



EIGHT OVERARCHING ENGLISH LANGUAGE ARTS STANDARDS IN READING AND WRITING

Academic standards intend to establish objective performance criteria. They can be used as guides for developing curriculum and instruction that is appropriately engaging, challenging, and sequenced for students. Acquiring language arts knowledge and skills is a recursive learning endeavor. Students need to revisit concepts as they develop language arts acumen at increasingly higher levels of complexity.

The eight overarching standards reinforce the recursive nature of the language arts, a non-linear process that involves the continuous and thoughtful refinement of concepts and skills.

In each of the eight overarching English language arts standards, concepts and skills are expressed in terms of both reading and writing, intended to support integrated, rather than isolated, reading/writing instruction. Research supports this integrated model of English language arts, where students read to understand the meaning and composition of a text and write with readers' expectations and assumptions in mind.

The Eight English Language Arts College and Career Standards

- 1. Speaking and Listening** Students will speak and listen in a variety of situations, including but not limited to, responses to reading and writing.

Reading

Students will engage in discourse in pairs, groups, and whole class discussion to acquire, refine and share knowledge of print and non-print texts.

Writing

Students will engage in discourse and collaborate in pairs, groups, and whole class discussion to create individual and group projects and presentations.

- 2. Reading Process/Writing Process** Students will use a variety of recursive reading and writing processes

Reading

Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.

Writing

Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing.

- 3. Vocabulary** Students will use their working vocabulary to understand texts and communicate effectively.

Reading

Students will expand vocabulary through reading, word study, and class discussion.

Writing

Students will apply knowledge of vocabulary to communicate through domain-appropriate abstract and concrete words.

4. Critical Reading/Critical Writing Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, appreciate, and respond to a variety of complex fiction and nonfiction texts from a variety of historical, cultural, and global perspectives.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.

5. Language Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

6. Research Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.

7. Multimodal Literacies Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

8. Independent Reading/Independent Writing Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.