

READING

Engaging learners with grade-level text is central to Literacy Instruction

Learners regularly access at or above grade-level texts during direct instruction.

Learners closely read and interact with text around which instruction is centered.

K-12

BALANCED LITERACY INSTRUCTION

The D51 Learning Standards in English Language Arts provide a rigorous set of required proficiencies in reading, writing, speaking, listening, and language.

In balanced literacy instruction reading, speaking and writing are connected.

Learners read a variety of non-fiction or informational texts, and fiction or literary texts.

Learners acquire and use increasingly complex vocabulary.

SPEAKING & LISTENING

Learners communicate about the texts they read with peers and adults.

Learners engage in rich and rigorous conversations about texts.

Learners use evidence or examples from texts to support their opinions and/or arguments.

Learners demonstrate a command of Standard English grammar when speaking.

WRITING

Writing is crafted as the result of what learners read and discuss.

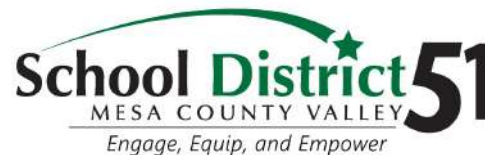
Learners respond to texts they read through writing.

Learners use evidence or examples from multiple sources to inform, explain, or make an argument.

Learners compose narratives detailing real or imagined experiences.

Learners choose topics and compose writing pieces that are appropriate to task, purpose, and audience.

Learners demonstrate a command of Standard English grammar and conventions when writing in context.



Learners develop reading foundational skills (concepts about print, phonemic awareness, phonics, and vocabulary) through embedded and explicit instruction. These foundational skills are reinforced in grades 6—12.

READING FOUNDATIONAL SKILLS