**SECURING THE CORE FOR EACH AND EVERY STUDENT (ELA)**

**Requires regular support and intensive practice to:**

1. **Secure Foundational skills K-3**
2. **Develop Academic Language proficiency through Speaking and Listening**
3. **Grow Academic Vocabulary through word study**
4. **Acquire Reading Fluency**
5. **Hear Complex Text read aloud and engage in text based discussion**
6. **Read Complex Text closely and analytically**
7. **Increase the Volume and Range of Accountable Reading**
8. **Use Evidence to inform, argue and analyze (Writing and Speaking to sources)**

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| **Describing the components of a high achievement ELA program for each and every student:**1. **Secure Foundational Skills in K-3:** Solidifying and strengthening foundational skills of reading, writing, speaking, listening and language. This will provide the platform for independent reading success for every.
2. **Develop Academic Language:** Ensuring that all students are proficient with academic language, including complex sentence structures and academic vocabulary expressed orally and in writing.
3. **Engage in Word Study:** Developing a systematic approach to K-12 word study, going beyond the meaning of words to a close study of their spelling, pronunciation and structure. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite, combine* and *causal*). An effective word study program raises students’ awareness of the power and beauty of words.
4. **Reading Fluency:** Ensuring that all students read grade level complex text with appropriate rate, expression and accuracy based on type of text and purpose. This focus must include awareness that fluency can be a possible cause of difficulty at any given grade, not just in the early grades.
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| 1. **Reading aloud complex text to build knowledge:** Systematic and frequent read alouds with texts that are rich and *beyond* grade level in complexity is an imperative in the foundational grades (K-3). Texts read aloud—especially in the early grades—must contain more complex vocabulary and syntax than texts students can read independently. The focus should be on asking text dependent questions and including repeated oral readings of difficult sections in order to develop strong aural comprehension, enhance knowledge, and support learning of academic words and complex syntax.
2. **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. This regular practice in analytic reading will build student capacity to read carefully and independently.
3. **Volume of Accountable Student Reading:** Radically increasing the volume of text students read. In order to develop a rich and essential store of word and background knowledge, students must read more and be held accountable for doing so. The means should include: increasing the amount of reading in the content areas; independent reading programs; literature studies; reading multiple texts of increasing difficulty about one topic; and any other means that increases *accountable* student reading.
4. **Evidence Based Writing and Speaking:** Regular and systematic evidence based writing and speaking from sources integrated across the curriculum. Shifting from an emphasis on narrative writing and speaking about self to placing a premium on students writing and speaking to sources: using evidence from texts to present careful analyses, well-defended claims, and clear information. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.
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| ***Why such an emphasis on close reading?*****Close Analytic Reading integrates and further develops many of the elements that are needed to support *each* student in meeting the standards. This capacity for incorporating so many of the other strands in one set of activities makes close analytic reading essential.** **Close Analytic reading incorporates:**Academic Language: Close attention to words, sentences and language use within the context of the text’s unfolding ideas initiates students into the academic language essential to becoming an educated person. This close attention is vital for ensuring success of EL and struggling readers. Word Study: Careful attention to word choice provides teachers the opportunity to highlight not only the semantic but the grammatical, structural and orthographic components essential to successful word study. Students will develop the habit of noticing words and seeing how and why they work together.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.Learning from Text Independently: Close analytic reading integrates support and teacher guidance with tasks and culminating assignments done by students in small groups and independently. Analytic reading cultivates the habits of mind that develop students into strong independent readers. *Note on 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 way 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*Evidence Based Speaking and Writing in addition to listening and reading: Analytic reading lessons consistently integrate discussion of the text under consideration as well as multiple opportunities for writing using text evidence. The lesson always culminates in a writing assignment that calls on the students to demonstrate understanding of the text under consideration.  |