ELA Critical Areas of Focus

Reading

	K	1	2	3	4	5
	Balancing Informational and Literary text • 50% literary • 50% informational	Balancing informational and literary text • 50% literary • 50% informational	Balancing informational and literary text • 50% literary • 50% informational	Balancing informational and literary text • 50% literary • 50% informational	Balancing informational and literary text • 50% literary • 50% informational	Balancing informational and literary text • 45% literary text • 55% informational text*
	Building knowledge systematically around topics or themes	Building knowledge systematically around topics or themes	Building knowledge systematically around topics or themes	Building knowledge systematically around topics or themes	Building knowledge systematically around topics or themes	Building knowledge systematically around topics or themes
	Use of multiple texts	Use of multiple texts	Use of multiple texts	Use of multiple texts	Use of 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.					
	Asking text-based questions to focus rigorous conversations and writing assignments dependency on comprehension of text	Asking text-based questions to focus rigorous conversations and writing assignments dependency on comprehension of text	Asking text-based questions to focus rigorous conversations and writing assignments dependency on comprehension of text	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

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 • 30 % opinion • 35% explain/inform • 35% narrative	Increase focus on argument (opinion) and informative writing • 30 % opinion • 35% explain/inform • 35% narrative	Increase focus on argument (opinion) and informative writing • 30 % opinion • 35% explain/inform • 35% narrative	Increase focus on argument (opinion) and informative writing • 30 % opinion • 35% explain/inform • 35% narrative	Increase focus on argument (opinion) and informative writing • 30 % opinion • 35% explain/inform • 35% narrative	Increase focus on argument (opinion) and informative writing • 30 % opinion • 35% explain/inform • 35% narrative
				Multiple short research projects	Multiple short research projects	Multiple short research projects

Language

	K	1	2	3	4	5
	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary

ELA Critical Areas of Focus

6	7	8	9-10	11-12	6-12
English Languages Arts Classrooms					**Other Content Areas**
Emphasizing informational text (literary nonfiction) • 45% literary text • 55% informational text*	Emphasizing informational text (literary nonfiction) • 45% literary text • 55% informational text*	Emphasizing informational text (literary nonfiction) • 45% literary text • 55% informational text*	Emphasizing informational text (literary nonfiction) • 30% literary text • 70% informational text*	Emphasizing informational text (literary nonfiction) • 30% literary text • 70% informational text*	Increase informational reading so that by grade 9 70% of a student's overall reading (across a day/week/etc.) focuses on informational text
this percentage includes the majority of informational reading taking place in other content areas					
					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

Reading

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
Increase focus on argument and informative writing* • 35 % opinion • 35% explain/inform • 30% narrative	Increase focus on argument and informative writing* • 35 % opinion • 35% explain/inform • 30% narrative	Increase focus on argument and informative writing* • 35 % opinion • 35% explain/inform • 30% narrative	Increase focus on argument and informative writing* • 40 % opinion • 40% explain/inform • 20% narrative	Increase focus on argument and informative writing* • 40 % opinion • 40% explain/inform • 20% narrative	All writing should focus on: • argument writing • informative/ explanatory writing
* this percentage includes the infomational writing (argument and explanatory/informative) taking place in other content areas					
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**
Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary	Address the vocabulary gap by • directly instructing academic vocabulary • selecting texts which contains rich, complex vocabulary

Language