

**Mountain Brook Schools**  
**English Language Arts Curriculum Framework**



**Mountain Brook Schools**  
**English Language Arts Curriculum Framework**

Developed Fall 2021  
Implemented 2022-2023

Mountain Brook Schools  
32 Vine Street  
Mountain Brook, AL 35213

**Mountain Brook Schools  
Board of Education**

Nicky Barnes, President  
Jeffrey Brewer, Vice President  
Brad Sklar  
Jenifer Kimbrough  
Anna Comer

Dr. Richard Barlow  
Superintendent

Dr. Missy Brooks  
Director of Instruction

# 2021 English Language Arts Curriculum Committee

## Brookwood Forest Elementary

K-Jennifer Jinnette  
K-Katie Seeger  
K-Tara Smith  
K-Perry Wright  
1-Sammy Davis  
1-Stacey Kirkpatrick  
1-Carrie Knight  
1-Brooke Rice  
1-Mary Claire Shingleton  
2-Caroline Peek  
2-Amanda Potaczek  
2-Ashley Scott  
2-Tanishia Sims  
2-Grace Songer  
3-Kristin Davis  
3-Dawn Elsberry  
3-Eleanor Walker  
3-Kristin Williams  
4-Natalie Borland  
4-Ann Scott Cohen  
4-Grace Downey  
4-Amber Howard  
4-Lane Walker  
5-Laura Frenz  
5-Kelly Stout  
6-Tracy Cole  
Reading Coach - Jennifer Mueller  
Parent-Ashley Jones  
AP-Ashley Crossno

## Cherokee Bend Elementary

K-Caroline Cordaro  
K-Lyndsi Kirk  
K-Leah Saab  
K-Rachael Fitzpatrick  
K-Rachel Sparks  
1-Jennifer Friday  
1-Kelly Anderson  
1-Meredith Lusco  
1-Robyn Gaut  
1-Trisha Humphries  
2-Christine MacPherson  
2-Cynthia Echols  
2-Jacques Feagins  
2-Kelley Finley  
2-Taylor McLean  
3-Erin Henry  
3-Kelbe Byars  
3-Kelsey Church  
3-Maggie Helms  
3-Samantha Austin  
4-Anna DeBell  
4-Beth Dean  
4-Danean Davis  
4-Sally Adams  
5-Hannah Umphrey  
6-Laurie Fuentes  
Reading Coach – Jamie Underwood  
Parent-Graham Smith  
AP-Carla Dudley

## Crestline Elementary

K-Phyllis Farrar  
K-Melanie Hennessy  
K-Emily McGuire  
K-Johnna Noles  
K-Michelle Ramsey  
K-Kristin Seitz  
1-Sarah Black  
1-Marlyss Green  
1-Debbie Holder  
1-Chrissy Mauldin  
1-Lauren Miley  
1-Chelsey Summerrow  
1-Claire Thomas  
2-Greer Black  
2-Erin Cain  
2-Allison Davis  
2-Kay Haley  
2-Christy Neely  
2-Becca Pigg  
3-Tracy Barringer  
3-Kelsey Manley  
3-Kelly Mitchell  
3-Carly Morgan  
3-Laura Rives  
3-Kate Snow  
4-Sally Baker  
4-Melissa Crawl  
4-Caroline Ferrarone  
4-Scott McMerley

# 2021 English Language Arts Curriculum Committee Continued

## **Crestline Elementary continued**

4-Bradley O'Neill  
5-Lawson Hollans  
5-Melinda Howe  
6-Ashley Erwin  
Reading Coach – Lauren Kisrer  
Parent-Georganne Perrine  
AP-Catherine Waters  
AP-Josh Watkins

## **Mountain Brook Elementary**

K-Kelsey Frey  
K-Creagh Goings  
  
K-Mitchell Nelson  
K-Gretchen Sawyer  
1-Jamie Jones  
1-Joy Palmer  
1-Julie Cox  
1-Katie Potts  
1-Tasha Turner  
2-Katherine Brown  
2-Katherine Beidleman  
2-Hannah Garrett  
2-Rebecca Strickland  
3- Cindy Peavy  
3-Katherine Campbell  
3-Kim Hall  
3-Paulina Haskins  
4-Meredith Collins  
4-Sarah Faulkner  
4-Kasey Hinely

## **Mountain Brook Elementary con't**

5-Bill Andrews  
5-Jenna Rogers  
6-Melissa Wright  
Reading Coach – Cynthia Hicks  
Parent-Shannon Crull  
Ap-Brannon Aaron

## **Mountain Brook Junior High**

Andrew Cotten  
Anne Carter Finch  
Julie Garrett  
Anna Beth Goodson  
  
Trip Hubbard  
Sara Martin  
Anna McCain  
Kristin Musso  
Cara Speegle  
Parent-Debra Parant  
AP-Brook Gibbons  
AP-Derek Kennedy

## **Mountain Brook High School**

Kyle Cannon  
Nichole Conrad  
Mattie Gardner  
Jess Heine  
Julie Kash  
Catherine Lowe  
Shannon Marks  
Christina McGovern

## **Mountain Brook High School con't**

Lucy Mosley  
Jeff Roberts  
Brandy Shotts  
Anna Chandler Shuleva  
Greg Wald  
Parent-Collins Clegg  
AP-Carrie Busby  
AP-Jeremy Crigger

## **Central Office**

Dr. Missy Brooks  
Lanie Kent  
Holly Martin

# GENERAL INTRODUCTION

The *Mountain Brook English Language Arts Curriculum Framework* defines what modern learners should know and be able to accomplish after each grade level or course and upon graduation from high school so that they become literate citizens who can enjoy the benefits and meet the responsibilities of citizenship.

Mastering the content embodied in the *Mountain Brook English Language Arts Curriculum Framework* standards empowers students to understand and influence the world around them and prepares them to leverage professional opportunities. The standards guide learners to communicate effectively, develop appreciation for literature, understand variety in literature and society, and utilize digital resources to function productively in an ever-evolving global community. The standards specify the skills and understandings needed for postsecondary and workforce applications in multiple disciplines.

Standards in the 2021 *Mountain Brook English Language Arts Curriculum Framework* are categorized into Literacy Foundations, Expression, and Reception, which are adapted from the *Reading Framework for the 2019 National Assessment of Educational Progress (NAEP)* and the essential learning established in the Alabama Literacy Act. The Alabama Literacy Act outlines “steps to improve the reading proficiency of public-school kindergarten to third grade students and ensures that those students are able to read at or above grade level by the end of the third grade” (Alabama Literacy Act, #2019-523). The act provides the means for learners to develop a strong foundation in literacy and be fully prepared for secondary, postsecondary, and workplace learning.

The standards fully support early literacy foundations by defining literacy, fostering an appreciation for literature, encompassing multiplicity of literature, incorporating digital literacy, and integrating literacy into all content areas. Assessing literacy and providing professional learning for elementary educators are important supports for the implementation of standards. This intense focus on reading and writing enhances the acquisition and development of knowledge in all subject areas, thus creating well-rounded readers who are fluent with varied types and complexities of texts. The standards encourage a broad view of literacy that promotes knowledge-building across categories and subjects, making integration of content and collaboration among educators much easier to achieve.

The *Mountain Brook English Language Arts Curriculum Framework* includes a set of essential, recurring standards for each grade band, designated as Recurring Standards for English Language Arts. The Recurring Standards represent content that is so integral to English Language Arts that it is emphasized in multiple grade levels. By prescribing that this content be included in more than one grade, the Course of Study affords students an opportunity for deep, rich learning that is scaffolded to meet a variety of learning needs. Because content increases in rigor throughout the Course of Study, the recurring standards change from one grade band to the next, reflecting the increasing scope and complexity of the scaffolded content.

# Mountain Brook Schools

## English Language Arts Curriculum Framework

### CONCEPTUAL FRAMEWORK



# Mountain Brook Schools English Language Arts

## CONCEPTUAL FRAMEWORK

The conceptual framework graphic on the previous page illustrates the goal of the 2021 *Mountain Brook English Language Arts Curriculum Framework*, which is to ensure that all students achieve English language literacy. The three concentric circles depict the numerous literacies required of today's high school graduates. These circles highlight both the components and the foundations of literacy. The dark red Literacy Foundations band around the center indicates the importance of strong foundations needed for all areas of literacy. Literacy Foundations in this Course of Study (Oral Language, Concepts of Print, Phonological Awareness/Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Writing) are closely aligned with current research on the science of reading. The yellow and orange semi-circles represent the two major components of literacy needed for effective communication -- reception (the process of receiving information) and expression (the process of producing information).

The outer circle breaks down these major categories to depict the methods of receiving and producing information -- listening, reading, speaking, and writing, the four basic components of communication and the facets of English Language Arts listed in the Code of Alabama. Communication is at the heart of literacy; the reception and expression of thoughts and concepts, coupled with their integral mental and physical processes, enable the formation and exchange of ideas. All students, regardless of their abilities, can participate in this exchange.

Reading and listening, shown in the graphic in shades of blue, are paired with reception. Reading incorporates literacy foundations and skills for interpreting and analyzing written materials. Listening is not merely hearing others share ideas; it involves the active listening and responding which are necessary for collaboration and comprehension in various academic and non-academic contexts.

Writing and speaking, in shades of green, are aligned with expression. Writing begins at a foundational level, with the mechanical skills of letter formation and handwriting, and includes skills necessary to spell (encode) words, and then evolves into composing texts in multiple genres and formats, conducting research, and documenting sources. Speaking includes the verbal and non-verbal communication of information and ideas to a variety of audiences in different situations for many different purposes.

The center portion of the graphic represents the heart of the mission of the 2021 *Mountain Brook English Language Arts Curriculum Framework*. The images of the books and tablet convey the idea that English language literacy is achieved through multiple media. The mortarboard on the map represents the goal of English language literacy for all Alabama graduates.

The skills and knowledge represented in the conceptual framework of the *Mountain Brook English Language Arts Curriculum Framework* will prepare students to function as highly skilled communicators, critical thinkers, and effective problem-solvers. They will be able to meet the academic demands of elementary, middle, and high school and be prepared for further study and the workplace.



# **SYNOPSIS OF LAWS, REGULATIONS, AND RESOLUTIONS RELATING TO ENGLISH LANGUAGE ARTS**

## **Program Foundation**

The *Alabama Course of Study: English Language Arts* provides the legal foundation for the minimum content of a locally adopted English Language Arts curriculum, as specified in the Code of Alabama, § 16-6B-2(f), **Core curriculum.**

Using the Course of Study, school superintendents direct the selection, development, and implementation of curriculum for schools in their systems. Local boards of education approve this curriculum and make it available to each teacher and interested citizen. The state textbook adoption process for English Language Arts will begin after the Alabama State Board of Education adopts the 2021 *Alabama Course of Study: English Language Arts*. Upon completion of the state textbook adoption process, local school districts have the opportunity to select resources to support instruction based on this course of study and the curriculum mandated by local boards.

## **Program Implementation**

English Language Arts instruction is required in all grades, Kindergarten through Grade 12. A minimum of four credits in English Language Arts is required for high school graduation.

## **Legal Foundations**

### **Dyslexia**

#### **ADMINISTRATIVE CODE SUPP. (NO. 98-4)**

This is a measure to ensure that Alabama's students with dyslexia are provided with early identification and dyslexia-specific intervention through general education in Alabama schools as part of the Problem Solving Team process. The code ensures that Alabama is equipped to appropriately serve students with dyslexia. Amendment to Alabama Admin Code Regulation 290-3-1-.20 (Problem Solving Teams).

## **English Learners (ELs)**

In Alabama an English Learner (EL) is an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States, or whose native language is a language other than English;  
(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and  
(II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or  
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
  - (i) the ability to meet the challenging state academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

Students whose first language is not English, designated as English Learners (ELs), are expected to “meet the (same) challenging State academic standards expected of all students” [ESEA section 1113(C)(i)(II)(cc)]. According to the U.S. Department of Education and the U.S. Department of Justice (2015), “EL students are entitled to appropriate language assistance services to become proficient in English.” Each EL student is therefore entitled to instructional supports, scaffolds, and services that support him or her to meet grade-level standards and to participate meaningfully in the English Language Arts classroom while they acquire English.

## **Lexi’s Law Act #2016-352**

Lexi’s Law requires cursive handwriting to be taught by the end of third grade in all state schools. Lexi’s Law prescribes a standardized method for teaching cursive handwriting and provides classroom instruction plans outlining when and how cursive handwriting is to be taught.

## **The Alabama Literacy Act #2019-523**

The Alabama Legislature passed the Alabama Literacy Act [HB388], which became a law on June 10, 2019. This legislation, based on the best current research, provides comprehensive information and guidance for educators and requires concentrated, systematic efforts to improve the reading skills of all public school students so that every student is reading at or above grade-level by the end of Grade 3. The Alabama Literacy Act outlines steps to improve the reading proficiency of each student in Kindergarten through Grade 3

and ties the student's progression from one grade to the next, in part, to his/her proficiency in reading. The legislation defines specific foundational skills to be taught and mastered in Alabama public schools.

### **Problem Solving Teams (PST).**

By August 15, 2011, all public schools in Alabama were required to implement the PST model.

(a) Definitions. (1.) Problem Solving Teams (PST) is a model to guide general education intervention services for all students who have academic and/or behavioral difficulties. The PST is central to the school's successful implementation of the Response to Instruction (RtI) framework. (2.) Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

(b) Decisions regarding the number of PSTs needed by a school should be determined at the school level; however, a minimum of one PST per school is required to review data-based documentation regarding students' progress regularly, advise teachers on specific interventions matched to student needs, and communicate with parents regarding interventions being provided.

(c) The Problem Solving Teams will analyze the screening and progress-monitoring data to assist teachers in planning and implementing appropriate instruction and evidence-based interventions for all students with academic and/or behavioral difficulties, including those students who exhibit the characteristics of dyslexia.

(d) The documentation requirements for a referral to special education are found in the Alabama Administrative Code, Chapter 290-8-9.01(2) and (4) (Child Identification) and Chapter 290-8-9.03(10)(b)1, (10)(c)2.(ii), (10)(d)2.(I)(II)(ii) and (10)(d)4.

# POSITION STATEMENTS

The 2021 Mountain Brook English Language Arts Curriculum Framework defines the minimum content in terms of what students should know or be able to do at the end of each course or grade. For these standards to be met, educators at district and school levels must engage with the standards and apply them to their own situations.

## Defining Literacy

Literacy encompasses the ability to identify, understand, interpret, create, communicate, and process information using printed and written materials in various contexts. The English Language Arts Course of Study approaches literacy in the context of two major categories: reception and expression.

Reception refers to the ability to understand both spoken and written words through listening and reading. Reading instruction includes all components needed for students to read fluently and comprehend readily. In order to comprehend what they read and hear, students must master skills in the following foundational areas: phonological awareness, phonemic awareness, phonics, fluency, vocabulary, oral language, and comprehension.

Expression, the production of language either in spoken or written form, is accomplished through speaking and writing. Proficiency in expression includes both the use of correctly crafted sentences and the effective, expressive communication of ideas. To communicate successfully through written expression, students must master skills in the following foundational areas: phonological awareness, phonemic awareness, phonics, handwriting, encoding (spelling), and correct sentence formulation/organization, including punctuation, while also continuing to develop oral language, vocabulary, and topic knowledge.

Digital literacy instruction teaches students to locate and use information responsibly to become better readers, writers, and thinkers. As students master the English Language Arts standards, they should also learn to conduct research using technology to access a variety of resources.

## **Appreciation of Literature**

While creating fluent, accurate readers is vital, engendering a love for reading and an appreciation of literature is also an important goal. In Kindergarten through Grade 3, substantial amounts of classroom reading instruction should be devoted to teaching students to read. Explicit instruction in phonological awareness, phonics, comprehension, etc. in the primary grades will provide the foundation for strong literacy skills. When students are capable of reading the words, teachers can begin to focus on comprehension strategies such as summarizing, predicting, questioning, identifying main ideas, making inferences, identifying the author's purpose, and distinguishing fact from opinion. Direct instruction in evidence-based reading strategies does not distract from reading enjoyment; rather, it increases the pleasure that may be gained from reading literature.

Students who are able to decode words and comprehend what they read should be encouraged to experience a variety of authentic texts and to select some of their own reading materials. In addition, opportunities should be provided for sufficient quantity and quality of reading to bring students into regular contact with new words, sentence structures, and paragraph and story structures, which will expand their reading abilities. To help students cultivate their love for reading and an appreciation of literature, teachers should allow readers to select some materials of particular interest to them. Such opportunities will build reading fluency and comprehension. Of course, self-selected reading materials are not intended to replace the challenging materials assigned for direct instruction.

## **Variety of Literacy**

English Language Arts instruction must include learning experiences which encompass critical, research, language, vocabulary, and digital literacies for reception and expression. ELA instruction must include different types of texts in digital and print formats and promote the variety needed for a complete reading and writing experience. Therefore, texts that are representative of varied perspectives, backgrounds, and cultural influences should be available and used in the classroom.

Additionally, the formats of texts should represent all modern communication avenues and tools, which may vary greatly from traditional ways of communicating. Today's student needs to be ready to function in a world of constantly evolving pathways for communication. To enable students to increase their ability to understand, evaluate, and foster a global society, English Language Arts teachers should use technology in support of learning and digital information in tandem with instruction to shape a learning experience.

# Digital Literacy

Students of the digital age need to develop comprehensive skills to communicate effectively using digital technologies. Digital literacy can be defined as the ability to locate, understand, use, and compose information on different media platforms using various elements (images, sound, movement, words) shared through digital technologies. Digital literacy is not limited to the ability to use a computer or some other digital device; rather, it means students become critical utilizers of technology tools and modes of digital communication to reach audiences for the purpose and message of their own communication.

Instruction in English Language Arts should aim to support the standards in the Alabama Course of Study: Digital Literacy and Computer Science. It should produce digitally literate citizens who are equipped to read and critique digital texts, find credible digital sources for their research, analyze and evaluate digital and multimedia texts, and compose and create texts in various formats, using all modes of communication. Digitally literate students will be prepared to join the workforce, with the knowledge, skills, and flexibility to perform daily, job-related tasks using a variety of current and emerging technologies while encountering exploration and enjoyment in the digital world.

## Literacy Integration in All Content Areas

Reading in content areas is to acquire information in order to build conceptual knowledge, formulate and test hypotheses, explain how a solution was derived, and understand contexts and perspectives. As students explore texts in various subjects, they refine their skills in reading, writing, listening, and speaking.

Integrating academic literacy instruction into content area instruction increases the likelihood that students will make inferences, identify main ideas, learn vocabulary, link ideas across texts, and construct meaning from content-area texts. This is especially important as they build knowledge of the world around them. Teachers should provide time for reading aloud, facilitating discussions, and building students' background knowledge and vocabulary across all genres and content areas.

## **Assessment of Literacy**

Assessment is an ongoing process of identifying students' strengths and weaknesses in order to design instruction to meet their individual needs. Teachers should use both formative and summative assessments in the English Language Arts classroom. Formative assessment is the evaluation of learning through ongoing observation of students' notes, questions, participation, assignment drafts, or journal entries. Teachers use formative assessments to modify their instructional strategies to help students achieve the desired learning outcomes. Summative assessments come at the end of an instructional unit to evaluate student learning in relation to a standard or benchmark.

Whenever possible, teachers should assess student learning using authentic or performance-based activities that actively engage students. These authentic, performance-based assessments should be included in every facet of a language arts curriculum. Assessment of group work should focus on skills which are vital to real-world and workplace tasks such as problem-solving, interpersonal skills, and communicating through digital technologies.

## **Differentiated Literacy Instruction**

Providing differentiated instruction for all students is essential to their academic growth. Alabama's populations of English Learners, students in need of intensive intervention, and students with exceptional learning needs continue to increase. Teachers will implement effective practices to meet the varied needs of students in all of these groups.

In order to differentiate instruction appropriately, teachers must assess students using formative, summative, formal, and informal assessments, including benchmark and diagnostic assessments when appropriate. The data collected for each student will drive the design of classroom instruction, including identification of various areas where students require additional instruction.

### **Students with Exceptional Learning Needs**

Students who receive special education services will benefit greatly from differentiated instruction in English Language Arts because foundational reading, fluency, and comprehension are essential for academic growth across all content areas. Collaboration between general education and special education teachers is essential in determining and meeting individual students' needs. Teachers of these exceptional students must work together in implementing appropriate accommodations outlined in their Individualized Education Programs to ensure that students have equitable access to literacy across all content areas. Collaboration among teachers who instruct students with special needs ensures a positive working relationship among teachers, students, and families and provides seamless content instruction designed to meet the students' unique learning needs.

## **English Learners**

In recent years, Alabama has seen a significant increase in families and children whose first language is not English. These students, designated as English Learners (ELs), are in Alabama schools simultaneously acquiring academic English and mastering content standards. Their ability to learn content will be enhanced by appropriate differentiated instruction and accommodations in the classroom.

English Learners face the double challenge of learning grade-level content in all areas while learning to speak, read, and write in English. Instructional supports and scaffolds for these students should enhance their language acquisition and reading development by promoting phonological/ phonemic awareness activities and develop their vocabularies by teaching them the structure of the English language through grammar and morphology instruction. Educators should consider factors such as age-appropriate academic development, English and home language proficiency, culture, and background knowledge when designing instruction that will develop lifelong readers, writers, and speakers of English.

English Learners bring with them many resources that enhance their education. Many English Learners have first-language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language. In addition, they may bring talents, cultural practices, and perspectives that can enrich our schools and society. Teachers must draw from this enormous reservoir of talent while providing additional time and appropriate instructional supports for students who need them.

## **Professional Literacy Teachers**

Professional educators should be lifelong learners dedicated to improving their craft for the benefit of their students. Training in literacy instruction must be at the forefront of professional learning in all grade levels. Furthermore, the Alabama Literacy Act requires that teachers in Kindergarten through Grade 3 receive training in the science of reading. Because the science of reading is integrated into the course of study, teachers must embrace professional learning to become thoroughly familiar with its terminology and principles so they can understand the intent of the standards and implement them fully.

Two vital elements of professional growth are interaction with other professionals in the local community and active participation in state and national English Language Arts organizations. In addition, teachers must also fulfill the professional responsibility of promoting proficiency in English Language Arts as a meaningful endeavor which is applicable to everyday life.



# DIRECTIONS FOR INTERPRETING CONTENT STANDARDS

The illustrations below are guides for interpreting the Grades K-12 minimum required content outlining what students should know and be able to do at the end of a grade or course. Standards are grouped by grade band: K-1, 2-3, 4-5, 6-8, and 9-12. Grades within each group share content areas and subareas, focus areas of reception and expression, and categories of reading, writing, speaking, and listening. Grades within each band will also share recurring standards. Secondary grades add literacy types: critical, research, language, vocabulary, and digital literacies.

**Recurring Standards for English Language Arts** are an important part of each grade level. For each grade band, a list of Recurring Standards for English Language Arts has been created to focus on integral content which must be taught in each grade within the band. These standards are to be embedded in daily instruction. Because content increases in rigor throughout the Course of Study, the recurring standards change from one grade band to the next, reflecting the increasing scope and complexity of the scaffolded content. The recurring standards for Grades K-3 are shown in the chart below.

## RECURRING STANDARDS FOR K-3

***Students will:***

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- R3. Expand background knowledge and build vocabulary through discussion, reading, and writing.
- R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.
- R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

## CONTENT STANDARDS FOR EACH GRADE

**Content Areas** and **Subareas** are used to group standards that are closely related. In the Grades K-1 example below, “Literacy Foundations” is the content area, and “Oral Language” is the subarea. Grades K-1 focus primarily on Literacy Foundations.

Beginning in Grade 2, standards are further grouped into **Categories** (Speaking, Writing, Listening, and Reading), the four basic components of communication. **Some content areas in Grades 2-5 will not have a standard in every category.** In such cases, the category remains blank with the row shaded to indicate that the omission was intentional.

**Focus Areas** (Expression and Reception) are indicated for standards in Grades 4-12. In Grades 6-12, standards are no longer organized under content areas. Instead, terminology intentionally shifts from content areas to types of literacy (Critical, Digital, Language, Research, and Vocabulary) to reflect the progression of complexity from elementary to secondary content. Each literacy type is followed by an explanation of its overarching concept, as shown in the Language Literacy example below. In these grades, there is a standard in every category.

**Content Standards** contain the minimum required content and define what students should know or be able to do at the conclusion of a grade or course. Some have **sub-standards**, indicated with a, b, c..., which are extensions of the content standards and are also required. When “including” appears in standards, it should be construed as “including but not limited to.” The items listed after “including” must be taught; other items not listed may also be included in instruction.

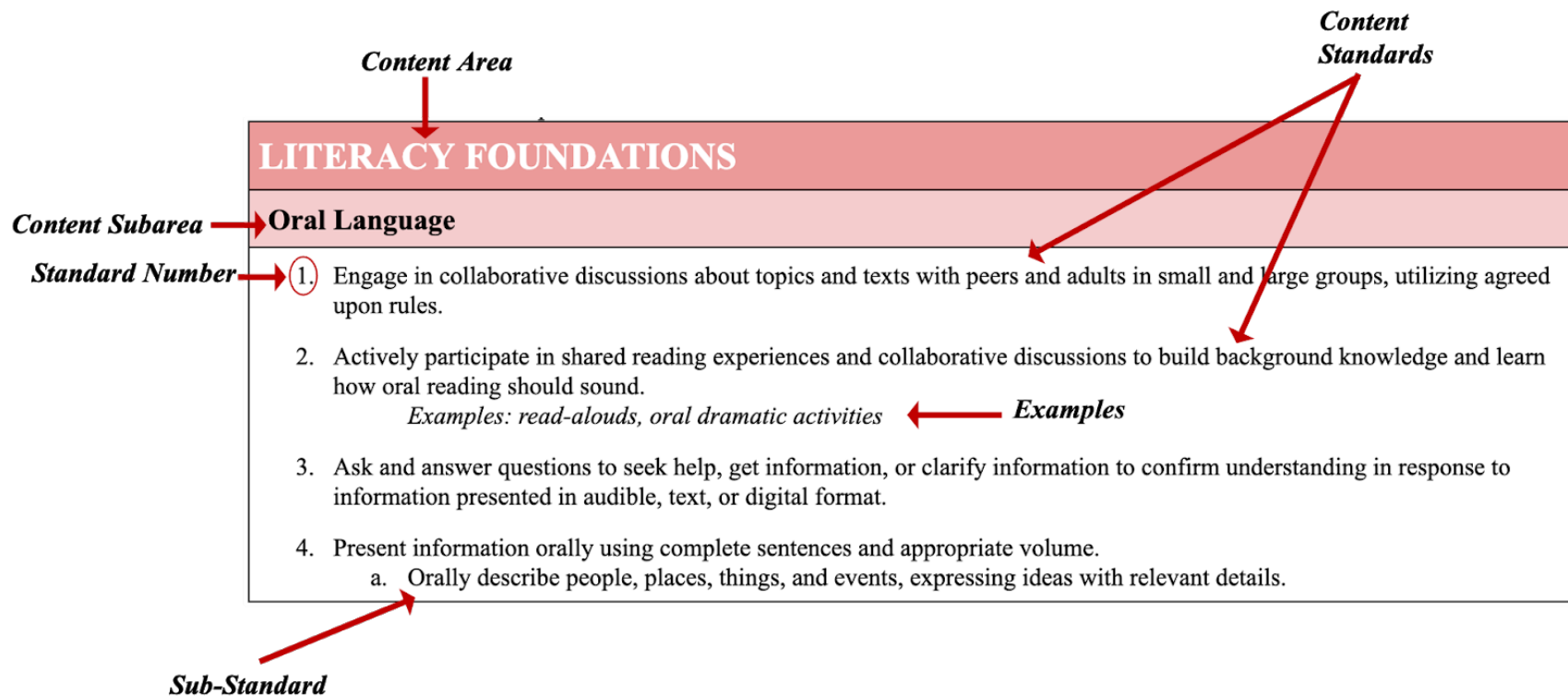
Some standards are followed by italicized **examples**, which represent options that might prove useful in instruction of the standard. Examples are not intended to be exhaustive lists, and the suggestions listed are not required to be taught. Occasionally, **notes** are included to explain the emphasis or significance of certain standards.

Local education agencies may add standards to meet local needs and incorporate local resources. Each content standard completes the stem “*Students will...*”

The course of study does not dictate curriculum, teaching methods, or sequence; the order in which standards are listed within a course or grade is not intended to convey the order for instruction. Even though one topic may be listed before another, the first topic does not have to be taught before the second. A teacher may choose to teach the second topic before the first, to teach both at the same time to highlight connection, or to select a different topic that leads to students reaching the standards for both topics. Each local education agency should create its own curriculum and pacing guide based on the course of study.

## GRADES K-1

Kindergarten and Grade 1 focus primarily on Literacy Foundations. In the chart shown, “Literacy Foundations” is the content area, and “Oral Language” is the subarea. Standards, sub-standards, and examples are also indicated.



## GRADES 2-3

Beginning in Grade 2, standards are grouped into **Categories** (Speaking, Writing, Listening, and Reading). Not every content area will have a standard in every category. In such cases, the category remains blank with the row shaded to indicate that the omission was intentional. The gray column at left is included as an indicator of the organizational structure, which becomes more intricate in Grades 4-5. The Grades 2-3 format of standards, sub-standards, and examples remains the same as the K-1 format.

<b>Content Area</b>		<b>Content Standards</b>
<b>LITERACY FOUNDATIONS</b>		
<b>Content Subarea</b> → Oral Language		
<b>Standard Number</b> →	<ol style="list-style-type: none"> <li>1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.               <ol style="list-style-type: none"> <li>a. Elaborate on responses in conversations and discussions. <i>Examples: use precise, descriptive language; build upon previously expressed ideas</i></li> </ol> </li> <li>2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.               <ol style="list-style-type: none"> <li>a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.</li> </ol> </li> <li>3. Apply oral literacy skills by participating in a variety of oral language activities. <i>Examples: plays, dramas, choral readings, oral reports</i></li> </ol>	<b>Sub-Standards</b>
	READING	
	LISTENING	
	WRITING	
	<b>Categories</b> → SPEAKING	<ol style="list-style-type: none"> <li>4. Ask and answer questions using complete sentences and grade-level vocabulary.</li> <li>5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.</li> <li>6. Use digital tools to enhance oral presentations, working collaboratively.</li> </ol>

## GRADES 4-5

**Focus Areas** (Expression and Reception) are indicated beginning in Grades 4. Other features of the standards (content area, subareas, sub-standards, and examples) remain the same. As before, categories without standards are shaded.

<b>LITERACY FOUNDATIONS</b>		
<b>Vocabulary</b>		
9. Accurately interpret general academic and domain-specific words and phrases.		
RECEPTION	READING	10. Interpret words and phrases, including figurative language, as they are used in a text. <ul style="list-style-type: none"> <li>a. Explain how specific word choices shape meaning or tone.</li> <li>b. Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms.</li> <li>c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.</li> </ul>
	LISTENING	
EXPRESSION	WRITING	11. Use commonly misused words correctly in writing. <i>Examples: accept, except; effect, affect; racket, racquet; it's, its; your, you're; our, are; quiet, quit, quite</i>
	SPEAKING	12. Consult reference materials to find the pronunciation of unknown words and phrases. <i>Examples: dictionaries, glossaries, thesauruses</i> 13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.

*Content Area*

*Content Standards*

*Content Subarea*

*Standard Number*

*Focus Areas*

*Sub-Standards*

*Categories*

*Examples*

## GRADES 6-12

In Grades 6-12, standards are no longer organized under content areas. Instead, terminology intentionally shifts from content areas to types of literacy (Critical, Digital, Language, Research, and Vocabulary) to reflect the progression of complexity from elementary to secondary content. Each literacy type is followed by an explanation of its overarching concept, as shown in the table below. These overarching concepts are the same in Grades 6-12. The format of focus areas, categories, standards, sub-standards, and examples remains the same. In these grades, there is a standard in every category.

<b>Literacy Type</b>		<b>Standard Number</b>	
<b>LANGUAGE LITERACY</b>			
<b>Concept Explanation</b>		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.	
<b>RECEPTION</b>	READING	16.	Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, or workplace documents.
	LISTENING	17.	Classify formality of language in order to comprehend, interpret, and respond appropriately.
<b>EXPRESSION</b>	WRITING	18.	Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose. <i>Examples: Analyze Mahatma Gandhi's "Quit India" speech. Analyze "The Appeal of 18 June" by Charles de Gaulle.</i>
	SPEAKING	19.	Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure. a. Exhibit stylistic consistency in writing.
		20.	Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.
<b>Focus Areas</b>		<b>Content Standards</b>	
<b>Categories</b>		<b>Sub-Standard</b>	
		<b>Examples</b>	