

















## ELA Critical Areas of Focus

# Reading







	K	1	2	3	4	5
	 <p>Balancing Informational and Literary text</p> <ul style="list-style-type: none"> <li>• 50% literary</li> <li>• 50% informational</li> </ul>	 <p>Balancing informational and literary text</p> <ul style="list-style-type: none"> <li>• 50% literary</li> <li>• 50% informational</li> </ul>	 <p>Balancing informational and literary text</p> <ul style="list-style-type: none"> <li>• 50% literary</li> <li>• 50% informational</li> </ul>	 <p>Balancing informational and literary text</p> <ul style="list-style-type: none"> <li>• 50% literary</li> <li>• 50% informational</li> </ul>	 <p>Balancing informational and literary text</p> <ul style="list-style-type: none"> <li>• 50% literary</li> <li>• 50% informational</li> </ul>	 <p>Balancing informational and literary text</p> <ul style="list-style-type: none"> <li>• 45% literary text</li> <li>• 55% informational text*</li> </ul>
	 <p>Building knowledge systematically around topics or themes</p>	 <p>Building knowledge systematically around topics or themes</p>	 <p>Building knowledge systematically around topics or themes</p>	 <p>Building knowledge systematically around topics or themes</p>	 <p>Building knowledge systematically around topics or themes</p>	 <p>Building knowledge systematically around topics or themes</p>
	 <p>Use of multiple texts</p>	 <p>Use of multiple texts</p>	 <p>Use of multiple texts</p>	 <p>Use of multiple texts</p>	 <p>Use of multiple texts</p>	 <p>Comparing and integrating multiple texts</p>
<p>80-90% of the CCSS reading standards require text-dependent analysis. Therefore, building knowledge from multiple sources and making connections between texts are both critical.</p>						
	 <p>Asking text-based questions to focus rigorous conversations and writing assignments dependency on comprehension of text</p>	 <p>Asking text-based questions to focus rigorous conversations and writing assignments dependency on comprehension of text</p>	 <p>Asking text-based questions to focus rigorous conversations and writing assignments dependency on comprehension of text</p>	 <p>Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions</p>	 <p>Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions</p>	 <p>Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions</p>
	 <p>Increasing Text Complexity</p>	 <p>Increasing Text Complexity</p>	 <p>Increasing Text Complexity</p>	 <p>Increasing Text Complexity</p>	 <p>Increasing Text Complexity</p>	 <p>Increasing Text Complexity</p>

## ELA Critical Areas of Focus












# Writing

K	1	2	3	4	5
				Writing to/from sources	Writing to/from sources
 Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>	 Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>	 Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>	 Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>	 Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>	 Increase focus on argument (opinion) and informative writing <ul style="list-style-type: none"> <li>• 30 % opinion</li> <li>• 35% explain/inform</li> <li>• 35% narrative</li> </ul>
			 Multiple short research projects	 Multiple short research projects	 Multiple short research projects

# Language

K	1	2	3	4	5
 Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	 Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	 Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	 Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	 Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	 Address the vocabulary gap by <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>

# ELA Critical Areas of Focus

6	7	8	9-10	11-12	6-12
<b>English Languages Arts Classrooms</b>					<b>Other Content Areas</b>
 Emphasizing informational text (literary nonfiction) <ul style="list-style-type: none"> <li>• 45% literary text</li> <li>• 55% informational text*</li> </ul>	 Emphasizing informational text (literary nonfiction) <ul style="list-style-type: none"> <li>• 45% literary text</li> <li>• 55% informational text*</li> </ul>	 Emphasizing informational text (literary nonfiction) <ul style="list-style-type: none"> <li>• 45% literary text</li> <li>• 55% informational text*</li> </ul>	 Emphasizing informational text (literary nonfiction) <ul style="list-style-type: none"> <li>• 30% literary text</li> <li>• 70% informational text*</li> </ul>	 Emphasizing informational text (literary nonfiction) <ul style="list-style-type: none"> <li>• 30% literary text</li> <li>• 70% informational text*</li> </ul>	Increase informational reading so that by grade 9 70% of a student's overall reading (across a day/week/etc.) focuses on informational text
<i>* this percentage includes the majority of informational reading taking place in other content areas</i>					
					 Knowledge in the disciplines
 Comparing and integrating multiple texts	 Comparing and integrating multiple texts	 Comparing and integrating multiple texts	 Comparing and integrating multiple texts	 Comparing and integrating multiple texts	 Comparing and integrating multiple texts
80-90% of the CCSS reading standards require text-dependent analysis. Therefore, building knowledge from multiple sources and making connections between texts are both critical.					
 Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions	 Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions	 Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions	 Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions	 Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions	 Sophisticated teacher questioning which requires close analysis of (short) texts with evidence to back up claims and conclusions
 Increasing Text Complexity	 Increasing Text Complexity	 Increasing Text Complexity	 Increasing Text Complexity	 Increasing Text Complexity	 Increasing Text Complexity

# Readings

# ELA Critical Areas of Focus

6	7	8	9-10	11-12	6-12
English Languages Arts Classrooms					Other Content Areas
Writing to/from sources	Writing to/from sources	Writing to/from sources	Writing to/from sources	Writing to/from sources	Writing to/from sources
<p>Increase focus on argument and informative writing*</p> <ul style="list-style-type: none"> <li>• 35 % opinion</li> <li>• 35% explain/inform</li> <li>• 30% narrative</li> </ul>	<p>Increase focus on argument and informative writing*</p> <ul style="list-style-type: none"> <li>• 35 % opinion</li> <li>• 35% explain/inform</li> <li>• 30% narrative</li> </ul>	<p>Increase focus on argument and informative writing*</p> <ul style="list-style-type: none"> <li>• 35 % opinion</li> <li>• 35% explain/inform</li> <li>• 30% narrative</li> </ul>	<p>Increase focus on argument and informative writing*</p> <ul style="list-style-type: none"> <li>• 40 % opinion</li> <li>• 40% explain/inform</li> <li>• 20% narrative</li> </ul>	<p>Increase focus on argument and informative writing*</p> <ul style="list-style-type: none"> <li>• 40 % opinion</li> <li>• 40% explain/inform</li> <li>• 20% narrative</li> </ul>	<p>All writing should focus on:</p> <ul style="list-style-type: none"> <li>• argument writing</li> <li>• informative/ explanatory writing</li> </ul>
<p><i>* this percentage includes the informational writing (argument and explanatory/informative) taking place in other content areas</i></p>					
Multiple short research projects	Multiple short research projects	Multiple short research projects	Multiple short research projects	Multiple short research projects	Multiple short research projects

Writing

6	7	8	9-10	11-12	6-12
English Languages Arts Classrooms					Other Content Areas
<p>Address the vocabulary gap by</p> <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	<p>Address the vocabulary gap by</p> <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	<p>Address the vocabulary gap by</p> <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	<p>Address the vocabulary gap by</p> <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	<p>Address the vocabulary gap by</p> <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>	<p>Address the vocabulary gap by</p> <ul style="list-style-type: none"> <li>• directly instructing academic vocabulary</li> <li>• selecting texts which contains rich, complex vocabulary</li> </ul>

Language