomes or decisions.
- Analyze how media advertising influences choices.
- Create and model the use of a homework organizer or agenda.
- Brainstorm a list of qualities that contribute to friendships...positive and negative.
- Practice problem solving by answering advice column letters from other teenagers.
- Analyze how the influence of peers have helped students reach their goals.
- Role-play refusal skills for peer pressure.
- Help students to create a service project within the school.
- Create presentations on the role of community service workers in the community.
- Define the responsibilities of citizenship within the community (obeying laws, serving on juries, being informed about issues, being involved).
- Report on community issues being currently addressed.
### Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

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<td>Analyze how thoughts and emotions affect decision making and responsible behavior.</td>
<td>Generate ways to develop more positive attitudes.</td>
<td>Set priorities in building on strengths and identifying areas for improvement.</td>
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<tr>
<td>Set priorities in building on strengths and identifying areas for improvement.</td>
<td>Analyze how positive adult role models and support systems contribute to school and life success.</td>
<td>Identify strategies to make use of resources and overcome obstacles to achieve goals.</td>
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<td>Identify strategies to make use of resources and overcome obstacles to achieve goals.</td>
<td>Analyze how positive adult role models and support systems contribute to school and life success.</td>
<td>Apply strategies to overcome obstacles to goal achievement.</td>
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<td>Practice time management skills with group projects, long term goals and events.</td>
<td>Create student journals of personal strengths.</td>
<td>Guide students to create actions steps and time frames toward achieving a goal.</td>
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<td>Make predictions on how someone feels when apologizing to someone else.</td>
<td>Create a student project (poster, comic strip, story) to depict a situation when help was needed and where/how it was sought out.</td>
<td>Analyze why scheduling conflicts might require changes to the time frame to achieving the goal.</td>
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<td>Role-play how to give/receive help or a compliment from a peer.</td>
<td>Analyze where students can go to help resist negative influences.</td>
<td>Reflect on how overcoming obstacles or not overcoming obstacles affected working on a current goal.</td>
</tr>
<tr>
<td>Practice scenarios on how to deal appropriately with being wrongly accused of something.</td>
<td>Identify career and volunteer opportunities for students based on their interests.</td>
<td>Analyze on how unforeseen events can affect the planning and achievement of a long term goal.</td>
</tr>
<tr>
<td>Develop a class list of stress management techniques to handle anxiety related to school tasks (public speaking, taking a test, etc.).</td>
<td>Guide students to understand situations they cannot change and how to devote energy to what they can control.</td>
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<td>Analyze similarities and differences between one’s own and others’ perspectives.</td>
<td>Use conversation skills to understand others’ feelings and perspectives.</td>
<td>Demonstrate respect for individuals from different social and cultural groups.</td>
<td>Analyze how conflict-resolution skills contribute to working within a group.</td>
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<td>Use conversation skills to understand others’ feelings and perspectives.</td>
<td>Analyze the origins and negative effects of stereotyping and prejudice.</td>
<td>Evaluate the effects of requesting support from and providing support to others.</td>
<td>Analyze how listening and talking accurately help in resolving conflicts.</td>
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<tr>
<td>Demonstrate respect for individuals from different social and cultural groups.</td>
<td>Demonstrate how actions of literary characters or historical figures have demonstrated human similarities and differences.</td>
<td>Evaluate one’s contribution in groups as a member and leader.</td>
<td>Analyze how conflict-resolution skills contribute to working within a group.</td>
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<tr>
<td>Evaluate the effects of requesting support from and providing support to others.</td>
<td>Discuss the effectiveness of strategies for preventing or stopping bullying…what can be improved?</td>
<td>Role-play responding non-defensively to criticism or accusation.</td>
<td></td>
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<td>Demonstrate how actions of literary characters or historical figures have demonstrated human similarities and differences.</td>
<td>Analyze how various social and cultural groups are portrayed in the media.</td>
<td>Analyze how various relationships differ (peers, parents, teachers, other adults).</td>
<td>Evaluate the effectiveness of strategies for dealing with negative peer pressure (ignoring it, changing the subject, call attention to negative consequences).</td>
</tr>
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<td>Discuss the effectiveness of strategies for preventing or stopping bullying…what can be improved?</td>
<td>Discuss what is a positive friend?</td>
<td>Develop action steps within a group activity to achieve a group goal.</td>
<td>Incorporate a peer mediation protocol in class.</td>
</tr>
<tr>
<td>Analyze how various social and cultural groups are portrayed in the media.</td>
<td>Evaluate how actions of literary characters or historical figures have demonstrated human similarities and differences.</td>
<td>Develop the criteria as group for evaluating the success in completing the steps and the goal.</td>
<td>Discuss conflict resolution skills to defuse, de-escalate, and/or resolve differences.</td>
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<tr>
<td>Discuss what is a positive friend?</td>
<td>Evaluate how actions of literary characters or historical figures have demonstrated human similarities and differences.</td>
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<td>Practice problem-solving simulations.</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate personal responsibility in making ethical decisions.</td>
<td>Evaluate how social norms and the expectations of authority influence personal decisions and actions.</td>
<td>Plan, implement, and evaluate one’s participation in activities and organizations that improve school climate.</td>
</tr>
<tr>
<td>Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</td>
<td>Apply decision-making skills to establish responsible social and work relationships.</td>
<td>Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community.</td>
</tr>
<tr>
<td>Model effective time management and organizations skills.</td>
<td>Plan, implement, and evaluate one’s participation in activities and organizations that improve school climate.</td>
<td></td>
</tr>
<tr>
<td>Discuss and identify resources that help students succeed academically and socially.</td>
<td>Model effective time management and organizations skills.</td>
<td></td>
</tr>
<tr>
<td>Review how ethical conduct might improve valued relationships.</td>
<td>Discuss and identify resources that help students succeed academically and socially.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate and analyze how peers can help one another avoid and cope with potentially dangerous situations.</td>
<td>Review how ethical conduct might improve valued relationships.</td>
<td></td>
</tr>
<tr>
<td>Identify and support a possible service project to do within the school.</td>
<td>Demonstrate and analyze how peers can help one another avoid and cope with potentially dangerous situations.</td>
<td></td>
</tr>
<tr>
<td>Guide students to identify service projects within the local community and where/who to contact to become involved to support the project.</td>
<td>Guide students to identify service projects within the local community and where/who to contact to become involved to support the project.</td>
<td></td>
</tr>
<tr>
<td>Create a “mock” debate or election modeling current issues or candidates to reflect current interest groups or organizations.</td>
<td>Create a “mock” debate or election modeling current issues or candidates to reflect current interest groups or organizations.</td>
<td></td>
</tr>
</tbody>
</table>
Identifying and Supporting Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

<table>
<thead>
<tr>
<th>Standard A – Identify and Manage one’s emotions and behaviors.</th>
<th>Standard B – Recognize personal qualities and external supports.</th>
<th>Standard C – Demonstrate skills related to achieving personal and academic goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate how expressing one’s emotions in different situations affects others.</td>
<td>Evaluate how expressing more positive attitudes influences others.</td>
<td>Implement a plan to build on a strength, meet a need, or address a challenge.</td>
</tr>
</tbody>
</table>

- Create a project highlighting the communities assets and how it can affect the student’s choices.
- Guide students on how to use upset feelings to ask for help rather than express anger.
- Model the ability to express hurt without withdrawal, blame or aggression.
- Analyze outcome differences in characters expressing fear in various situations (in the presence of a potential assailant, in the presence of a friend).
- Discuss the impact of denial on mental health.
- Guide students to identify skills and credentials required to enter a particular profession and begin to prepare accordingly.
- Discuss decision-making based on what is legal rather than media images of success.
- Assist students in developing relationships that support personal and career goals.
- Journal how examples of the professional work or community service of an adult in the student’s life has contributed to an important life goal.
- Coordinate activities to tutor younger students.
- Mentor students to set long-term academic/career goals with dates for completion and actions steps.
- Predict possible barriers to achieving the goal and help design contingency plans for overcoming them.
- Analyze how current decisions about health behaviors may affect long-term plans.
- Have groups discuss the steps needed to achieve the goal of getting a summer job and create a plan.
- Reflect on improving coping strategies.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

<table>
<thead>
<tr>
<th>Standard A – Recognize the feelings and perspectives of others.</th>
<th>Standard B – Recognize individual and group similarities and differences.</th>
<th>Standard C – Use communication and social skills to interact effectively with others.</th>
<th>Standard D – Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate how to express understanding of those who hold different opinions.</td>
<td>Demonstrate ways to express empathy for others.</td>
<td>Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</td>
<td>Evaluate how advocacy for the rights of others contributes to the common good.</td>
</tr>
<tr>
<td>Demonstrate role-play effective communication strategies.</td>
<td>Demonstrate debate opposing points of view on current issues.</td>
<td>Demonstrate how the factors that have influenced the students perspective on an issue...why do they think the way they do?</td>
<td>Demonstrate how the factors that have influenced the students perspective on an issue...why do they think the way they do?</td>
</tr>
<tr>
<td>Demonstrate how the factors that have influenced the students perspective on an issue...why do they think the way they do?</td>
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</tr>
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<td>Demonstrate how the factors that have influenced the students perspective on an issue...why do they think the way they do?</td>
</tr>
</tbody>
</table>

- Allowing students to analyze their perceptions of cultural variations based on their experiences.
- Analyze how the media creates and reinforces societal expectations of various social and cultural groups.
- Practice opposing intolerance and stereotyping (mock trials with students being accused of non-conformist behaviors).
- Role-play scenarios on giving and receiving help.
- Discuss the effects of giving and receiving help.
- Reflect after working groups-how well the group works together, follows the lead of others, supports each person in the group, provide structure, and supports ideas.
- Model strategies for collaborating with peers and adults.
- Create a list of the causes of conflict in various situations (with a friend, dating, a neighbor, political opponent, another country).
- Discuss strategies for dealing with sexual harassment and an abusive relationship.
- Evaluate appropriateness of strategies to resolve conflicts (self-management, debates, mediation, decision making by a leader, war).

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

<table>
<thead>
<tr>
<th>Standard A – Consider ethical, safety, and societal factors in making decisions.</th>
<th>Standard B – Apply decision-making skills to deal responsibly with daily academic and social situations.</th>
<th>Standard C – Contribute to the well-being of one’s school and community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply ethical reasoning to evaluate societal practices.</td>
<td>Analyze how present decision making affects college and career choices.</td>
<td>Evaluate how responsible decision making affects interpersonal and group relationships.</td>
</tr>
<tr>
<td>Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.</td>
<td>Evaluate how responsible decision making affects college and career choices.</td>
<td>Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</td>
</tr>
<tr>
<td>Conserve a student jury to review a current event/ scenario on a social topic or behavior.</td>
<td>Journal how student’s social relationships have impact on their academic performance.</td>
<td>Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</td>
</tr>
<tr>
<td>Form groups of students to outline a service project within the community to show how it might make a positive impact on society.</td>
<td>Discuss how the student’s interests, personality traits, and aptitudes affect career choices.</td>
<td>Design a student created survey to identify school needs and prioritize the results.</td>
</tr>
<tr>
<td>Discuss ethical issues in social policy.</td>
<td>Guide students to reflect on past relationships with friends and how that might impact decisions on future relationship choices.</td>
<td>Develop a project plan on the identified needs.</td>
</tr>
<tr>
<td>Create posters describing the value of resisting peer pressure that causes social or emotional harm to self or others.</td>
<td>Discuss class schedule choices with students and how it connects to their career choices.</td>
<td>Conduct a research project on the school need of interest to the groups.</td>
</tr>
<tr>
<td>Converse a student jury to review a current event/ scenario on a social topic or behavior.</td>
<td>Design a student created survey to identify school needs and prioritize the results.</td>
<td>Work collaboratively with the community to raise awareness of the need within the school.</td>
</tr>
<tr>
<td>Communicate the results.</td>
<td>Communicate the results.</td>
<td>Communicate the results.</td>
</tr>
</tbody>
</table>
In this section, attention is focused on instructional practices and instructional materials that will impact student achievement in order to succeed in college and career. Instructional Planning Guides and Essentials in Curricular Materials are provided here to assist educators with implementation of the Illinois Learning Standards. Finally, curricular supports are listed at the end of each grade banded Essentials in Curricular Materials lists.
Instructional Essentials

The following pages provide tools to assist teachers in moving towards a rigor with instructional practices and material ‘must haves. While the Illinois ELA Standards provide a starting point for a rigorous classroom, rigor is more than what you teach and what standards you cover; it’s how you teach and how students show you they understand. These tools will not automatically create rigor in the classroom, but they do build a strong foundation for rigor. Barbara Blackburn states (2008), true rigor is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.

The following tools provide key components for the starting point in creating a rigorous classroom. They include:

- Instructional Practice Guides
- Essentials in Curricular Materials and Curricular Supports List for Teachers

**Instructional Practice Guides (Based on Student Achievement Partners [www.achievethecore.org])**

The purpose of the Instructional Practice Guides is to help teachers and those who support teachers to make the Shifts in instructional practice required by the ELA Standards and other college- and career-ready standards. These guides name the specific actions (Core Actions) and behavioral indicators (Indicators) to look for to determine whether students are getting to the intent of the standards through the content of the lesson. This set of observable actions are designed to help teachers, coaches, and peers identify evidence of where and when instruction aligned to the standards is taking place.

**Essentials in Curricular Materials (Based on Ed Reports [www.edreports.org])**

Rigorous college- and career-ready standards can improve and deepen student learning. To reach these standards, what is taught matters. Teachers need access to high quality, aligned instructional materials to support their classrooms. The tools found in this section are based on the Ed Reports Rubrics ([www.edreports.org](http://www.edreports.org)) used to determine standards’ alignment of curricular materials used in the classroom. These can be beneficial in evaluating current materials as well as possible materials to adopt.

As Strong, Silver, and Perini explain in *Teaching What Matters*, rigor is a quality of content, not a measure of the quantity of the content we cover. Certain content areas may be more inherently rigorous than others (Astrophysics comes to mind), but rigor can be added to anything.

**Grade Level Quarterly Guidance**

To support planning from a unit to the end of year skills mastery, we have included quarterly guidance so that each grade level has skills outlined. These skills are based on state assessment and standards aligned instruction.
Instructional Practice Guides

The Instructional Practice Guides are designed around the three Core Actions that encompass the Shifts in instructional practice required by the ILS. These can be used as a pulse-check of sorts on how the practices required by the standards are implemented in one’s classroom. These Core Actions are:

- Focus each lesson on a high-quality text (or multiple texts).
- Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.
- Provide all students with opportunities to engage in the work of the lesson.

In order to bring the aforementioned practices together and build upon their implementation, the following pages showcase the Instructional Practice Guides that each grade band can use to inform teaching practices that are aligned to standards. These guides have been adapted from the Students Achievement Partners site: [www.achievethecore.org](http://www.achievethecore.org).

The following guides are meant to be used as self-reflection tools by teachers and grade level groups. The guides can also be used by coaches to identify effective practices that align with the instructional shifts called for by the ILS. The grade bands available are:

- **K-2 Reading/Listening**
- **3-12 Literacy**
- **6-12 in Literacy in Science and Technical Subjects**
- **6-12 in Literacy in History/Social Studies**

In addition to teacher self-reflection, the Instructional Practice Guides highlight how students engage with the work of lessons and units. It provides indicators on what student engagement should look like in the classroom. The IPGs include ratings but these are to be used by educators as they reflect and not as an evaluation tool. Included in the K-2 Reading/Listening and 3-12 Literacy IPGs is a *Beyond the Lesson: Discussion Guide*. Colleagues can use this to observe one another and discuss a lesson.
About The Instructional Practice Guide

Content-specific feedback is critical to teacher professional development. The Instructional Practice Guide (IPG) is a K–12 classroom observation rubric that prioritizes what is observable in and expected of classroom instruction when instructional content is aligned to college- and career-ready (CCR) standards, including the Common Core State Standards (CCSS), in ELA/literacy (corestandards.org/ELA-Literacy). It purposefully focuses on the limited number of classroom practices tied most closely to content of the lesson.¹

Designed as a developmental rather than an evaluation tool, the IPG supports planning, reflection, and collaboration, in addition to coaching. The IPG encompasses the three Shifts by detailing how they appear in instruction:²

Complexity: Practice regularly with complex text and its academic language.

Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational.

Knowledge: Build knowledge through content-rich nonfiction.

This rubric is divided into the Core Actions teachers should be taking. Each Core Action consists of indicators which further describe teacher and student behaviors that exemplify CCR-aligned instruction.

Using The Instructional Practice Guide

The K–2 ELA/literacy IPG is intended for use with reading and listing comprehension lessons; refer to the Foundational Skills collection (achievethecore.org/foundational-skills) for support with foundational skills instruction and observation. For each observation, you should make note of what you see and hear. It may be helpful to supplement what you’ve recorded with further evidence from artifacts such as lesson plans, tasks, or student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or you observe only a portion of a lesson. In those cases you should expect to not observe some of the indicators and to leave some of the tool blank. Whenever possible, share evidence you collected during the observation in a follow-up discussion.

After discussing the observed lesson, use the Beyond the Lesson Discussion Guide to put the content of the lesson in the context of the broader instructional plan. The questions in the Beyond the Lesson Discussion Guide help delineate what practices are in place, what has already occurred, and what opportunities might exist to incorporate the Shifts into the classroom during another lesson, further in the unit, or over the course of the year.

To further support content-specific planning, practice, and observation, explore the collection of free IPG companion tools, resources, and professional development modules at achievethecore.org/instructional-practice.

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¹ Refer to Aligning Content and Practice (achievethecore.org/IPG-aligning-content-and-practice) for the research underpinning the Core Actions and indicators of the Instructional Practice Guide and to learn more about how the design of the tool supports content-specific observation and feedback.

² Refer to College- and Career-Ready Shifts in ELA/literacy (achievethecore.org/shifts-ela) and the K–2 Publishers’ Criteria for the Common Core State Standards for English Language Arts and Literacy (achievethecore.org/publisherscriteria-ela-k-2) for additional information about the Shifts.
Core Action 1
Focus each lesson on a high-quality text (or multiple texts).

A. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s)

Name of Text: _____________________________________________________________

Type of Text(s) (circle): Informational  /  Literary  /  Other Media or Format

B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.

Quantitative Measure(s) used: _____________________________________________

Quantitative Score(s): ____________________________________________________

Approximate Grade Band: _________________________________________________

To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features, and the related task.

C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge, where appropriate, the texts are richly illustrated.

Core Action 2
Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.

B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g., drawing, writing, dramatic play, speaking).

C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.

D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.

Core Action 3
Provide all students with opportunities to engage in the work of the lesson.

A. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson.

B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty.

C. The teacher expects evidence and precision from students and probes students’ answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.

D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other’s thinking. Students talk and ask questions about each other’s thinking, in order to clarify or improve their understanding.

E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding. When appropriate, students refine written and/or oral responses.

F. When appropriate, the teacher explicitly attends to strengthening students’ language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.
CORE ACTION 1: Focus each lesson on a high-quality text (or multiple texts).

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR

A. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).
   
   Name of Text: ________________________________
   
   Type of Text(s) (circle):
   Informational / Literary / Other Media or Format

---

B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year. 
   
   Quantitative Measure(s) used: ________________________________
   
   Quantitative Score(s): ________________________________
   
   Approximate Grade Band: ________________________________

   To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features, and the related task.

---

C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge; where appropriate, the texts are richly illustrated.

---

RATING

Yes- The lesson is focused on a text or multiple texts.
No- There is no text under consideration in this lesson.

Yes- The anchor text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.
No- The anchor text(s) are below the qualitative and/or quantitative complexity expected for the grade and time in the school year.
N/A- Anchor text not observed

Yes- The text(s) exhibits exceptional craft and thought and/or provides meaningful information in the service of building knowledge.
No- The text(s) does not exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.
### CORE ACTION 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.</td>
<td>4- Most questions and tasks attend to the qualitative features of the text to build understanding. 3- Many questions and tasks attend to the qualitative features of the text to build understanding. 2- Few questions and tasks attend to the qualitative features of the text to build understanding. 1- Questions and tasks do not attend to the qualitative features of the text to build understanding. N/A- There is no text present in the lesson.</td>
</tr>
<tr>
<td>B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g., drawing, writing, dramatic play, speaking).</td>
<td>4- Most questions and tasks require students to cite evidence from the text. 3- Many questions and tasks require students to cite evidence from the text. 2- Few questions and tasks require students to cite evidence from the text. 1- Questions and tasks can be answered without evidence from the text. N/A- There is no text present in the lesson.</td>
</tr>
<tr>
<td>C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.</td>
<td>4- Vocabulary questions and tasks consistently focus students on the words, phrases, and sentences that matter most and how they are used in the text. 3- Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text. 2- Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text. 1- No questions and tasks focus students on the words that matter most and how they are used in the text. N/A- There is no text present in the lesson.</td>
</tr>
<tr>
<td>D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.</td>
<td>4- Most questions and tasks are intentionally sequenced to support building knowledge. 3- Some questions and tasks are intentionally sequenced to support building knowledge. 2- Few questions and tasks are intentionally sequenced to support building knowledge. 1- Questions and tasks seem random and are not intentionally sequenced to support building knowledge. N/A- There is no text present in the lesson.</td>
</tr>
</tbody>
</table>

---

6. These actions may be viewed over the course of 2–3 class periods.
CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR / RATING

4- Teacher provides many opportunities, and most students take them.
3- Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.
2- Teacher provides some opportunities, and some students take them.
1- Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

<table>
<thead>
<tr>
<th>A. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing.</th>
<th>4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students do the majority of the work of the lesson.</td>
<td>NOT OBSERVED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle.</th>
<th>4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students persevere through difficulty.</td>
<td>NOT OBSERVED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. The teacher expects evidence and precision from students and probes students’ answers accordingly.</th>
<th>4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students provide text evidence to support their ideas and display precision in their oral and/or written responses.</td>
<td>NOT OBSERVED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other’s thinking.</th>
<th>4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students talk and ask questions about each other’s thinking, in order to clarify or improve their understanding.</td>
<td>NOT OBSERVED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.</th>
<th>4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>When appropriate, students refine written and/or oral responses.</td>
<td>NOT OBSERVED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. When appropriate, the teacher explicitly attends to strengthening students’ language and reading foundational skills.</th>
<th>4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.</td>
<td>NOT OBSERVED</td>
</tr>
</tbody>
</table>

---

7. This indicator is referring to the foundational skills instruction that might take place in the context of a reading/listening comprehension lesson. Refer to the Foundational Skills Observation Tool (achievethecore.org/foundational-skills-observation) for support with foundational skills instruction and observation.
BEYOND THE LESSON: DISCUSSION GUIDE
ENGLISH LANGUAGE ARTS / LITERACY

INTRODUCTION
The Beyond the Lesson Discussion Guide is designed for the post-observation conversation using the Instructional Practice Guide (achievethecore.org/instructional-practice) or any other observation rubric. The questions put the content of the lesson in the context of the broader instructional plan for the unit or year. The conversation should first reflect on the evidence collected during the observation to consider what worked, what could improve, and what resources are available to support improvement. If any parts of the Lesson Planning Tool (achievethecore.org/lesson-planning-tool) were used in preparing for the lesson, refer to that information during the discussion. After discussing the observed lesson, use the “Beyond the Lesson” questions to help clearly delineate what practices are in place, what has already occurred, and what opportunities might exist in another lesson, further in the unit, or over the course of the year to incorporate the Shifts into the classroom.

1. Why was this text selected for today’s lesson? Is this text one of a sequence of texts designed to build knowledge? Please explain. For more information refer to page 33 of the Standards.

2. What content knowledge are students expected to gain from reading this sequence of resources? For sample resources refer to achievethecore.org/text-set-project

3. Beyond this lesson, what steps have been taken to ensure that students are reading a range and volume of literary and informational texts as recommended by the CCSS? (Remember, Grades K–5 focus on 50% Literary and 50% Informational, while Grades 6–12 focus on 30% Literary and 70% Informational.) For more information refer to page 5 of the Standards.

4. What steps have been taken to ensure students are given frequent opportunities to read independently and engage with a high volume of texts? How are students held accountable for reading independently? For sample resources refer to achievethecore.org/text-set-project

5. Beyond this lesson, what steps have been taken to ensure all students are reading texts of increasing complexity with increasing independence over the course of the year? For sample resources refer to achievethecore.org/text-set-project

6. How are students monitored as they progress toward being able to read and comprehend grade-level literary and informational texts independently and proficiently? For more information refer to page 5 of the Standards.

7. How are all students supported in working with grade-level text? What scaffolds are provided for students who are reading below grade level? What opportunities are provided for students who are reading above grade level to engage more deeply with grade-level or above-grade-level texts?

8. How are students increasingly taking charge of speaking & listening, language, and writing tasks expected by the grade-level standards?

9. Beyond this lesson, what steps have been taken to ensure that student writing tasks reflect the range of tasks recommended by the CCSS? (Remember, CCSS recommends 30% argument, 35% explanatory or informational, and 35% narrative.) For more information refer to page 5 of the Standards.

10. What steps have been taken to ensure students regularly conduct both short and more sustained research projects? For sample resources refer to achievethecore.org/text-set-project

CLASSROOM ENVIRONMENT: IMPORTANT TO CREATING A LITERACY-RICH ENVIRONMENT
In addition to the discussion between observer and teacher, be aware that the following environmental factors may also provide useful information. The classroom library organization supports the following:

- Reading a wide range of text genres and resources at varying levels of complexity (poetry, fiction, bibliographies, informational texts, videos, etc.)
- Building knowledge about a range of topics (history, social studies, science, technical subjects, arts, music, etc.)
- Integrating authentic response options for students (book reviews, recorded reading, writing, discussions, etc.)
About The Instructional Practice Guide

Content-specific feedback is critical to teacher professional development. The Instructional Practice Guide (IPG) is a K–12 classroom observation rubric that prioritizes what is observable in and expected of classroom instruction when instructional content is aligned to college- and career-ready (CCR) standards, including the Common Core State Standards (CCSS), in ELA/literacy (corestandards.org/ELA-Literacy). It purposefully focuses on the limited number of classroom practices tied most closely to content of the lesson.\(^1\)

Designed as a developmental rather than an evaluation tool, the IPG supports planning, reflection, and collaboration, in addition to coaching. The IPG encompasses the three Shifts by detailing how they appear in instruction:\(^2\)

- Complexity: Practice regularly with complex text and its academic language.
- Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational.
- Knowledge: Build knowledge through content-rich nonfiction.

This rubric is divided into the Core Actions teachers should be taking. Each Core Action consists of indicators which further describe teacher and student behaviors that exemplify CCR-aligned instruction.

Using The Instructional Practice Guide

For each observation, you should make note of what you see and hear. It may be helpful to supplement what you’ve recorded with further evidence from artifacts such as lesson plans, tasks, or student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or you observe only a portion of a lesson. In those cases you should expect to not observe some of the indicators and to leave some of the tool blank. Whenever possible, share evidence you collected during the observation in a follow-up discussion.

After discussing the observed lesson, use the Beyond the Lesson Discussion Guide to put the content of the lesson in the context of the broader instructional plan. The questions in the Beyond the Lesson Discussion Guide help delineate what practices are in place, what has already occurred, and what opportunities might exist to incorporate the Shifts into the classroom during another lesson, further in the unit, or over the course of the year.

To further support content-specific planning, practice, and observation, explore the collection of free IPG companion tools, resources, and professional development modules at achievethecore.org/instructional-practice.

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1. Refer to Aligning Content and Practice (achievethecore.org/IPG-aligning-content-and-practice) for the research underpinning the Core Actions and indicators of the Instructional Practice Guide and to learn more about how the design of the tool supports content-specific observation and feedback.

2. Refer to College- and Career-Ready Shifts in ELA/literacy (achievethecore.org/shifts-ela) and the 3–12 Publishers’ Criteria for the Common Core State Standards for English Language Arts and Literacy (achievethecore.org/publisherscriteria-ela-3-12) for additional information about the Shifts.
Core Action 1
Focus each lesson on a high-quality text (or multiple texts).

A. A majority of the lesson is spent reading, writing, or speaking about text(s).

   Name of Text: ____________________________

   Type of Text(s) (circle): Informational / Literary / Other Media or Format

B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.

   Quantitative Measure(s) used: ____________________________

   Quantitative Score(s): ____________________________

   Approximate Grade Band: ____________________________

   To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features, and the related task.

C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.

Core Action 2
Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.

B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.

C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.

D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.

Core Action 3
Provide all students with opportunities to engage in the work of the lesson.

A. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson.

B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty.

C. The teacher expects evidence and precision from students and probes students’ answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.

D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other’s thinking. Students talk and ask questions about each other’s thinking, in order to clarify or improve their understanding.

E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding. When appropriate, students refine written and/or oral responses.

F. When appropriate, the teacher explicitly attends to strengthening students’ language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.
### CORE ACTION 1: Focus each lesson on a high-quality text (or multiple texts).

<table>
<thead>
<tr>
<th>INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. A majority of the lesson is spent reading, writing, or speaking about text(s).</strong></td>
<td></td>
</tr>
<tr>
<td>Name of Text: _____________________________________________</td>
<td>Yes - The lesson is focused on a text or multiple texts. No - There is no text under consideration in this lesson.</td>
</tr>
<tr>
<td>Type of Text(s) (circle): Informational / Literary / Other Media or Format</td>
<td></td>
</tr>
<tr>
<td><strong>B. The anchor text(s)³ are at or above the complexity level expected for the grade and time in the school year.⁴</strong></td>
<td></td>
</tr>
<tr>
<td>Quantitative Measure(s) used: _______________________________</td>
<td>Yes - The anchor text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year. No - The anchor text(s) are below the qualitative and/or quantitative complexity expected for the grade and time in the school year. N/A - Anchor text not observed</td>
</tr>
<tr>
<td>Quantitative Score(s): _______________________________________</td>
<td></td>
</tr>
<tr>
<td>Approximate Grade Band: ____________________________________</td>
<td></td>
</tr>
<tr>
<td>To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features,⁵ and the related task.</td>
<td></td>
</tr>
<tr>
<td><strong>C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.</strong></td>
<td></td>
</tr>
<tr>
<td>Yes - The text(s) exhibits exceptional craft and thought and/or provides meaningful information in the service of building knowledge. No - The text(s) does not exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

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³ Anchor texts are texts used as the centerpiece of instructional time, distinct from varied texts students might read on their own for a variety of purposes.

⁴ Refer to achievethecore.org/ela-literacy-common-core/text-complexity/ for text complexity resources.

⁵ The SCASS rubric is a qualitative tool to determine the levels of meaning or purpose, text structure, language, knowledge demands (life experiences, cultural/ literary knowledge, content knowledge).
### CORE ACTION 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

<table>
<thead>
<tr>
<th>INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.</td>
<td>4 - Most questions and tasks attend to the qualitative features of the text to build understanding. 3 - Many questions and tasks attend to the qualitative features of the text to build understanding. 2 - Few questions and tasks attend to the qualitative features of the text to build understanding. 1 - Questions and tasks do not attend to the qualitative features of the text to build understanding. N/A - There is no text present in the lesson.</td>
</tr>
<tr>
<td>B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.</td>
<td>4 - Most questions and tasks require students to cite evidence from the text. 3 - Many questions and tasks require students to cite evidence from the text. 2 - Few questions and tasks require students to cite evidence from the text. 1 - Questions and tasks can be answered without evidence from the text. N/A - There is no text present in the lesson.</td>
</tr>
<tr>
<td>C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.</td>
<td>4 - Vocabulary questions and tasks consistently focus students on the words, phrases, and sentences that matter most and how they are used in the text. 3 - Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text. 2 - Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text. 1 - No questions and tasks focus students on the words that matter most and how they are used in the text. N/A - There is no text present in the lesson.</td>
</tr>
<tr>
<td>D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.</td>
<td>4 - Most questions and tasks are intentionally sequenced to support building knowledge. 3 - Some questions and tasks are intentionally sequenced to support building knowledge. 2 - Few questions and tasks are intentionally sequenced to support building knowledge. 1 - Questions and tasks seem random and are not intentionally sequenced to support building knowledge. N/A - There is no text present in the lesson.</td>
</tr>
</tbody>
</table>

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*These actions may be viewed over the course of 2–3 class periods.*
CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR / RATING

4- Teacher provides many opportunities, and most students take them.
3- Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.
2- Teacher provides some opportunities, and some students take them.
1- Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

A. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing.

Students do the majority of the work of the lesson.

4     3     2     1
NOT OBSERVED

B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle.

Students persevere through difficulty.

4     3     2     1
NOT OBSERVED

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

Students provide text evidence to support their ideas and display precision in their oral and/or written responses.

4     3     2     1
NOT OBSERVED

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

Students talk and ask questions about each other’s thinking, in order to clarify or improve their understanding.

4     3     2     1
NOT OBSERVED

E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.

When appropriate, students refine written and/or oral responses.

4     3     2     1
NOT OBSERVED

F. When appropriate, the teacher explicitly attends to strengthening students’ language and reading foundational skills.

Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

4     3     2     1
NOT OBSERVED

7 The CCSS for Reading: Foundational Skills are applicable for grades 3–5 only.
INTRODUCTION
The Beyond the Lesson Discussion Guide is designed for the post-observation conversation using the Instructional Practice Guide (achievethecore.org/instructional-practice) or any other observation rubric. The questions put the content of the lesson in the context of the broader instructional plan for the unit or year. The conversation should first reflect on the evidence collected during the observation to consider what worked, what could improve, and what resources are available to support improvement. If any parts of the Lesson Planning Tool (achievethecore.org/lesson-planning-tool) were used in preparing for the lesson, refer to that information during the discussion. After discussing the observed lesson, use the “Beyond the Lesson” questions to help clearly delineate what practices are in place, what has already occurred, and what opportunities might exist in another lesson, further in the unit, or over the course of the year to incorporate the Shifts into the classroom.

BEYOND THE LESSON: DISCUSSION GUIDE
ENGLISH LANGUAGE ARTS / LITERACY

1. Why was this text selected for today’s lesson? Is this text one of a sequence of texts designed to build knowledge? Please explain. For more information refer to page 33 of the Standards.

2. What content knowledge are students expected to gain from reading this sequence of resources? For sample resources refer to achievethecore.org/text-set-project

3. Beyond this lesson, what steps have been taken to ensure that students are reading a range and volume of literary and informational texts as recommended by the CCSS? (Remember, Grades K–5 focus on 50% Literary and 50% Informational, while Grades 6–12 focus on 30% Literary and 70% Informational.) For more information refer to page 5 of the Standards.

4. What steps have been taken to ensure students are given frequent opportunities to read independently and engage with a high volume of texts? How are students held accountable for reading independently? For sample resources refer to achievethecore.org/text-set-project

5. Beyond this lesson, what steps have been taken to ensure all students are reading texts of increasing complexity with increasing independence over the course of the year? For sample resources refer to achievethecore.org/text-set-project

6. How are students monitored as they progress toward being able to read and comprehend grade-level literary and informational texts independently and proficiently? For more information refer to page 5 of the Standards.

7. How are all students supported in working with grade-level text? What scaffolds are provided for students who are reading below grade level? What opportunities are provided for students who are reading above grade level to engage more deeply with grade-level or above-grade-level texts?

8. How are students increasingly taking charge of speaking & listening, language, and writing tasks expected by the grade-level standards?

9. Beyond this lesson, what steps have been taken to ensure that student writing tasks reflect the range of tasks recommended by the CCSS? (Remember, CCSS recommends 30% argument, 35% explanatory or informational, and 35% narrative.) For more information refer to page 5 of the Standards.

10. What steps have been taken to ensure students regularly conduct both short and more sustained research projects? For sample resources refer to achievethecore.org/text-set-project

CLASSROOM ENVIRONMENT: IMPORTANT TO CREATING A LITERACY-RICH ENVIRONMENT
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- Reading a wide range of text genres and resources at varying levels of complexity (poetry, fiction, bibliographies, informational texts, videos, etc.)
- Building knowledge about a range of topics (history, social studies, science, technical subjects, arts, music, etc.)
- Integrating authentic response options for students (book reviews, recorded reading, writing, discussions, etc.)
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. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

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).**

**INDICATORS**

<table>
<thead>
<tr>
<th>EVIDENCE OBSERVED OR GATHERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Text-based instruction engages students in reading, speaking, or writing about text(s).</td>
</tr>
<tr>
<td><img src="1" alt="1" /> There is no text under consideration in this lesson. <img src="1" alt="2" /> A text (or multiple texts) is directly addressed in this lesson.</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>
</tr>
<tr>
<td><img src="1" alt="1" /> The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year. <img src="1" alt="2" /> The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.</td>
</tr>
<tr>
<td>C. The text(s) are clear and build knowledge relevant to the content being studied.</td>
</tr>
<tr>
<td><img src="1" alt="1" /> The quality of the text(s) is low – they are unclear and not relevant to the content being studied. <img src="1" alt="2" /> The quality of the text(s) is high – they are clear and build knowledge relevant to the content being studied.</td>
</tr>
</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.

Published 7.22.2013. Send feedback to info@studentsachieve.net
CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

### INDICATORS

<table>
<thead>
<tr>
<th>A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.</th>
<th>EVIDENCE OBSERVED OR GATHERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Questions and tasks do not refer directly to the text and instead elicit opinion answers.</td>
<td>1. Questions do not follow a clear sequence or are all at the same level of depth.</td>
</tr>
<tr>
<td>2 Questions and tasks repeatedly return students to the text to build understanding.</td>
<td>2. Students persist in efforts to read, speak and/or write about demanding grade-level text(s).</td>
</tr>
<tr>
<td>3 Questions and tasks require students to cite evidence from the text or data.</td>
<td></td>
</tr>
<tr>
<td>4 Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.</td>
<td></td>
</tr>
<tr>
<td>5 Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry and analysis.</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

- 1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.
- 2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior.
- 3 = The teacher provides students opportunity consistently and some students demonstrate this behavior.
- 4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.

Core Action 3: Provide all students with opportunities to engage in the work of the lesson.

### INDICATORS

<table>
<thead>
<tr>
<th>A. The teacher provides the conditions for all students to focus on text.</th>
<th>ILLUSTRATIVE STUDENT BEHAVIOR</th>
<th>EVIDENCE OBSERVED OR GATHERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students persist in efforts to read, speak and/or write about demanding grade-level text(s).</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>Notes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The teacher expects evidence and precision from students and probes students’ answers accordingly.</td>
<td>Students habitually provide textual evidence to support answers and responses.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other’s thinking.</td>
<td>Students use evidence to build on each other’s observations or insights during discussion or collaboration.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.</td>
<td>When possible, students demonstrate independence in completing literacy tasks.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>
This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for Literacy in Science and Technical Subjects 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 Science and Technical Subjects (corestandards.org/ELA-Literacy) for the grade being taught.

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are:
1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

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

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<th>EVIDENCE OBSERVED OR GATHERED</th>
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</thead>
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<tr>
<td>A. Text-based instruction engages students in reading, speaking, or writing about text(s).</td>
<td>1. There is no text under consideration in this lesson. 2. A text (or multiple texts) is directly addressed in this lesson. 3. The text(s) are at or above both the quantitative and qualitative complexity expected for the grade and time in the school year. 4. The quality of the text(s) is high - they are clear and build knowledge relevant to the content being studied.</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>1. The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year. 2. The text(s) are at or above both the quantitative and qualitative complexity expected for the grade and time in the school year. 3. The quality of the text(s) is low - they are unclear and are not relevant to the content being studied. 4. The quality of the text(s) is high - they are clear and build knowledge relevant to the content being studied.</td>
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Notes:

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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.
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| A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details. | 1 Questions and tasks do not refer directly to the text and instead elicit opinion answers.  
2 Questions and tasks repeatedly return students to the text to build understanding. |                                                                                               |
| B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims. | 1 Questions and tasks can be answered without reference to evidence from the text or data.  
2 Questions and tasks require students to cite evidence from the text or data. |                                                                                               |
| C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims. | 1 Questions and tasks do not explicitly require use of academic or domain-specific language.  
2 Questions and tasks intentionally support students in developing facility with academic and domain-specific language. |                                                                                               |
| D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry analysis, and appropriate procedures. | 1 Questions do not follow a clear sequence or are all at the same level of depth.  
2 Questions are sequenced to support and challenge students in deep examination of the text. |                                                                                               |

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

<table>
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<tr>
<th>INDICATORS</th>
<th>ILLUSTRATIVE STUDENT BEHAVIOR</th>
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Rigorous college- and career-ready standards can improve and deepen student learning. Teachers need access to high quality, aligned instructional materials to support their classrooms. Instructional materials that claim to be aligned to the standards have saturated the market. Yet many of those claims have not been verified by a reliable source. Without an independent review to identify quality materials, standard-aligned materials are difficult to discover.

EdReports.org is an independent nonprofit designed to improve education that offers evidence-based reviews of K-12 instructional materials with a focus on alignment to the ELA Standards and other indicators of high quality as recommended by educators. EdReports.org convened educators to develop tools to provide educators, stakeholders, and leaders with independent and useful information about the quality of core English language arts instructional materials (whether digital, traditional textbook, or blended).

The checklists found on the next few pages are derived from the tools Ed Reports uses to evaluate curricular materials. An additional checklist for digital content is adapted from eSpark. These checklists can be held against current or future texts/materials to determine their efficiency and alignment. These tools, from which all checklists are derived, build upon the experience of educators, curriculum experts, state processes, and leading rubric developers and organizations – such as Achieve, Inc., the Council of Great City Schools, and Student Achievement Partners. These groups have conducted reviews of instructional materials, lessons, and tasks. The indicators found within the checklists are meant to guide teachers, teacher leaders, and administration in evaluating the current instructional materials that are used in classrooms.

Other key references that can assist with the evaluation of instructional materials and were used in the development of the Ed Reports tools include:

- The Common Core State Standards for English Language Arts, including Appendices (including the Revised Appendix A).
- Publishers’ Criteria for the Common Core State Standards for English Language Arts.
- Support materials to identify text complexity and rigor appropriate for each grade.
- Evidence Guides (technical documentation support indicating how to collect evidence, where to find evidence, and reporting information).

Evidence indicates that instructional materials have a significant effect on student outcomes.

1. Harvard’s Richard Elmore argues that to get inside the instructional core and improve learning at scale, it is essential to get quality content into the hands of teachers and students.

2. If quality instructional materials (e.g., textbooks, curriculum, digital resources, and other instructional content) are as critical as the research suggests, local decisions about what materials to adopt or purchase are now more significant than ever. With so many new and repackaged instructional products being introduced into a quickly changing marketplace, district leaders and educators need independent information about instructional materials in order to make informed decisions and, over time, to move the needle on student performance.

About Ed Reports

EdReports.org was conceived at the Annenberg Retreat at Sunnylands by a Design Team of the nation's leading minds in math, science, K-12 and higher education in response to fill a gap by reporting on the alignment and quality of instructional material programs. Educators sit on the Ed Reports Board of Directors, inform the review tools and processes through learning tours and feedback sessions, and assist in the design and implementation of the review process. The EdReports.org Content Review Teams, which analyze the quality and alignment of instructional materials, consists of outstanding classroom educators, district coaches, and state content leaders who deeply understand the Common Core State Standards and the importance of high-quality instructional materials. The selection process includes an application, interviews, and a work sample to ensure reviewers' mastery of the standards. Reviews are ongoing and completed reviews can be found at www.edreports.org.

With so many new and repackaged instructional products being introduced into a quickly changing marketplace, district leaders and educators need independent information about instructional materials in order to make informed decisions and, over time, to move the needle on student performance. (EdReports, 2017)
## Essentials in Curricular Materials: K-2nd

### Indicators for Aligned Instructional Materials

<table>
<thead>
<tr>
<th>Texts (Text Sets)</th>
<th>How do current curricular materials rate? (0=they don't; 5=they do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Anchor texts (including read aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.</td>
<td>0__________________________5</td>
</tr>
<tr>
<td>□ Anchor texts (including read-aloud texts in K-2) and series of texts connected to them are accompanied by a text complexity analysis.</td>
<td>0__________________________5</td>
</tr>
<tr>
<td>□ Materials reflect the distribution of text types and genres required by the standards at each grade level.</td>
<td>0__________________________5</td>
</tr>
<tr>
<td>□ Texts are organized around a topic/topics that builds student knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.</td>
<td>0__________________________5</td>
</tr>
<tr>
<td>□ Support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.</td>
<td>0__________________________5</td>
</tr>
<tr>
<td>□ Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.</td>
<td>0__________________________5</td>
</tr>
<tr>
<td>□ Materials, questions, and task provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.</td>
<td>0__________________________5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>How do current curricular materials rate? (0=they don't; 5=they do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).</td>
<td>0__________________________5</td>
</tr>
<tr>
<td>□ Materials contain sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (may be drawing, dictating, writing, speaking, or a combination).</td>
<td>0__________________________5</td>
</tr>
<tr>
<td>□ Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language, key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.</td>
<td>0__________________________5</td>
</tr>
<tr>
<td>□ The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).</td>
<td>0__________________________5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking &amp; Listening (Collaboration)</th>
<th>How do current curricular materials rate? (0=they don't; 5=they do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Materials provide frequent opportunities and protocols for evidence-based discussions (small groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.</td>
<td>0__________________________5</td>
</tr>
<tr>
<td>□ Materials support students’ listening and speaking about what they are reading (for read-aloud) and researching (shared projects) with relevant follow-up questions and supports.</td>
<td>0__________________________5</td>
</tr>
</tbody>
</table>
### Writing

- Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate. 0_________5

- Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards. 0_________5

- Materials include frequent opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level. 0_________5

- Materials include a cohesive, year-long plan of writing instruction and tasks which support students’ in and communicating substantive understanding of topics and texts. 0_________5

- Materials include a progression of focused research projects and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials. 0_________5

### Language

- Materials include a cohesive, year-long plan for students to interact and build key academic vocabulary words in and across texts. 0_________5

- Materials include explicit instruction of the grammar and conventions/language standards for the grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context. 0_________5

### Foundational Skills

- Materials, questions, and tasks address grade-level standards for foundational skills by providing instruction in phonics, word recognition, morphology, and reading fluency, that demonstrate a research-based progression. 0_________5

- Materials, questions, and tasks guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading. 0_________5

- Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression with opportunities for application both in and out of context. 0_________5

- Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality and function (K-1), and structures and features of text (1-2). 0_________5

- Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2. 0_________5

- Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks. 0_________5

- Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported. 0_________5

- Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills. 0_________5
## Notes

What indicators are not currently present that need to be addressed?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

What is my next step?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

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## Essentials in Curricular Materials: 3rd-5th

<table>
<thead>
<tr>
<th>Indicators for Aligned Instructional Materials</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texts (Text Sets)</strong></td>
<td></td>
</tr>
<tr>
<td>□ Anchor texts are of publishable quality and worthy of especially careful reading and consider a range of student interests.</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Materials reflect the distribution of text types and genres required by the standards at each grade level.</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Materials support students’ increasing literacy skills over the course of the school year (Series of texts should be at a variety of complexity levels appropriate for the grade band).</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for educational purpose and placement in the grade level.</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Texts are organized around a topic/topics to build students’ ability to read and comprehend complex texts independently and proficiently.</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.</td>
<td>0__________5</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td></td>
</tr>
<tr>
<td>□ Most questions, tasks, and assignments are text dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Sequences of text-dependent questions and tasks build to a culminating task that integrates skills (may be writing, speaking, or a combination).</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Materials contain a coherently sequenced set of high quality text dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts.</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Materials contain sets of coherently sequenced high quality questions and tasks that require students to analyze the language, key ideas, details, crafts, and structure of individual texts.</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ The questions and tasks support students’ ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).</td>
<td>0__________5</td>
</tr>
<tr>
<td><strong>Speaking &amp; Listening (Collaboration)</strong></td>
<td></td>
</tr>
<tr>
<td>□ Materials support students’ listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.</td>
<td>0__________5</td>
</tr>
<tr>
<td>□ Materials provide frequent opportunities and protocols for evidence-based discussions that encourage the modeling and use of academic vocabulary and syntax.</td>
<td>0__________5</td>
</tr>
<tr>
<td>Writing</td>
<td>0 ___________________ 5</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>□ Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.</td>
<td></td>
</tr>
<tr>
<td>□ Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.</td>
<td></td>
</tr>
<tr>
<td>□ Materials include frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.</td>
<td></td>
</tr>
<tr>
<td>□ Materials include a cohesive, year-long plan to support students’ increasing writing skills over the course of the school year, building students’ writing ability to demonstrate proficiency at grade level at the end of the school year.</td>
<td></td>
</tr>
<tr>
<td>□ Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>0 ___________________ 5</td>
</tr>
<tr>
<td>□ Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</td>
<td></td>
</tr>
<tr>
<td>□ Materials include a cohesive, year-long plan for students to be interactive and build key academic vocabulary in and across texts.</td>
<td></td>
</tr>
<tr>
<td>Foundational Skills</td>
<td>0 ___________________ 5</td>
</tr>
<tr>
<td>□ Materials, questions, and tasks address grade-level standards for foundational skills by providing instruction in phonics, word recognition, morphology, vocabulary, syntax, and reading fluency, in a research-based and transparent progression.</td>
<td></td>
</tr>
<tr>
<td>□ Materials, questions, and tasks guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.</td>
<td></td>
</tr>
<tr>
<td>□ Instructional opportunities are frequently built into the materials for students to practice and achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text and expression.</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>What indicators are not currently present that need to be addressed?</td>
<td></td>
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<tr>
<td>What are next steps?</td>
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</tbody>
</table>

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### Essentials in Curricular Materials: 6th-8th

#### Indicators for Aligned Instructional Materials

<table>
<thead>
<tr>
<th>Text Sets</th>
<th>NOTES</th>
<th>How do current curricular materials rate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Anchor texts are of publishable quality and worthy of especially careful reading and consider a range of student interests.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Materials reflect the distribution of text types and genres required by the standards at each grade level.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Materials support students’ increasing literacy skills over the course of the school year (Series of texts should be at a variety of complexity levels appropriate for the grade band).</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for educational purpose and placement in the grade level.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Texts are organized around a topic/topics to build students’ ability to read and comprehend complex texts independently and proficiently.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>NOTES</th>
<th>How do current curricular materials rate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Most questions, tasks, and assignments are text dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Sequences of text-dependent questions and tasks build to a culminating task that integrates skills (may be writing, speaking, or a combination).</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Materials contain a coherently sequenced set of high quality text dependent questions and tasks that require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Materials contain sets of coherently sequenced high quality questions and tasks that require students to analyze the language, key ideas, details, crafts, and structure of individual texts.</td>
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<td>5</td>
</tr>
<tr>
<td>□ The questions and tasks support students’ ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
### Speaking & Listening (Collaboration)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials support students’ listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.</td>
<td>0</td>
</tr>
<tr>
<td>Materials provide frequent opportunities and protocols for evidence-based discussions that encourage the modeling and use of academic vocabulary and syntax.</td>
<td>0</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.</td>
<td>0</td>
</tr>
<tr>
<td>Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.</td>
<td>0</td>
</tr>
<tr>
<td>Materials include frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.</td>
<td>0</td>
</tr>
<tr>
<td>Materials include a cohesive, year-long plan to support students’ increasing writing skills over the course of the school year, building students’ writing ability to demonstrate proficiency at grade level at the end of the school year.</td>
<td>0</td>
</tr>
<tr>
<td>Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.</td>
<td>0</td>
</tr>
</tbody>
</table>

### Language

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</td>
<td>0</td>
</tr>
<tr>
<td>Materials include a cohesive, year-long plan for students to interactive and build key academic vocabulary in and across texts.</td>
<td>0</td>
</tr>
</tbody>
</table>

### Notes

What indicators are not currently present that need to be addressed?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

What is my next step?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

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## Essentials in Curricular Materials: 9th – 12th

### Indicators for Aligned Instructional Materials

<table>
<thead>
<tr>
<th>Text Sets</th>
<th>NOTES</th>
<th>How do current curricular materials rate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Anchor texts are of publishable quality and worthy of especially careful reading.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Materials reflect the distribution of text types and genres required by the standards at each grade level.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Texts have the appropriate level of complexity for the grade according to quantitative and qualitative analysis and relationship to their associated student task.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Materials support students’ literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills. (Series of texts should be at a variety of complexity levels).</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Anchor texts and series of texts connected to them are accompanied by a text complexity analysis and rationale for purpose and placement in the grade level.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Texts are organized around a topic/topics or themes to build students’ knowledge and their ability to read and comprehend complex texts independently and proficiently.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>□ Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

### Questions

<p>| □ Most questions, tasks, and assignments are text dependent and specific requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text). | 0     | 5                                          |
| □ Materials contain sets of sequences of text-dependent questions with activities that build to a culminating task which integrates skills to demonstrate understanding. | 0     | 5                                          |
| □ Materials contain a coherently sequenced set of higher order thinking questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics. | 0     | 5                                          |
| □ Materials contain a coherently sequenced set of text-dependent text-specific questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts. | 0     | 5                                          |
| □ The questions and tasks support students’ ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening). | 0     | 5                                          |</p>
<table>
<thead>
<tr>
<th>Speaking &amp; Listening (Collaboration)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>□ Materials support students’ listening and speaking about what they are reading and researching (shared projects) with relevant follow-up questions and supports.</td>
<td>0____________________________5</td>
</tr>
<tr>
<td>□ Materials provide frequent opportunities and protocols to engage students in speaking and listening activities and discussions (small group, peer-to-peer, whole class) which encourages the modeling and use of academic vocabulary and syntax.</td>
<td>0____________________________5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.</td>
<td>0____________________________5</td>
</tr>
<tr>
<td>□ Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards. (Writing opportunities incorporate digital resources/multimodal literacy materials where appropriate. Opportunities may include blended writing styles that reflect the distribution required by the standards.)</td>
<td>0____________________________5</td>
</tr>
<tr>
<td>□ Materials include frequent opportunities for evidence-based writing to support sophisticated analysis, argumentation, and synthesis.</td>
<td>0____________________________5</td>
</tr>
<tr>
<td>□ Materials contain a year long, cohesive plan of writing instruction and practice which supports students in building and communicating substantive understanding of topics and texts.</td>
<td>0____________________________5</td>
</tr>
<tr>
<td>□ Materials include a progression of focused, shared research and writing projects to encourage students to develop and synthesize knowledge and understanding of a topic using texts and other source materials.</td>
<td>0____________________________5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Materials include instruction and practice of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application in context.</td>
<td>0____________________________5</td>
</tr>
<tr>
<td>□ Materials include a cohesive, consistent approach for students to regularly interact with word relationships and build academic vocabulary/language in context.</td>
<td>0____________________________5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notes</th>
<th></th>
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<td>What indicators are not currently present that need to be addressed?</td>
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<td>____________________________________________________________________</td>
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<tr>
<td>What is my next step?</td>
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</tbody>
</table>

Original work from EdReports:

Except where otherwise noted, this work by EdReports is licensed under a Creative Commons Attribution-NonCommercial International License. All logos and trademarks are property of their respective owners. This resource was adapted from original materials provided by EdReports. Original materials may be accessed here:
Instructional Materials Include the Following Supports for Teachers

Ease of Use
- Materials are well-designed and take into account effective lesson structure and pacing.
- The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.
- The student resources include ample review and practice resources, clear directions and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).
- Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.
- The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

Guidance for Navigating the Teacher’s Edition
- Materials contain a teacher’s edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.
- Materials contain a teacher’s edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.
- Materials contain a teacher’s edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

Information for Stakeholders
- Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.
- Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

Ample Assessment Materials
- Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.
- Materials offer ongoing formative and summative assessments.
- Assessments clearly denote which standards are being emphasized.
- Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.
- Materials should include routines and guidance that point out opportunities to monitor student progress.

Guidance for All Learners
- Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.
- Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.
- Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.
- Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.
- Materials provide opportunities for teachers to use a variety of grouping strategies.
The following is retrieved from eSpark Learning’s The Comprehensive Guide to Vetting K-8 Digital Content

## Digital Content Checklist

**Name of resource**

To be used with students working at a ______ grade level to support the development of ____________ skill or standard.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports state standards and instructional goals</td>
<td></td>
</tr>
<tr>
<td>Accommodates multiple skill levels or the specific skill level of the students being served</td>
<td></td>
</tr>
<tr>
<td>Leverages student choice, educational games, or creative activities to engage students</td>
<td></td>
</tr>
<tr>
<td>Interactive elements go beyond multiple choice and fill in the blank questions</td>
<td></td>
</tr>
<tr>
<td>Free of typos, grammatical errors, pop-ups, ads, and gated content</td>
<td></td>
</tr>
<tr>
<td>Supports district mission, values, and strategic plan</td>
<td></td>
</tr>
<tr>
<td>Models new skills and provides clear, intuitive instructions</td>
<td></td>
</tr>
<tr>
<td>Checks for understanding and comprehension</td>
<td></td>
</tr>
<tr>
<td>Provides prompt, actionable feedback on student work</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages students to work independently and engage in metacognition</td>
<td></td>
</tr>
<tr>
<td>Provides explicit instruction</td>
<td></td>
</tr>
<tr>
<td>Asks students to recall and creatively apply their knowledge</td>
<td></td>
</tr>
<tr>
<td>Connects academic standards to a world outside the classroom</td>
<td></td>
</tr>
<tr>
<td>Provides audio and visual vocabulary support where appropriate</td>
<td></td>
</tr>
<tr>
<td>Texts are culturally relevant, exploring a variety of points of view</td>
<td></td>
</tr>
<tr>
<td>All elements of the text align to students' reading levels as determined by Flesch-Kincaid, SMOG, or another readability formula.</td>
<td></td>
</tr>
<tr>
<td>Asks students to engage in higher order thinking and respond to open ended questions</td>
<td></td>
</tr>
<tr>
<td>Documents student usage, growth, and proficiency data to monitor efficacy</td>
<td></td>
</tr>
</tbody>
</table>

Meeting the needs of every learner for life-changing outcomes. | Visit us for more resources at www.eSparkLearning.com
Elements of grammar, conventions and vocabulary are generally listed within specific curriculum as part of a comprehensive language arts program. However, determining the specific materials involved in separate programs is not widely available. Using the Instructional Materials Evaluation Tool and the Illinois Learning Standards, a checklist has been developed to assist in determining the effectiveness of grammar and conventions programming.

**Grammar and Language Conventions:** Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

**How to assess the program content:**
- Look for publisher-produced alignment documentation of the standards addressed by specific lessons.
- Analyze a sample of lessons and tasks from across the submission to validate the publisher’s assignments.
- Examine one in every four sets of questions and tasks completely to get a valid sample size.
- Investigate several (3-4) of the pages where usage and convention are addressed to evaluate whether they demand student self-correction in ways aligned to that grade level’s standards.
- Use the following statements to help assess quality

<table>
<thead>
<tr>
<th>1. Materials include understanding of preceding grade skills.</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Lessons demonstrate explicit instruction of the full range of grammar and conventions as they are applied in increasingly sophisticated context.</td>
<td>Meets</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>3. Texts include elements so teachers can craft grammar instruction (e.g., to teach about the use of semi-colons, texts are provided that demonstrate their use).</td>
<td>Meets</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>4. Activities and lessons teach students the craft of writing so they can communicate clearly and powerfully.</td>
<td>Meets</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>5. Materials provide regular opportunities for students to practice their presentation skills in real world applications.</td>
<td>Meets</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>6. Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.</td>
<td>Meets</td>
<td>Does Not Meet</td>
</tr>
</tbody>
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Elements of grammar, conventions and vocabulary are generally listed within specific curriculum as part of a comprehensive language arts program. However, determining the specific materials involved in separate programs is not widely available. Using the Instructional Materials Evaluation Tool and the Illinois Learning Standards, a checklist has been developed to assist in determining the effectiveness of vocabulary programming.

**Vocabulary:** Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax. Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.

### How to assess the program content:
- Conduct a full reading of several lessons and the associated instructional guidance.
- Conduct a full reading of several lessons and the associated questions and task sets.
- Analyze one in every four sets of questions and tasks completely to get a valid sample size.
- Use the following statements to help assess quality

<table>
<thead>
<tr>
<th>Meets</th>
<th>Does Not Meet</th>
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<td></td>
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</tbody>
</table>

1. Ample opportunities for students to practice the use of targeted academic vocabulary in their speaking and writing.

2. Ample opportunities for students to notice and practice using grade-appropriate academic language, with particular attention to syntax.

3. Materials that hold the students responsible for acquiring vocabulary from what they read (as opposed to only being accountable for words they are directly taught)

4. Questions and tasks guide students to use academic vocabulary and increasingly sophisticated syntax in speaking and writing about knowledge gained from texts.

5. Materials that explore word relationships and how word and clause choice impact the interpretation of evidence.

6. Questions and tasks that guide students to determine the meaning of words from context or how they are being used in the text.

7. Questions and tasks that require students to explain the impact of specific word choices on the text with emphasis on those words that are consequential to the meaning of the text.

8. Questions and tasks that support students in paying attention to particular sentences, considering how and why they are constructed as they are and figuring out what they mean.

9. Materials that encourage students, through directions and modeling, to use academic language in their speech.

10. Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.
Grade Level
Quarterly Sequence Guidance

This part of the Illinois Literacy Framework document was created to provide curricular sequence guidance based on the grade level implementation of the Illinois Learning Standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guides in any way.
Purpose: This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.

The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The importance of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students’ need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. The following offers suggestions for the types of texts that students read and analyze through classroom tasks. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester.

Reading complex texts (although complex texts are not assigned to be read independently at K-2): 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages.

Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear in each module.

Writing effectively when using and/or analyzing sources: Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing,( Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

Conducting and reporting on research: This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening: This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts read aloud and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers.
Kindergarten Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and assessment.

In addition to these skills, ensuring that students have opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks is essential. To assist educators in infusing the social emotional learning standards, ISBE has provided “Stages” of SEL development that include more detailed performance descriptors of student’s skills. Links to additional resources mentioned in this guide as well as the SEL materials, can be found on the back of this guide.

**Decode Words**
Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts. Students should practice accuracy and fluency.

**Understand and Apply Vocabulary and Grammar**
Student require multiple exposures to targeted vocabulary words in authentic contexts to retain and understanding of word(s) meaning. Students should attempt to use the words effectively when speaking and begin to use them effectively when writing. Students should be exposed to content-specific words to build knowledge through content under study Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing, and speaking.

**Analyze Content**
Students should carefully gather observations about a text by examining its meaning and details thoroughly. Teachers should encourage students to reread with purpose and ensure that all standards have been taught by year’s end.

**Conduct Discussions**
Students should follow agreed upon rules to engage in a range of collaborative discussions (one-on one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion. Students should have opportunities to practice SEL through discussions that focus on social-awareness and interpersonal skills. Teachers should look for decision-making skills and responsible behaviors in personal, school, and community contexts.

**Cite Evidence**
Students should be able to ask and answer questions about key details in a text with prompting and support. Students refer explicitly to the text, illustrations, photographs and other possible text features as the basis for answers.

**Digital Integration and Application**
With prompting and support, students will use digital tools to produce and publish writing along with analyzing multimedia illustrations and text to demonstrate understanding.

**Writing Expectations**
Students build competence and confidence through daily involvement in shared group experiences, teacher modeling, and individual practice for all three writing modes. This writing may include sketching and labeling or may include one or two letters to stand for a word, or a string of letters to supplement written forms. Narrative, opinion and informative/expository writing should be included in write alouds and partner experiences. All analytic writing should put a premium on using details from the text as well as on crafting works that display some logical integration and coherence. Begin to use knowledge of language and its conventions when writing.

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**Text Types and Tasks**

Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students.

Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students. For support in crafting aligned literacy tasks, please view the grade level Guidance for Designing Literacy Tasks in the resource section of this guide.

**Examples of Informational texts:** biographies and autobiographies; books about history, social studies, science and the arts; technical texts (“how to” texts), including directions, forms and information displayed in graphs, charts or maps; and digital resources on a range of topics written for a broad audience.

**Examples of Literature:** adventure stories, mysteries, folktales, legends, fables, fantasy, realistic fiction, and drama, as well as nursery rhymes, narrative poems, limericks and free verse.

ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)
Kindergarten Quarter/Trimester Guide

(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following document: Kindergarten Guidance for Literacy Task Design)

Reading

The goal of Kindergarten is to teach students to read through the strategic use of Foundational Skills Standards.

Foundational Skills: Grade level Foundational Skills Standards are an integrated part of reading instruction so students are able to fluently read and comprehend texts. These skills are transferred when students integrate them with the text to which they read and write. A coherent curriculum is suggested and should connect to content being studied.

Reading Complex Texts: Students read on-grade level texts at the appropriate complexity. Exposing early elementary to complex texts should only be completed through read alouds in K-1. The majority of instructional time should be spent learning to read through foundational skills.

Short Texts: Literature - 50% Informational – 50%

- Texts to include students working collaboratively and independently:
  - Fiction, rhymes, poetry,
  - Folktales/Fables
  - Science
  - Social Studies or Arts

  — Draw evidence from texts and present ideas and information
  — Model responding to text through speaking, drawing and writing

Extended Text(s): Balance of:

- Literature (i.e., novel, short story, or play)
- Informational (i.e, text, article, speech, etc)

Extended Text: Anchor or extended read aloud texts

- Respond to texts read aloud by asking and answering questions
- Compare and contrast ideas across other related texts
- Have text-focused discussions
- Produce oral, illustrated and written responses with guidance and support from adults.

Writing

In Kindergarten, students write to introduce topics and support ideas from experiences and sources. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills.

Writing routinely throughout the year requires students to:

- Use a mix of drawing, dictating and writing to construct responses to text-dependent questions
- Use a mix of drawing, writing, and dictating to build content knowledge
- Use a mix of drawing, writing and dictating to reflect on text(s)
- Mix of on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology

Writing To Texts – 65% Analytical

Balance of Opinion & Informative/Explanatory

- With guidance and support, use a mix of drawing, writing, or dictating to create informative/explanatory pieces
- With guidance and support, introduce a topic or give the name of the book that is the focus of study
- With guidance and support, supply some information about the subject or topic

Writing Extended Research Projects: Beneficial if the project connects to a short or extended text.

- Participate in a shared research and writing project
- With guidance and support, use a mix of drawing, writing, or dictating to create an informative/explanatory text
- With guidance and support, name the topic of the piece
- With guidance and support, supply some information about the topic
- Present findings in a variety of presentation methods, including collaboration with peers

Writing Narratives - 35%

- With guidance and support, use a mix of drawing, dictating and writing to create separate narrative pieces
- With guidance and support, use a mix of drawing, dictating or writing to define a single event or several loosely linked events
- With guidance and support, use a mix of drawing, dictating or writing to place chosen events in the order in which they occurred
- With guidance and support, use a mix of drawing, dictating or writing to react to what happened in a story or to events.
Resources to Support Kindergarten Standards Implementation

Standards Bookmarks (for Teachers)
Foundational Skills:
◊ By Standard Direction
◊ Strategy Guide
◊ Fluency Guidance
Reading:
◊ Text Complexity
◊ Text Dependent Questions
◊ Mentor Text Resources
◊ Strategies by Standard
◊ Text Sets

Designing Literacy Tasks

Writing:
◊ Strategies by Standard

Language:
◊ Vocabulary Strategies

Speaking & Listening
◊ Collaborative Conversation
◊ Sentence Stems
◊ Strategies by Standard

Social Emotional Learning
◊ Standards, Goals and Strategies

Education is not preparation for life; education is life itself.
John Dewey

ILCLASSROOMSINACTION.ORG
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ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) www.ilclassroomsinaction.org
**Purpose:** This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.

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**Reading complex texts (although complex texts are not assigned to be read independently at K-2):** 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages.

Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear.

**Writing effectively when using and/or analyzing sources:** Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing, (Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

**Conducting and reporting on research:** This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

**Speaking and listening:** This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

**Language use for reading, writing and speaking:** This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts read aloud and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.
First Grade Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and assessment.

In addition to these skills, ensuring that students have opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks is essential. To assist educators in infusing the social emotional learning standards, ISBE has provided “Stages” of SEL development that include more detailed performance descriptors of student’s skills. Links to additional resources mentioned in this guide as well as the SEL materials, can be found on the back of this guide.

**Decode Words and Read Fluently**
Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts. Students should be able to read with accuracy and fluency to comprehend texts.

**Understand and Apply Vocabulary and Grammar**
Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s) and use the words effectively when writing and speaking as well as content-specific words that support background knowledge learned through content under study, including inquiry projects. Grammar and usage should be integrated with explicit instruction of grammar as they appear in the context of reading, writing and speaking.

**Analyze Content**
Students should carefully gather observations about a text by examining its meaning and details thoroughly. Teachers should encourage students to reread with purpose and ensure that all standards have been taught by year’s end.

**Conduct Discussions**
Students should follow agreed upon rules to engage in a range of collaborative discussions (one-on one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion. Students should have opportunities to practice SEL through discussions that focus on social-awareness and interpersonal skills. Teachers should look for decision-making skills and responsible behaviors in personal, school, and community contexts.

**Cite Evidence**
Students should be able to ask and answer questions about key details in a text with prompting and support. Students refer explicitly to the text, illustrations, photographs and other possible text features as the basis for answers.

**Digital Integration and Application**
With prompting and support, students will use digital tools to produce and publish writing along with analyzing multimedia illustrations and text to demonstrate understanding.

**Writing Expectations**
Students build competence and confidence through daily involvement in shared group experiences, teacher modeling, and individual practice for all three writing modes. This writing may include sketching and labeling or may include one or two letters to stand for a word, or a string of letters to supplement written forms. Narrative, opinion and informative/expository writing should be included in write alouds and partner experiences. All analytic writing should put a premium on using details from the text as well as on crafting works that display some logical integration and coherence. Use grade level knowledge of language and its conventions when writing.

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**Text Types and Tasks**

Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students.

Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students. For support in crafting aligned literacy tasks, please view the grade level Guidance for Designing Literacy Tasks in the resource section of this guide.

**Examples of Informational texts:** biographies and autobiographies; books about history, social studies, science and the arts; technical texts (“how to” texts), including directions, forms and information displayed in graphs, charts or maps; and digital resources on a range of topics written for a broad audience.

**Examples of Literature:** adventure stories, mysteries, folktales, legends, fables, fantasy, realistic fiction, and drama, as well as nursery rhymes, narrative poems, limericks and free verse.
Reading
The goal of First Grade is to teach students to read through the strategic use of Foundational Skills Standards.

**Foundational Skills:** Grade level Foundational Skills Standards are an integrated part of reading instruction so students are able to fluently read and comprehend texts. These skills are transferred when students integrate them with the text to which they read and write. A coherent curriculum is suggested and should connect to content being studied.

**Reading Complex Texts:** Students read on-grade level texts at the appropriate complexity. Exposing early elementary to complex texts should only be completed through read alouds in K-1. The majority of instructional time should be spent learning to read through foundational skills.

**Short Texts:**
- Literature - 50%
- Informational – 50%

**Texts to include students working collaboratively and independently:**
- Fiction, rhymes, poetry, Folktales/Fables
- Science
- Social Studies or Arts

- Draw evidence from texts and present ideas and information orally using vocabulary learned.
- Model responding to text through speaking, drawing and writing

**Extended Text(s) Balance of:**
- Literature (i.e., novel, short story, or play)
- Informational (i.e, text, article, speech, etc)

**Extended Text: Anchor or extended read aloud texts**
- Respond to close readings of texts read aloud by asking and answering questions
- Compare and contrast ideas across other related texts
- Have text-focused discussions
- Produce oral, illustrated and written responses with guidance and support from adults.

Writing
In First Grade, students write to introduce topics and support ideas from experiences and sources. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades.

Writing routinely throughout the year requires students to:
- Use a mix of drawing, writing to construct responses to text-dependent questions
- Use a mix of drawing, writing, and dictating to build content knowledge
- Use a mix of drawing, writing and dictating to reflect on text(s)
- Mix of on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology

**Writing To Texts – 65% Analytical**

**Balance of Opinion & Informative/Explanatory**
- Use a mix of drawing and writing to create informative/explanatory pieces
- Introduce a topic or give the name of the book that is the focus of study
- Supply some information about the subject or topic
- State an opinion and supply a reason for the opinion.
- Provide some sense of closure.
- With guidance and support from adults, respond to questions and suggestions to add details and strengthen writing

**Writing Extended Research Projects:** Beneficial if the project connects to a short or extended text.
- Participate in a shared research and writing project
- With guidance and support, use a mix of drawing, or writing to create an informative/explanatory text
- Recall information from experiences or gather information from provided sources to answer questions
- With guidance and support, name the topic of and supply some facts about the subject; provide a sense of closure
- Present findings in a variety of presentation methods, including collaboration with peers

**Writing Narratives - 35%**
- Use a mix of drawing and writing to create separate narrative pieces that include some details describing what happened, including temporal words to signal event order
- Provide a sense of closure
- Use a mix of drawing or writing to recount two or more sequenced events
- Use a mix of drawing or writing to react to what happened in a story or to events
Resources to Support First Grade Standards Implementation

Standards Bookmarks (for Teachers)

Foundational Skills:
- By Standard Direction
- Strategy Guide
- Fluency Guidance

Reading:
- Text Complexity
- Text Dependent Questions
- Mentor Text Resources
- Strategies by Standard
- Text Sets

Describing Literacy Tasks

Writing:
- Strategies by Standard

Language:
- Vocabulary Strategies

Speaking & Listening
- Collaborative Conversation Sentence Stems
- Strategies by Standard

Social Emotional Learning
- Standards, Goals and Strategies

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John Dewey

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ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) www.ilclassroomsinaction.org
**Purpose:** This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.

The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The importance of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students’ need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester.

Reading complex texts (although complex texts are not assigned to be read independently at K-2): 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages. Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear.

Writing effectively when using and/or analyzing sources: Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing, (Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

Conducting and reporting on research: This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening: This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.

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ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)
Second Grade Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum or district/school/teacher created materials, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and assessment.

Students also need opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks. To assist educators in infusing the social emotional learning standards, ISBE has provided "Stages" of development that include more detailed performance descriptors of student’s skills. See the back of this guide for additional grade level materials.

**Decode Words and Read Fluently**

Students should progress towards mastery and apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts. Students should be able to read with accuracy and fluency to comprehend texts.

**Understand and Apply Vocabulary and Grammar**

Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s). Students should attempt to use the words effectively when speaking and writing. Students should be exposed to content-specific words to build knowledge through content under study. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing and speaking.

**Analyze Content**

Students should carefully gather observations about a text by examining its meaning and details thoroughly. Teachers should encourage students to reread with purpose and ensure that all standards have been taught by year’s end.

**Conduct Discussions**

Students should follow agreed upon rules to engage in a range of collaborative discussions (one-on one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion. Students should have opportunities to practice SEL through discussions that focus on social-awareness and interpersonal skills. Teachers should look for students to exhibit decision-making skills and responsible behaviors in personal, school, and community contexts.

**Cite Evidence**

Students should be able to ask and answer questions about key details in a text with prompting and support. Students refer explicitly to the text, illustrations, photographs and other possible text features as the basis for answers.

**Digital Integration and Application**

With prompting and support, students will use digital tools to produce and publish writing along with analyzing multimedia illustrations and text to demonstrate understanding.

**Writing Expectations**

Students build competence and confidence through daily involvement in shared group experiences, teacher modeling, and individual practice for all three writing modes. Students should be able to tell a story, recount an experience, or report on a topic or text including specific facts and descriptive details. Narrative, opinion and informative/expository writing should be included in write alouds and partner experiences. All analytic writing should put a premium on using details from the text as well as on crafting works that display some logical integration and coherence. Use of specific facts, descriptive details and words and phrases acquired through conversations and reading is emphasized, as is correct spelling and punctuation.

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**Text Types and Tasks**

Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students.

Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students. For support in crafting aligned literacy tasks, please view the grade level Guidance for Designing Literacy Tasks in the resource section of this guide.

**Examples of Informational texts**: 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 resources on a range of topics written for a broad audience.

**Examples of Literature**: adventure stories, mysteries, folktales, legends, fables, fantasy, realistic fiction, and drama, with a special emphasis on myths. Also included are nursery rhymes, narrative poems, limericks and free verse.

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Second Grade Quarter/Trimester Guide
(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following document: Second Grade Guidance for Literacy Task Design)

**Reading**
The goal of Second Grade is to teach students to fluently read through the strategic use of Foundational Skills Standards.

**Foundational Skills:** Grade level Foundational Skills Standards are an integrated part of reading instruction so students are able to fluently read and comprehend texts. These skills are transferred when students integrate them with the text to which they read and write. A coherent curriculum is suggested and should connect to content being studied.

**Reading Complex Texts:** Students read on-grade level texts at the appropriate complexity. Exposing The majority of instructional time should be spent learning to read through foundational skills.

**Short Texts**  Literature - 50%  Informational – 50%

**Texts to include students working collaboratively and independently:**
- Fiction, rhymes, poetry,
- Folktales/Fables
- Science
- Social Studies or Arts

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**Extended Text(s) Balance of:**
- Literature (i.e., novel, short story, or play)
- Informational (i.e, text, article, speech, etc)

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**Extended Text: Anchor or extended read aloud texts**
- Respond to close readings of texts read aloud by asking and answering questions
- Compare and contrast ideas across other related texts
- Have text-focused discussions
- Produce oral, illustrated and written responses with guidance and support from adults.

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**Writing**
In Second Grade, students write to introduce topics and support ideas from experiences and sources. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades.

Writing routinely throughout the year requires students to:
- Write short constructed responses to text-dependent questions
- Write to build content knowledge
- Write to reflect on text(s)
- Mix on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology

**Writing To Texts – 65% Analytical**
**Balance of Opinion & Informative/Explanatory**
- Write to create informative/explanatory pieces
- Introduce a topic that is the focus of study
- Use facts and definitions to develop points
- Introduce and state an opinion
- Supply reasons to support the opinion
- Provide concluding statements
- With guidance and support from adults, respond to questions and suggestions to add details and strengthen writing

**Writing Extended Research Projects:** Beneficial if the project connects to a short or extended text.
- Participate in a shared research and writing project
- Write to address a topic/problem/issue
- Integrate knowledge from experiences or information from one or more texts
- Answer a question from provided sources or record observations (i.e., science experiment)
- Present findings in a variety of presentation methods, including collaboration with peers

**Writing Narratives - 35%**
- Recount a well elaborated or short sequence of events
- Include details to describe actions, thoughts and feelings
- Use temporal words to signal event order
- Provide a sense of closure
- Respond to question sand add details to strengthen writing

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Resources to Support Second Grade Standards Implementation

Standards Bookmarks (for Teachers)
Foundational Skills:
- By Standard Direction
- Strategy Guide
- Fluency Guidance
Reading:
- Text Complexity
- Text Dependent Questions
- Mentor Text Resources
- Strategies by Standard
- Text Sets

Designing Literacy Tasks
Writing:
- Strategies by Standard
Language:
- Vocabulary Strategies
Speaking & Listening
- Collaborative Conversation
  Sentence Stems
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Social Emotional Learning
- Standards, Goals and Strategies

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ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) www.ilclassroomsinaction.org
Purpose: This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.

The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The important of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students’ need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester.

Reading complex texts (although complex texts are not assigned to be read independently at K-2): 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages.

Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear.

Writing effectively when using and/or analyzing sources: Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing,( Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

Conducting and reporting on research: This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening: This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.
Third Grade Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum or district/school/teacher created materials, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and prepare for assessments.

Students also need opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks. To assist educators in infusing the SEL, ISBE has provided "Stages" of development that include more detailed performance descriptors of student’s skills. See the back of this guide for additional grade level materials for SEL.

**Decode Words and Read Fluently**
Students should apply their knowledge of phonics and word analysis to recognize words they encounter when reading texts and read with accuracy and fluency to comprehend texts. Students should build word analysis skills so they are reliably able to make sense of multisyllabic words.

**Apply Vocabulary and Knowledge of Language**
Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s). Students should be expected to use the words effectively when writing and speaking. Students should also be adept at using content-specific words to build knowledge through content under study. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing and speaking.

**Analyze Content**
Students should carefully gather observations about a text by examining its meaning and details thoroughly and methodically. Teachers should encourage students to reread deliberately.

**Conduct Discussions**
Students should follow agreed upon rules to engage in a range of collaborative discussions (one-on one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understanding in light of the discussion. Students should have opportunities to practice SEL through discussions that focus on social-awareness and interpersonal skills. Teachers should look for students to exhibit decision-making skills and responsible behaviors in personal, school, and community contexts.

**Cite Evidence**
Students should be able to refer explicitly to a text as the basis for answers by using text, illustrations, photographs and other possible text features as the basis for answers.

**Writing Expectations**
Students build competence and confidence through daily involvement in shared group experiences, teacher modeling, and individual practice in all three writing modes. This writing should describe accurately what happens in a text and recognize/select the most relevant information. All analytic writing should put a premium on using details from the text as well as on crafting works that display some logical integration and coherence. Use of specific facts and descriptive details is emphasized. Use knowledge of language and its conventions when writing.

**Report Findings**
Students should tell a story, recount an experience, or report on a topic or text with appropriate facts and descriptive details, speaking clearly, at an appropriate pace.

**Digital Integration and Application**
With prompting and support, students will use digital tools to produce and publish writing along with analyzing multimedia illustrations and text to demonstrate understanding.

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**Text Types and Tasks**

Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students.

Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students. For support in crafting aligned literacy tasks, please view the grade level Guidance for Designing Literacy Tasks in the resource section of this guide.

**Examples of Informational texts:** 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 resources on a range of topics written for a broad audience.

**Examples of Literature:** adventure stories, mysteries, folktales, legends, fables, fantasy, realistic fiction, and drama, with a special emphasis on myths. Also included are nursery rhymes, narrative poems, limericks and free verse.

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Third Grade Quarter/Trimester Guide

(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following document: Third Grade Guidance for Literacy Task Design)

Reading
The goal of Third Grade is to build upon the skills of Kindergarten–Second Grade to master reading and writing.

**Foundational Skills:** Grade level Foundational Skills Standards are an integrated part of reading instruction so students are able to fluently read and comprehend texts. These skills are transferred when students integrate them with the text to which they read and write. A coherent curriculum is suggested and should connect to content being studied.

**Reading Complex Texts:** Students read on-grade level texts at the appropriate complexity such that they can ask and answer questions by referring explicitly to a text (RL/RI.3.1).

Students should delve deeply into texts to uncover both the central message and supporting details, identifying the logical connections between sentences and paragraphs in a text.

Short Texts  Literature - 50%  Informational – 50%

**Texts to include students working collaboratively and independently:**
- Fiction, rhymes, poetry, Folktales/Fables
- Science
- Social Studies or Arts

Draw evidence from texts and present ideas and information orally using vocabulary learned.

Present analyses in writing and orally

Extended Text(s) Balance of:
- Literature (i.e., novel, short story, or play)
- Informational (i.e, text, article, speech, etc)

Extended Text: Anchor or extended read aloud texts
- Compare and synthesize ideas across other related texts
- Have text-focused discussions
- Produce oral, and written responses

Writing
In Third Grade, students write to introduce topics and support ideas from experiences and sources. Additionally, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades.

Writing routinely throughout the year requires students to:
- Write short constructed responses to text-dependent questions
- Write to build content knowledge and reflect on text(s)
- Mix on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology
- Assess students’ abilities to paraphrase, infer and integrate ideas from reading

**Writing To Texts – 65% Analytical**

Balance of Opinion & Informative/Explanatory Analyses (Aligns to PARCC Research Simulation or Literary Analysis Tasks)
- Write to create informative/explanatory pieces that display logical integration and coherence
- Use evidence
- Answer brief questions to craft longer responses
- Over the course of the year, analytic writing should include comparative analysis and student writing that share findings from research projects

**Writing Extended Research Projects:** Beneficial if the project connects to a short or extended text
- Participate in a shared research and writing project
- Write to address a topic/problem/issue
- Integrate knowledge from experiences or information from one or more texts
- Answer a question from provided sources or record observations (i.e., science experiment)
- Take brief notes on sources
- Sort evidence into provided categories
- Present findings in a variety of presentation methods, including collaboration with peers

**Writing Narratives - 35%**
- Write narratives to express personal ideas and experiences; craft their own stories, and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions (Aligns to PARCC Narrative Task)

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Resources to Support Third Grade Standards Implementation

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ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) www.ilclassroomsinaction.org
A Teacher’s Guide to Literacy Standards Implementation
Fourth Grade
Quarterly Sequence Guide

Purpose: This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.

The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The importance of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students’ need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester.

Reading complex texts (although complex texts are not assigned to be read independently at K-2): 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages.

Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear.

Writing effectively when using and/or analyzing sources: Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing, (Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

Conducting and reporting on research: This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening: This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.
Fourth Grade Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum or district/school/teacher created materials, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and prepare for assessments.

Students also need opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks. To assist educators in infusing the SEL, ISBE has provided “Stages” of development that include more detailed performance descriptors of student’s skills. See the back of this guide for additional grade level materials for SEL.

**Decode Words and Read Fluently**
Students should apply their knowledge of phonics and word analysis to recognize words they encounter when reading texts and read with accuracy and fluency to comprehend texts. Students should build word analysis skills so they are reliably able to make sense of multisyllabic words.

**Apply Vocabulary and Knowledge of Language**
Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s). Focus vocabulary instruction on words that students would transfer to use effectively in writing and speaking. Students should also be adept at using content-specific words to build knowledge through content under study. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing and speaking.

**Analyze Content**
Students should carefully gather observations about a text by examining its meaning and details thoroughly and methodically. Teachers should encourage students to reread deliberately.

**Conduct Discussions**
Students should follow agreed upon rules to engage in a range of collaborative discussions (one-on one, small group, teacher-led), enabling them to build effectively on one another’s ideas while clearly explaining their own. Students should have opportunities to practice SEL through discussions that focus on social-awareness and interpersonal skills. Teachers should look for students to exhibit decision-making skills and responsible behaviors in personal, school, and community contexts.

**Cite Evidence**
Students should be able to refer to details and examples from texts when explaining what the text says and when drawing inferences. Use the text, illustrations, photographs and other possible text features as the basis for answers.

**Writing Expectations**
Students build competence and confidence through daily involvement in shared group experiences, teacher modeling, and individual practice in all three writing modes. This writing should describe accurately what happens in a text and recognize/select the most relevant information. All analytic writing should put a premium on using details from the text as well as on crafting works that display some logical integration and coherence. Use of specific facts and descriptive details is emphasized. Use knowledge of language and its conventions when writing.

**Report Findings**
Students should report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.

**Digital Integration and Application**
With prompting and support, students will use digital tools to produce and publish writing along with analyzing multimedia illustrations and text to demonstrate understanding.

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**Text Types and Tasks**

Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students.

Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students. For support in crafting aligned literacy tasks, please view the grade level Guidance for Designing Literacy Tasks in the resource section of this guide.

**Examples of Informational texts:** 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 resources on a range of topics written for a broad audience.

**Examples of Literature:** adventure stories, mysteries, folktales, legends, fables, fantasy, realistic fiction, and drama, with a special emphasis on myths. Also included are nursery rhymes, narrative poems, limericks and free verse.

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Fourth Grade Quarter/Trimester Guide
(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following document: Fourth Grade Guidance for Literacy Task Design)

Reading
The goal of Fourth Grade is to build upon the skills of Kindergarten–Third Grade to master reading and writing.

Foundational Skills: Grade level Foundational Skills Standards are an integrated part of reading instruction so students are able to fluently read and comprehend texts. These skills are transferred when students integrate them with the text to which they read and write. A coherent curriculum is suggested and should connect to content being studied.

Reading Complex Texts: Students read on-grade level texts at the appropriate complexity such that they can ask and answer questions by referring explicitly to a text (RL/RI.4.1).

Students should delve deeply into texts to summarize both the main and supporting ideas, explain what happened and why, and recognize allusions to significant characters found in mythology.

Short Texts  Literature - 50% Informational – 50%

Writing
In Fourth Grade, students write to introduce topics and support ideas from experiences and sources. Additionally, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades. Writing routinely throughout the year requires students to:

• Write short constructed responses to text-dependent questions
• Write to build content knowledge and reflect on text(s)
• Mix on-demand, review, and revision writing tasks appropriate to grade level
• Build confidence and competence with technology
• Assess students’ abilities to paraphrase, infer and integrate ideas from reading

Writing To Texts – 65% Analytical
Balance of Opinion & Informative/Explanatory Analyses (Aligns to PARCC Research Simulation or Literary Analysis Tasks)

• Write to create informative/explanatory pieces that display logical integration and coherence
• Use evidence
• Answer brief questions to craft multiparagraph responses
• Over the course of the year, analytic writing should include comparative analysis and student writing that shares findings from research projects

Writing Extended Research Projects: Beneficial if the project connects to a short or extended text

• Participate in a shared research and writing project
• Write to address a topic/problem/issue
• Integrate knowledge from experiences or information from several texts in various media or formats
• Take notes on sources and categorize the information
• Provide list of sources
• Present findings in a variety of presentation methods, including informal/formal opinion or explanatory contexts either in writing or oral formats

Writing Narratives - 35%

• Write narratives to express personal ideas and experiences; craft their own stories, and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
• Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions (Aligns to PARCC Narrative Task)

Texts to include students working collaboratively and independently:

Fiction, poetry, Myths Science Social Studies or Arts
— Draw ample evidence from texts and present ideas and information orally using vocabulary learned.
— Present analyses in writing and orally

Extended Text(s) Balance of:

Literature (i.e., novel, short story, or play)
Informational (i.e, text, article, speech, etc)

Extended Text: Anchor or extended read aloud texts

• Compare and synthesize ideas across other related texts
• Have text-focused discussions
• Produce oral, and written responses

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Resources to Support Fourth Grade Standards Implementation

**Standards Bookmarks** (for Teachers)

- Foundational Skills:
  - By Standard Direction
  - Strategy Guide
  - Fluency Guidance

- Reading:
  - Text Complexity
  - Text Dependent Questions
  - Mentor Text Resources
  - Strategies by Standard
  - Text Sets

- Designing Literacy Tasks

- Writing:
  - Strategies by Standard

- Language:
  - Vocabulary Strategies

- Speaking & Listening
  - Collaborative Conversation Sentence Stems
  - Strategies by Standard

- Social Emotional Learning
  - Standards, Goals and Strategies

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**Education is not preparation for life; education is life itself.**

John Dewey

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A Teacher’s Guide to Literacy Standards Implementation
Fifth Grade
Quarterly Sequence Guide

**Purpose:** This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning Standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.

The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The importance of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students’ need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester.

**Reading complex texts (although complex texts are not assigned to be read independently at K-2):** 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages.

Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear.

**Writing effectively when using and/or analyzing sources:** Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing,( Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

**Conducting and reporting on research:** This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

**Speaking and listening:** This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

**Language use for reading, writing and speaking:** This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.
Fifth Grade Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum or district/school/teacher created materials, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and prepare for assessments.

Students also need opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks. To assist educators in infusing the SEL, ISBE has provided “Stages” of development that include more detailed performance descriptors of student’s skills. See the back of this guide for additional grade level materials for SEL.

**Decode Words and Read Fluently**
Students should build word analysis skills when reading texts and read with accuracy and fluency to comprehend texts.

**Apply Vocabulary and Knowledge of Language**
Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s). Focus vocabulary instruction on words that students would transfer to use effectively in writing and speaking. Students should also be adept at using content-specific words to build knowledge through content under study. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing and speaking.

**Analyze Content**
Students delve deeply into texts and build their knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details.

**Conduct Discussions**
Students should follow agreed upon rules to engage in a range of collaborative discussions (one-on one, small group, teacher-led), enabling them to build effectively on one another’s ideas while clearly explaining their own. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Students should have opportunities to practice SEL through discussions that focus on social-awareness and interpersonal skills. Teachers should look for students to exhibit decision-making skills and responsible behaviors in personal, school, and community contexts.

**Cite Evidence**
Students should be able to refer to details and examples from texts when explaining what the text says and when drawing inferences. Use the text, illustrations, photographs and other possible text features as the basis for answers.

**Writing Expectations**
Students will conduct research and write multiparagraph stories and essays, working on employing detailed descriptions, providing ample evidence, and grouping related information. Students will respond critically to both literary and informational sources over the course of the year, writing both short and long-form pieces while honing their appreciation for the nuances of grammar, usage and punctuation. Analytic writing should put a premium on using details from the text (RL/RI.5.1), as well as on crafting works that display logical integration and coherence. Students revise and edit their writing using knowledge of language and its conventions.

**Report Findings**
Students should report on a topic or text, sequencing ideas logically with appropriate facts and details, and an eye toward the needs of the audience by speaking clearly, at an appropriate pace.

**Digital Integration and Application**
Students will use digital tools to produce and publish writing along with analyzing multimedia illustrations and text to demonstrate understanding.

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**Text Types and Tasks**

Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students.

Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students. For support in crafting aligned literacy tasks, please view the grade level Guidance for Designing Literacy Tasks in the resource section of this guide.

**Examples of Informational texts:** 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 resources on a range of topics written for a broad audience.

**Examples of Literature:** adventure stories, mysteries, folktales, legends, fables, fantasy, realistic fiction, and drama, with a special emphasis on myths. Also included are nursery rhymes, narrative poems, limericks and free verse.
**Fifth Grade Quarter/Trimester Guide**

*(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following document: [Fifth Grade Guidance for Literacy Task Design](#)*

**Reading**

The goal of Fifth Grade is to build upon the skills of Kindergarten–Fourth Grade to master reading and writing.

**Foundational Skills:** Grade level Foundational Skills Standards are an integrated part of reading instruction so students are able to fluently read and comprehend texts. These skills are transferred when students integrate them with the text to which they read and write.

**Reading Complex Texts:** Students read on-grade level texts at the appropriate complexity such that they can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Students should delve deeply into texts to summarize both the main and supporting ideas, explain what happened and why, and recognize allusion. Students should determine a theme of a story, drama, or poem from details in the text, compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**Short Texts**  
**Literature - 50%  Informational – 50%**

<table>
<thead>
<tr>
<th>Texts to include students working collaboratively and independently:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction, poetry, Myths</td>
</tr>
<tr>
<td>— Draw ample evidence from texts and present ideas and information orally using vocabulary learned.</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>— Present analyses in writing and orally</td>
</tr>
</tbody>
</table>

**Extended Text(s) Balance of:**

**Literature (i.e., novel, short story, or play)**  
**Informational (i.e, text, article, speech, etc)**

**Extended Text: Anchor or extended read aloud texts**

- Compare and synthesize ideas across other related texts
- Have text-focused discussions
- Produce oral, and written responses

**Writing**

In Fifth Grade, students draw evidence from literary or informational texts to support analysis, reflection, and research. Additionally, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades.

Writing routinely throughout the year requires students to:

- Write short constructed responses to text-dependent questions
- Write to build content knowledge and reflect on text(s)
- Mix on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology
- Assess students’ abilities to paraphrase, infer and integrate ideas from reading

**Writing To Texts – 65% Analytical**

**Balance of Opinion & Informative/Explanatory Analyses**  
(Aligns to PARCC Research Simulation or Literary Analysis Tasks)

- Write to create informative/explanatory pieces that display logical integration and coherence
- Use evidence
- Answer brief questions to craft multiparagraph responses
- Over the course of the year, analytic writing should include comparative analysis and student writing that shares findings from research projects

**Writing Extended Research Projects:** Beneficial if the project connects to a short or extended text

- Participate in a shared research and writing project
- Write to address a topic/problem/issue
- Integrate knowledge from experiences or information from several texts in various media or formats
- Take notes on sources and categorize the information
- Provide list of sources
- Present findings in a variety of presentation methods, including informal/formal opinion or explanatory contexts either in writing or oral formats

**Writing Narratives - 35%**

- Write narratives to express personal ideas and experiences; craft their own stories, and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions (Aligns to PARCC Narrative Task)

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John Dewey

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**Purpose:** This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.

The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The importance of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students’ need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester. **All content areas must build robust instruction around discipline-specific literacy skills to better prepare students for college and career.**

**Reading complex texts:** **All content areas require an analysis of grade level, complex texts:** Students need 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages.

Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear.

**Writing effectively when using and/or analyzing sources:** Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing, (Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

**Conducting and reporting on research:** This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

**Speaking and listening:** This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making presentations, working collaboratively, sharing findings and listening carefully to the ideas of others. All content areas need to require the use of strong oral communication using discipline-specific discourse.

**Language use for reading, writing and speaking:** This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.

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Sixth Grade Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum or district/school/teacher created materials, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and prepare for assessments.

Students also need opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks. To assist educators in infusing the SEL, ISBE has provided "Stages" of development that include more detailed performance descriptors of student’s skills. See the back of this guide for additional grade level materials for SEL.

Apply Vocabulary and Knowledge of Language
Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s). Focus vocabulary instruction on words that students would transfer to use effectively in writing and speaking. Students should also be adept at using content-specific words to build knowledge through content under study. Students' vocabularies expand as they become more attuned to using context, knowledge of Greek and Latin roots and affixes, and word analysis to determine the meaning of academic words. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing and speaking while also reading with accuracy and fluency to comprehend texts.

Analyze Content
Students delve deeply into texts and build their knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details. Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and/or elaboration of events or ideas.

Conduct Discussions
Students should follow agreed upon rules to engage in a range of collaborative discussions (one-on one, small group, teacher-led), enabling them to build effectively on one another’s ideas while clearly explaining their own. Share their findings in class discussions, practicing how logically to sequence ideas and highlight themes and key details they find most persuasive. Students should be able to explain how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence.

Students should have opportunities to practice SEL through discussions that focus on social-awareness and interpersonal skills. Teachers should look for students to exhibit decision-making skills and responsible behaviors in personal, school, and community contexts.

Cite Evidence
Students should be able to refer to details and examples from texts when explaining what the text says and when drawing inferences. Use the text, illustrations, photographs and other possible text features as the basis for answers.

Writing Expectations
Students will be increasingly challenged to sharpen their ability to write and speak with more clarity and coherence, providing clear reasons and relevant evidence. Students will learn how writers try to influence readers while discovering how they can do the same in their own prose. They discover how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. Students must take a critical stance toward sources and apply criteria for identifying reliable information as opposed to mere conjecture.

Report Findings
Students should use appropriate eye contact, adequate volume and clear pronunciation when orally presenting claims in a logical, coherent manner to accentuate main ideas or themes.

Digital Integration and Application
Use technology, including the Internet, to produce and publish writing and to interact/collaborate with others; demonstrate sufficient command of keyboarding skills sitting.

Text Types and Tasks
Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students.

Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students. For support in crafting aligned literacy tasks, please view the grade level Guidance for Designing Literacy Tasks in the resource section of this guide.

Examples of Informational texts: exposition, argument and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism pieces and historical/scientific/technical or economic accounts.

Examples of Literature: adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act/multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics.

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Sixth Grade Quarter/Trimester Guide

(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following document: Sixth Grade Guidance for Literacy Task Design)

Reading

**Reading Complex Texts:** Students read on-grade level texts at the appropriate complexity such that they delve deeply into texts to summarize both the main and supporting ideas. Students should also explain what happened and why, and analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Students should be able to explain how an author develops point of view of the narrator or speaker in a text and determine the central idea of a text (i.e., how it is conveyed through particular details). Summaries of a text should be distinct from personal opinions or judgments.

Students should be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Trace and evaluate arguments and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Short Texts:** Literature - 40% Informational – 60%

### Texts to include students working collaboratively and independently:

- **Fiction, poetry, Myths Science Social Studies or Arts**
  - Draw ample evidence from texts and present ideas and information orally using vocabulary learned.
  - Present analyses in writing and orally

### Extended Text(s):

- Literature (i.e., novel, short story, or play)
- Informational (i.e, text, article, speech, etc)

**Extended Text: Anchor or extended texts**

- Compare and synthesize ideas across other related texts
- Have text-focused discussions
- Produce oral, and written responses

Writing

In Sixth Grade, students write to introduce topics and support ideas from experiences and sources. Additionally, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades.

Writing routinely throughout the year requires students to:

- Write short constructed responses to text-dependent questions
- Write to build content knowledge and reflect on text(s)
- Mix on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology
- Assess students’ abilities to paraphrase, infer and integrate ideas from reading

**Writing To Texts – 70% Analytical**

**Balance of Opinion & Informative/Explanatory Analyses (Aligns to PARCC Research Simulation or Literary Analysis Tasks)**

- Write to create informative/explanatory pieces that display logical integration and coherence
- Use evidence
- Answer brief questions to craft multiparagraph responses
- Over the course of the year, analytic writing should include comparative analysis and student writing that shares findings from research projects

**Writing Extended Research Projects:**

- Participate in a shared research and writing project
- Write to address a topic/problem/issue
- Gather and synthesize relevant information from several informational and literary texts in various media or formats
- Take notes on sources and effectively assess the credibility of each source
- Accurately quote or paraphrase sources and incorporate basic bibliographic information
- Present findings in a variety of presentation methods, including informal/formal argumentative or explanatory contexts either in writing or oral formats

**Writing Narratives - 30%**

- Write narratives to express personal ideas and experiences; craft their own stories, and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions (Aligns to PARCC Narrative Task)

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### Resources to Support Sixth Grade Standards Implementation

**Standards Bookmarks** (for Teachers)

**Reading:**
- Text Complexity
- Text Dependent Questions
- Mentor Text Resources
- Strategies by Standard
- Fluency Guidance
- Text Sets

**Writing:**
- Strategies by Standard

**Designing Literacy Tasks**

**Language:**
- Vocabulary Strategies
- Context Clues Pamphlet
- Sentence Combining Strategies

**Speaking & Listening**
- Collaborative Conversation
- Sentence Stems
- Strategies by Standard

**Social Emotional Learning**
- Standards, Goals and Strategies

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**Education is not preparation for life; education is life itself.**

John Dewey

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ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)
**Purpose:** This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.

The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The importance of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students’ need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester. *All content areas must build robust instruction around discipline-specific literacy skills to better prepare students for college and career.*

**Reading complex texts:** *All content areas require an analysis of grade level, complex texts:* Students need 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages.

Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear.

**Writing effectively when using and/or analyzing sources:** Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing,( Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

**Conducting and reporting on research:** This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

**Speaking and listening:** This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making presentations, working collaboratively, sharing findings and listening carefully to the ideas of others. All content areas need to require the use of strong oral communication using discipline-specific discourse.

**Language use for reading, writing and speaking:** This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.

ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)
Seventh Grade Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum or district/school/teacher created materials, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and prepare for assessments.

Students also need opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks. To assist educators in infusing the SEL, ISBE has provided "Stages" of development that include more detailed performance descriptors of student’s skills. See the back of this guide for additional grade level materials for SEL.

Apply Vocabulary and Knowledge of Language
Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s). Focus vocabulary instruction on words that students would transfer to use effectively in writing and speaking. Students should also be adept at using content-specific words to build knowledge through content under study. Students’ vocabularies can distinguish between denotative and connotative meaning and can analyze the effect of specific word choice on tone. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing and speaking while also reading with accuracy and fluency to comprehend texts.

Analyze Content
Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and/or elaboration of events or ideas.

Conduct Discussions
Students should engage in a range of collaborative discussions (one-on one, small group, teacher-led), enabling them to build effectively on one another’s ideas. They make their reasoning clear to their listeners, constructively evaluating others’ use of evidence while offering several sources to back up their own claims. Share their findings in class discussions, practicing how logically to sequence ideas and highlight themes and key details they find most persuasive. Students should be able to explain how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence.

Students should have opportunities to practice SEL through discussions that focus on social-awareness and interpersonal skills. Teachers should look for students to exhibit decision-making skills and responsible behaviors in personal, school, and community contexts.

Cite Evidence
Students should be able to refer to details and examples from texts when explaining what the text says and when drawing inferences. Use the text, illustrations, photographs and other possible text features as the basis for answers.

Writing Expectations
Students are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing should be more structured, with clear introductions and conclusions as well as useful transitions to create cohesive and clarify relationships among ideas. Students must acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others.

Report Findings
Students should use appropriate eye contact, adequate volume and clear pronunciation when orally presenting claims in a logical, coherent manner with pertinent descriptions and details to accentuate main ideas and themes.

Digital Integration and Application
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Text Types and Tasks
Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students.

Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students. For support in crafting aligned literacy tasks, please view the grade level Guidance for Designing Literacy Tasks in the resource section of this guide.

Examples of Informational texts: exposition, argument and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism pieces and historical/scientific/technical or economic accounts.

Examples of Literature: adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act/multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics.

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Seventh Grade Quarter/Trimester Guide

(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following document: Seventh Grade Guidance for Literacy Task Design)

Reading

Reading Complex Texts: Students read challenging, complex texts such that they cite multiple instances of specific evidence to support their assertions. Students should recognize the interplay between setting, plot, and characters and provide an objective summary of a text apart from their own reaction to it. Students should be able to analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). Trace and evaluate arguments and specific claims in a text, and assess the validity of the evidence. Compare and contrast different interpretations of a topic, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. Author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Students ask and respond to specific questions as well as acknowledge new information and modify their understanding as warranted.

Short Texts

<table>
<thead>
<tr>
<th>Texts to include students working collaboratively and independently:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction, poetry, Myths Science Social Studies or Arts</td>
</tr>
</tbody>
</table>

| — Draw ample evidence from texts and present ideas and information orally using vocabulary learned. |

Extended Text(s):

Literature (i.e., novel, short story, or play) Informational (i.e., text, article, speech, etc)

Extended Text: Anchor or extended texts

- Compare and synthesize ideas across other related texts
- Have text-focused discussions
- Produce oral, and written responses

Writing

In Seventh Grade, students write to introduce topics and support ideas from experiences and sources. Additionally, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades.

Writing routinely throughout the year requires students to:

- Write short constructed responses to text-dependent questions
- Write to build content knowledge and reflect on text(s)
- Mix on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology
- Assess students’ abilities to paraphrase, infer and integrate ideas from reading

Writing To Texts – 70% Analytical

Balance of Opinion & Informative/Explanatory Analyses (Aligns to PARCC Research Simulation or Literary Analysis Tasks)

- Write to create informative/explanatory pieces that display logical integration and coherence
- Use evidence
- Answer brief questions to craft multiparagraph responses
- Over the course of the year, analytic writing should include comparative analysis and student writing that shares findings from research projects

Writing Extended Research Projects:

- Participate in a shared research and writing project
- Write to address a topic/problem/issue
- Gather and synthesize relevant information from several informational and literary texts in various media or formats
- Take notes on sources and effectively assess the credibility of each source
- Accurately quote or paraphrase sources and incorporate basic bibliographic information
- Present findings in a variety of presentation methods, including informal/formal argumentative or explanatory contexts either in writing or oral formats

Writing Narratives - 30%

- Write narratives to express personal ideas and experiences; craft their own stories, and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions (Aligns to PARCC Narrative Task)

ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) www.ilclassroomsinaction.org
Resources to Support Seventh Grade Standards Implementation

Standards Bookmarks (for Teachers)
Reading:
- Text Complexity
- Text Dependent Questions
- Mentor Text Resources
- Strategies by Standard
- Fluency Guidance
- Text Sets
Writing:
- Strategies by Standard

Designing Literacy Tasks
Language:
- Vocabulary Strategies
- Context Clues Pamphlet
- Sentence Combining Strategies

Speaking & Listening
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The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The importance of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students’ need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester. All content areas must build robust instruction around discipline-specific literacy skills to better prepare students for college and career.

**Reading complex texts:** All content areas require an analysis of grade level, complex texts: Students need 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages. Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear.

**Writing effectively when using and/or analyzing sources:** Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing, (Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

**Conducting and reporting on research:** This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

**Speaking and listening:** This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making presentations, working collaboratively, sharing findings and listening carefully to the ideas of others. All content areas need to require the use of strong oral communication using discipline-specific discourse.

**Language use for reading, writing and speaking:** This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.
Eighth Grade Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum or district/school/teacher created materials, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and prepare for assessments.

Students also need opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks. To assist educators in infusing the SEL, ISBE has provided "Stages" of development that include more detailed performance descriptors of student’s skills. See the back of this guide for additional grade level materials for SEL.

Apply Vocabulary and Knowledge of Language
Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s). Focus vocabulary instruction on words that students would transfer to use effectively in writing and speaking. Students should also be adept at using content-specific words to build knowledge through content under study. Students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. They analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing and speaking while also reading with accuracy and fluency to comprehend texts.

Analyze Content
Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and/or elaboration of events or ideas.

Conduct Discussions
Students should engage in a range of collaborative discussions (one-on one, small group, teacher-led), enabling them to build effectively on one another’s ideas. They make their reasoning clear to their listeners, constructively evaluating motive. Students should be able to explain how authors use reasons to make their points and support arguments with evidence, separating unsupported assertions from those backed by evidence.

Students should have opportunities to practice SEL through discussions that focus on social-awareness and interpersonal skills. Teachers should look for students to exhibit decision-making skills and responsible behaviors in personal, school, and community contexts.

Cite Evidence
Students should be able to refer to details and examples from texts when explaining what the text says and when drawing inferences. Use the text, illustrations, photographs and other possible text features as the basis for answers.

Writing Expectations
Students are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing should be more structured, with clear introductions and conclusions as well as useful transitions to create cohesive and clarify relationships among ideas. Students must acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others.

Report Findings
Students should use appropriate eye contact, adequate volume and clear pronunciation when orally presenting claims, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details

Digital Integration and Application
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Text Types and Tasks
Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students.

Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students. For support in crafting aligned literacy tasks, please view the grade level Guidance for Designing Literacy Tasks in the resource section of this guide.

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Reading

Reading Complex Texts: Students grapple with challenging, complex texts with a higher emphasis on informational text and provide objective summaries. Students ask and respond to specific questions as well as acknowledge new information and modify their understanding as warranted. Students cite evidence that most strongly supports an analysis or critique and analyze conflicting information on the same topic. Identify whether the disagreement is over facts or interpretations. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Short Texts: Literature - 40% Informational – 60%

Extended Text(s):

Texts to include students working collaboratively and independently:

- Fiction, poetry, Myths — Draw ample evidence from texts and present ideas and information orally using vocabulary learned.
- Science — Present analyses in writing and orally

Literature (i.e., novel, short story, or play)
Informational (i.e., text, article, speech, etc)

Extended Text: Anchor or extended texts

- Compare and synthesize ideas across other related texts
- Have text-focused discussions
- Produce oral, and written responses

Writing

In Eighth Grade, students write to introduce topics and support ideas from experiences and sources. Additionally, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades.

Writing routinely throughout the year requires students to:

- Write short constructed responses to text-dependent questions
- Write to build content knowledge and reflect on text(s)
- Mix on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology
- Assess students’ abilities to paraphrase, infer and integrate ideas from reading

Writing To Texts – 70% Analytical

Balance of Opinion & Informative/Explanatory Analyses (Aligns to PARCC Research Simulation or Literary Analysis Tasks)

- Write to create informative/explanatory pieces that display logical integration and coherence
- Use evidence
- Answer brief questions to craft multiparagraph responses
- Over the course of the year, analytic writing should include comparative analysis and student writing that shares findings from research projects

Writing Extended Research Projects:

- Participate in a shared research and writing project
- Write to address a topic/problem/issue
- Gather and synthesize relevant information from several informational and literary texts in various media or formats generating additional related, focused questions that allow for multiple avenues of exploration.
- Assess the accuracy and credibility of sources and quote or paraphrase the data and conclusions of others
- Incorporate basic bibliographic information
- Present findings in a variety of presentation methods, including informal/formal argumentative or explanatory contexts either in writing or oral formats

Writing Narratives - 30%

- Write narratives to express personal ideas and experiences; craft their own stories, and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions (Aligns to PARCC Narrative Task)
Resources to Support Eighth Grade Standards Implementation

**Standards Bookmarks** (for Teachers)

**Reading:**
- Text Complexity
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**Language use for reading, writing and speaking:** This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.

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Ninth-Tenth Grade Expectations for Student Engagement

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Apply Vocabulary and Knowledge of Language
Students should also be adept at using content-specific words to build knowledge through content under study. Students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. They analyze the cumulative impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing and speaking while also reading with accuracy and fluency to comprehend texts.

Analyze Content
Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and/or elaboration of events or ideas. They analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Conduct Discussions
Students work with peers to set rules for collegial discussions and decision-making. They propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporating others into the discussion; and clarifying, verifying, or challenging ideas and conclusions. Students respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Discussions that focus on social-awareness and interpersonal skills allow teachers to look for students to exhibit decision-making skills and responsible behaviors in personal, school, and community contexts.

Cite Evidence
Students should be able to refer to details and examples from texts when explaining what the text says and when drawing inferences. Use the text, illustrations, photographs and other possible text features as the basis for answers.

Writing Expectations
Students are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing should be more structured, with clear introductions and conclusions as well as useful transitions to create cohesive and clarify relationships among ideas. Students must acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others.

Report Findings
Students should use appropriate eye contact, adequate volume and clear pronunciation when orally presenting claims, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.

Digital Integration and Application
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Text Types and Tasks
Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students. Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students.

Examples of Informational texts: exposition, argument in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism pieces and historical/scientific/technical or economic accounts, seminal US documents.

Examples of Literature: world literature, adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act/multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads and epics.

ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) www.ilclassroomsinaction.org
Ninth-Tenth Grade Quarter/Trimester Guide

(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following documents: Ninth Grade and Tenth Grade Guidance for Literacy Task Design)

Reading Complex Texts:

- Students grapple with challenging, complex texts with a higher emphasis on informational texts (i.e., seminal and foundational documents of the U.S.)
- Students ask and respond to specific questions as well uncover critical clues for building analysis of texts
- Students cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information while determining central ideas or information
- They can provide an accurate summary of how key events develop over the course of the text or objective summaries
- Students analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them
- They become increasingly aware of the choices authors make and how writers emphasize particular examples or details
- They analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise
- Students cite evidence that most strongly supports an analysis or critique
- They delineate or evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifying false statements and fallacious reasoning
- They analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
- Students can also analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

Writing

In high school, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades.

Writing routinely throughout the year requires students to:

- Write short constructed responses to text-dependent questions
- Write to build content knowledge and reflect on text(s)
- Mix on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology
- Assess students’ abilities to paraphrase, infer and integrate ideas from reading

Writing To Texts – 70% Analytical

Balance of Opinion & Informative/Explanatory Analyses

- Write to create informative/explanatory pieces that display logical integration and coherence
- Use evidence
- Answer brief questions to craft multipart paragraph responses
- Over the course of the year, analytic writing should include comparative analysis and student writing that shares findings from research projects

Writing Extended Research Projects:

- Conduct research using more complex materials and specialized sources
- Write to address a topic/problem/issue
- Assess the usefulness of sources and quote or paraphrase the data and conclusions of others
- Integrate information into the text selectively to maintain the flow of ideas and follow standard format for citation
- Present findings in a variety of presentation methods, including informal/formal argumentative or explanatory contexts either in writing or oral formats

Writing Narratives - 30%

- Write narratives to express personal ideas and experiences; craft their own stories, and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

Education is the most powerful weapon which you can use to change the world.

– Nelson Mandela

ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) www.ilclassroomsinaction.org
Resources to Support Ninth-Tenth Grade Standards Implementation

Standards Bookmarks (for Teachers)

Reading:
- Text Complexity
- Text Dependent Questions
- Mentor Text Resources
- Strategies by Standard
- Fluency Guidance
- Text Sets

Writing:
- Strategies by Standard

Designing Literacy Tasks

Language:
- Vocabulary Strategies
- Context Clues Pamphlet
- Sentence Combining Strategies

Speaking & Listening
- Collaborative Conversation Sentence Stems
- Strategies by Standard

Social Emotional Learning
- Standards, Goals and Strategies

Education is not preparation for life; education is life itself.

John Dewey

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ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) www.ilclassroomsinaction.org
Purpose: This document was created to provide curricular guidance based on the grade level implementation of the Illinois Learning standards. The suggestions provided are intended to support quarterly selection of materials and instructional alignment to the standards. Equally successful models could be based around semesters, trimesters or other school schedules. Educators are allowed the flexibility to order the tasks and practices found on the Grade Quarter/Trimester Guide in any way, (located on page 3 of this guide). These tasks and practices are beneficial to teachers when implementing the standards and preparing for assessments. Always refer to standards for guidance.

The following literacy competencies should be a part of what students engage with regularly to be college and career ready. The importance of these skills is reflected in the overarching Anchor Standards and defined more fully in the supporting grade level standards. These standards also underscore students’ need for regular opportunities to grapple with close, analytic reading of grade-level complex texts and to construct increasingly sophisticated responses in writing. Many tasks should include opportunities to write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks should be a part of each quarter/trimester. All content areas must build robust instruction around discipline-specific literacy skills to better prepare students for college and career.

Reading complex texts: All content areas require an analysis of grade level, complex texts: Students need 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. Because vocabulary is a critical component of reading comprehension, it should be assessed in the context of reading passages.

Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts. Students then write about these texts either to express an opinion or to inform/explain. In addition, research and narrative writing tasks appear.

Writing effectively when using and/or analyzing sources: Students are expected to conduct text-focused discussions and produce (both collaboratively and independently), written work aligned with the standards. This requires students to demonstrate the interrelated literacy skills of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing. Building student competence and confidence through opportunities to observe teacher modeling and to participate in collaborative group writing experiences, for all three modes of writing, (Standards 1, 2 and 3), is necessary to encourage and support increasing independence at this level.

Conducting and reporting on research: This expands on “writing when analyzing sources” to require students to demonstrate their ability to gather resources, evaluate their relevance, and report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening: This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making presentations, working collaboratively, sharing findings and listening carefully to the ideas of others. All content areas need to require the use of strong oral communication using discipline-specific discourse.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English. Students are asked to read and/or listen to texts and respond critically through discussion and in writing. Responses may take the form of written or oral explanation and opinion. Emphasis is placed on critical thinking, problem solving, and collaboration with peers. The transfer of language skills to students occurs through authentic tasks in reading, writing, and speaking.
11th-12th Grade Expectations for Student Engagement

Providing students with opportunities to regularly practice the following skills provides them a chance to master grade level standards. If using a commercially published curriculum or district/school/teacher created materials, this guide can provide a pulse check as to whether specific components are present and if students are completing tasks that align to the standards and prepare for assessments.

Students also need opportunities to practice grade level social emotional learning (SEL) through high quality and authentic tasks. To assist educators in infusing the SEL, ISBE has provided “Stages” of development that include more detailed performance descriptors of student’s skills. See the back of this guide for additional grade level materials for SEL.

Apply Vocabulary and Knowledge of Language
Students should also be adept at using content-specific words to build knowledge through content under study. Students determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. They analyze the cumulative impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Grammar and usage should be integrated with explicit instruction of language rules as they appear in the context of reading, writing and speaking while also reading with accuracy and fluency to comprehend texts.

Analyze Content
Students analyze both the structure and content of complex, grade-appropriate texts, determining how sentences and paragraphs within texts influence and contribute to the unfolding of a plot and the development and/or elaboration of events or ideas. They analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Conduct Discussions
Students work with peers to set rules for collegial discussions and decision-making. They propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporating others into the discussion; and clarifying, verifying, or challenging ideas and conclusions. Students respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. Discussions that focus on social-awareness and interpersonal skills allow teachers to look for students to exhibit decision-making skills and responsible behaviors in personal, school, and community contexts.

Cite Evidence
Students should be able to refer to details and examples from texts when explaining what the text says and when drawing inferences. Use the text, illustrations, photographs and other possible text features as the basis for answers.

Writing Expectations
Students are able to cite several sources of specific, relevant evidence when supporting their own point of view about texts and topics. Draw evidence from literary or informational texts to support analysis, reflection, and research. Writing should be more structured, with clear introductions and conclusions as well as useful transitions to create cohesive and clarify relationships among ideas. Students must acknowledge the other side of a debate or an alternative perspective while avoiding any trace of plagiarism. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others.

Report Findings
Students should orally present claims and supporting evidence conveying a clear and distinct perspective while ensuring that alternate or opposing perspectives are addressed and that the development, substance and style are appropriate to purpose, audience and task.

Digital Integration and Application
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Text Types and Tasks
Students should be adept at reading text and answering questions solely based upon a text. However, text has become a term that encompasses a variety of materials inclusive of written work, visual representation such as clips of movies, or artwork, a variety of primary documents and secondary documents including speeches, and other media in a variety of formats such as blogs, posts, editorials, feeds, online texts, etc. It is up to the teacher’s discretion to determine the text types based on the needs of students. Various types of texts may be incorporated according to the relevance of the task. Teachers may use the most relevant reading standard in order to engage students.

Examples of Informational texts: exposition, argument and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism pieces and historical/scientific/technical or economic accounts, and seminal US documents.

Examples of Literature: world literature, adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act/multi-act plays, satire, drama, graphic novels, sonnets, odes, ballads and epics.

ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) www.ilclassroomsinaction.org
11th-12th Grade Quarter/Trimester Guide

(Optional model to consider when constructing a year-long course of instruction. Specific sample tasks and guidelines are modeled in the following documents: Eleventh-Twelfth Grade Guidance for Literacy Task Design)

Reading

Reading Complex Texts—Students should:

- Understand and analyze substantive, complex expository works of literary nonfiction as well as a diverse spectrum of stories, poems, plays, and novels such that they can produce ample amounts of evidence to support inferences
- Perform a variety of complex reading tasks focused on recurrent themes in American literature and foundational works of American political philosophy, from grasping the subtleties of an author’s point of view to perceiving when a text leaves matters ambiguous.
- Determine how multiple themes or ideas combine and intertwine to produce a complex narrative or explanation as well as evaluating the premises, arguments, and rhetoric present in seminal texts from American history and scientific experiments or technical texts
- Ask and respond to specific questions as well uncover critical clues for building analysis of texts
- They can provide an accurate summary of how key events develop over the course of the text or objective summaries
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence or details
- Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information
- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Writing

In high school, students write with increasing sophistication to present the relationships between ideas and information efficiently. They can confidently express themselves in diverse writing formats from investigative reports and literary analyses to summations and research papers. Additionally, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards.

Writing routinely throughout the year requires students to:

- Write short constructed responses to text-dependent questions
- Write to build content knowledge and reflect on text(s)
- Mix on-demand, review, and revision writing tasks appropriate to grade level
- Build confidence and competence with technology
- Assess students’ abilities to paraphrase, infer and integrate ideas from reading

Writing To Texts – 70% Analytical

Balance of Opinion & Informative/Explanatory Analyses

- Write to create informative/explanatory pieces that display logical integration and coherence elaborating on points with well-documented and relevant examples, facts and details
- Answer brief questions to craft multiparagraph responses

Writing Extended Research Projects:

- Conduct research using more complex materials and specialized sources without over relying on any one source
- Write to address a topic/problem/issue
- Gather and synthesize relevant information from several sources and narrow or broaden the inquiry when appropriate; demonstrating understanding of the subject under investigation.
- Assess the strengths and limitations of sources and quote or paraphrase the data and conclusions of others
- Integrate information into the text selectively to maintain the flow of ideas and resolve grammar issues by consulting style guides
- Present findings in a variety of presentation methods, including informal/formal argumentative or explanatory contexts either in writing or oral formats

Writing Narratives - 30%

- Write narratives to express personal ideas and experiences; craft their own stories, and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

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ISBE/ISU ELA Content Specialists: Literacy Framework (Fall, 2018) www.ilclassroomsinaction.org
Resources to Support 11th-12th Grade Standards Implementation

Standards Bookmarks (for Teachers)

Reading:
- Text Complexity
- Text Dependent Questions
- Mentor Text Resources
- Strategies by Standard
- Fluency Guidance

Writing:
- Strategies by Standard

Designing Literacy Tasks

Language:
- Vocabulary Strategies
- Context Clues Pamphlet
- Sentence Combining Strategies

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Appendices

The following charts and information provide further guidance when implementing Illinois Learning Standards in Literacy. For full descriptions and use, please visit the section that is listed in the title of the chart.

Many of these resources and tools are easily printed and shared with staff and stakeholders in order to clearly communicate specific elements of quality instruction, materials and engagement.
<table>
<thead>
<tr>
<th>13 Essential Instructional Strategies to Achieve Rigor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying Critical Content</strong></td>
</tr>
<tr>
<td><strong>Previewing new content</strong></td>
</tr>
<tr>
<td><strong>Organizing students to interact with content</strong></td>
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<tr>
<td><strong>Helping students process content</strong></td>
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<tr>
<td><strong>Helping students elaborate on content</strong></td>
</tr>
<tr>
<td><strong>Helping students record and represent knowledge</strong></td>
</tr>
<tr>
<td><strong>Managing response rates with tiered questioning techniques</strong></td>
</tr>
<tr>
<td><strong>Reviewing content</strong></td>
</tr>
<tr>
<td><strong>Helping students practice skills, strategies, and processes</strong></td>
</tr>
<tr>
<td><strong>Helping students examine similarities and differences</strong></td>
</tr>
<tr>
<td><strong>Helping students examine their reasoning</strong></td>
</tr>
<tr>
<td><strong>Helping students revise knowledge</strong></td>
</tr>
<tr>
<td><strong>Helping students engage in cognitively complex tasks</strong></td>
</tr>
</tbody>
</table>


ISBE ELA Content Specialists: Illinois Literacy Framework (Spring, 2019)
Appendix B

Indicators of Standards Implementation
The chart below represents the summary of skills and grade levels in which mastery should occur for Foundational Skills Standards. These are not to be considered an exhaustive list.

<table>
<thead>
<tr>
<th>Indicators of Foundational Skills Standards Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong></td>
</tr>
</tbody>
</table>
| **Print Concepts (K-1)** | o Providing explicit instruction of print concepts during read alouds.  
 o Modeling book awareness and book handling skills.  
 o Showcasing print features such as capital letters, ending punctuation, and word boundaries.  
 o Modeling length of words and spacing in print.  
 o Providing opportunities for students to manipulate, read, and write both upper- and lower-case letters (sound is not considered print concepts). | o Developing book awareness and book-handling skills.  
 o Independently locating print features such as capital letters, punctuation marks, word boundaries.  
 o Determining differences in word lengths.  
 o Manipulating, reading, and writing upper- and lower-case letters (sound is not considered mastery of print concepts). |
| **Phonological Awareness (K-1)** | o Isolating sounds.  
 o Blending sounds.  
 o Segmenting sounds.  
 o Identifying and producing rhymes.  
 o Deleting sounds.  
 o Substituting/manipulating sounds.  
 o Syllable counting, blending, and segmenting.  
 o Identifying beginning, medial, and ending sounds. | o Poems, nursery rhymes, and songs.  
 o Identifying rhymes.  
 o Clapping and counting syllables in words.  
 o Sorting pictures (by rhymes, syllables, sounds).  
 o Using manipulatives to segment sounds (Elkonin boxes).  
 o Isolating, substituting, deleting, and manipulating sounds, rhymes, and syllables. |
| **Phonics (K-5)** | o Providing direct/explicit phonics instruction to whole group/small group/individuals that teaches a set of letter-sound relations.  
 o Guiding instruction with scaffolds as needed.  
 o Meaningful opportunities to practice, reinforce, and strengthen phonics skills based on needs of individual students and groups.  
 o Offering a variety of activities such as word sorts, use of manipulatives, making words, multisensory activities, and more.  
 o Delivering explicit instruction in blending sounds in order to read words.  
 o Including practice of reading texts so students use their phonics knowledge to decode and read words. | o Using manipulatives (letter cards, magnets, word cards, onset and rime puzzle, white boards) to learn phonics.  
 o Using multisensory activities (sand/rice, color coding, textured surfaces).  
 o Applying phonics skills when reading. |
| **Fluency (K-5)** | o Modeling fluent reading.  
 o Directing repeated readings.  
 o Directing paired readings.  
 o Ensuring students are reading on appropriate levels.  
 o Ensuring students have access to a variety of reading materials.  
 o Audio recording students reading to provide feedback. | o Daily independent reading.  
 o Listening to modeled reading by the teacher, peer, and others.  
 o Recording their own reading and listening for improvement.  
 o Directing repeated readings.  
 o Increasing volume and amount of text read.  
 o Tracking amount of reading.  
 o Rereading poetry and songs. |
The following indicators are what practitioners and students show as evidence of implementation in Literature. These are not to be considered an exhaustive list.

<table>
<thead>
<tr>
<th>Teachers are:</th>
<th>Students are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Asking questions that give students opportunities to share evidence from literary texts.</td>
<td>o Writing, dictating, and/or drawing frequently about literature they are hearing and/or reading.</td>
</tr>
<tr>
<td>o Creating writing tasks so students can write about literature.</td>
<td>o Speaking and listening about the texts they read and/or hear.</td>
</tr>
<tr>
<td>o Modeling and teaching strategies to use when reading literature.</td>
<td>o Reading/hearing challenging/complex literature and applying strategies to persevere and comprehend those texts.</td>
</tr>
<tr>
<td>o Providing routine and continuous writing opportunities about literature.</td>
<td>o Understanding and applying reading strategies specific to literary text.</td>
</tr>
<tr>
<td>o Modeling and providing scaffolds in order to access complex literature when listening and/or reading.</td>
<td>o Comparing and contrasting types of literature and texts from the same genre.</td>
</tr>
<tr>
<td>o Providing an accessible classroom library that consists of literature in a wide variety of genres for students to engage with independently.</td>
<td>o Learning techniques that foster discussion (speaking &amp; listening) about literary texts.</td>
</tr>
<tr>
<td>o Presenting literary texts in a multitude of formats: written, spoken, video, and other forms of multimedia.</td>
<td>o Writing about what has been read or learned from literature.</td>
</tr>
<tr>
<td>o Identifying the words that will be explicitly taught (Tier 2 and Tier 3).</td>
<td>o Having opportunities to self-select texts.</td>
</tr>
<tr>
<td>o Using a research based method of teaching vocabulary (e.g., Marzano’s Six Steps, Frayer Model, etc.).</td>
<td>o Recording words learned (notebook, key ring, journal, etc.).</td>
</tr>
<tr>
<td>o Offering opportunities for students to revisit the words previously taught.</td>
<td>o Discussing words and playing with words in the classroom.</td>
</tr>
<tr>
<td>o Using the gradual release of responsibility model when teaching comprehension/fix-up/monitoring strategies.</td>
<td>o Creating descriptions and visuals of vocabulary words.</td>
</tr>
<tr>
<td>o Listening to students read and engage in conversations about the text.</td>
<td>o Practicing the strategies to monitor their thinking.</td>
</tr>
<tr>
<td>o Explicitly teaching students to monitor their thinking using:</td>
<td>o Recognizing when they are and are not comprehending.</td>
</tr>
<tr>
<td>o Analysis, reflection, evaluation</td>
<td>o Learning reading strategies with their peers.</td>
</tr>
<tr>
<td>o Activation of schema</td>
<td>o Using graphic organizers/semantic maps as needed to aid in comprehension.</td>
</tr>
<tr>
<td>o Inference</td>
<td>o Asking and answering questions while reading.</td>
</tr>
<tr>
<td>o Visualization</td>
<td>o Creating summaries orally and/or written in words/pictures.</td>
</tr>
<tr>
<td>o Questions (generating and asking questions before, during and after reading)</td>
<td>o Perservering when reading/listening to challenging texts using comprehension/fix-up strategies when needed.</td>
</tr>
</tbody>
</table>
The following indicators are what practitioners and students show as evidence of implementation with Informational Text such as those found in content area instruction. These items are not to be considered an exhaustive list.

### Indicators of Informational Text Standards Implementation

<table>
<thead>
<tr>
<th>Teachers are:</th>
<th>Students are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Planning lessons that give the same amount time and weight to informational texts (content areas) as literature.</td>
<td>- Reading/listening to challenging/complex informational texts and applying strategies to persevere and comprehend those texts.</td>
</tr>
<tr>
<td>- Spending time to create opportunities to deepen understanding of texts/topics.</td>
<td>- Writing, dictating, and/or drawing frequently about the informational text they are hearing and/or reading.</td>
</tr>
<tr>
<td>- Reading aloud informational text.</td>
<td>- Speaking and listening about the informational texts they read and/or hear.</td>
</tr>
<tr>
<td>- Modeling and teaching strategies to use when reading informational texts.</td>
<td>- Writing frequently about what they are reading and learning; then citing evidence from the text in their writing.</td>
</tr>
<tr>
<td>- Providing scaffolds in order to access complex informational text.</td>
<td>- Recording words learned (notebook, key ring, journal, etc.)</td>
</tr>
<tr>
<td>- Selecting informational texts to help deepen students understanding of topics over time.</td>
<td>- Discussing words and playing with words in the classroom.</td>
</tr>
<tr>
<td>- Using multiple texts in diverse formats to integrate information on a given topic.</td>
<td>- Creating descriptions and visuals of vocabulary words.</td>
</tr>
<tr>
<td>- Identifying the words that will be explicitly taught (Tier 2 and Tier 3).</td>
<td>- Practicing the strategies to monitor their thinking.</td>
</tr>
<tr>
<td>- Using a research based method of teaching vocabulary (e.g., Marzano’s Six Steps, Frayer Model, etc.).</td>
<td>- Recognizing when they are and are not comprehending.</td>
</tr>
<tr>
<td>- Offering opportunities for students to revisit the words previously taught.</td>
<td>- Learning reading strategies with their peers.</td>
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<tr>
<td>- Using the gradual release of responsibility model when teaching comprehension/fix-up/monitoring strategies.</td>
<td>- Using graphic organizers/semantic maps as needed to aid in comprehension.</td>
</tr>
<tr>
<td>- Listening to students read and engage in conversations about the text.</td>
<td>- Asking and answering questions while reading.</td>
</tr>
<tr>
<td>- Explicitly teaching students to monitor their thinking using</td>
<td>- Creating summaries orally and/or written in words/pictures.</td>
</tr>
<tr>
<td>- Analysis, reflection, evaluation</td>
<td>- Perservering when reading/listening to challenging texts using comprehension/fix-up strategies when needed.</td>
</tr>
<tr>
<td>- Activation of schema</td>
<td></td>
</tr>
<tr>
<td>- Inference</td>
<td></td>
</tr>
<tr>
<td>- Visualization</td>
<td></td>
</tr>
<tr>
<td>- Questions (generating and asking questions before, during, and after reading)</td>
<td></td>
</tr>
</tbody>
</table>
The following indicators are what practitioners and students show as evidence of implementation of Writing Standards including expected in content area instruction. These items are not to be considered an exhaustive list.

<table>
<thead>
<tr>
<th>Indicators of Writing Standards Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers are:</strong></td>
</tr>
<tr>
<td>o Mapping series of writing lessons that support students as they work through the writing process and/or writing routinely for different tasks, purposes, and audiences.</td>
</tr>
<tr>
<td>o Using and teaching from rubrics that clearly identify characteristics of quality writing, specific to the writing task.</td>
</tr>
<tr>
<td>o Modeling effective writing using mentor texts.</td>
</tr>
<tr>
<td>o Demonstrating each step of the writing process:</td>
</tr>
<tr>
<td>Prewriting/Planning</td>
</tr>
<tr>
<td>Drafting</td>
</tr>
<tr>
<td>Revising</td>
</tr>
<tr>
<td>Editing</td>
</tr>
<tr>
<td>Publishing</td>
</tr>
<tr>
<td>o Conferring with individuals and/or small groups of students during independent writing time, to support their writing.</td>
</tr>
<tr>
<td>o Providing opportunities for peer collaboration (e.g., group writing, peer revision and editing, peer evaluation).</td>
</tr>
<tr>
<td><strong>Students are:</strong></td>
</tr>
<tr>
<td>o Working both independently and collaboratively with peers and the teacher to create various forms of writing across the year.</td>
</tr>
<tr>
<td>o Using more than one source when writing, (e.g., read aloud, text, speaker, etc...).</td>
</tr>
<tr>
<td>o Reading and then writing to a prompt to analyze what was read.</td>
</tr>
<tr>
<td>o Writing opinions, informational/explanatory, and narrative texts.</td>
</tr>
<tr>
<td>o Through the writing process, students:</td>
</tr>
<tr>
<td>• Prewrite/Plan: Generating and organizing ideas using writer’s notebooks, graphic organizers, sketching, etc.</td>
</tr>
<tr>
<td>• Draft: Writing generated ideas in coherent order.</td>
</tr>
<tr>
<td>• Revise: Reconsidering and modifying the focus, organization, development, language, and vocabulary to ensure effective communication of the writer’s ideas to the reader.</td>
</tr>
<tr>
<td>• Edit: Proofreading for conventions such as punctuation, grammar, spelling corrections, to prepare for publication.</td>
</tr>
<tr>
<td>• Publish: Communicating the written product to an audience (e.g., using word processing software, orally presenting to a group).</td>
</tr>
</tbody>
</table>
The following indicators are what educators and students exhibit as evidence of implementation within the Language Standards and should not be considered an exhaustive list:

### Indicators of Language Standards Implementation

<table>
<thead>
<tr>
<th>Teachers are:</th>
<th>Students are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Explicitly teaching the grade level language standards in context.</td>
<td>o Working to gain control over many conventions of Standard English grammar, usage, and mechanics.</td>
</tr>
<tr>
<td>o Planning opportunities for students to practice the language standards in the writing students do.</td>
<td>o Determining or clarifying the meaning of grade-appropriate words encountered through listening, reading, and media use.</td>
</tr>
<tr>
<td>o Planning for repetition of skills. One time is not enough. All skills take repeated practice, repeated failures, repeated fix ups and repeated tries.</td>
<td>o Appreciating that words have nonliteral meanings, shadings of meaning, and relationships to other words.</td>
</tr>
<tr>
<td>o Selecting words that cross many content areas and will be current and visible in the students’ experiences.</td>
<td>o Expanding their vocabulary through studying content.</td>
</tr>
<tr>
<td>o Demonstrating research based methods of learning vocabulary, (e.g., Marzano’s Six Step Method).</td>
<td>o Not memorizing definitions as a way of acquiring vocabulary.</td>
</tr>
<tr>
<td>o Identifying the words that will be explicitly taught, (Tier 2 and Tier 3).</td>
<td>o Recording words learned (notebook, key ring, journal, etc.).</td>
</tr>
<tr>
<td>o Using a research based method of teaching vocabulary (e.g., Marzano’s Six Steps, Frayer Model, etc.).</td>
<td>o Discussing words and playing with words in the classroom.</td>
</tr>
<tr>
<td>o Offering opportunities for students to revisit the words previously taught.</td>
<td>o Creating descriptions and visuals of vocabulary words.</td>
</tr>
</tbody>
</table>

The following indicators are what educators and students exhibit as evidence of effective implementation of the Speaking & Listening Standards:

### Indicators of Speaking & Listening Standards Implementation

<table>
<thead>
<tr>
<th>Teachers are:</th>
<th>Students are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Providing opportunities for students to have rich and rigorous conversations about text.</td>
<td>o Speaking and listening about texts.</td>
</tr>
<tr>
<td>o Establishing protocols for effective communication.</td>
<td>o Using sentence stems/staters to assist them when discussing texts and ideas with partners and groups.</td>
</tr>
<tr>
<td>o Providing sentences stems/frames to assist students with conversations about texts.</td>
<td>o Developing speaking and listening skills to interact with peers.</td>
</tr>
<tr>
<td>o Having students start with peer partnership conversations before moving to group discussions.</td>
<td>o Using protocols for effective speaking and listening.</td>
</tr>
<tr>
<td>o Modeling discussions with partners and groups multiple times.</td>
<td>o Demonstrating mastery of presentation skills.</td>
</tr>
<tr>
<td>o Developing student skills in the areas of collaboration and presentation so students can demonstrate them independently.</td>
<td></td>
</tr>
</tbody>
</table>
References


