

SECURING THE CORE FOR ALL (ELA)

The components of a high achievement ELA program for all students	
	NOTES:
<p>I. Foundational Skills: Solidifying and strengthening foundational skills of reading, writing, speaking and listening. This will provide the platform for independent reading success for all.</p>	
<p>II. Read Aloud K-2: Systematic and frequent read alouds with rich complex text. Focus on asking text dependent questions and including repeated readings will develop strong oral and aural comprehension and insure early exposure to tasks aligned with the standards.</p>	
<p>III. Fluency: Insuring that all students are fluent. This must combine with teacher sensitivity to fluency as a possible cause of failure to meet standards at any given grade.</p>	
<p>IV. Academic Language: Insure that all students are proficient with academic language. This includes sentence structure and word choice expressed orally and in writing. This must combine with teacher sensitivity to language as a possible cause of failure to meet standards at any grade level.</p>	
<p>V. Learning From Text Independently: Building knowledge within and across grades through reading multiple texts within a topic. This means social studies and science teaching needs to hold students accountable for acquiring domain knowledge independently through text.</p>	
<p>VI. Word Study: Developing a systematic approach to K-12 word study. This raises student awareness of the power of words.</p>	
<p>VII. Volume of Student Reading: Radically increasing the volume of text students read. In order to develop a rich store of word and background knowledge, students need to read much more and be held accountable for it. Means could include: increasing reading in the content areas; independent reading program; literature study; and any other means that increase accountable student reading.</p>	
<p>VIII. Evidence Based Writing: Evidence based writing from sources must be regularly and systematically integrated across the K-12 curriculum.</p>	
<p>IX. Close Analytic Reading: Frequent teacher-led, close reading of rich complex texts must be a regular part of student experience. This means emphasizing questions that can only be determined from the text and which combine focused word study and attention to syntax with writing, listening and speaking about text in order to develop deep understanding.</p>	

Close Analytic Reading: Close analytic reading integrates and further develops nearly all that is needed to support *all* students in meeting the standards.

<p>I. Fluency: Rereading and hearing rich text read aloud develops fluency. At the same time, it brings struggling readers and EL students into the discussion on an equal footing rather than segregating them with simpler and too often lesser texts.</p>	
<p>II. Academic Language: Close attention to word choice, sentence and text structure within the context of a text’s unfolding ideas initiates students into the academic language essential to school success – vital for ensuring success of EL and struggling readers.</p>	
<p>III. Learning from Text Independently: Close reading lessons integrate support for all students. Teacher guidance is interspersed with tasks and culminating assignments done independently.</p>	
<p>IV. Word Study: Close attention to word choice provides teachers the opportunity to highlight not only the semantic but the grammatical and orthographic components essential to successful word study.</p>	
<p>V. Volume of Student Reading: Close reading itself cannot provide the volume of reading needed to acquire the lexicon of academic words and the background knowledge essential for all students to achieve academic success. What it does is change the <i>way</i> students read by providing the tools and developing the habits of mind that will allow all students to learn independently from the texts they read. This will allow all students to successfully read the quantity of text needed to become fully college and career ready.</p>	
<p>VI. Writing: Close reading lessons consistently integrate writing and include culminating writing assignments in response to the text being read.</p>	