

Responsive Teaching: Effective ELA educators engage in responsive teaching grounded in research-aligned practices.

A major part of the daily work that takes place in English language arts classrooms cannot be singled out as one or more isolated strategies. Much of this work is directly related to educators’ understanding of their students and responsiveness while teaching. Many of the practices described require deeper work related to understanding communities within and outside of the classroom. This first section represents some of the work that can be done to help create those connections and communities in order to build on the strengths students bring to the classroom and expand students’ language and literacy repertoires.

| K - 2 | 3 - 5 | 6 - 8 | 9 - 12 |
|--|--|--|---|
| <p>1 (K-2) Building an enriching classroom community is an integral part of teaching and learning in an English language arts classroom.</p> <p>Being cognizant of students’ strengths, including language/s, interests, and experiences, is part of responsive teaching, and explicitly addressing cultures - both the cultures of students and other cultures - is part of the community building process (Duke, Cervetti, & Wise, 2017; Ladson-Billings, 2009). Educators can build on students’ existing literacy practices, being mindful of their heritage and language/s as students expand their repertoire of literacy practices</p> | <p>1 (3-5) Building an enriching classroom community is an integral part of teaching and learning in an English language arts classroom.</p> <p>Being cognizant of students’ strengths, including language/s, interests, and experiences, is part of responsive teaching, and explicitly addressing cultures - both the cultures of students and other cultures - is part of the community building process (Duke, Cervetti, & Wise, 2017; Ladson-Billings, 2009). Educators can build on students’ existing literacy practices, being mindful of their heritage and language/s as students expand their repertoire of literacy practices</p> | <p>1 (6-8) Building an enriching classroom community is an integral part of teaching and learning in an English language arts classroom.</p> <p>Being cognizant of students’ strengths, including language/s, interests, and experiences, is part of responsive teaching, and explicitly addressing cultures - both the cultures of students and other cultures - is part of the community building process (Duke, Cervetti, & Wise, 2017; Ladson-Billings, 2009). Educators can build on students’ existing literacy practices, being mindful of their heritage and language/s as students expand their repertoire of literacy practices</p> | <p>1 (9-12) Building an enriching classroom community is an integral part of teaching and learning in an English language arts classroom.</p> <p>Being cognizant of students’ strengths, including language/s, interests, and experiences, is part of responsive teaching, and explicitly addressing cultures - both the cultures of students and other cultures - is part of the community building process (Duke, Cervetti, & Wise, 2017; Ladson-Billings, 2009). Educators can build on students’ existing literacy practices, being mindful of their heritage and language/s as students expand their repertoire of literacy practices (Bomer, 2017). Respecting</p> |

| | | | |
|---|--|--|---|
| <p>(Bomer, 2017). Respecting students' differences and recognizing differences as strengths rather than deficits form a basis for responsive teaching and building classroom community (Ladson-Billings, 2009; Risko & Walker-Dalhouse, 2007). Educators employ multiple strategies to understand students as individuals, as well as an understanding of historical and contemporary cultural identities. All of this helps to create a culture of literacy in the classroom and broader learning community.</p> <ul style="list-style-type: none"> ● (K - 2, 1A) Investigate students' identities and multiple literacy practices (personal, community, cultural, and school-based) at the beginning of each year, semester, or quarter as a way to leverage instructional practices that build on funds of knowledge (Boutte, 2015). This can include seeking information from families through | <p>(Bomer, 2017). Respecting students' differences and recognizing differences as strengths rather than deficits form a basis for responsive teaching and building classroom community (Ladson-Billings, 2009; Risko & Walker-Dalhouse, 2007). Educators employ multiple strategies to understand students as individuals, as well as developing an understanding of historical and contemporary cultural identities. All of this helps to create a culture of literacy in the classroom and broader learning community.</p> <ul style="list-style-type: none"> ● (3 - 5, 1A) Investigate students' identities and multiple literacy practices (personal, community, cultural, and school-based) at the beginning of each year, semester, or quarter as a way to leverage instructional practices that build on funds of knowledge (Boutte, 2015). This can include seeking information | <p>(Bomer, 2017). Respecting students' differences and recognizing differences as strengths rather than deficits form a basis for responsive teaching and building classroom community (Ladson-Billings, 2009; Risko & Walker-Dalhouse, 2007). Educators employ multiple strategies to understand students as individuals, as well as developing an understanding of historical and contemporary cultural identities. All of this helps to create a culture of literacy in the classroom and broader learning community.</p> <ul style="list-style-type: none"> ● (6 - 8, 1A) Investigate students' identities and multiple literacy practices (personal, community, cultural, and school-based) at the beginning of each year, semester, or quarter as a way to leverage instructional practices that build on funds of knowledge (Boutte, 2015). This can include seeking information from families through practices such as | <p>students' differences and recognizing differences as strengths rather than deficits form a basis for responsive teaching and building classroom community (Ladson-Billings, 2009; Risko & Walker-Dalhouse, 2007). Educators employ multiple strategies to understand students as individuals, as well as developing an understanding of historical and contemporary cultural identities. All of this helps to create a culture of literacy in the classroom and broader learning community.</p> <ul style="list-style-type: none"> ● (9 - 12, 1A) Investigate students' identities and multiple literacy practices (personal, community, cultural, and school-based) at the beginning of each year, semester, or quarter as a way to leverage instructional practices that build on funds of knowledge (Boutte, 2015). This can include seeking information from families through practices such as |
|---|--|--|---|

| | | | |
|---|---|--|---|
| <p>practices such as surveys, conversations, prompts, formal or informal conversations with families, home visits, and/or school-based events.</p> <ul style="list-style-type: none"> ● (K - 2, 1B) Keep ongoing notes about students' multiple literacy practices (including using and creating texts in varied contexts such as home, community, and school). Use this data to inform daily classroom instruction. ● (K - 2, 1C) Provide opportunities for students to use reading, writing, drawing, talk, and listening to interact, and to learn about themselves and others (including the teacher) in a safe and welcoming environment. ● (K - 2, 1D) Embrace, model, and encourage productive and authentic vulnerability: | <p>from families through practices such as surveys, conversations, prompts, formal or informal conversations with families, home visits, and/or school-based events.</p> <ul style="list-style-type: none"> ● (3 - 5, 1B) Keep ongoing notes about students' multiple literacy practices (including using and creating texts in varied contexts such as home, community, and school). Use this data to inform daily classroom instruction. ● (3 - 5, 1C) Provide opportunities for students to use reading, writing, talk, and listening to interact, and to learn about themselves and others (including the teacher) in a safe and welcoming environment. ● (3 - 5, 1D) Embrace, model, and encourage productive | <p>surveys, conversations, prompts, formal or informal conversations with families, home visits, and/or school-based events.</p> <ul style="list-style-type: none"> ● (6 - 8, 1B) Keep ongoing notes about students' multiple literacy practices (including using and creating texts in varied contexts such as home, community, and school). Use this data to inform daily classroom instruction. ● (6 - 8, 1C) Provide opportunities for students to use reading, writing, talk, and listening to interact, and to learn about themselves and others (including the teacher) in a safe and welcoming environment. ● (6 - 8, 1D) Embrace, model, and encourage productive and authentic vulnerability: | <p>surveys, conversations, prompts, formal or informal conversations with families, home visits, and/or school-based events.</p> <ul style="list-style-type: none"> ● (9 - 12, 1B) Keep ongoing notes about students' multiple literacy practices (including using and creating texts in varied contexts such as home, community, and school). Use this data to inform daily classroom instruction. ● (9 - 12, 1C) Provide opportunities for students to use reading, writing, talk, and listening to interact, and to learn about themselves and others (including the teacher) in a safe and welcoming environment. ● (9 - 12, 1D) Embrace, model, and encourage productive and authentic vulnerability: share |
|---|---|--|---|

| | | | |
|---|--|---|---|
| <p>share who you are as a person and learner with students through read-alouds and modeling writing without privileging the teacher’s literacies*, interests, or views as more important than the students’.</p> <ul style="list-style-type: none"> ● (K - 2, 1E) Provide tools and opportunities to authentically bring instruction beyond the walls of the school (such as inviting community members to share real-life writing tasks in the classroom or developing opportunities to share student-created text in the community). ● (K - 2, 1F) Provide access to texts in classrooms and libraries that students can take home. ● (K - 2, 1G) Visibly and frequently celebrate diversity* that exists in the | <p>and authentic vulnerability: share who you are as a person and learner with students through read-alouds and modeling writing without privileging the teacher’s literacies*, interests, or views as more important than the students’.</p> <ul style="list-style-type: none"> ● (3 - 5, 1E) Provide tools and opportunities to authentically bring instruction beyond the walls of the school (such as inviting community members to share real-life writing tasks in the classroom or developing opportunities to share student-created text in the community). ● (3 - 5, 1F) Provide access to texts in classrooms and libraries that students can take home. ● (3 - 5, 1G) Visibly and frequently celebrate | <p>share who you are as a person and learner with students through read-alouds and modeling writing without privileging the teacher’s literacies*, interests, or views as more important than the students’.</p> <ul style="list-style-type: none"> ● (6 - 8, 1E) Provide tools and opportunities to authentically bring instruction beyond the walls of the school (such as inviting community members to share real-life writing tasks in the classroom or developing opportunities to share student-created text in the community). ● (6 - 8, 1F) Provide access to texts in classrooms and libraries that students can take home. ● (6 - 8, 1G) Visibly and frequently celebrate | <p>who you are as a person and learner with students through read-alouds and modeling writing without privileging the teacher’s literacies*, interests, or views as more important than the students’.</p> <ul style="list-style-type: none"> ● (9 - 12, 1E) Provide tools and opportunities to authentically bring instruction beyond the walls of the school (such as inviting community members to share real-life writing tasks in the classroom or developing opportunities to share student-created text in the community). ● (9 - 12, 1F) Provide access to texts in classrooms and libraries that students can take home. ● (9 - 12, 1G) Visibly and frequently celebrate diversity* |
|---|--|---|---|

| | | | |
|--|---|---|--|
| <p>classroom, community, and world.</p> <ul style="list-style-type: none"> • (K - 2, 1H) Co-create the instructional space to reflect and respond to students' needs and identities (physical space and climate/culture), and during instruction, capitalize on the resources in the classroom environment, such as displays of student-created text or anchor charts. • (K - 2, 1I) Promote engagement by selecting instructional methods that capitalize on play, joy, and creativity. | <p>diversity* that exists in the classroom, community, and world.</p> <ul style="list-style-type: none"> • (3 - 5, 1H) Co-create the instructional space to reflect and respond to students' needs and identities (physical space and climate/culture), and during instruction, capitalize on the resources in the classroom environment, such as displays of student-created text or anchor charts. • (3 - 5, 1I) Promote engagement by selecting instructional methods that capitalize on joy and creativity. | <p>diversity* that exists in the classroom, community, and world.</p> | <p>that exists in the classroom, community, and world.</p> |
| <p>2 (K - 2) Formative practices drive instruction. Formative practices - part of a larger strategic assessment system (Wisconsin Department of Public Instruction [WDPI], n.d.) - depend on the educator's deep understanding of language and</p> | <p>2 (3 - 5) Formative practices drive instruction. Formative practices - part of a larger strategic assessment system (Wisconsin Department of Public Instruction [WDPI], n.d.) - depend on the educator's deep understanding of language and</p> | <p>2 (6 - 8) Formative practices drive instruction. Formative practices- part of a larger strategic assessment system (Wisconsin Department of Public Instruction [WDPI], n.d.) - are based on classroom goals, identify students' current thinking, and</p> | <p>2 (9 - 12) Formative practices drive instruction. Formative practices- part of a larger strategic assessment system (Wisconsin Department of Public Instruction [WDPI], n.d.) - are based on classroom goals, identify students' current thinking, and encourage</p> |

| | | | |
|---|---|---|---|
| <p>literacy development and classroom goals (Michigan Association of Intermediate School Administrators General Educational Leaders Network, 2016; Morris, Blanton, Blanton, Nowacek., & Perney, 1995; Taylor, Pearson, Clark, & Walpole, 2000; Witmer, Duke, Billman, & Betts, 2014). In addition, formative practices are based on classroom goals, identify students' current thinking, and encourage students to take responsibility for their own learning (National Council of Teachers of English [NCTE], 2013). Educators use formative practices and provide feedback on a daily basis - while students are engaged in meaningful reading, writing, and talking. This allows the educator to be more responsive during universal instruction* and intervention* or enrichment* [WDPI, n.d.]. There are multiple forms of formative practices that can be used at different points of a lesson, based on appropriateness and need. (See https://dpi.wi.gov/strategic-assess</p> | <p>literacy development and classroom goals (Michigan Association of Intermediate School Administrators General Educational Leaders Network, 2016; Morris, Blanton, Blanton, Nowacek., & Perney, 1995; Taylor, Pearson, Clark, & Walpole, 2000; Witmer, Duke, Billman, & Betts, 2014). In addition, formative practices are based on classroom goals, identify students' current thinking, and encourage students to take responsibility for their own learning (National Council of Teachers of English [NCTE], 2013). Educators use formative practices and provide feedback on a daily basis - while students are engaged in meaningful reading, writing, and talking. This allows the educator to be more responsive during universal instruction* and intervention* or enrichment* [WDPI, n.d.]. There are multiple forms of formative practices that can be used at different points of a lesson, based on appropriateness and need. (See https://dpi.wi.gov/strategic-assessment/cycles-assessment/formative</p> | <p>encourage students to take responsibility for their own learning (National Council of Teachers of English [NCTE], 2013). Educators use formative practices and provide feedback on a daily basis - while students are engaged in meaningful reading, writing, and talking. This allows the educator to be more responsive during universal instruction* and intervention* or enrichment* [WDPI, n.d.]. There are multiple forms of formative practices that can be used at different points of a lesson, based on appropriateness and need. (See https://dpi.wi.gov/strategic-assessment/cycles-assessment/formative for more information)</p> | <p>students to take responsibility for their own learning (National Council of Teachers of English [NCTE], 2013). Educators use formative practices and provide feedback on a daily basis - while students are engaged in meaningful reading, writing, and talking. This allows the educator to be more responsive during universal instruction* and intervention* or enrichment* [WDPI, n.d.]. There are multiple forms of formative practices that can be used at different points of a lesson, based on appropriateness and need. (See https://dpi.wi.gov/strategic-assessment/cycles-assessment/formative for more information)</p> |
|---|---|---|---|

| | | | |
|---|--|---|---|
| <p>ment/cycles-assessment/formative for more information)</p> <ul style="list-style-type: none"> ● (K - 2, 2A) Develop a sense of student agency* through student goal setting and self-assessment (using tools such as writing portfolios, written or verbal reflections, conferencing, or exemplars), including opportunities for peer feedback. ● (K - 2, 2B) Maintain a flexible system for documenting information learned from formative assessments (e.g., checklists, anecdotal notes, photographs, audio recordings, or student drafts). ● (K - 2, 2C) Make timely instructional decisions based on the analysis of varied sources of data, including but not limited to: | <p>for more information)</p> <ul style="list-style-type: none"> ● (3 - 5, 2A) Develop a sense of student agency* through student goal setting and self-assessment (using tools such as writing portfolios, written or verbal reflections, conferencing, or exemplar), including opportunities for peer feedback. ● (3 - 5, 2B) Maintain a flexible system for documenting information learned from formative assessments (e.g., checklists, anecdotal notes, photographs, audio recordings, or student drafts). ● (3 - 5, 2C) Make timely instructional decisions based on the analysis of varied sources of data, including but not limited to: journal writing, discussion, | <ul style="list-style-type: none"> ● (6 - 8, 2A) Develop a sense of student agency* through student goal setting and self-assessment (using tools such as writing portfolios, written or verbal reflections, conferencing, or exemplars), including opportunities for peer feedback. ● (6 - 8, 2B) Maintain a flexible system for documenting information learned from formative assessments (e.g., checklists, anecdotal notes, photographs, audio recordings, or student drafts). ● (6 - 8, 2C) Make timely instructional decisions based on the analysis of varied sources of data, including but not limited to: journal | <ul style="list-style-type: none"> ● (9 - 12, 2A) Develop a sense of student agency* through student goal setting and self-assessment (using tools such as writing portfolios, written or verbal reflections, conferencing, or exemplars), including opportunities for peer feedback. ● (9 - 12, 2B) Maintain a flexible system for documenting information learned from formative assessments (e.g., checklists, anecdotal notes, photographs, audio recordings, or student drafts). ● (9 - 12, 2C) Make timely instructional decisions based on the analysis of varied sources of data, including but not limited to: journal writing, |
|---|--|---|---|

| | | | |
|---|--|---|---|
| <p>journal writing, discussion, observation, drafting, exit slips, surveys of prior knowledge, conversations, expository writing, informal writing events, and other local assessments.</p> <ul style="list-style-type: none"> • (K - 2, 2D) Provide developmentally appropriate, supported (as needed), and varied opportunities for students to demonstrate their understanding, including genres and formats that reflect students' individuality, cultures, and languages. | <p>observation, drafting, exit slips, surveys of prior knowledge, conversations, expository writing, informal writing events, and other local assessments.</p> <ul style="list-style-type: none"> • (3 - 5, 2D) Provide varied opportunities for students to demonstrate their understanding, including genres and formats that reflect students' individuality, cultures, and languages. | <p>writing, discussion, observation, drafting, exit slips, surveys of prior knowledge, conversations, expository writing, informal writing events, and other local assessments.</p> <ul style="list-style-type: none"> • (6 - 8, 2D) Provide varied opportunities for students to demonstrate their understanding, including genres and formats that reflect students' individuality, cultures, and languages. | <p>discussion, observation, drafting, exit slips, surveys of prior knowledge, conversations, expository writing, informal writing events, and other local assessments.</p> <ul style="list-style-type: none"> • (9 - 12, 2D) Provide varied opportunities for students to demonstrate their understanding, including genres and formats that reflect students' individuality, cultures, and languages. |
| <p>3 (K - 2) Instruction and practice includes intentional and varied instructional groupings (Connor et al., 2011; Gersten et al., 2007; Graham et al, 2012; Michigan Association of Intermediate School Administrators General Educational Leaders Network, 2016; Shanahan, 2010). Small group and individual instruction are used to support students in experiencing</p> | <p>3 (3 - 5) Instruction and practice includes intentional and varied instructional groupings (Connor et al., 2011; Gersten et al., 2007; Graham et al, 2012; Michigan Association of Intermediate School Administrators General Educational Leaders Network, 2016; Shanahan, 2010). Small group and individual instruction are used to support</p> | <p>3 (6 - 8) Instruction and practice includes intentional and varied instructional groupings (International Literacy Association [ILA], 2012). Small group and individual instruction are used to support students in experiencing grade-level content <i>and</i> content matched to individual strengths and needs. For small group instruction, groupings</p> | <p>3 (9 - 12) Instruction and practice includes intentional and varied instructional groups (International Literacy Association [ILA], 2012). <i>Collaborative, text-based conversations can be used to construct knowledge, seek perspective, and develop deep understanding. Such conversations can build background before reading, deepen comprehension, or inform</i></p> |

| | | | |
|--|--|--|---|
| <p>grade-level content <i>and</i> content matched to individual strengths and needs. For small group instruction, groupings are flexible and based on a variety of data sources (including formative practices, such as observation). Instruction to all small groups or individuals prioritizes time spent reading, writing, and talking; meets the language needs of all children; and is consistently high quality. Such instruction emphasizes critical thinking about topics such as comprehension, word recognition and decoding, writing, language and/or vocabulary. In early grades, the educator prompts students as they read and write to support development in foundational reading and writing skills (such as phonics, accuracy, fluency, and monitoring for meaning). When small groups work on comprehension, students - rather than the teacher - share responsibility for leading the group. These groupings function within a classroom community in which all students are valued.</p> | <p>students in experiencing grade-level content <i>and</i> content matched to individual strengths and needs. For small group instruction, groupings are flexible and based on a variety of data sources (including formative practices, such as observation). Instruction to all small groups or individuals prioritizes time spent reading, writing, and talking; meets the language needs of all children; and is consistently high quality. Such instruction emphasizes critical thinking about topics such as comprehension, advanced decoding, encoding, writing, language, and/or vocabulary. In upper elementary, the educator prompts students to use collaborative conversation to make meaning of a variety of texts and to apply the writing process to collaboratively create text. When students work in small groups on comprehension, students - rather than the teacher - share responsibility for leading the group. These groupings function within a classroom community in which all students are valued.</p> | <p>are flexible and based on a variety of data sources (including formative practices, such as observation). The educator prompts students to use collaborative conversation to make meaning of a variety of texts and to collaborate on the creation of texts. When appropriate in small groups, students—rather than the teacher—share responsibility for leading the group. These groupings function within a classroom community in which all students are valued.</p> | <p>writing. Educators model and facilitate learning through dialogic opportunities through student discussion. When appropriate in small groups, students—rather than the teacher—share responsibility for leading the group. These groupings function within a classroom community in which all students are valued.</p> |
|--|--|--|---|

| | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> • (K - 2, 3A) Flexible grouping, with opportunities for learners to collaborate with and learn from peers as appropriate, are used to reteach and support students of all abilities and backgrounds (e.g., groupings may be based on student needs, strengths, interests, or languages). • (K - 2, 3B) Educators teach students to work in pairs or small groups to meet instructional goals. This includes authentic text-based discussion using scaffolds (such as think-pair-share) to develop oral language skills and purposeful talk and the use of a variety of writing methods, including a range of explicit, guided, and collaborative writing. Inquiry-based writing tasks are modeled and practiced. | <ul style="list-style-type: none"> • (3 - 5, 3A) Flexible groupings, including peer-assisted learning, are used to reteach and support students of all abilities and backgrounds (e.g., groupings may be based on student needs, strengths, interests, or languages). • (3 - 5, 3B) Educators teach students to work in pairs or small groups for authentic text-based discussion and inquiry-based writing tasks to meet instructional goals (e.g., develop reading fluency through techniques such as repeated reading, echo reading, or partner reading, or support comprehension through reciprocal teaching). | <ul style="list-style-type: none"> • (6 - 8, 3A) Flexible groupings, including peer-assisted learning, are used to reteach and support students of all abilities and backgrounds (e.g., groupings may be based on student needs, strengths, interests, or languages). • (6 - 8, 3B) Implement variable and various grouping for authentic text-based discussion and inquiry-based writing tasks to meet instructional goals. This includes opportunities for substantive conversation (e.g., peer to peer, whole class, small group, fish bowls, literature circles, turn and talk, reciprocal teaching). | <ul style="list-style-type: none"> • (9 - 12, 3A) Flexible grouping, including peer-assisted learning, are used to reteach and support students of all abilities and backgrounds (e.g., groupings may be based on student needs, strengths, interests, or languages). • (9 - 12, 3B) Implement variable and various grouping for authentic text-based discussion and inquiry-based writing tasks to meet instructional goals. This includes opportunities for substantive conversation (e.g., peer to peer, whole class, small group, fish bowls, literature circles, turn and talk, Socratic seminars). |
|---|--|---|--|

| | | | |
|---|---|--|---|
| <p>4 (K - 2) Educators collaborate with families and the community to develop, celebrate, and promote varied literacies*. Educators develop relationships with families and community members to understand, validate, and affirm literacy and language practices valued and used within families and communities. In addition, educators and families collaborate to support students in building their literacies* and bridging between home, community, and school literacies*. Schools, families, and communities collaborate to promote all forms of literacy.</p> <ul style="list-style-type: none"> ● (K - 2, 4A) Engage families and communities in multiple and innovative ways (including communications and events that highlight family and community literacy practices and values). ● (K - 2, 4B) Invite families and community members to participate in shared literacy practices in and | <p>4 (3 - 5) Educators collaborate with families and the community to develop, celebrate, and promote varied literacies*. Educators develop relationships with families and community members to understand, validate, and affirm literacy and language practices valued and used within families and communities. In addition, educators and families collaborate to support students in building their literacies* and bridging between home, community, and school literacies*. Schools, families, and communities collaborate to promote all forms of literacy.</p> <ul style="list-style-type: none"> ● (3 - 5, 4A) Engage families and communities in multiple and innovative ways (including communications and events that highlight family and community literacy practices and values). ● (3 - 5, 4B) Invite families and community members to participate in shared literacy practices in and | <p>4 (6 - 8) Educators collaborate with families and the community to develop, celebrate, and promote varied literacies*. Educators develop relationships with families and community members to understand, validate, and affirm literacy and language practices valued and used within families and communities. In addition, educators and families collaborate to support students in building their literacies* and bridging between home, community, and school literacies*. Schools, families, and communities collaborate to promote all forms of literacy.</p> <ul style="list-style-type: none"> ● (6 - 8, 4A) Engage families and communities in multiple and innovative ways (including communications and events that highlight family and community literacy practices and values). ● (6 - 8, 4B) Invite families and community members to participate in shared literacy | <p>4 (9 - 12) Educators collaborate with families and the community to develop, celebrate, and promote varied literacies*. Educators develop relationships with families and community members to understand, validate, and affirm literacy and language practices valued and used within families and communities. In addition, educators and families collaborate to support students in building their literacies* and bridging between home, community, and school literacies*. Schools, families, and communities collaborate to promote all forms of literacy.</p> <ul style="list-style-type: none"> ● (9 - 12, 4A) Engage families and communities in multiple and innovative ways (including communications and events that highlight family and community literacy practices and values). ● (9 - 12, 4B) Invite families and community members to participate in shared literacy practices in and outside of the |
|---|---|--|---|

| | | | |
|---|---|--|--|
| <p>outside of the classroom (e.g., publishing parties, book talks, poetry slams). When co-creating events, be mindful of removing barriers to participation and creating an inclusive environment.</p> <ul style="list-style-type: none"> • (K - 2, 4C) Communicate student progress in relation to academic standards and goals and celebrate student work formally and informally. • (K - 2, 4D) Ensure opportunities for literacy practice at home are inclusive in language, habits, and literacies. For example, discuss multiple ways to develop oral language such as reading with your child, storytelling, or song. Seek additional ideas from families. | <p>outside of the classroom (e.g., publishing parties, book talks, poetry slams). When co-creating events, be mindful of removing barriers to participation and creating an inclusive environment.</p> <ul style="list-style-type: none"> • (3 - 5, 4C) Communicate student progress in relation to academic standards and goals and celebrate student work formally and informally. • (3 - 5, 4D) Ensure opportunities for literacy practice at home are inclusive in language, habits, and literacies. For example, discuss multiple ways to develop oral language such as reading with your child, storytelling, or song. Seek additional ideas from families. | <p>practices in and outside of the classroom (e.g., publishing parties, book talks, poetry slams, readers theater, guest speakers). When co-creating events, be mindful of removing barriers to participation and creating an inclusive environment.</p> <ul style="list-style-type: none"> • (6 - 8, 4C) Communicate student progress in relation to academic standards and goals and celebrate student work formally and informally. | <p>classroom (e.g., publishing parties, book talks, poetry slams, readers theater, guest speakers). When co-creating events, be mindful of removing barriers to participation and creating an inclusive environment.</p> <ul style="list-style-type: none"> • (9 - 12, 4C) Communicate student progress in relation to academic standards and goals and celebrate student work formally and informally. |
|---|---|--|--|

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none">• (K - 2, 4E) Recognize and celebrate families as students' first teachers of literacy by applying an appreciative stance (rather than deficit) to families' literacy practices (Bomer, 2017). | | | |
|--|--|--|--|

Integrated Discipline: English language arts is an integrated discipline.

Though the standards are separated into sections, the processes of reading, writing, speaking, listening, viewing, and representing happen in a connected way, and are intended to be taught as such, in rich and authentic learning contexts.

| K - 2 | 3 - 5 | 6 - 8 | 9 - 12 |
|---|--|--|---|
| <p>5 (K - 2) Writing is a tool for reading and reading is a tool for writing. In order to engage reading and writing as tools, educators must provide many integrated opportunities for students to read, write, talk, and listen for a variety of audiences and purposes.</p> <p>The reciprocal relationship between reading, writing, talking, and listening supports students in developing a deep understanding of content, particularly when they write about texts (Peterson, 2017; Wang & Matsumura, 2018). Frequent and varied opportunities to write about text are supported by explicit instruction, practice, and feedback. Within a cohesive curriculum, students can apply</p> | <p>5 (3 - 5) Writing is a tool for reading and reading is a tool for writing. In order to engage reading and writing as tools, educators must provide many integrated opportunities for students to read, write, talk, and listen for a variety of audiences and purposes.</p> <p>The reciprocal relationship between reading, writing, talking, and listening supports students in developing a deep understanding of content, particularly when they write about texts (Peterson, 2017; Wang & Matsumura, 2018). Frequent and varied opportunities to write about text are supported by explicit instruction, practice, and feedback. Within a cohesive</p> | <p>5 (6 - 8) Writing is a tool for reading and reading is a tool for writing. In order to engage reading and writing as tools, educators must provide many integrated opportunities for students to read, write, talk, and listen for a variety of audiences and purposes.</p> <p>The connections between reading and writing support multiple opportunities for students to think, practice, and apply what is taught. Using various tools for writing promotes thinking, generates ideas, and can also be used as platforms to cultivate and honor students' authentic voices (NCTE, 2016). Within a cohesive curriculum, students can apply what has been taught to actual reading and writing of connected texts.</p> | <p>5 (9 - 12) Writing is a tool for reading and reading is a tool for writing. In order to engage reading and writing as tools, educators must provide many integrated opportunities for students to read, write, talk, and listen for a variety of audiences and purposes.</p> <p>The connections between reading and writing support multiple opportunities for students to think, practice, and apply what is taught. Using various tools for writing promotes thinking, generates ideas, and can also be used as platforms to cultivate and honor students' authentic voices (NCTE, 2016). Within a cohesive curriculum, students can apply what has been taught to actual reading and writing of connected texts.</p> |

| | | | |
|---|---|--|---|
| <p>what has been taught to actual reading and writing of connected texts.</p> <ul style="list-style-type: none"> • (K - 2, 5A) Use text (such as a text introduced during a read aloud) for a variety of purposes. This could include studying author's' language, building background knowledge, vocabulary, a mentor text (texts as models) for a writing technique, or a starting point for curricular inquiry and to advance historically underrepresented cultural perspectives. • (K - 2, 5B) Facilitate students' reflections on texts through the use of reader-writers notebooks. • (K - 2, 5C) Support students' application of one component of literacy through another component of literacy (e.g., provide opportunities for students to orally share thoughts and ideas before and during | <p>curriculum, students can apply what has been taught to actual reading and writing of connected texts.</p> <ul style="list-style-type: none"> • (3 - 5, 5A) Use text for a variety of purposes. This could include studying author's' language, building background knowledge, vocabulary, a mentor text (texts as models) for a writing technique, or a starting point for curricular inquiry and to advance historically underrepresented cultural perspectives. • (3 - 5, 5B) Facilitate students' reflections on texts through the use of reader-writers notebooks. • (3 - 5, 5C) Support students' application of one component of literacy through another component of literacy (e.g., provide opportunities for students | <ul style="list-style-type: none"> • (6 - 8, 5A) Use read-alouds and/or mentor texts* (texts as models) to advance historically underrepresented cultural perspectives and build background knowledge from which to draw for later content. • (6 - 8, 5B) Facilitate students' reflections on texts through the use of reader-writers notebooks. • (6 - 8, 5C) Support students' application of one component of literacy through another component of literacy (e.g., provide opportunities for students to orally share thoughts and ideas before and | <ul style="list-style-type: none"> • (9 - 12, 5A) Use read-alouds and/or mentor texts* (texts as models) to advance historically underrepresented cultural perspectives and build background knowledge from which to draw for later content. • (9 - 12, 5B) Facilitate students' reflections on texts through the use of reader-writers notebooks. • (9 - 12, 5C) Support students' application of one component of literacy through another component of literacy (e.g., provide opportunities for students to orally share thoughts and ideas before and |
|---|---|--|---|

| | | | |
|---|---|---|--|
| <p>writing and reading, including in the language that students are most comfortable using).</p> <ul style="list-style-type: none"> • (K - 2, 5D) Use writing, drawing, reading, speaking, and listening to support students in examining and discussing problems, challenging assumptions, evaluating, conducting research, and exploring various ways of understanding, particularly when they write about texts for multiple purposes (Duke, Cervetti, & Wise, 2017). • (K - 2, 5E) Explicitly model and teach how to apply knowledge from word study, including phonics, to reading and writing. For example, CVC (consonant- vowel-consonant) pattern is taught in word study. The same pattern is modeled and applied during shared | <p>to orally share thoughts and ideas before and during writing and reading, including in the language that students are most comfortable using).</p> <ul style="list-style-type: none"> • (3 - 5, 5D) Use writing, reading, speaking, and listening to support students in examining and discussing problems, challenging assumptions, evaluating credibility, conducting research, and exploring various ways of understanding, particularly when they write about texts for multiple purposes (Duke, Cervetti, & Wise, 2017). • (3 - 5, 5E) Explicitly model and teach how to apply knowledge from word study, including phonics, to reading and writing. For example, CVC (consonant- vowel-consonant) pattern is taught in word study. The same pattern is modeled and | <p>during writing and reading, including in the language that students are most comfortable using).</p> <ul style="list-style-type: none"> • (6 - 8, 5D) Use writing, reading, speaking, and listening to support students in examining and discussing problems, challenging assumptions, evaluating credibility, conducting research, and exploring various ways of understanding, particularly when they write about texts for multiple purposes (Duke, Cervetti, & Wise, 2017). | <p>during writing and reading, including in the language that students are most comfortable using).</p> <ul style="list-style-type: none"> • (9 - 12, 5D) Use writing, reading, speaking, and listening to support students in examining and discussing problems, challenging assumptions, evaluating credibility, conducting research, and exploring various ways of understanding, particularly when they write about texts for multiple purposes (Duke, Cervetti, & Wise, 2017). |
|---|---|---|--|

| writing. | applied during shared writing. | | |
|---|---|---|---|
| <p>6 (K - 2) As our youngest students learn to write, they must simultaneously develop oral language, vocabulary, and reasoning. Read-alouds, think alouds, and shared writing can provide exposure to, analysis of, and practice with various purposes, audiences, and contexts to expose young students to a variety of texts (Council of Writing Program Administrators, 2011).</p> <p>Across the school year, educators must ensure students are exposed to and, with support as needed, write or draw among a wide range of genres for different purposes and audiences, including, but not limited to: argument, informative/ explanatory, narrative, and reflection, privileging writing for authentic audiences and purposes (Dawson, 2013; NCTE, 2016). There should be opportunities for students to</p> | <p>6 (3 - 5) Exposure to, analysis of, and practice with various purposes, audiences, and contexts for writing is necessary for composing a variety of texts (Council of Writing Program Administrators, 2011).</p> <p>Across the school year, educators must ensure students write among a wide range of genres for different purposes and audiences, including, but not limited to: argument, informative/ explanatory, narrative, and reflection, privileging writing for authentic audiences and purposes (Dawson, 2013; NCTE, 2016). There should be opportunities for students to write every day with support to develop the strategies, skills, knowledge, and motivation for writing in a positive classroom environment (Graham & Harris, 2013; Graham & Harris, 2011). Educators can ensure that students examine</p> | <p>6 (6 - 8) Exposure to, analysis of, and practice with various purposes, audiences, and contexts for writing is necessary for composing a variety of texts (Council of Writing Program Administrators, 2011).</p> <p>Across the school year, educators must ensure students write among a wide range of genres for different purposes and audiences, including, but not limited to: argument, informative/ explanatory, narrative, and reflection, privileging writing for authentic audiences and purposes (Dawson, 2013; NCTE, 2016). There should be opportunities for students to write every day with support to develop the strategies, skills, knowledge, and motivation for writing in a positive classroom environment (Graham & Harris, 2013; Graham & Harris, 2011). Educators can ensure that students examine different kinds of texts and how they differ in style and form (NCTE,</p> | <p>6 (9 - 12) Exposure to, analysis of, and practice with various purposes, audiences, and contexts for writing is necessary for composing a variety of text (Council of Writing Program Administrators, 2011).</p> <p>Across the school year, educators must ensure students write among a wide range of genres for different purposes and audiences, including, but not limited to: argument, informative/ explanatory, narrative, and reflection, privileging writing for authentic audiences and purposes (Dawson, 2013; NCTE, 2016). There should be opportunities for students to write every day with support to develop the strategies, skills, knowledge, and motivation for writing in a positive classroom environment (Graham & Harris, 2013; Graham & Harris, 2011). Educators can ensure that students examine different kinds of texts and how they differ in style and form (NCTE, 2016). Grammar, usage, and syntax are examined in authentic and</p> |

| | | | |
|--|---|---|---|
| <p>write every day with support to develop the strategies, skills, knowledge, and motivation for writing in a positive classroom environment (Graham & Harris, 2013; Graham & Harris, 2011). The use of mentor texts* (print and digital) can support the teaching of writing among genres, focusing on language, use of conventions, and tone appropriate for different writing contexts.</p> <ul style="list-style-type: none"> • (K - 2, 6A) Include abundant opportunities for students to have voice and choice in what they write about, including creating texts in the language(s) they are most comfortable using. • (K - 2, 6B) Provide explicit instruction and modeling in the writing process for authentic purposes and audiences in a variety of culturally inclusive and multimedia formats and platforms (such as play, | <p>different kinds of texts and how they differ in style and form (NCTE, 2016). Grammar, usage, and syntax are examined in authentic and culturally-relevant contexts, focusing on how they differ based on purpose and audience.</p> <ul style="list-style-type: none"> • (3 - 5, 6A) Include abundant opportunities for students to have voice and choice in what they write about, including creating texts in the language(s) they are most comfortable using. • (3 - 5, 6B) Provide explicit instruction and modeling in the writing process for authentic purposes and audiences in a variety of culturally inclusive and multimedia formats and platforms (such as play, | <p>2016). Grammar, usage, and syntax are examined in authentic and culturally-relevant contexts, focusing on how they differ based on purpose and audience.</p> <ul style="list-style-type: none"> • (6 - 8, 6A) Include abundant opportunities for students to have voice and choice in what they write about, including creating texts in the language(s) they are most comfortable using. • (6 - 8, 6B) Provide explicit instruction and modeling in the writing process for authentic purposes and audiences in a variety of culturally inclusive and multimedia formats and platforms (such as play, speech, and digital platforms), | <p>culturally-relevant contexts, focusing on how they differ based on purpose and audience.</p> <ul style="list-style-type: none"> • (9 - 12, 6A) Include abundant opportunities for students to have voice and choice in what they write about, including creating texts in the language(s) they are most comfortable using. • (9 - 12, 6B) Provide explicit instruction and modeling in the writing process for authentic purposes and audiences in a variety of culturally inclusive and multimedia formats and platforms (such as play, speech, and digital platforms), representing a broad definition |
|--|---|---|---|

| | | | |
|---|--|---|--|
| <p>speech, and digital platforms), representing a broad definition of text (with text as any communication - spoken, written, or visual - involving language).</p> <ul style="list-style-type: none"> • (K - 2, 6C) Design opportunities for students to analyze both contemporary and current cultural products (e.g. digital media, books, podcasts, etc.) as models of and ideas for writing. • (K - 2, 6D) Model writing using techniques such as demonstration or shared writing, providing a variety of writing tools (e.g., voice to text, pen and paper, or computer). • (K - 2, 6E) Use texts as models (print and digital) to support the teaching of writing among genres and modes, focusing on appropriate language, use of | <p>speech, and digital platforms), representing a broad definition of text (with text as any communication - spoken, written, or visual - involving language).</p> <ul style="list-style-type: none"> • (3 - 5, 6C) Design opportunities for students to analyze both contemporary and current cultural products (e.g. digital media, books, podcasts, etc.) as models of and ideas for writing. • (3 - 5, 6D) Model writing using techniques such as demonstration or shared writing, providing a variety of writing tools (e.g., voice to text, pen and paper, or computer). • (3 - 5, 6E) Use texts as models (print and digital) to support the teaching of writing among genres and modes, focusing on | <p>representing a broad definition of text (with text as any communication - spoken, written, or visual - involving language).</p> <ul style="list-style-type: none"> • (6 - 8, 6C) Design opportunities for students to analyze both contemporary and current cultural products (e.g. digital media, books, podcasts, etc.) as models of and ideas for writing. • (6 - 8, 6D) Model writing using techniques such as demonstration or collaborative writing, providing a variety of writing tools (e.g., voice to text, pen and paper, or computer). • (6 - 8, 6E) Use texts as models (print and digital) to support the teaching of writing among genres and modes, focusing on language, use of conventions, | <p>of text (with text as any communication - spoken, written, or visual - involving language).</p> <ul style="list-style-type: none"> • (9 - 12, 6C) Design opportunities for students to analyze both contemporary and current cultural products (e.g. digital media, books, podcasts, etc.) as models of and ideas for writing. • (9 - 12, 6D) Model writing using techniques such as demonstration or collaborative writing, providing a variety of writing tools (e.g., voice to text, pen and paper, or computer). • (6 - 8, 6E) Use texts as models (print and digital) to support the teaching of writing among genres and modes, focusing on language, use of conventions, and tone appropriate for |
|---|--|---|--|

| | | | |
|--|--|--|---|
| <p>conventions, and tone for different writing contexts (Glover, Wood Ray, and Gallagher); ensure the texts used as models represent a global perspective.</p> | <p>language, use of conventions, and tone appropriate for different writing contexts (Glover; Wood Ray; and Gallagher); ensure the texts used as models represent a global perspective.</p> | <p>and tone appropriate for different writing contexts (Glover; Wood Ray; and Gallagher); ensure the texts used as models represent a global perspective.</p> | <p>different writing contexts (Glover; Wood Ray; and Gallagher); ensure the texts used as models represent a global perspective.</p> |
| <p>7 (K - 2) Provide explicit language and vocabulary instruction through varied approaches in multiple contexts (Beck & McKeown, 2009; Elleman, Lindo, Morphy, & Compton, 2009). Language and vocabulary instruction go beyond explicit work with academic vocabulary to build knowledge to include language analysis and use across a variety of contexts (including varied uses of English). This instruction is integrated into regular lessons and fosters students who are flexible, intentional users of language.</p> <ul style="list-style-type: none"> ● (K - 2, 7A) Build vocabulary through explicit instruction | <p>7 (3 - 5) Provide explicit language and vocabulary instruction through varied approaches in multiple contexts (Beck & McKeown, 2009; Elleman, Lindo, Morphy, & Compton, 2009). Language and vocabulary instruction go beyond explicit work with academic vocabulary to build knowledge to include language analysis and use across a variety of contexts (including varied uses of English). This instruction is integrated into regular lessons and fosters students who are flexible, intentional users of language.</p> <ul style="list-style-type: none"> ● (3 - 5, 7A) Build vocabulary through explicit instruction | <p>7 (6 - 8) Provide explicit language and vocabulary instruction through varied approaches in multiple contexts (Kamil et al., 2008). Language and vocabulary instruction go beyond explicit work with academic vocabulary to build knowledge to include language analysis and use across a variety of contexts (including varied uses of English). This instruction is integrated into regular lessons and fosters students who are flexible, intentional users of language.</p> <ul style="list-style-type: none"> ● (9 - 12, 7A) Build vocabulary through explicit instruction | <p>7 (9 - 12) Provide explicit language and vocabulary instruction through varied approaches in multiple contexts (Kamil et al., 2008). Language and vocabulary instruction go beyond explicit work with academic vocabulary to build knowledge to include language analysis and use across a variety of contexts (including varied uses of English). This instruction is integrated into regular lessons and fosters students who are flexible, intentional users of language.</p> <ul style="list-style-type: none"> ● (9 - 12, 7A) Build vocabulary through explicit instruction |

| | | | |
|--|--|--|--|
| <p>during frequent, wide interaction with print, including read-alouds and shared reading of a wide variety of informational and literary text.</p> <ul style="list-style-type: none"> ● (K - 2, 7B) Provide and model strategies in oral and written contexts to practice vocabulary, including repeated exposure to new words. ● (K - 2, 7C) Develop a deep understanding of words through student-friendly and student-created explanations of words. ● (K - 2, 7D) Apply a curious and joyful approach to word learning. Build opportunities for students to be curious about new and interesting words and engage in wordplay. ● (K - 2, 7E) Build opportunities to notice, ask | <p>during frequent, wide interaction with print, including read-alouds and shared reading of a wide variety of informational and literary text.</p> <ul style="list-style-type: none"> ● (3 - 5, 7B) Provide and model strategies in oral and written contexts to practice vocabulary, including repeated exposure to new words. ● (3 - 5, 7C) Develop a deep understanding of words through student-friendly and student-created explanations of words. ● (3 - 5, 7D) Apply a curious and joyful approach to word learning. Build opportunities for students to be curious about new and interesting words and engage in wordplay. ● (3 - 5, 7E) Build opportunities to notice, ask | <p>during frequent, wide interaction with text, including a wide variety of informational and literary text.</p> <ul style="list-style-type: none"> ● (6 - 8, 7B) Provide and model strategies in oral and written contexts to practice vocabulary, including repeated exposure to new words. ● (6 - 8, 7C) Develop a deep understanding of words through student-friendly and student-created explanations of words. ● (6 - 8, 7D) Apply a curious and joyful approach to word learning. Build opportunities for students to be curious about new and interesting words and engage in wordplay. ● (6 - 8, 7E) Build opportunities to notice, ask about, and | <p>during frequent, wide interaction with text, including a wide variety of informational and literary text.</p> <ul style="list-style-type: none"> ● (9 - 12, 7B) Provide and model strategies in oral and written contexts to practice vocabulary, including repeated exposure to new words. ● (9 - 12, 7C) Develop a deep understanding of words through student-friendly and student-created explanations of words. ● (9 - 12, 7D) Apply a curious and joyful approach to word learning. Build opportunities for students to be curious about new and interesting words and engage in wordplay. ● (9 - 12, 7E) Build opportunities to notice, ask about, and investigate |
|--|--|--|--|

| | | | |
|---|--|--|---|
| <p>about, and investigate new and interesting words.</p> <ul style="list-style-type: none"> • (K - 2, 7F) Provide explicit instruction in strategies for determining the meaning of unknown words. • (K - 2, 7G) Build connections to students' other languages (i.e., cognates). • (K - 2, 7H) Use word parts (i.e., common inflections, affixes, and roots) to increase comprehension of word meanings while also improving decoding and encoding abilities. • (K - 2, 7I) Use contrastive analysis* to examine how language is used and valued in various settings (including in school and in various community spaces) to understand how language can empower some while disempowering others | <p>about, and investigate new and interesting words.</p> <ul style="list-style-type: none"> • (3 - 5, 7F) Provide explicit instruction in strategies for determining the meaning of unknown words. • (3 - 5, 7G) Build connections to students' other languages (i.e., as cognates). • (3 - 5, 7H) Use word parts (i.e., Greek or Latin affixes and roots) to increase comprehension of word meanings while also improving decoding and encoding abilities. • (3 - 5, 7I) Use contrastive analysis* to examine how language is used and valued in various settings (including in school and in various community spaces) to understand how language can empower some while | <p>investigate new and interesting words.</p> <ul style="list-style-type: none"> • (6 - 8, 7F) Provide explicit instruction in strategies for determining the meaning of unknown words. • (6 - 8, 7G) Build connections to students' other languages (i.e., as cognates). • (6 - 8, 7H) Use word parts (i.e., Greek or Latin affixes and roots) to increase comprehension of word meanings. • (6 - 8, 7I) Use contrastive analysis* to examine how language is used and valued in various settings (including in school and in various community spaces) to understand how language can empower some while disempowering others (Devereaux, 2014). | <p>new and interesting words.</p> <ul style="list-style-type: none"> • (9 - 12, 7F) Provide explicit instruction in strategies for determining the meaning of unknown words. • (9 - 12, 7G) Build connections to students' other languages (i.e., cognates). • (9 - 12, 7H) Use word parts (i.e., Greek or Latin affixes and roots) to increase comprehension of word meanings. • (9 - 12, 7I) Use contrastive analysis* to examine how language is used and valued in various settings (including in school and in various community spaces) to understand how language can empower some while disempowering others (Devereaux, 2014). |
|---|--|--|---|

| | | | |
|--|--|---|--|
| <p>(Hollie, 2017).</p> | <p>disempowering others (Hollie, 2017).</p> | <ul style="list-style-type: none"> • (6 - 8, 7J) Systematically teach and practice spelling skills in relation to students' needs and aligned with the expectations of the WI Standards for ELA and district expectations. | |
| <p>8 (K - 2) Educators implement explicit, systematic, and responsive word study and practice in phonological awareness, phonics, and fluency to support students' development as readers, writers, and thinkers (Brennan & Ireson, 1997; Ehri, 2005; Ehri et al., 2001; Ehri, Nunes, Stahl, & Willows, 2001; Graham & Hebert, 2011; Kilpatrick, 2015; Michigan Association of Intermediate School Administrators General Educational Leaders Network [GELN], 2016; Moats & Tolman, n.d.). Word study deepens</p> | <p>8 (3 - 5) Educators implement explicit, systematic, and responsive word study, including practice in phonics and fluency to support students' development as readers, writers, and thinkers (Ehri, 2005; Ehri, Nunes, Stahl, & Willows, 2001; Graham & Hebert, 2011; Kilpatrick, 2015; Michigan Association of Intermediate School Administrators General Educational Leaders Network [GELN], 2016; Moats & Tolman, n.d.). Word study deepens comprehension and strengthens writing through advanced</p> | | |

| | | | |
|--|---|--|--|
| <p>comprehension and strengthens writing through developing an awareness of segments of sounds in speech (phonological awareness leading to phonemic awareness), how sounds in speech connect to printed letters (phonics), decoding words (including analyzing word parts, writing words, and recognizing words), and spelling. Instruction explicitly teaches the connection between talk, reading, and writing to support students in transferring knowledge about sounds, letters, and words to simultaneously grow as readers and writers. These skills are taught and practiced in ways that emphasize joy and creativity through multiple modalities (e.g. oral, visual, and tactile). In addition to this instruction, students have daily opportunities to build accuracy, fluency, and comprehension through reading and writing continuous text.</p> <p>For more information, consult <i>Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade</i></p> | <p>decoding (including analyzing word parts and writing words), spelling, and expanding vocabulary. Word study improves writing and reading by expanding vocabulary and developing traditional spelling. Word study explicitly teaches the connections between talk, reading, and writing. This supports students in transferring knowledge about sounds, letters, and words to simultaneously grow as readers and writers. These skills are taught and practiced through multiple modalities (e.g. oral, visual, and tactile). In addition to this word study, students have daily opportunities to build accuracy, fluency, and comprehension through reading and writing connected text.</p> <p>For more information, consult <i>Foundational Skills to Support Reading for Understanding in</i></p> | | |
|--|---|--|--|

| | | | |
|---|--|--|--|
| <p>(Foorman et al., 2016), available online at https://ies.ed.gov/ncee/wwc/PracticeGuide/21</p> <ul style="list-style-type: none"> • (K - 2, 8A) Engage students in brief, repeated, explicit instruction that uses multiple modalities (e.g. oral, visual, and tactile) to support students in connecting letter names, the sound(s) associated with the letters, and the formation of the letters. • (K - 2, 8B) Use a variety of methods for listening for sounds in words and estimating their spellings (e.g., blocks, letter magnets, Elkonin boxes, or phoneme-grapheme mapping). • (K - 2, 8C) Systematically teach and practice phonics skills in relation to students' needs and aligned with the expectations of the WI Standards for ELA (DPI, 2011) and district expectations. | <p><i>Kindergarten through 3rd Grade</i> (Foorman et al., 2016), available online at https://ies.ed.gov/ncee/wwc/PracticeGuide/21</p> <ul style="list-style-type: none"> • (3 - 5, 8A) Engage students in brief, repeated, explicit instruction that uses multiple modalities (e.g. oral, visual, and tactile) to support students in connecting letters and syllables to sounds. • (3 - 5, 8B) Use a variety of methods for listening for sounds in words and estimating their spellings (e.g., blocks, letter magnets, Elkonin boxes, or phoneme-grapheme mapping). • (3 - 5, 8C) Systematically teach and practice phonics skills in relation to students' needs and aligned with the expectations of the WI Standards (DPI, 2011) for ELA and district | | |
|---|--|--|--|

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • (K - 2, 8D) Engage in guided practice through coaching and cueing to apply accurate decoding knowledge during reading and writing of continuous text to ensure that students read and write with accuracy and understanding (Michigan Association of Intermediate School Administrators General Education Leaders Network [GELN], 2016). • (K - 2, 8E) Develop fluency through brief, regular, joyful practice with culturally-relevant connected text (e.g., poetry, songs, or decodable text). • (K - 2, 8F) Use digital and print student-created word resources (like a dictionary or thesaurus) to support learning and independent application. These resources could include all of a student's languages. | <p>expectations.</p> <ul style="list-style-type: none"> • (3 - 5, 8D) Engage in guided practice through coaching and cueing to apply accurate decoding knowledge during reading and writing of continuous text to ensure that students read and write with accuracy and understanding (Michigan Association of Intermediate School Administrators General Education Leaders Network [GELN], 2016). • (3 - 5, 8E) Develop fluency through brief, regular, joyful practice with culturally-relevant text (e.g., poetry, songs, decodable text, or readers theatre). • (3 - 5, 8F) Use digital and print student-created word resources (like a dictionary or thesaurus) to support learning and independent application. These resources could include all of a | | |
|---|--|--|--|

| | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> (K - 2, 8G) Utilize a playful and intentional approach to learning about and manipulating sounds (such as rhymes, chants, and songs or books with rhyming words, including decodable text) to develop phonological awareness. | <p>student's languages.</p> | | |
| <p>9 (K - 2) Coordinate meaningful standards-based learning opportunities across disciplines. Educators engage students in gaining knowledge from and creating text across all academic disciplines. This includes developing an understanding of the unique ways each discipline uses text to communicate. This can be accomplished through units of study that integrate standards from English language arts with other disciplines.</p> <ul style="list-style-type: none"> (K - 2, 9A) In developmentally | <p>9 (3 - 5) Coordinate meaningful standards-based learning opportunities across disciplines. Educators engage students in gaining knowledge from and creating text across all academic disciplines. This includes developing an understanding of the unique ways each discipline uses text to communicate. This can be accomplished through units of study that integrate standards from English language arts with other disciplines.</p> <ul style="list-style-type: none"> (3 - 5, 9A) Use teacher read-alouds and classroom | <p>8 (6 - 8) Collaborate on standards-based interdisciplinary learning opportunities. Educators can collaborate across disciplines on ideas for meaningful creation of texts through an array of writing and reading processes among different academic disciplines (Council of Writing Program Administrators, National Council of Teachers of English, & National Writing Project, 2011). In this collaboration, the role of the ELA teacher is to deliver instruction that furthers the study of English language arts as a discipline.</p> <ul style="list-style-type: none"> (6 - 8, 8A) Use teacher read-alouds and classroom | <p>8 (9 - 12) Collaborate on standards-based interdisciplinary learning opportunities. Educators can collaborate across disciplines on ideas for meaningful creation of texts through an array of writing and reading processes among different academic disciplines (Council of Writing Program Administrators, National Council of Teachers of English, & National Writing Project, 2011). In this collaboration, the role of the ELA teacher is to deliver instruction that furthers the study of English language arts as a discipline.</p> <ul style="list-style-type: none"> (9 - 12, 9A) Use teacher read-alouds and classroom book |

| | | | |
|---|---|---|--|
| <p>appropriate ways, use teacher read-alouds and classroom book collections to develop disciplinary knowledge.</p> <ul style="list-style-type: none"> • (K - 2, 9B) In developmentally appropriate ways and with support, as needed, provide opportunities for students to think, read, write, and communicate as scientists, historians, artists, etc.. • (K - 2, 9C) In developmentally appropriate ways, support students in experimenting with thinking, speaking, and writing to reflect the thinking of a discipline. | <p>book collections to develop disciplinary knowledge.</p> <ul style="list-style-type: none"> • (3 - 5, 9B) Provide opportunities for students to think, read, write, and communicate as scientists, historians, artists, etc.. • (3 - 5, 9C) Explicitly teach how to vary thinking, speaking, and writing to reflect the thinking of a discipline. | <p>book collections to develop disciplinary knowledge.</p> <ul style="list-style-type: none"> • (6 - 8, 8B) Provide opportunities for inquiry-based study of real-world issues (e.g., students can generate meaningful, relevant questions to research and present in various formats). • (6 - 8, 8C) Engage students in instruction in ELA-standards relevant during integrated units of study. • (6 - 8, 8D) Make explicit references to knowledge students are learning in other content areas to enrich instruction. | <p>collections to develop disciplinary knowledge.</p> <ul style="list-style-type: none"> • (9 - 12, 9B) Provide opportunities for inquiry-based study of real-world issues (e.g., students can generate meaningful, relevant questions to research and present in various formats). • (9 - 12, 9C) Ground text study and production utilizing appropriate discipline-specific context (i.e., historical, political, social) to construct, and interpret, and convey meaning. • (9 - 12, 9D) Make explicit references to knowledge students are learning in other content areas to enrich instruction. |
|---|---|---|--|

Human Experience: ELA instruction builds an understanding of the human experience.

The discipline of English language arts celebrates the richness and complexity of literature, drama, speech and language, while providing a window to the human experience. Through rigorous textual analysis and text creation, students grapple with moral, philosophical and aesthetic facets of humanity, which inform, persuade and narrate our lives and help us understand the experiences of others. These understandings ensure students graduate not only ready for college and career, but also ready to be thinking and feeling citizens of the world.

| K - 2 | 3 - 5 | 6 - 8 | 9 - 12 |
|--|--|---|--|
| <p>10 (K - 2) Texts act as windows and mirrors* for students, and both should be provided in abundance in any school context (Bishop, 1990). It is imperative that educators provide texts that act as both windows and mirrors* for all students in texts for instruction and independent reading. Texts that act as mirrors showcase everyday common experiences, as well as unique or rare experiences. Texts that act as windows support learning new and/or unfamiliar content through rigorous exploration to know and understand others (International Literacy Association [ILA], 2017). Classroom libraries and school libraries should provide a wide</p> | <p>10 (3 - 5) Texts act as windows and mirrors* for students, and both should be provided in abundance in any school context (Bishop, 1990). It is imperative that educators provide texts that act as both windows and mirrors* for all students in texts for instruction and independent reading. Texts that act as mirrors showcase everyday common experiences, as well as unique or rare experiences. Texts that act as windows support learning new and/or unfamiliar content through rigorous exploration to know and understand others (International Literacy Association [ILA], 2017). Classroom libraries and school libraries should provide a wide</p> | <p>9 (6 - 8) Texts act as windows and mirrors* for students, and both should be provided in abundance in any school context (Bishop, 1990). It is imperative that educators provide texts that act as both windows and mirrors* for all students for required and independent reading. Texts that act as mirrors showcase everyday common experiences, as well as unique or rare experiences. Texts that act as windows support learning new and/or unfamiliar content through rigorous exploration to know and understand others (International Literacy Association [ILA], 2017). Classroom libraries and school libraries should provide a wide range of print and digital texts,</p> | <p>9 (9 - 12) Texts act as windows and mirrors* for students, and both should be provided in abundance in any school context (Bishop, 1990). It is imperative that educators provide texts that act as both windows and mirrors* for all students for required and independent reading. Texts that act as mirrors showcase everyday common experiences, as well as unique or rare experiences. Texts that act as windows support learning new and/or unfamiliar content through rigorous exploration to know and understand others (International Literacy Association [ILA], 2017). Classroom libraries and school libraries should provide a wide range of print and digital texts, including student-created text, and</p> |

| | | | |
|---|--|---|--|
| <p>range of print and digital texts, including student-created text. Students must have opportunities to read every day, privileging texts selected by students. When selecting texts, considering both quantitative and qualitative characteristics of texts, including representation and diversity*, is necessary (Teaching Tolerance, 2014).</p> <ul style="list-style-type: none"> • (K - 2, 10A) Intentionally seek out and foster interest in culturally authentic texts* (Hollie, 2017) written by and featuring diverse creators and voices in instructional and independent reading. • (K - 2, 10B) Facilitate reflection on reading and writing to interact with text in ways that promote the development of empathetic, thinking, feeling citizens of the world. | <p>range of print and digital texts, including student-created texts. Students must have opportunities to read every day, privileging texts selected by students. When selecting texts, considering both quantitative and qualitative characteristics of texts, including representation and diversity*, is necessary (Teaching Tolerance, 2014).</p> <ul style="list-style-type: none"> • (3 - 5, 10A) Intentionally seek out and foster interest in culturally authentic texts* (Hollie, 2017) written by and featuring diverse creators and voices in instructional and independent reading. • (3 - 5, 10B) Facilitate reflection on reading and writing to interact with text in ways that promote the development of empathetic, thinking, feeling citizens of the world. | <p>including student-created text, and students must have opportunities to read every day, including student-selected texts. When selecting texts, considering both quantitative and qualitative characteristics of texts, including representation and diversity*, is necessary (Teaching Tolerance, 2014).</p> <ul style="list-style-type: none"> • (6 - 8, 9A) Intentionally seek out and foster interest in culturally authentic texts* (Hollie, 2017) written by and featuring diverse creators and voices for required and independent reading (Ivey & Johnston, 2015). • (6 - 8, 9B) Facilitate reflection on reading and writing to interact with text in ways that promote the development of empathetic, thinking, feeling citizens of the world. | <p>students must have opportunities to read every day, including student-selected texts. When selecting texts, considering both quantitative and qualitative characteristics of texts, including representation and diversity*, is necessary (Teaching Tolerance, 2014).</p> <ul style="list-style-type: none"> • (9 - 12, 10A) Intentionally seek out culturally authentic texts* (Hollie, 2017) written by and featuring diverse creators and voices for required and independent reading (Ivey & Johnston, 2015). • (9 - 12, 10B) Facilitate reflection on reading and writing to interact with text in ways that promote the development of empathetic, thinking, feeling citizens of the world. |
|---|--|---|--|

| | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> ● (K - 2, 10C) Select texts and materials that provide rich and multiple models of culture, including informational texts about heroes, inventors, or pioneers in a field. | <ul style="list-style-type: none"> ● (3 - 5, 10C) Select texts and materials that provide rich and multiple models of culture, including informational texts about heroes, inventors, or pioneers in a field. | <ul style="list-style-type: none"> ● (6 - 8, 9C) Select texts and materials that provide rich and multiple models of culture, including informational texts about heroes, inventors, or pioneers in a field. | <ul style="list-style-type: none"> ● (9 - 12, 10C) Select texts and materials that provide rich and multiple models of culture, including informational texts about heroes, inventors, or pioneers in a field. |
| <p>11 (K - 2) Students are supported in using reading, writing, and language - including collaborative conversations - to share knowledge, make arguments, and advocate for change in order to improve their worlds. Instruction (along with materials, assessments, and classroom routines) promotes critical literacy (Christensen, 2009; Lewison, Flint, & Van Sluys, 2002; Luke, 2004) which empowers students to use literacy to develop an age-appropriate understanding of an issue, and - with guidance and support - take a critical stance on that issue, and pursue positive engagement in their communities or worlds. . Educators support students in</p> | <p>11 (3 - 5) Students are supported in using reading, writing, and language - including collaborative conversations - to share knowledge, make arguments, and advocate for change in order to improve their worlds. Instruction (along with materials, assessments, and classroom routines) promote critical literacy (Christensen, 2009; Lewison, Flint, & Van Sluys, 2002; Luke, 2004) which empowers students to use literacy to develop a deep understanding of an issue, take a critical stance on that issue, and pursue positive engagement in their communities or worlds. Educators support students in questioning text, noticing perspective and being conscious of inclusivity and representation</p> | <p>10 (6 - 8) Students are supported in using reading, writing, and language - including collaborative conversations - to share knowledge, make arguments, and advocate for change in order to improve their worlds. <i>Because language and literature production and use can be political, it is important to help students unpack meaning of print and digital texts in the pursuit of civic engagement (Achieve the Core, 2017).</i> Instruction (along with materials, assessments, and classroom routines) promote critical literacy (Christensen, 2009; Lewison, Flint, & Van Sluys, 2002; Luke, 2004) which empowers students to use</p> | <p>10 (9 - 12) Students are supported in using reading, writing, and language - including collaborative conversations - to share knowledge, make arguments, and advocate for change in order to improve their worlds. <i>Because language and literature production and use can be political, it is important to help students unpack meaning of print and digital texts in the pursuit of civic engagement (Achieve the Core, 2017).</i> Instruction (along with materials, assessments, and classroom routines) promote critical literacy (Christensen, 2009; Lewison, Flint, & Van Sluys, 2002; Luke, 2004) which empowers students to use literacy to develop a</p> |

| | | | |
|---|--|---|---|
| <p>questioning text, noticing perspective, and being conscious of inclusivity and representation in text. With guidance and support, students participate in and contribute to discussions to improve their worlds.</p> <ul style="list-style-type: none"> • (K - 2, 11A) Engage students in shared instructional routines that encourage students to identify problems in their communities or worlds and use literacy to engage in their communities or worlds. • (K - 2, 11B) Showcase texts that are examples of young people making a difference in their communities. | <p>in text. Discussion and writing are used to interrogate text. Throughout learning, students participate in and contribute to discourse communities to improve their worlds.</p> <ul style="list-style-type: none"> • (3 - 5, 11A) Provide support as students engage in authentic inquiry that encourages students to identify problems in their communities or worlds and use literacy to engage in their communities or worlds. • (3 - 5, 11B) Showcase texts that are examples of young people making a difference in their communities. | <p>literacy to develop a deep understanding of an issue, take a critical stance on that issue, and pursue positive engagement in their communities or worlds. Educators support students in questioning text, noticing perspective, and being conscious of inclusivity and representation in text. Discussion and writing are used to interrogate text. Throughout learning, students participate in and contribute to discourse communities to improve their worlds.</p> <ul style="list-style-type: none"> • (6 - 8, 10A) Involve students in authentic inquiry that culminates in engagement (supported by talk or text) through which students use literacy to engage in their communities or worlds. • (6 - 8, 10B) Showcase texts that are examples of young people making a difference in their communities. | <p>deep understanding of an issue, take a critical stance on that issue, and pursue positive engagement in their communities or worlds. Educators support students in questioning text, noticing perspective, and being conscious of inclusivity and representation in text. Discussion and writing are used to interrogate text. Throughout learning, students participate in and contribute to discourse communities to improve their worlds.</p> <ul style="list-style-type: none"> • (9 - 12, 11A) Involve students in authentic inquiry that culminates in engagement (supported by talk or text) through which students use literacy to engage in their communities or worlds. • (9 - 12, 11B) Showcase texts that are examples of young people making a difference in their communities. |
|---|--|---|---|

| | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> ● (K - 2, 11C) Support students in recognizing how our use of language changes across contexts from varied discourse communities. (Devereaux, 2014; Hollie, 2017). ● (K - 2, 11D) Use text sets to show a variety of perspectives about a single issue that is of interest to students. ● (K - 2, 11E) Use talk, reading, movement, and writing or drawing to explore and express perspectives. ● (K - 2, 11F) Model the use of various sources valued by diverse groups or people to gain information, construct knowledge, or better understand our own viewpoints. | <ul style="list-style-type: none"> ● (3 - 5, 11C) Support students in recognizing how our use of language changes across contexts (from varied discourse communities), empowering some, while disempowering others. (Devereaux, 2014; Hollie, 2017). ● (3 - 5, 11D) Provide access to texts representing multiple points of view/perspectives on the same topic. ● (3 - 5, 11E) Use talk, reading, movement, and writing or drawing to explore and express perspectives. ● (3 - 5, 11F) Model the use of various sources valued by diverse groups or people to gain information, construct knowledge, or better understand our own viewpoints. | <ul style="list-style-type: none"> ● (6 - 8, 10C) Support students in recognizing how our use of language changes across contexts (from varied discourse communities), empowering some, while disempowering others (Devereaux, 2014; Hollie, 2017). ● (6 - 8, 10D) Provide access to texts representing multiple points of view/perspectives on the same topic. ● (6 - 8, 10E) Use talk, reading, movement, and writing or drawing to explore and express perspectives. ● (6 - 8, 10F) Model the use of various sources valued by diverse groups or people to gain information, construct knowledge, or better understand our own viewpoints. | <ul style="list-style-type: none"> ● (9 - 12, 11C) Support students in recognizing how our use of language changes across contexts (from varied discourse communities), empowering some, while disempowering others (Devereaux, 2014; Hollie, 2017). ● (9 - 12, 11D) Provide access to texts representing multiple points of view/perspectives on the same topic. ● (9 - 12, 11E) Use talk, reading, movement, and writing or drawing to explore and express perspectives. ● (9 - 12, 11F) Model the use of various sources valued by diverse groups or people to gain information, construct knowledge, or better understand our own viewpoints. |
|--|--|---|---|

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none">• (K - 2, 11G) Use graphic organizers and visual models to support students in noticing similarities and differences in perspectives. | <ul style="list-style-type: none">• (3 - 5, 11G) Use graphic organizers and visual models to support students in noticing similarities and differences in perspectives. | | |
|---|---|--|--|

Lifelong Process: Literacy is an evolving concept, and becoming literate is a lifelong learning process.

As society and technology change, so does literacy. Literacy evolves as widening perspectives change the way we read, write, speak, listen, view and represent. Students are versed in many literacies* long before entering the classroom, and continue to build literacies* in every classroom throughout their formal school, and long after formal schooling is completed. Literacy attainment, and especially early literacy attainment, is strengthened by responsive learning environments that include research-based core programs, strong intervention systems, and multiple ways of monitoring what students know and are able to do. Knowing this, all educators must see themselves as both literacy teachers and literacy learners.

| K - 2 | 3 - 5 | 6 - 8 | 9 - 12 |
|---|--|---|--|
| <p>12 (K - 2) Support students in choosing and reading independent reading materials. Independent reading and processing is a daily staple of core classroom instruction (Miller & Moss, 2013). This includes supporting students reading for different purposes within different genres (Duke, Cervetti, & Wise, 2017). They need access to a wide range of reading materials, in various formats, including digital, and guidance in choosing materials for independent reading purposes. Provide guidance in how to choose materials for independent reading purposes. If used, text levels (such as Lexiles) may provide a support rather than requirements for text selection. For emergent</p> | <p>12 (3 - 5) Support students in choosing and reading independent reading materials. Independent reading and processing is a daily staple of core classroom instruction (Miller & Moss, 2013). This includes supporting students reading for different purposes within different genres (Duke, Cervetti, & Wise, 2017). They need access to a wide range of reading materials, in various formats, including digital, and guidance in choosing materials for independent reading purposes. Provide guidance in how to choose materials for independent reading purposes. If used, text levels (such as Lexiles) may provide a support rather than requirements for text selection.</p> | <p>11 (6 - 8) Support students in choosing and reading independent reading materials. Independent reading and processing is a daily staple of core classroom instruction (Ivey & Johnston, 2015; Miller & Moss, 2013). This includes supporting students reading for different purposes within different genres (Duke, Cervetti, & Wise, 2017). They need access to a wide range of reading materials, in various formats, including digital, and guidance in choosing materials for independent reading purposes. Provide guidance in how to choose materials for independent reading purposes. If used, text levels (such as Lexiles) may provide a support rather than requirements for text selection.</p> | <p>11 (9 - 12) Support students in choosing and reading independent reading materials. Independent reading and processing is a daily staple of core classroom instruction (Ivey & Johnston, 2015; Miller & Moss, 2013). This includes supporting students reading for different purposes within different genres (Duke, Cervetti, & Wise, 2017). They need access to a wide range of reading materials, in various formats, including digital, and guidance in choosing materials for independent reading purposes. Provide guidance in how to choose materials for independent reading purposes. If used, text levels (such as Lexiles) may provide a support rather than requirements for text selection.</p> |

| | | | |
|--|--|--|--|
| <p>readers especially, independent reading includes text with words as well as other forms of text, such as photos, illustrations, video, and audiobooks.</p> <ul style="list-style-type: none"> • (K - 2, 12A) Promote the enjoyment/love of reading through teacher and student-generated book talks. • (K - 2, 12B) Use conversation and conferencing to encourage students to pursue a wide variety of genres and levels of complexity when selecting texts for independent reading. (Tatum, 2009). • (K - 12, 12C) Intentionally select relevant texts for read-alouds and whole class work to give students experience with a variety of formats and genres. For each, explicitly introduce and/or teach features and | <ul style="list-style-type: none"> • (3 - 5, 12A) Promote the enjoyment/love of reading through teacher and student-generated book talks. • (3 - 5, 12B) Use conversation and conferencing to encourage students to pursue a wide variety of genres and levels of complexity when selecting texts for independent reading (Tatum, 2009). • (3 - 5, 12C) Intentionally select relevant texts for read-alouds and whole class work to give students experience with a variety of formats and genres. For each, explicitly introduce and/or teach features and | <ul style="list-style-type: none"> • (6 - 8, 11A) Promote the enjoyment/love of reading through teacher and student-generated book talks (Ivey & Johnston, 2015). • (6 - 8, 11B) Use conversation and conferencing to encourage students to pursue a wide variety of genres and levels of complexity when selecting texts for independent reading (Tatum, 2009). • (6 - 8, 11C) Intentionally select relevant texts for read-alouds and whole class work to give students experience with a variety of formats and genres. For each, explicitly introduce and/or teach features and | <ul style="list-style-type: none"> • (9 - 12, 12A) Promote the enjoyment/love of reading through teacher and student-generated book talks (Ivey & Johnston, 2015). • (9 - 12, 12B) Use conversation and conferencing to encourage students to pursue a wide variety of genres and levels of complexity when selecting texts for independent reading (Tatum, 2009). • (9 - 12, 12C) Intentionally select relevant texts for read-alouds and whole class work to give students experience with a variety of formats and genres. For each, explicitly introduce and/or |
|--|--|--|--|

| | | | |
|--|---|---|--|
| <p>elements that can support students in reading that type of text independently.</p> <ul style="list-style-type: none"> ● (K - 12, 12D) Support students in noticing patterns and preferences in their habits as readers and writers, such as preferred genres and formats, and setting goals around wide reading. ● (K - 2, 12E) Share your habits as a reader and model your independent reading practices (using think alouds, questioning, text selection). | <p>elements that can support students in reading that type of text independently.</p> <ul style="list-style-type: none"> ● (3 - 5, 12D) Support students in noticing patterns and preferences in their habits as readers and writers, such as preferred genres and formats, and setting goals around wide reading. ● (3 - 5, 12E) Share your habits as a reader and model your independent reading practices (using think alouds, questioning, text selection). | <p>elements that can support students in reading that type of text independently.</p> <ul style="list-style-type: none"> ● (6 - 8, 11D) Support students in noticing patterns and preferences in their habits as readers and writers, such as preferred genres and formats, and setting goals around wide reading. ● (6 - 8, 11E) Share your habits as a reader and model your independent reading practices (using think alouds, questioning, text selection). | <p>teach features and elements that can support students in reading that type of text independently.</p> <ul style="list-style-type: none"> ● (9 - 12, 12D) Support students in noticing patterns and preferences in their habits as readers and writers, such as preferred genres and formats, and setting goals around wide reading. ● (9 - 12, 12E) Share your habits as a reader and model your independent reading practices (using think alouds, questioning, text selection). |
| <p>13 (K - 2) Educators provide opportunities for students to engage with texts they can read independently while also providing supported opportunities to engage with more challenging text. Educators provide many opportunities for every student</p> | <p>13 (3 - 5) Educators provide opportunities for students to engage with texts they can read independently while also providing supported opportunities to engage with more challenging text. Educators provide many opportunities for every student</p> | <p>12 (3 - 5) Educators provide opportunities for students to engage with texts they can read independently while also providing supported opportunities to engage with more challenging text. Educators provide many opportunities for every student to</p> | <p>13 (3 - 5) Educators provide opportunities for students to engage with texts they can read independently while also providing supported opportunities to engage with more challenging text. Educators provide many opportunities for every student to</p> |

| | | | |
|--|--|---|---|
| <p>to engage with connected, meaningful texts they can read independently; this supports young readers' development of fluency and automaticity. In addition, educators provide many supported opportunities for young readers to engage with grade-level texts and topics; this promotes engagement, knowledge development, and vocabulary development.</p> <ul style="list-style-type: none"> ● (K - 2, 13A) Reading materials reflect an expanded definition of text as any communication - spoken, written, or visual - involving language. ● (K - 2, 13B) Provide instruction on how to choose materials for independent reading based on interest, genre, and ability (including peer recommendations). If used, text levels (such as Lexiles) may provide a support rather than a requirement for text selection. | <p>to engage with connected, meaningful texts they can read independently; this supports young readers' development of fluency and automaticity. In addition, educators provide many supported opportunities for young readers to engage with grade-level texts and topics; this promotes engagement, knowledge development, and vocabulary development.</p> <ul style="list-style-type: none"> ● (3 - 5, 13A) Reading materials reflect an expanded definition of text as any communication - spoken, written, or visual - involving language. ● (3 - 5, 13B) Provide instruction on how to choose materials for independent reading based on interest, genre, and ability (including peer recommendations). If used, text levels (such as Lexiles) may provide a support rather than a requirement for text selection. | <p>engage with connected, meaningful texts they can read independently; this supports young readers' development of fluency and automaticity. In addition, educators provide many supported opportunities for young readers to engage with grade-level texts and topics; this promotes engagement, knowledge development, and vocabulary development.</p> <ul style="list-style-type: none"> ● (3 - 5, 12A) Reading materials reflect an expanded definition of text as any communication - spoken, written, or visual - involving language. ● (3 - 5, 12B) Provide instruction on how to choose materials for independent reading based on interest, genre, and ability (including peer recommendations) (Ivey & Johnston, 2015). If used, text levels (such as Lexiles) may provide a support rather than a requirement for text selection. | <p>engage with connected, meaningful texts they can read independently; this supports young readers' development of fluency and automaticity. In addition, educators provide many supported opportunities for young readers to engage with grade-level texts and topics; this promotes engagement, knowledge development, and vocabulary development.</p> <ul style="list-style-type: none"> ● (3 - 5, 13A) Reading materials reflect an expanded definition of text as any communication - spoken, written, or visual - involving language. ● (3 - 5, 13B) Provide instruction on how to choose materials for independent reading based on interest, genre, and ability (including peer recommendations) (Ivey & Johnston, 2015). If used, text levels (such as Lexiles) may provide a support rather than a requirement for text selection. |
|--|--|---|---|

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • (K - 2, 13C) Emphasize the importance of selecting texts a reader can make meaning from (combination of decoding and understanding). • (K - 2, 13D) Read texts to/with students (such as a read-aloud) to allow students to access grade-level text and content, which they might not yet be able to access independently. • (K - 2, 13E) Utilize technology to remove barriers to accessing text (such as screen readers, digital text, or audio text). • (K - 2, 13F) Engage students in ongoing instruction to continue to learn to independently read and understand “traditional” grade-level text. | <ul style="list-style-type: none"> • (3 - 5, 13C) Emphasize the importance of selecting texts a reader can make meaning from (combination of decoding and understanding). • (3 - 5, 13D) Read texts to/with students (such as a read-aloud) to allow students to access grade-level text and content, which they might not yet be able to access independently. • (3 - 5, 13E) Utilize technology to remove barriers to accessing text (such as screen readers, digital text, or audio text). • (3 - 5, 13F) Engage students in ongoing instruction to continue to learn to independently read and understand “traditional” grade-level text. | <ul style="list-style-type: none"> • (3 - 5, 12C) Emphasize the importance of selecting texts a reader can make meaning from (combination of decoding and understanding). • (3 - 5, 12D) Read texts to/with students (such as a read-aloud) to allow students to access grade-level text and content, which they might not yet be able to access independently. • (3 - 5, 12E) Utilize technology to remove barriers to accessing text (such as screen readers, digital text, or audio text). • (3 - 5, 12F) Engage students in ongoing instruction to continue to learn to independently read and understand “traditional” grade-level text. | <ul style="list-style-type: none"> • (3 - 5, 13C) Emphasize the importance of selecting texts a reader can make meaning from (combination of decoding and understanding). • (3 - 5, 13D) Read texts to/with students (such as a read-aloud) to allow students to access grade-level text and content, which they might not yet be able to access independently. • (3 - 5, 13E) Utilize technology to remove barriers to accessing text (such as screen readers, digital text, or audio text). • (3 - 5, 13F) Engage students in ongoing instruction to continue to learn to independently read and understand “traditional” grade-level text. |
|---|---|---|---|

| | | | |
|---|---|--|--|
| | | | |
| <p>14 (K - 2) Value, model, and practice productive struggle. Instruction demonstrates that the non-linear processes readers and writers engage in are as important as the outcomes. Educators can position themselves as learners to give students opportunities to feel confident in taking risks as users of language (Dweck, 2008; Graham & Perin 2007; Johnston, 2004).</p> <ul style="list-style-type: none"> • (K - 2, 14A) thinking processes and struggle can be done through many methods, including think-alouds, self-questioning, searching for clarification, sentence frames, and reflection (ILA, 2013; NCTE, 2016). • (K - 2, 14B) Apply an instructional framework that allows students to experiment with what was demonstrated through modeling. | <p>14 (3 - 5) Value, model, and practice productive struggle. Instruction demonstrates that the non-linear processes readers and writers engage in are as important as the outcomes. Educators can position themselves as learners to give students opportunities to feel confident in taking risks as users of language (Dweck, 2008; Graham & Perin 2007; Johnston, 2004).</p> <ul style="list-style-type: none"> • (3 - 5, 14A) Modeling of thinking processes and struggle can be done through many methods, including think-alouds, self-questioning, searching for clarification, sentence frames, and reflection (ILA, 2013; NCTE, 2016). • (3 - 5, 14B) Apply an instructional framework that allows students to experiment with what was demonstrated through modeling. | <p>13 (6 - 8) Value, model, and practice productive struggle. Instruction demonstrates that the non-linear processes readers and writers engage in are as important as the outcomes. Educators can position themselves as learners to give students opportunities to feel confident in taking risks as users of language (Dweck, 2008; Graham & Perin 2007).</p> <ul style="list-style-type: none"> • (6 - 8, 13A) Modeling of thinking processes and struggle can be done through many methods, including think-alouds, self-questioning, searching for clarification, sentence frames, and reflection (ILA, 2013; NCTE, 2016). • (6 - 8, 13B) Apply an instructional framework that allows students to experiment with what was demonstrated through modeling. • (6 - 8, 13C) Provide | <p>14 (9 - 12) Value, model, and practice productive struggle. Instruction demonstrates that the non-linear processes readers and writers engage in are as important as the outcomes. Educators can position themselves as learners to give students opportunities to feel confident in taking risks as users of language (Dweck, 2008; Graham & Perin 2007).</p> <ul style="list-style-type: none"> • (9 - 12, 14A) Modeling of thinking processes and struggle can be done through many methods, including think-alouds, self-questioning, searching for clarification, and reflection (ILA, 2013; NCTE, 2016). • (9 - 12, 14B) Apply an instructional framework that allows students to experiment with what was demonstrated through modeling. • (9 - 12, 14C) Provide |

| | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> ● (K - 2, 14C) Provide opportunities for students to self-assess progress towards goals (Hattie, 2012). ● (K - 2, 14D) Provide appropriate scaffolding (graphic organizers, sentence starters, discussion frames, prompts, anchor charts). ● (K - 2, 14E) Provide specific feedback, prompting, and cues to support students in noticing and continuing with productive struggle as users of language. ● (K - 2, 14F) Model how to incorporate feedback to improve thinking and writing. | <ul style="list-style-type: none"> ● (3 - 5, 14C) Provide opportunities for students to self-assess progress towards goals (Hattie, 2012). ● (3 - 5, 14D) Provide appropriate scaffolding (graphic organizers, sentence starters, discussion frames, prompts, anchor charts). ● (3 - 5, 14E) Provide specific feedback, prompting, and cues to support students in noticing and continuing with productive struggle as users of language. ● (3 - 5, 14F) Model how to incorporate feedback to improve thinking and writing. | <p>opportunities for students to self-assess progress towards goals (Hattie, 2012).</p> <ul style="list-style-type: none"> ● (6 - 8, 13D) Provide appropriate scaffolding (graphic organizers, sentence starters, discussion frames, prompts, anchor charts). ● (6 - 8, 13E) Provide specific feedback, prompting, and cues to support students in noticing and continuing with productive struggle as users of language. ● (6 - 8, 13F) Model how to incorporate feedback to improve thinking and writing. | <p>opportunities for students to self-assess progress towards goals (Hattie, 2012).</p> <ul style="list-style-type: none"> ● (9 - 12, 14D) Provide appropriate scaffolding (graphic organizers, sentence starters, discussion frames, prompts, anchor charts). ● (9 - 12, 14E) Provide specific feedback, prompting, and cues to support students in noticing and continuing with productive struggle as users of language. ● (9 - 12, 14F) Model how to incorporate feedback to improve thinking and writing. |
|---|---|--|---|

Critical Thinking: Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective ELA instruction and attributes of WI graduates.

Wisconsin’s commitment to ensuring that 21st-century skills are embedded aspects of English language arts is ongoing. This skill development strengthens English instruction. Student mastery of these skills is important to Wisconsin’s conception of college and career readiness, and to ensure students access the discipline of English language arts in rich and meaningful ways.

| K - 2 | 3 - 5 | 6 - 8 | 9 - 12 |
|--|--|---|--|
| <p>15 (K - 2) Teach students to understand and use language/s across varying contexts. Students need support in order to discuss, understand, and practice flexibilities necessary for using language/s in understanding and creating texts (Dawson, 2013; Graham & Harris, 2013).</p> <ul style="list-style-type: none"> • (K - 2, 15A) Explicitly teach interplay of writer, audience, purpose, and mode. • (K - 2, 15B) Use mentor texts* (texts as models: print and digital) to support the teaching of writing among genres, focusing on appropriate language, use of conventions, and tone for | <p>15 (3 - 5) Teach students to understand and use language/s across varying contexts. Students need support in order to discuss, understand, and practice flexibilities necessary for using language/s in understanding and creating texts (Dawson, 2013; Graham & Harris, 2013).</p> <ul style="list-style-type: none"> • (3 - 5, 15A) Explicitly teach interplay of writer, audience, purpose, and mode. • (3 - 5, 15B) Use mentor texts* (texts as models: print and digital) to support the teaching of writing among genres, focusing on appropriate language, use of conventions, and tone for | <p>14 (6 - 8) Teach students to navigate among various rhetorical contexts. Students need support in order to discuss, understand, and practice flexibilities necessary for using language/s in understanding and creating texts (Dawson, 2013; Graham & Harris, 2013).</p> <ul style="list-style-type: none"> • (6 - 8, 14A) Explicitly teach interplay of writer, audience, purpose, and mode. • (6 - 8, 14B) Use mentor texts* (texts as models: print and digital) to support the teaching of writing among genres, focusing on appropriate language, use of conventions, and tone for different writing | <p>15 (9 - 12) Teach students to navigate among various rhetorical contexts. Students need support in order to discuss, understand, and practice flexibilities necessary for using language/s in understanding and creating texts (Dawson, 2013; Graham & Harris, 2013).</p> <ul style="list-style-type: none"> • (9 - 12, 15A) Explicitly teach interplay of writer, audience, purpose, and mode. • (9 - 12, 15B) Use mentor texts* (texts as models: print and digital) to support the teaching of writing among genres, focusing on appropriate language, use of conventions, and tone for |

| | | | |
|--|---|--|---|
| <p>different writing contexts (Glover, 2009; Ray, 2006).</p> <ul style="list-style-type: none"> • (K - 2, 15C) Explicitly teach strategies for generating ideas, drafting, revising, and editing, among different formats and genres (Risko & Walker-Dalhouse, 2007), and explicitly teach appropriate strategies for reading within different formats and genres (e.g., novels, short stories, plays, poetry, blogs, articles, advertisements, infographics, photos), to prepare students to maneuver among various tasks, audiences, and purposes. • (K - 2, 15D) Introduce basic grammar and sentence structure, both orally and in writing. Discuss how grammar, usage, and style differ based on the intended purpose and audience. | <p>different writing contexts (Ray, 2006).</p> <ul style="list-style-type: none"> • (3 - 5, 15C) Explicitly teach strategies for generating ideas, drafting, revising, and editing, among different formats and genres (Risko & Walker-Dalhouse, 2007), and explicitly teach appropriate strategies for reading within different formats and genres (e.g., novels, short stories, plays, poetry, blogs, articles, advertisements, infographics, photos), to prepare students to maneuver among various tasks, audiences, and purposes. • (3 - 5, 15D) Examine grammar, usage, style, and form focusing on how they differ based on intended purpose and audience. | <p>contexts (Gallagher, 2011; Ray, 2006).</p> <ul style="list-style-type: none"> • (6 - 8, 14C) Explicitly teach strategies for generating ideas, drafting, revising, and editing, among different formats and genres (Risko & Walker-Dalhouse, 2007), and explicitly teach appropriate strategies for reading within different formats and genres (e.g., novels, short stories, plays, poetry, blogs, articles, advertisements, infographics, photos), to prepare students to maneuver among various tasks, audiences, and purposes. • (6 - 8, 14D) Examine grammar, usage, style, and form focusing on how they differ based on intended purpose and audience. | <p>different writing contexts (Gallagher, 2011).</p> <ul style="list-style-type: none"> • (9 - 12, 15C) Explicitly teach strategies for generating ideas, drafting, revising, and editing, among different formats and genres (Risko & Walker-Dalhouse, 2007), and explicitly teach appropriate strategies for reading within different formats and genres (e.g., novels, short stories, plays, poetry, blogs, articles, advertisements, infographics, photos), to prepare students to maneuver among various tasks, audiences, and purposes. • (9 - 12, 15D) Examine grammar, usage, style, and form focusing on how they differ based on intended purpose and audience. |
|--|---|--|---|

| | | | |
|---|--|--|--|
| <p>16 (K - 2) Educators use a variety of meaningful texts and contexts to engage students in explicit instruction focused on thinking critically while reading/ talking about authentic text. Explicit instruction in reading moves beyond literal comprehension by emphasizing strategies for inferential comprehension, literary elements, and craft and structure. This instruction apprentices students to the complex and multi-layered thinking in which readers engage (rather than isolated instruction in single strategies). <i>In addition, educators use a variety of texts and contexts (at times including decodable text) for instruction and practice in phonological awareness, phonics, fluency, and accuracy.</i></p> <ul style="list-style-type: none"> ● (K - 2, 16A) Instruction is intentionally planned to emphasize specific aspects of comprehension or craft and structure while leaving room for students' curiosities. | <p>16 (3 - 5) Educators use a variety of meaningful texts and contexts to engage students in explicit instruction focused on thinking critically while reading/talking about authentic text. Explicit instruction in reading moves beyond literal comprehension by emphasizing strategies for inferential comprehension, literary elements, and craft and structure. This instruction apprentices students to the complex and multi-layered thinking in which readers engage (rather than isolated instruction in single strategies). <i>In addition, educators use a variety of texts and contexts (at times including decodable text) for instruction and practice in phonics (as needed), fluency, and accuracy.</i></p> <ul style="list-style-type: none"> ● (3 - 5, 16A) Instruction is intentionally planned to emphasize specific aspects of comprehension or craft and structure while leaving room for students' curiosities. | <p>15 (6 - 8) Educators use a variety of meaningful texts and contexts to engage students in explicit instruction focused on thinking critically while reading/talking about authentic text. Explicit instruction in reading moves beyond literal comprehension by emphasizing strategies for inferential comprehension, literary elements, and craft and structure. This instruction apprentices students to the complex and multi-layered thinking in which readers engage (rather than isolated instruction in single strategies).</p> <ul style="list-style-type: none"> ● (6 - 8, 15A) Instruction is intentionally planned to emphasize specific aspects of comprehension or craft and structure while leaving room for students' curiosities. | <p>16 (9 - 12) Educators use a variety of meaningful texts and contexts to engage students in explicit instruction focused on thinking critically while reading/talking about authentic text. Explicit instruction in reading moves beyond literal comprehension by emphasizing strategies for inferential comprehension, literary elements, and craft and structure. This instruction apprentices students to the complex and multi-layered thinking in which readers engage (rather than isolated instruction in single strategies).</p> <ul style="list-style-type: none"> ● (9 - 12, 16A) Instruction is intentionally planned to emphasize specific aspects of comprehension or craft and structure while leaving room for students' curiosities. |
|---|--|--|--|

| | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • (K - 2, 16B) Texts are intentionally selected to encourage deep thinking. • (K - 2, 16C) Vary delivery methods for comprehension instruction using large group instruction for techniques that all students need and small groups for techniques some students need. • (K - 2, 16D) Create authentic discourse communities where students build on ideas of others and provide evidence to support thoughts (refer to Speaking and Listening Standard 1 in Wisconsin’s Standards for English Language Arts [DPI, 2011]). • (K - 2, 16E) Consider a student’s developmental strengths and needs as a learner. Use intentional prompts, cues, questions, and wait time to support thinking and provide students with feedback on their thinking. | <ul style="list-style-type: none"> • (3 - 5, 16B) Texts are intentionally selected to encourage deep thinking. • (3 - 5, 16C) Vary delivery methods for comprehension instruction using large group instruction for techniques that all students need and small groups for techniques some students need. • (3 - 5, 16D) Create authentic discourse communities where students build on ideas of others and provide evidence to support thoughts (refer to Speaking and Listening Standard 1 in Wisconsin’s Standards for English Language Arts [DPI, 2011]). • (3 - 5, 16E) Consider a student’s developmental strengths and needs as a learner. Use intentional prompts, cues, questions, and wait time to support thinking and provide students with feedback on their thinking. | <ul style="list-style-type: none"> • (6 - 8, 15B) Texts are intentionally selected to encourage deep thinking. • (6 - 8, 15C) Vary delivery methods for comprehension instruction using large group instruction for techniques that all students need and small groups for techniques some students need. • (6 - 8, 15D) Create authentic discourse communities where students build on ideas of others and provide evidence to support thoughts (refer to Speaking and Listening Standard 1 in Wisconsin’s Standards for English Language Arts [DPI, 2011]). | <ul style="list-style-type: none"> • (9 - 12, 16B) Texts are intentionally selected to encourage deep thinking. • (9 - 12, 16C) Vary delivery methods for comprehension instruction using large group instruction for techniques that all students need and small groups for techniques some students need. • (9 - 12, 16D) Create authentic discourse communities where students build on ideas of others and provide evidence to support thoughts (refer to Speaking and Listening Standard 1 in Wisconsin’s Standards for English Language Arts [DPI, 2011]). |
|---|---|--|---|

Social construction: Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives*.

A rich diversity of texts, language uses, viewpoints, and critical discussions are important for building knowledge in Wisconsin English language arts classrooms. Exposure to different genres and text types, and access to multiple and global perspectives provide a venue to explore and analyze the world.

| K - 2 | 3 - 5 | 6 - 8 | 9 - 12 |
|---|--|---|---|
| <p>17 (K - 2) The languages, knowledge, and experiences of all students serve as a foundation from which every student builds understanding. All students deserve to have a culturally inclusive curriculum that positions students' lived realities as assets. English language arts practices capitalize on these realities as a way of building all students' repertoires of practice (Bomer, 2017), expanding everyone's social and linguistic resources (Paris, 2012).</p> <ul style="list-style-type: none"> (K - 2, 17A) Provide opportunities for every student to be seen by peers as knowledgeable experts (e.g., giving students opportunities to share their background knowledge on a relevant topic). | <p>17(3 - 5) The languages, knowledge, and experiences of all students serve as a foundation from which every student builds understanding. All students deserve to have a culturally inclusive curriculum that positions students' lived realities as assets. English language arts practices capitalize on these realities as a way of building all students' repertoires of practice (Bomer, 2017), expanding everyone's social and linguistic resources (Paris, 2012).</p> <ul style="list-style-type: none"> (3 - 5, 17A) Provide opportunities for every student to be seen by peers as knowledgeable experts (e.g., giving students opportunities to share their background knowledge on a relevant topic). | <p>16 (6 - 8) The languages, knowledge, and experiences of all students serve as a foundation from which every student builds understanding. All students deserve to have a culturally inclusive curriculum that positions students' lived realities as assets. English language arts practices capitalize on these realities as a way of building of buildings' repertoires of practice (Bomer, 2017), expanding everyone's social and linguistic resources (Paris, 2012).</p> <ul style="list-style-type: none"> (6 - 8, 16A) Provide opportunities for every student to be seen by peers as knowledgeable experts (e.g., giving students opportunities to share their background knowledge on a relevant topic). | <p>17 (9 - 12) The languages, knowledge, and experiences of all students serve as a foundation from which every student builds understanding. All students deserve to have a culturally inclusive curriculum that positions students' lived realities as assets. English language arts practices capitalize on these realities as a way of building all students' repertoires of practice (Bomer, 2017), expanding everyone's social and linguistic resources (Paris, 2012).</p> <ul style="list-style-type: none"> (9 - 12, 17A) Provide opportunities for every student to be seen by peers as knowledgeable experts (e.g., giving students opportunities to share their background knowledge on a relevant topic). |

| | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> • (K - 2, 17B) Use instructional materials that include a broad definition of text, with text as any communication - spoken, written, or visual - involving language. • (K - 2, 17C) Expect students to share their thinking and reasoning for all students to see how others make sense of the world. | <ul style="list-style-type: none"> • (3 - 5, 17B) Use instructional materials that include a broad definition of text, with text as any communication - spoken, written, or visual - involving language. • (3 - 5, 17C) Expect students to share their thinking and reasoning for all students to see how others make sense of the world. | <ul style="list-style-type: none"> • (6 - 8, 16B) Use instructional materials that include a broad definition of text, with text as any communication - spoken, written, or visual - involving language. • (6 - 8, 16C) Expect students to share their thinking and reasoning for all students to see how others make sense of the world. | <ul style="list-style-type: none"> • (9 - 12, 17B) Use instructional materials that include a broad definition of text, with text as any communication - spoken, written, or visual - involving language. • (9 - 12, 17C) Expect students to share their thinking and reasoning for all students to see how others make sense of the world. |
|---|---|---|---|

| | | | |
|--|--|---|--|
| <p>18 (K - 2) Educators provide intentional opportunities for collaborative and text-based conversation in varied groupings. Collaborative, text-based conversations can be used to construct knowledge, seek perspective, and develop deep understanding in face-to-face or virtual contexts. Such conversations can build background knowledge before reading, deepen comprehension, or inform writing.</p> <ul style="list-style-type: none"> ● (K - 2, 18A) Provide opportunities for students to use and share in a language they are most comfortable. ● (K - 2, 18B) Emphasize authentic discussion and writing tasks based in inquiry. ● (K - 2, 18C) Explicitly teach and model behaviors expected for productive, collaborative conversation (including both listening | <p>18 (3 - 5) Educators provide intentional opportunities for collaborative and text-based conversation in varied groupings. Collaborative, text-based conversations can be used to construct knowledge, seek perspective, and develop deep understanding in face-to-face or virtual contexts. Such conversations can build background knowledge before reading, deepen comprehension, or inform writing.</p> <ul style="list-style-type: none"> ● (3 - 5, 18A) Provide opportunities for students to use and share in a language they are most comfortable. ● (3 - 5, 18B) Emphasize authentic discussion and writing tasks based in inquiry. ● (3 - 5, 18C) Explicitly teach and model behaviors expected for productive, collaborative conversation (including both listening and | <p>17 (6 - 8) Educators provide intentional opportunities for collaborative and text-based conversation in varied groupings. Collaborative, text-based conversations can be used to construct knowledge, seek perspective, and develop deep understanding in face-to-face or virtual contexts. Such conversations can build background knowledge before reading, deepen comprehension, or inform writing.</p> <ul style="list-style-type: none"> ● (6 - 8, 17A) Provide opportunities for students to use and share in a language they are most comfortable. ● (6 - 8, 17B) Emphasize authentic discussion and writing tasks based in inquiry. ● (6 - 8, 17C) Explicitly teach and model behaviors expected for productive, collaborative conversation (including both listening and speaking). | <p>18 (9 - 12) Educators provide intentional opportunities for collaborative and text-based conversation in varied groupings. Collaborative, text-based conversations can be used to construct knowledge, seek perspective, and develop deep understanding in face-to-face or virtual contexts. Such conversations can build background knowledge before reading, deepen comprehension, or inform writing.</p> <ul style="list-style-type: none"> ● (9 - 12, 18A) Provide opportunities for students to use and share in a language they are most comfortable. ● (9 - 12, 18B) Emphasize authentic discussion and writing tasks based in inquiry. ● (9 - 12, 18C) Explicitly teach and model behaviors expected for productive, collaborative conversation (including both listening and |
|--|--|---|--|

| | | | |
|--|--|--|---|
| <p>and speaking).</p> <ul style="list-style-type: none"> • (K - 2, 18D) Provide appropriate scaffolds for productive collaborative conversation and/or work (such as sentence starters, discussion stems, or pre-teaching of vocabulary). | <p>speaking).</p> <ul style="list-style-type: none"> • (3 - 5, 18D) Provide appropriate scaffolds for productive collaborative conversation and/or work (such as sentence starters, discussion stems, or pre-teaching of vocabulary). | <ul style="list-style-type: none"> • (6 - 8, 17D) Provide appropriate scaffolds for productive collaborative conversation and/or work (such as sentence starters, discussion stems, or pre-teaching of vocabulary). | <p>speaking).</p> <ul style="list-style-type: none"> • (9 - 12, 18D) Provide appropriate scaffolds for productive collaborative conversation and/or work (such as sentence starters, discussion stems, or pre-teaching of vocabulary). |
|--|--|--|---|