Teacher Content Competencies

English Language Arts
Grades 3–5

DRAFT – July 2020

This is a working draft to be used for piloting and feedback. This document will continue to be improved over the coming year.

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Context

Every child is capable of building knowledge of the world they live in, consuming books and texts that help them do so, and confidently communicating that knowledge and their opinions. More than ever, our students are bombarded with information. They must be prepared to consume that information with ease, differentiate accurate and inaccurate information, and express their gained knowledge in their own words.

Great teaching is a critical part of the path to equity and opportunity. We know from Richard Elmore, "There are only three ways to improve student learning at scale: You can raise the level of the content that students are taught. You can increase the skill and knowledge that teachers bring to the teaching of that content. And you can increase the level of students' active learning of the content. That's it" (Elmore). While teaching is complex work, it can be taught. We can and must systematically prepare and support teachers with the knowledge, skills, and mindsets they need to consistently enact effective and equitable instruction that leads all students to learn and love English language arts. Teachers work hard and want to learn and leverage whatever will help their students most. Teachers work, on average, 53 hours per week (Scholastic, 2014). 79% of teachers want better training on the standards to teach their students more effectively (TNTP, 2018). Teaching is highly demanding intellectual and human work and teachers deserve the very best preparation and ongoing support. We believe it is possible to make the job of teaching and supporting teachers slightly easier and to make teaching more consistently excellent for all students.

Although driven by good intentions, current teacher preparation and professional learning efforts are based on competing frameworks about what matters and, too often, inattentive to the critical details of teaching. This lack of clarity and coherence leaves teachers to independently determine what matters most in their classroom for their students. Furthermore, professional learning efforts rarely lead to improved practice or more student learning. While districts spend an average of $18,000 per teacher per year on training, seven out of ten of those teachers remain the same or decline in their evaluation ratings (TNTP, 2015). This suggests that for all of the money spent to help teachers improve, very little of it translates to improved teaching quality and growth in student learning.

High-quality instructional materials play an important role in supporting students and teachers. A strong curriculum has a positive impact on student learning and helps lessen the burden for teachers to independently create and source materials, allowing them to focus their energy on engaging students. A growing number of schools are seeking high-quality instructional materials as the foundation for equitable instruction. However, materials alone do not transform the quality of teaching. Teachers continue to rely on their mental models of what good teaching looks like (often heavily informed by how they were personally taught) as the prism through which they filter their materials. We have observed that teachers' capacity (their knowledge, skills, and mindsets about their content and how to teach their content) governs their approach to instruction, even when supported by high-quality instructional materials. Interacting with high-quality instructional materials can change teacher capacity (the materials can be educative and instructive) and play an important role in giving teachers new ideas about what great teaching can look like and how to approach key content. However, it is the capacity, not the materials, that guides the thousands of decisions teachers need to make each lesson. Therefore, it is no surprise that effective professional learning focused on high-quality curricular materials is the combo power-play that best helps teachers improve (Hill).

Different organizations (districts, publishers, and professional learning providers) take different approaches in focus (content and objectives) and in model (dosage, delivery method, and context) of curriculum-based professional learning. At Instruction Partners, we are a nonprofit organization that partners with small school systems to improve teaching and accelerate learning. We do this through continuous improvement observation routines with school and school system leaders, academic strategy consulting, and capacity building for teachers and leaders through professional learning, usually grounded in high-quality instructional materials. To better understand our approach relative to others', we interviewed professional learning organizations, curriculum developers, districts/charter management organizations, and researchers and reviewed teacher learning practices from other countries. We sought to better understand the specific competencies teachers need to possess to teach their content effectively so we could strengthen our professional learning with partners to lead to more effective instruction and learning. This led us to first seek and, when we could not find a framework with sufficient detail, to develop the Teacher Content Competencies.

The English Language Arts Teacher Content Competencies seek to outline comprehensively and specifically the research-based knowledge, skills, and mindsets that grades 3-5 ELA teachers need, in partnership with a high-quality curriculum, in order to teach all students effectively. Just as the standards for student learning create a clear understanding of the outcomes students need to be ready for college and career, the Teacher Content Competencies seek to detail the teacher learning outcomes necessary for success. And, just as standards for student learning become the backbone for curriculum and assessment, we hope the Teacher Content Competencies can become the backbone for more coherent and clear educator professional learning and assessment in our own organization. Finally, like the standards, the competencies are also rooted in a deep research base. Throughout the document you will see citations followed by a complete Works Cited for all elements of the competencies.

This is a draft that we intend to pilot, seek feedback, and iterate over the coming year. We share this draft under the CC-BY-SA license with others so that others can use the competencies, test them, and share reflections as we collectively work to improve our field. We license this "share-alike" because, as it evolves, we do not want to create competing versions but seek to evolve it in community. This is the first complete draft to be published. While this document is a complete set of the math competencies, it remains a draft and we will update this draft over time, frequently in the next couple of years. As you review these competencies or attempt to use them, we welcome your feedback. **Please submit any notes or recommendations at bit.ly/competenciesfeedback.**

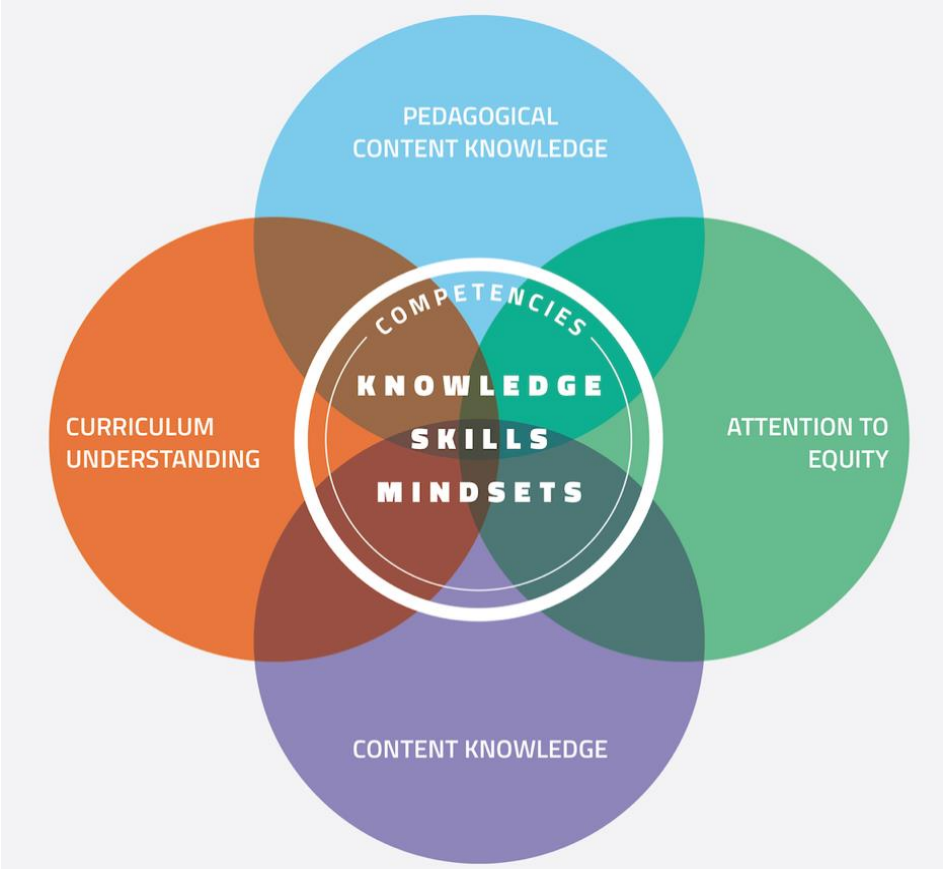
The Content Competency Framework

The Teacher Content Competencies explicitly detail the elements necessary for excellent ELA instruction. In any work, excellence in action is enabled by a set of knowledge, skills, and mindsets that guide actions. These competencies represent the knowledge, skills, and mindsets necessary for great grade 3-5 ELA instruction.

These competencies are not intended to represent the entire realm of capacity to support great teaching. Rather, they specifically hone in on four primary areas of instruction:

1. Attention to Equity
2. Content Knowledge (CK) in grades 3–5 ELA
3. Pedagogical Content Knowledge (PCK) in grades 3–5 ELA
4. Curriculum Understanding

Each area is treated uniquely and thoroughly. The areas of Attention to Equity and Curriculum Understanding are detailed in two different ways. First, they are detailed below individually. These sections include the general knowledge, skills, and mindsets all teachers need, no matter their content area, to succeed. Second, they are detailed within the ELA content knowledge and pedagogical content knowledge competencies.



Attention to Equity: Overarching Competencies (AE)

Great instruction relies on a large set of underlying beliefs and skills to ensure success. While it is right to look to the specific content knowledge, pedagogical content knowledge, and classroom management skills needed for success, that view alone is incomplete. Great instruction also flows from a teacher's unwavering belief in the potential of every student they serve and concrete skills that allow them to support and educate every student, including those from different backgrounds than their own. We know students in poverty, students of color, students with disabilities, and students learning English are enrolled in every school and district in this country. Research shows that, when given access to rigorous tasks and aligned instructional experiences, students in all identity groups achieve at a high level (TNTP, 2018). This section outlines the overarching competencies necessary for every teacher, no matter the content they teach. We know that student equity lives in the daily decisions a teacher makes in the context of the content being taught. The skills needed to make those daily decisions are addressed in the competencies as well.

Attention to Equity: Beliefs about Children and Their Potential (AE.BP)

AE.BP.1: Have high-regard for and believe in the academic potential and the deservedness or worthiness of students and their communities.
Supporting research: Teach For America, 2013; Ladson-Billings (2009); Love & Kruger (2005); Irvine (2003) ELL-specific: de Jong, & Harper (2005); Walker, Shafer, & Iiams (2004); Irvine (2003)

AE.BP.2: Believe in the importance of seeing, naming, and welcoming the multiple identities of the children, rather than profess any sort of "color-blindness" that acts to deny the life experiences of marginalized people and to compound inequities.
Supporting research: Bell (2002); Ullici and Battey (2011); Hachfield, Hahn, Schroeder, Anders, & Kunter (2015); Gay (2000); Delpit (1995)

AE.BP.3: Hold high expectations for the effort, persistence, and the achievement of all students.
Supporting research: TNTP (2018); McKown & Weinstein (2008) ELL-specific: de Jong & Harper (2005) McGrady & Reynolds 2012; Rist (1970); Jussim & Harber, (2005); Hinnant, O'Brien, & Ghazarian (2009); McKown & Weinstein (2008); Wentzel (2002); NCTM (2014)

Attention to Equity: Beliefs about the Centrality of Relationships (AE.BR)

AE.BR.1: Believe in the importance of building trusting relationships with students through enacting beliefs about children and their potential and beliefs about the inequity in schools. *Supporting research: Yeager, Purdie-Vaughns, Garcia, Apfel, Brzustoski, Master, Hessert, Williams, & Cohen (2013); Irvine (2003)*

AE.BR.2: Believe in the importance of building trusting relationships with students by seeking out and understanding the similarities between teachers and students.
Supporting research: Gehlbach, Brinkworth, King, Hsu, McIntyre, & Rogers (2015)

AE.BR.3: Believe in the importance of building trusting relationships with students by cultivating a sense of collective community in the classroom and/or by being in the community with them. *Supporting research: Ladson-Billings (2009); Love & Kruger (2005); Irvine (2003)*

Attention to Equity: Beliefs about Culture (AE.BC)

AE.BC.1: Believe that classrooms and schools have cultures (e.g., accepted ways of operating and being), that everyone who comes to school comes from a unique home culture, none of which is inherently superior to another, and that for learning and well-being to be maximized, each student's home culture needs to be welcomed and used as a vehicle for learning.
Supporting research: Irvine (1990); Irvine (2003); Ladson-Billings (1995); Ladson-Billings (2009); Stigler & Hiebert (2009); Gay (2000); Delpit (1995) ELL-specific: Walker, Shafer, & Iiams (2004); Yoon (2008)

AE.BC.2: Believe that for all children to be successful, the cultural norms for "doing school" (generally) or the discipline (specifically) need to be made visible and taught explicitly (e.g., in mathematics, what counts as acceptably explaining your work). *Supporting research: Delpit (1998) Math-specific: Yackel and Cobb (1996); Boaler (2002)*

Attention to Equity: Beliefs about the Teacher and the Teacher's Potential for Impact (AE.BT)

AE.BT.1: Believe in the importance of examining a teacher's personal worldview and what has shaped it, including their upbringings, their multiple identities, and their socio-cultural location, in order to surface personal biases, areas of unearned advantage and/or disadvantage, blind spots, and power and examine how effectively those are used to pursue equity. *Supporting research: Irvine (2003); Kailin (1994); Kailin (1999); King and Ladson-Billings (1990); Ullici and Battey (2011)*

AE.BT.2: Hold empowered beliefs, internal locus of control, and take responsibility for students' learning.
Supporting research: Rochmes (2015); Ladson-Billings (2009); Lee & Smith (1996); Irvine (2003) ELL-specific research: Walker, Shafer, & Iiams (2004); Yoon (2008)

AE.BT.3: Hold self-efficacious beliefs (i.e., believe that all students can be successfully taught content, even those typically viewed as difficult).
Supporting research: (Beilock, Gunderson, Ramirez, and Levine (2010); Caprara, Barbaranelli, Steca, & Malone (2006); Holzberger & Kunter (2013); Tschannen-Moran & Woolfolk Hoy (2001) ELL-specific: Karabenick & Noda (2004)

Attention to Equity: Beliefs About Learning and the Content or Discipline One Teaches (AE.BL)

AE.BL.1: Believe that learning (broadly) and the content (specifically) must be relevant to students' present lives, future dreams, and/or goals to improve the community and world.
Supporting research: Hulleman & Harackiewicz (2009); Yeager, Purdie-Vaughns, Garcia, Apfel, Brzustoski, Master, Hessert, Williams, & Cohen (2014); Ladson-Billings (2009); Gonzalez, Moll, & Amanti (2005) Math-specific research: Boaler & Staples, 2008; Davis, West, Greeno, Gresalfi, & Martin, (2007); Moses & Cobb (2002); Civil (2007)

AE.BL.2: Believe that students must be able to affiliate with—and envision themselves as a productive doer of—the discipline.
Supporting research: Nasir, Shah, Gutierrez, Seashore, Louie & Baldinger (2011); Martin, (2000); de Abreu, (1995); Sfard & Prusak, (2005); Moody (2004); de Abreu & Cline, (2003); Louie (2017)

Curriculum Understanding: Overarching Competencies (CU)

Curriculum understanding is deeply integrated with an understanding of the content knowledge and pedagogical content knowledge being taught. Throughout the mathematics competencies, there are detailed competencies that illustrate how the unique mathematics content should be learned and prepared for implementation in partnership with a high-quality curriculum. That said, there are some common and general upfront knowledge, skills, and mindsets necessary for success with a high-quality curriculum. Below are the general Curriculum Understanding: Overarching Competencies needed for all teachers using a high-quality curriculum.

Curriculum Understanding: Prepare to Access Curriculum (CU.AC)

CU.AC.1: **Access the curriculum through understanding of all of the required elements of the curriculum and the ability to find and organize all of the elements in their classroom.**

CU.AC.2: **Identify the additional necessary materials (e.g. manipulatives, novels), describe when they are required within the curriculum, and organize them based on their necessary use in the classroom.**

Curriculum Understanding: Internalize and Appropriately Use Curriculum Design (CU.CD)

CU.CD.1: **Identify the parts of the curriculum (e.g., lesson, section, unit, course) and explain how they fit together.**

CU.CD.2: **Explain the organization of the curriculum at each level, including when and how to use teacher-facing materials and student-facing materials.**

CU.CD.3: **Describe the student expectations of the curriculum through student work samples and evaluate how personal beliefs and expectations for students align with the curriculum expectations and adjust as needed.**

CU.CD.4: **Explain how the curriculum assesses student learning, including identifying and describing the information gathered, how that information is gathered and how often.**

CU.CD.5: **Identify how the curriculum is aligned to standards at each level (i.e., day/lesson, weeks/units, year/course) and can explain how the curriculum approaches standards alignment and assessment (i.e., Each lesson is aligned to a group of standards which are revisited across multiple days and then assessed at the end of the section in a unit).**

CU.CD.6: **Describe the content-specific curricular approaches and routines.**

- **ELA specific: use of texts, approach to knowledge building, vocabulary development, writing progression**
- **Math specific: content routines, mathematical language routines**

CU.CD.7: **Describe the approach the curriculum uses and identify the content and the classroom structures needed to build students' skill, particularly when students have gaps in their learning and need additional instruction and time with content and skill to be able to meet the expectations of the curriculum.**

CU.CD.8: Identify the pedagogical strategies, approaches, and/or frameworks (e.g., personalized or blended learning, incorporation of 1 to 1 technology) the curriculum uses and determine the preparation (e.g., classroom setup, access to technology) and/or learning they need to employ those strategies, approaches, and/or frameworks.

CU.CD.9: Describe how the curriculum incorporates culturally relevant practices and addresses social emotional learning.

CU.CD.10: Identify the elements of the curriculum most likely to be omitted and the causes of that in order to maintain all critical elements of the curriculum.

Curriculum Understanding: Prepare to Effectively Implement Curriculum (CU.CI)

CU.CI.1: Identify the necessary timing of the curriculum and determine, based on a schedule and calendar, how to pace delivery of the curriculum, referring to any school or district guidance on pacing.

CU.CI.2: Identify the expectations of the curriculum for using information gained from the assessments, determine how to ensure students are gaining the knowledge and skills necessary to meet the expectations of the curriculum, and explain the instructional options for helping all students, particularly those who learn in a different way and at a different pace than their peers.

CU.CI.3: Describe the purpose of monitoring students' learning across the curriculum, specifically describing its importance in using that information to determine how to prepare each student to access the lesson with their peers. Identify the specific tasks and expectations necessary to prove a student is mastering the content. Describe potential gaps that may occur in task completion and what that would indicate about student support necessary.

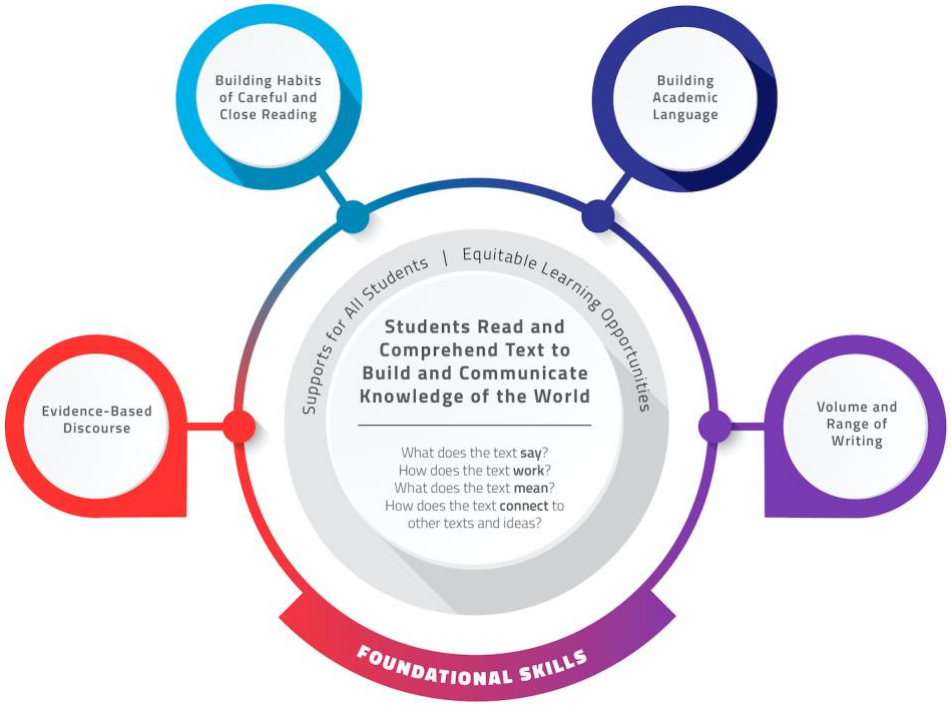
CU.CI.4: Understand a school's/district's grading policies and identify which tasks in the curriculum will meet the necessary requirements. Leverage tasks effectively to fulfill grading requirements.

CU.Ci.5: Identify what parents want to know about their child's curriculum (e.g. homework expectations, where to find answer to support them, how to monitor success). Identify within the curriculum the specific elements that will help a parent answer their questions about the curriculum and support their child. Communicate this to a parent in a clear and easy to access way.

The English Language Arts (ELA) 3-5 Content Competency Framework

The ELA Teacher Content Competencies illustrate a vision for how students learn to read and write.
Specifically, the ELA competencies focus a teacher on the four critical questions a student answers to read a text:

- What does the text say?
- How does the text work?
- What does the text mean?
- How does the text connect to other texts and ideas?



The framework then helps a teacher leverage the five core ELA content domains (foundational skills, building habits of careful and close reading, building academic language, evidence-based discourse, and volume and range of writing to text and research) uniquely within each instructional question above.

In this framework, the ELA content competencies help a teacher connect content domains to the core instructional moves needed to help students read and express understanding about texts rather than content being taught in isolation.

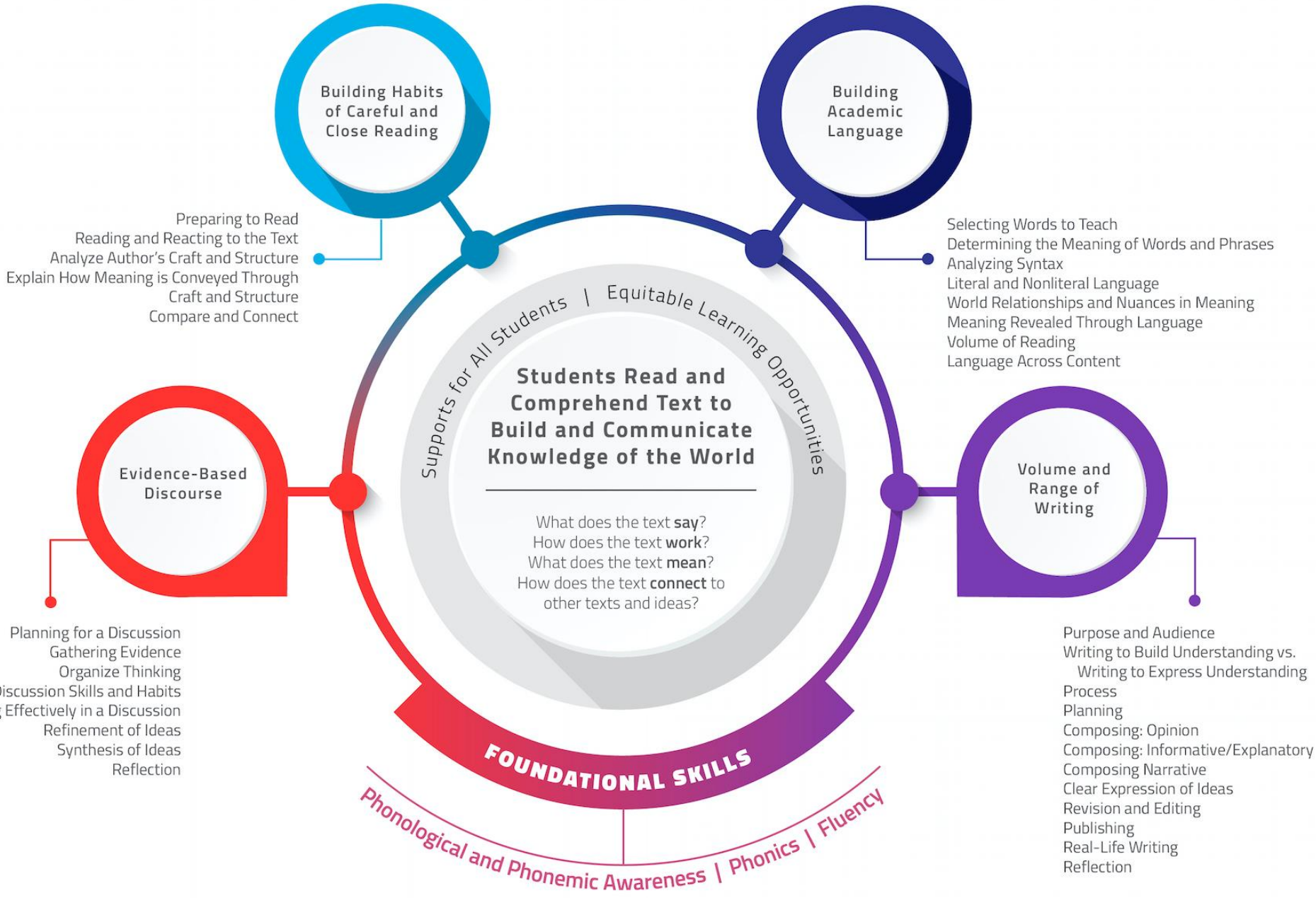
Within each domain, both the content knowledge[1] and the pedagogical content knowledge[2] needed for teaching ELA are presented in phases similar to the way that Doug Fisher and Nancy Frey "organize the journey through a text," focusing on what the text says, how the text works, and what the text means.

Foundational skills are the building blocks of early reading and writing, allowing students to access the printed word and translate the sounds of spoken language to written language. As such, what teachers need to know, do, and believe in this domain are the touchstone of the Teacher Content Competencies in grades 3-5.

[1] the facts, concepts, theories, and principles that are taught and learned in specific academic courses
[2] the most effective ways to teach students a specific subject

The knowledge and pedagogy across the remaining Teacher Content Competencies underscore the importance of putting text at the center of instruction. The content knowledge tenets emphasize the need for teachers to know a text deeply before preparing to teach it. In other words, it is not enough to know what main idea is without also knowing how it is revealed by a particular author in a particular text. The pedagogical content knowledge tenets then describe the knowledge a teacher needs to engage students in the most effective ways to determine how main idea is revealed in a particular text.

At the heart of the Teacher Content Competencies is the belief that access to an excellent education for all students is a matter of justice. We believe there is justice in the standards and justice in consistent expectations for the preparation of all students. We know that students in poverty, students of color, students with disabilities, and students learning English are at greatest risk for lowered expectations because of systemic racism and unconscious bias. We know we all unconsciously form stereotypes and prejudices of dissimilar social groups—including but not limited to different races and ethnicities—stemming from the tendency to categorize. We believe self-awareness of our own biases is an essential step in addressing the barriers to excellent education for all students. The Teacher Content Competencies explicitly call attention to the beliefs that ELA teachers must hold and the pedagogical moves they must make to ensure equitable opportunities exist for all students (e.g., teachers must believe that all students can access grade-level text and must provide regular opportunities for all students to do so). Within each content domain are subdomains to more clearly organize what it is that teachers need to learn.


Building Habits of Careful and Close Reading
Preparing to Read
Reading and Reacting to the Text
Analyze Author's Craft and Structure
Explain How Meaning is Conveyed Through Craft and Structure
Compare and Connect
Building Academic Language
Selecting Words to Teach
Determining the Meaning of Words and Phrases
Analyzing Syntax
Literal and Nonliteral Language
World Relationships and Nuances in Meaning
Meaning Revealed Through Language
Volume of Reading
Language Across Content
Supports for All Students | Equitable Learning Opportunities
Students Read and Comprehend Text to Build and Communicate Knowledge of the World
What does the text say?
How does the text work?
What does the text mean?
How does the text connect to other texts and ideas?
Evidence-Based Discourse
Planning for a Discussion
Gathering Evidence
Organize Thinking
Build Discussion Skills and Habits
Engaging Effectively in a Discussion
Refinement of Ideas
Synthesis of Ideas
Reflection
Volume and Range of Writing
Purpose and Audience
Writing to Build Understanding vs. Writing to Express Understanding
Process
Planning
Composing: Opinion
Composing: Informative/Explanatory
Composing Narrative
Clear Expression of Ideas
Revision and Editing
Publishing
Real-Life Writing
Reflection
FOUNDATIONAL SKILLS
Phonological and Phonemic Awareness | Phonics | Fluency

Within the detailed competencies, each content domain is applied to the key questions a student must answer as they read and express their understanding. The tables below demonstrate at a high level how the content and questions interact across the entire framework.

Foundational Skills
• **FS.TC.1** Understanding and Addressing Phonological Awareness • **FS.TC.2** Developing Phonemic Awareness • **FS.TC.3** Phonics: Connecting Phonemes to Graphemes • **FS.TC.4** Phonics: Using Syllable Types to Read and Spell Longer Words • **FS.TC.5** Phonics: Morphology • **FS.TC.6** Fluency

Building Habits of Careful and Close Reading			
What does the text say?	**How does the text work?**	**What does the text mean?**	**How does the text connect to other texts and ideas?**
• **CR.TC.1** Preparing to Read • **CR.TC.2** Reading and Reacting to Text	• **CR.TC.3** Analyzing Author's Craft and Structure	• **CR.TC.4** Explaining How Meaning is Conveyed Through Craft and Structure	• **CR.TC.5** Comparing and Connecting

Building Academic Language			
What does the text say?	**How does the text work?**	**What does the text mean?**	**How does the text connect to other texts and ideas?**
• **AL.TC.1** Selecting Words and Phrases to Teach • **AL.TC.2** Determining the Meaning of Words and Phrases • **AL.TC.3** Analyzing Syntax	• **AL.TC.4** Recognizing Literal and Nonliteral Language • **AL.TC.5** Analyzing Word Relationships and Nuances in Meaning	• **AL.TC.6** Determining How Meaning is Revealed Through Language	• **AL.TC.7** Engaging in a Volume of Reading • **AL.TC.8** Understanding Language Across Content

Evidence-Based Discourse			
What ideas do you want to share?	**What ideas are others sharing?**	**How have your ideas evolved through the discussion?**	**How does the conversation about this text connect to conversations about other texts and ideas?**
• **EBD.TC.1** Planning for a Discussion • **EBD.TC.2** Gathering Evidence • **EBD.TC.3** Organizing Thinking • **EBD.TC.4** Building Discussion Skills and Habits	• **EBD.TC.5** Engaging Effectively in a Discussion	• **EBD.TC.6** Refining Ideas	• **EBD.TC.7** Synthesizing Ideas • **EBD.TC.8** Reflecting on Knowledge and Skills
Volume and Range of Writing to Text and Research			
What ideas do you want to share?	**How will your writing work?**	**What does your writing mean?**	**How does your writing connect to other texts and ideas?**
• **VRW.TC.1** Selecting Purpose and Audience • **VRW.TC.2** Writing to Build Understanding vs. Writing to Express Understanding • **VRW.TC.3** Using a Process • **VRW.TC.4** Planning	• **VRW.TC.5** Composing: Opinion • **VRW.TC.6** Composing: Informative/Explanatory • **VRW.TC.7** Composing: Narrative • **VRW.TC.8** Clear Expression of Ideas	• **VRW.TC.9** Revising and Editing • **VRW.TC.10** Publishing	• **VRW.TC.11** Writing in Real Life • **VRW.TC.12** Reflecting on Knowledge and Skills

Foundational Skills Grades 3-5

Reading involves recognizing printed words and comprehending language. In order to comprehend grade-level texts, students in grades 3-5 must activate their knowledge of sounds (phonemic awareness) and leverage their knowledge of the alphabetic system that represents these sounds (phonics) to recognize words automatically. When students develop this automatic word recognition, they are able to read with ease (fluency), freeing up cognitive space for comprehension. In order for students to read a variety of complex texts accurately and automatically, they need to have mastered these foundational skills.

*The Teacher Content Competencies explicitly call attention to the beliefs that ELA teachers must hold and the pedagogical moves they must make to ensure **equitable opportunities (EO)** exist for all students. The Teacher Content Competencies are organized by both the content knowledge (CK) and the pedagogical content knowledge (PCK) needed for teaching ELA.*

FS.TC.1: Understanding and Addressing Phonological Awareness	
FS.TC.1a	
CK	Identify how foundational skills serve as prerequisites to upper elementary standards.
PCK	Identify any gaps in students' foundational skills and knowledge and explicitly and systematically teach those skills as a way to support them in meeting the expectations of grade-level reading standards.
FS.TC.1b	
CK	Recognize differences among patterns for phonology, morphology, syntax, genre, and pragmatics in English and other common languages. Recognize that the phrase "foundational skills" is an umbrella term that typically refers to print concepts, phonological awareness, phonics, and fluency. Mastery of these strands is essential to students' ability to comprehend text. Standards in grades 3-5 typically focus on strands of phonics and fluency, but students must first have a strong grasp of print concepts and phonological awareness to be able to read. All teachers of reading must understand the role of foundational skills in reading development.

PCK	Recognize that students who are learning English will have multiple possible patterns in mind for phonology, morphology, syntax, genre, and pragmatics based on their previously learned languages. Since they know more, they have to sort through that extra knowledge to know what does and doesn't apply as they learn English. As needed, support students in comparing and analyzing the patterns of English to the patterns of their earlier language(s) (NCTE, Professional Knowledge for the Teaching of Writing, 2016). However, note that for some students knowledge of previous languages may be exclusively oral rather than print, so it is important to learn what students know. (EO) Ensure that your school's K-2 curriculum provides a clear scope and sequence of phonological awareness and phonics skills. (EO) Believe all students can learn to read, regardless of age.

FS.TC.1c

CK	Understand that phonological awareness is a broad skill related to the sound (not print) structures in language. Phonological awareness includes sub-skills such as: • rhyming • segmenting a sentence into separate words • breaking words into syllables • segmenting & blending the onset (beginning sound that precedes the vowel) and rime (the vowel and subsequent sounds) in words • manipulating phonemes, which are the smallest units of sound in language (This is referred to as phonemic awareness.) While phonological awareness and its key sub-skill, phonemic awareness, are early literacy skills targeted in K-1 instruction, teachers of older students must understand how to effectively assess and teach these skills to readers who have not yet mastered them. Phonemic awareness is a predictor for later outcomes in reading and spelling. Most poor readers have some difficulty with phonemic awareness.
PCK	(EO) For students who are not yet proficient readers, use diagnostic assessments to determine gaps in phonological awareness and need for intervention. Assessments of phonological awareness are administered orally and may include assessing a student's ability to: • segment words into syllables (Teacher to student: Say *cowboy*. Now say *cowboy* but don't say "cow.") • manipulate onset and rime (Teacher to student: Say *tall*. Now say *tall* but don't say /t/.) • manipulate phonemes (Teacher to student: Say *slop*. Now say *slop* but don't say /s/; Say *pair*. Now say *pair* but instead of /p/ say /h/.) (EO) For students who need support building phonological awareness skills, use data to plan intervention activities that target sub-skills (e.g., syllables, onset/rime, and phoneme manipulation), focusing on the fact that phonological tasks are oral and not connected to print. The majority of this intervention teaching should focus on phonemic awareness, as this has the highest impact on word reading.

FS.TC.2 Developing Phonemic Awareness

FS.TC.2a

CK

Understand that the manipulation of phonemes (smallest component sounds) is called phonemic awareness and is demonstrated by oral language tasks that require attending to or manipulating phonemes in spoken words and syllables. While there are 26 letters in the English alphabet, our language has 44 phonemes (component sounds)—24 consonant phonemes (e.g., /m/, /th/, /ng/) and 20 vowel phonemes.

Be able to determine the number of phonemes in a given word.

PCK

(EO) As necessary, provide direct instruction in phonemic awareness to students who are not yet able to segment and/or blend single speech sounds in one-syllable words with accuracy and fluency. Use student data to plan and facilitate oral phonemic awareness tasks, such as:

- blending phonemes (Put the sounds together: /b//ă//t/ → *bat*)
- segmenting phonemes (Tap the sounds you hear in *ship* = /sh/ /ĭ/ /p/)
- deleting phonemes (Say *storm*. Now say *storm* but without the /m/ → *store*)
- substituting phonemes (Say *health*. Now say *health* but instead of /th/ say /p/ → *help*)

Ensure correct pronunciation of phonemes; specifically, be careful not to add /uh/ sound to the end of consonants—otherwise, students read and spell words like "bat" as "buat" because they believe b to be two sounds: /b/ + /ŭ/.

When facilitating phonemic awareness oral tasks, make sure to:

- Explicitly model the skill.
- Follow a scope and sequence.
- Move from easier 2-phoneme words to harder 3- and 4-phoneme words.
- Use multi-sensory activities (moving tiles, tapping fingers, body movements); build from strategies used in K-2 foundational skills instruction.
- Support mouth awareness as needed—use mirrors to have students analyze the use of their tongues, lips, and teeth when pronouncing phonemes.
- Provide immediate corrective feedback.

Use letters to represent sounds as soon as students are ready—letters reinforce phoneme awareness.

FS.TC.3 Phonics: Connecting Phonemes to Graphemes

FS.TC.3a

CK

Understand that phonics is the instruction that links sound to print. The 44 phonemes in English are represented by graphemes (letter or letter combinations that represent phonemes). English has about 250 graphemes (e.g., the phoneme /m/ can be represented by multiple graphemes → ham, lamb, hymn, summer, home).

PCK

Analyze students' writing to determine which sound/spelling patterns (phoneme/grapheme correspondences) are secure and which are not yet.

- E.g., Student writes: *My sister and I had a great time at the park* → needs instruction on long vowel patterns
- E.g., Student writes: *The class went to a movie* → needs instruction on doublets

Administer a norm-referenced oral reading fluency assessment to all students (e.g., DIBELS ®). For students who do not meet the benchmark, administer a diagnostic decoding survey to determine specific gaps in phonics knowledge.

FS.TC.3b

CK

Recognize that proficient readers can quickly and accurately associate phonemes with graphemes.

Understand that consonant graphemes represent consonant phonemes. Types of consonant graphemes include:

- single letters: a single consonant letter represents a single consonant phoneme (b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z)
- doublets: a double letter represents one consonant phoneme (ff, ll, ss, zz)
  - If a one-syllable word has one vowel followed immediately by /f/, /l/, /s/, or /z/, that consonant is usually doubled (off, hull, class, buzz).
- digraphs: two letters that combine to represent one phoneme (th, sh, ch, wh, ph, ng, gh)
- trigraphs: three-letter combinations to represent one phoneme (-tch, -dge)
- consonant blends: two or three graphemes that are blended together but the sounds are separate and identifiable (scr-, -st, cl-, -lk, and many more)
- silent letter combinations: one or more letters that do not represent the phoneme combined with a letter that does represent the phoneme (kn-, wr-, gn-)
- odd letter x: the letter x is the only letter that stands for two phonemes—/k/ and /s/
- combination qu: these two letters are always together but stand for two sounds—/k/ and /w/

Understand the types of vowel graphemes and how they impact syllable types (see FS.4). Types of vowel graphemes:

- single letters: a single letter that stands for a vowel sound; can be both short vowels (bit, map) and long vowels (no, define)
- vowel teams: combinations of 2, 3, or 4 letters that stand for a vowel sound (oo, oa, oi)
- r-controlled vowels: a vowel, followed by the letter r, that makes a unique vowel sound (car, turn)

- vowel-consonant-e: a common pattern for spelling a long vowel sound (cake, Pete, hole)

Recognize that English includes words that do not follow regular sound/spelling patterns and that these irregular or exceptional words should be taught.

PCK

FS.3h As needed, explicitly teach students the types of consonant and vowel graphemes and provide examples of each; provide opportunities for students to practice decoding words with letter/sound relationships that have been taught.

FS.3i As needed, provide students with connected text to practice applying their developing phonics skills. This means giving students reading material that has words with letter/sound relationships they have been taught. During reading, coach students to attend to letters in words and to recognize the letter/sound correspondences they have learned.

FS.3j As needed, facilitate phoneme/grapheme mapping activities to support students in associating phonemes with graphemes accurately and rapidly.

- E.g., Say the word, segment the phonemes, and mark each with a chip; write the corresponding grapheme for each phoneme (chip)—the number of graphemes must match the number of phonemes.
  - Say: *Chops*

    Segment the phonemes: /ch/ /ŏ/ /p/ /s/

    As you say each separate phoneme aloud, mark it with one chip.

    Write or use grapheme tiles to make graphemes that match each phoneme.

ch	o	p	s

    - Use grapheme tiles (ff, ch) rather than letter tiles (f, c, h) to support and solidify phoneme/grapheme correspondene

As needed, facilitate word or sentence dictation practice for students to spell regular letter/sound correspondences in authentic contexts. E.g., After teaching r-controlled vowels, dictate the following sentence for students to write: *The stork sat on the porch.*

As needed, teach irregular words by pointing out which letters do not make their regular sounds (e.g., in the word *from*, the /ŏ/ makes the /ŭ/ sound).

FS.TC.4 Phonics: Using Syllable Types to Read and Spell Longer Words

FS.TC.4a

CK

Understand that English spelling uses six syllable types and that familiarity with syllable-spelling conventions helps readers determine the sound of the vowel in a longer word, accurately decode multisyllabic words, and spell longer words.

Six syllable types:

Type	Explanation	Example
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants	gos|sip
V-C-e ("Magic e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e	in|vite
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter	yo|yo
Vowel team	Syllables that use two to four letters to spell the vowel	see|saw
Vowel-r	A syllable with er, ir, or, ar, ur that changes the pronunciation of the vowel	scar|let
Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e	drib|ble

PCK

Make clear to students that a spoken syllable is a unit of speech organized around a vowel sound. Syllables can be counted by placing your hand under your chin and feeling the number of times your jaw drops for a vowel sound.

Explicitly teach the types of syllables and explain to students how knowledge of these syllable types will support their reading and spelling. Provide opportunities for students to:

- recognize syllable types
- read syllables
- read multisyllabic words

Provide opportunities for students to practice applying knowledge of syllable types to read real words (*rash*) and pseudowords (*ramdap*). Practice with pseudowords (also referred to as nonsense words) allows students to transfer understanding of syllable types without relying on memory, and it provides useful practice for decoding multisyllabic words (*sed* is a pseudoword, but *sediment* is not).

Whenever appropriate, connect syllabication strategies to word meaning; when decoding real words, ask students: "What does this word mean?"

FS.TC.4b

CK

Understand that there are key principles of syllable division that students should be able to use as a strategy for decoding and correctly pronouncing multisyllabic words. Three main principles are:

- VC-CV: two consonants between two vowels
  - divide between the consonants
  - first syllable will be closed (short vowel sound)
  - e.g., lad-der, pen-ny
- V-CV and VC-V: one consonant between two vowels
  - First, try dividing before the consonant to make the first syllable open (which will make the vowel long). This strategy works about 75% of the time.
    - e.g., ro-bot
  - If the word is unrecognizable, try dividing after the consonant. This makes the first syllable closed (short vowel).
    - e.g., ri-gid
- Consonant blends: Typically, consonant blends stick together. Digraphs (th, ch) should not be separated.
  - e.g., spec-trum

Recognize that syllable division is a means to an end; the goal is for students to decode longer words quickly and accurately.

PCK

Explicitly teach students the three principles of syllable division to decode multisyllabic words and provide opportunities to practice each.

FS.TC.5 Phonics: Morphology

FS.TC.5a

CK

Morphemes are meaningful word parts. There are two types of morphemes:

- Free morphemes are words that stand on their own as base words—they do not have to be combined with any other morphemes to make a word (e.g., phone, glass).
- Bound morphemes can only exist in combination with other morphemes (e.g., -ed, -s).

An affix is a bound morpheme placed at the beginning or end of a word stem to modify its meaning or form a new word. Affixes include:

- prefixes (placed at the beginning of a word stem)
- suffixes (placed at the end of a word stem)

Prefixes typically change the meaning of a word (happy vs. unhappy).

Suffixes can be categorized as inflectional and derivational.

- Inflectional suffixes change the grammatical property (-s makes plural, -ed changes tense).
- Derivational suffixes typically change the part of speech (e.g., adding -ful to the noun "joy" changes it to an adjective, "joyful").

	Understand that knowledge of roots/bases allows students to make meaning of sounds at the word level, which impacts comprehension. Students' vocabularies expand through the study of word parts.
PCK	Explicitly teach the spellings and meanings of common word roots, prefixes, and suffixes as directed in highly-aligned materials. ● Teach common prefixes, including: un-, dis-, re-, in-, mis-, co-, de-, sub-. ● Teach common suffixes, including: -ed, -s, -ly, -ing, -er, -ness, -tion. Provide opportunities for students to practice discussing how the meanings of root words change when prefixes or suffixes are added. Make clear to students the connections between morphology and vocabulary acquisition. When reading, students should apply knowledge of roots and affixes to determine the meaning of unknown words.
FS.TC.6 Fluency	
FS.TC.6a	
CK	Understand that reading fluency encompasses both automaticity and accuracy in word recognition, as well as expression. Before students can be automatic at word recognition, they must be accurate. To be accurate, they have to know letter sounds, decoding strategies, and vocabulary meanings. Understand that automaticity is achieved when the mind effortlessly and accurately connects print with speech. Reading with automaticity frees cognitive space in the brain to devote to text comprehension. Expression, also called prosody, includes phrasing, emphasis, and intonation. Recognize that students who have poor comprehension skills may actually have issues with decoding & fluency—their cognitive space isn't freed up for comprehension.
PCK	Administer oral reading fluency assessments to screen and monitor students' progress. An oral reading fluency assessment involves a student reading aloud from a standardized passage while the teacher tracks the number of words read accurately as well as the student's prosody. Facilitate fluency practice through activities such as: ● partner reading (partners read a text together) ● echo reading (a more proficient reader—often the teacher—reads and students echo) ● repeated readings (reading the same text multiple times) ● timed reading (reading with attention to rate)

In all fluency lessons, reinforce to students that fluency is about reading smoothly, accurately, and with meaning; it is much more than just reading with speed.

Model reading aloud age-appropriate texts with fluency.

Ensure that fluency activities are connected to comprehension; give students opportunities to think, talk, and write about the text they are reading.

Connections to High-Quality Instructional Materials

1. Read and develop an understanding of how the curriculum addresses syllable types, affixes, and morphology.
2. Ensure that the curriculum provides students with adequate amounts of practice for all of the various phonics skills.
3. Review and take the assessments provided in the curriculum to understand how students' progress will be assessed.
4. Internalize lessons outlined in the curriculum by identifying potential student misconceptions or challenges and preparing additional practice opportunities for those who need them.

Evidence-Based Discourse Grades 3-5

Evidence-based discourse is prompted by oral tasks that require students to use textual evidence to develop responses. Evidence-based discussion tasks support the development of careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the standards at each grade level. In such conversations, students are encouraged to talk about each other's thinking; they talk and ask questions in order to clarify or improve their understanding.

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What ideas do you want to share?
How might you express those ideas so that they are supported with evidence?

EBD.TC.1 Planning for a Discussion	
EDB.TC.1a	
CK	Identify various valid interpretations of a text.
PCK	Identify content goals for the conversation (i.e., what thinking should students demonstrate? What are different, valid interpretations of the text? what evidence is relevant and supportive?).
EDB.TC.1b	
PCK	Craft questions or leverage questions and conversational prompts from the curriculum that are text-dependent, focused on the meaning of the text(s), and open-ended so as to stimulate discussion. Prepare additional questions to use should the conversation between students stall. When crafting text-dependent questions, recognize that they • can only be answered with evidence from the text. • can be literal (checking for understanding) and must also involve analysis, synthesis, and evaluation. • focus on words, sentences, and paragraphs, as well as larger ideas, themes, or events. • focus on difficult portions of text in order to deepen students' understanding. • can and should include prompts for writing and discussion.

EDB.TC.1c

CK

Conversations are both a way to build understanding (e.g., to generate ideas, as an act of discovery, as a medium for thought, to solve problems, to identify issues, to make sense of a topic) and a way to express understanding (e.g., to convey an experience, to demonstrate that expectations have been met, to persuade others).
Recognize that students who are learning English will have multiple possible patterns in mind for phonology, morphology, syntax, genre, and pragmatics based on their previously learned languages. Since they know more, they have to sort through that extra knowledge to know what does and doesn't apply as they learn English (NCTE, Professional Knowledge for the Teaching of Writing, 2016).

PCK

Know the purpose, structure, and variations for different discussion protocols and implement the most appropriate one based on the discussion goals (e.g., building understanding vs. expressing understanding) and the learning goals (e.g., debating vs. building ideas).
Examples:

Strategy	***Purpose***
Socratic Seminar	The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Seminar, participants systematically question and examine issues and principles related to a particular content and articulate different points-of-view. The group conversation assists participants in constructing meaning through disciplined analysis, interpretation, listening, and participation (https://www.nwabr.org/sites/default/files/SocSem.pdf).
Philosophical Chairs	A discussion technique that engages students in a debate about texts. Develops critical thinking skills, promotes text-supported responses, improves communications skills. During the conversation, as reasons and/or evidence are presented that result in a change of position, instruct students to visually demonstrate their change in position by switching "sides" and moving to the other line. This can and should happen multiple times throughout the debate (https://learnzillion.com/resources/116800/).
Think-Pair-Share	Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about the assigned reading. This strategy requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates. Discussing with a partner maximizes participation, focuses attention, and engages students in comprehending the reading material (https://www.readingrockets.org/strategies/think-pair-share).
Inside/ Outside Circles	This discussion strategy invites every student in the class to participate as an active listener and speaker. Students stand in two concentric circles facing one another and respond to a question in a paired discussion. When prompted by the teacher, one of the circles moves to the left or right so each student now faces a new partner with whom they discuss a new question. This kinesthetic activity works well to debrief a reading or video and mixes up students so that they have the opportunity to share with a wide range of students. Furthermore, because they are speaking with just one other person at a time, reticent students

	might feel more comfortable sharing their ideas than they would in a group or class discussion (https://www.facinghistory.org/resource-library/teaching-strategies/concentric-circles).
Numbered Heads Together	Numbered Heads Together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared (https://www.teachervision.com/numbered-heads-together-cooperative-learning-strategy).

(EO) Explicitly name for students when academic language is expected and when informal, social language is acceptable.

- Be deliberate in modeling the use of academic language.
- Enable students to use their first language where appropriate in order to negotiate meaning (e.g., Allow opportunities for students to practice, such as encouraging students learning English as a new language to generate ideas and gather evidence with a small group of peers in their home language prior to sharing their ideas more formally with the class in English).
- Provide curricular resources and supports in students' first language where available and where appropriate.

(EO) Use flexible grouping strategies and be intentional about which students are in which groups and why.

EBD.TC.2 Gathering Evidence

EBD.TC.2a

CK

Identify ways to extract and record relevant and accurate information and evidence from texts and explain how it supports ideas.

PCK

Teach strategies that will help students generate ideas and gather evidence. For example:

- Use strategies (e.g., web or concept map) that help students to identify questions they may ask about the topic.
- Prompt students to review their notes or graphic organizers from reading to generate and gather ideas related to the conversation prompt.
- Use strategies (e.g., writing what they already know about a topic and what they want to know) that help students gather additional ideas from complex texts related to their initial ideas.
- Demonstrate for students how to brainstorm facts, definitions, details, quotations, and other information and examples to support their topic and how to select the strongest details

EBD.TC.2b	
CK	Recognize when ideas lack clarity (e.g., an idea is not supported by the text, the idea is irrelevant to the question or topic of discussion, the idea represents a misinterpretation).
PCK	Probe students accordingly (e.g., Where in the text is there evidence to support that? What details did you find in the text? What is the author trying to communicate? Show all this in the words from the text.).

EBD.TC.3 Organizing Thinking

EBD.TC.3a	
CK	Identify ways to purposefully and actively listen to a text read aloud, information presented in diverse media, and a speaker.

PCK	(EO) Demonstrate for students and provide opportunities for them to
	• identify the main idea and supporting details of a text read aloud (grade 3).
	  ○ Clarify the difference between topic and main idea.
	  ○ Use main idea graphic organizers (e.g., boxes and bullets, main idea and details web, or a main idea map).
	• paraphrase portions of a text read aloud (grade 4).
	  ○ Replace the words in the original text with synonyms (do not replace names, dates, titles, etc.).
	  ○ Make sure that the paraphrase conveys the original meaning.
	• summarize a text read aloud (grade 5).
	  ○ If necessary, teach students to summarize by paragraph first using strategies such as: delete unnecessary information/delete redundant information/substitute subordinate terms for a list, a GIST statement (convey the main idea in 20 words or less for a section of text and eventually for the entire text), or somebody/wanted/but/so.
	
	(EO) Explicitly teach students how to listen to a speaker with a purpose using guiding questions, such as:
	• What is the speaker's main point?
	• What evidence does the speaker offer to support the main point?
	• Do you agree/disagree with the speaker? Why or why not?
	• What questions do you have for the speaker that would better help you understand the main point and/or the reasons and evidence?

EBD.TC.3b

CK

Identify ways to effectively organize ideas to report on a topic or text, tell a story, recount an experience, or express an opinion.

PCK

(EO) Demonstrate for students and explicitly teach students how to

- explain how their reasons connect to their topic.
- choose the reasons for which they can most clearly explain the connection.
- sequence their ideas based on their task (chronologically, grouping related ideas together, most important to least important, etc.).
- speak clearly at an understandable pace and provide adequate opportunities for students to practice.
- include multimedia components and visual displays in presentations appropriately so that they enhance the development of their main ideas or themes.

Explicitly teach students the components of a strong opinion statement (grade 5):

- states a clear opinion using words or phrases such as "I believe," "from my point of view," or "based on what I know"
- can be supported by facts and details
- answers a question or refers to a prompt

EBD.TC.4 Building Discussion Skills and Habits

EBD.TC.4a

PCK

Work with students to establish agreed-upon norms for a conversation such as:

- eyes on the speaker
- ask and answer questions
- nod yes and no
- explain how your idea links to the one before
- disagree with ideas, not people
- avoid interrupting

Teach protocols for good listeners that include appropriate non-verbal behavior, such as S.L.A.N.T. (Sit up straight. Listen. Answer and ask questions. Nod to show interest. Track the speaker.)
(EO) Leverage conversation stems and talk moves from your curriculum or draw on the examples to help students achieve particular conversational goals. Examples:

- https://www.nsta.org/conferences/docs/2015SummerInstituteElementary/NineTalkMovesFromTERC.pdf
- https://learnzillion.com/resources/79282/

	To engage students in a whole class discussion when a student is speaking, give the student your eye contact. However, gradually scan away from the speaker and direct your gaze and movement toward other students. This will often get the speaker to redirect their talk toward peers, and it invites peers to get and stay involved with what is being said. (EO) Recognize which student voices are amplified and which student voices are dismissed and implement strategies to encourage equity of voice (e.g., talking chips, think-pair-share, equity sticks, wait time). (EO) Recognize which students appear willing to share their ideas as they are forming so as to iterate them and which students are reluctant to share and implement strategies to create a classroom space that feels safe for students to make mistakes as ideas evolve.

What ideas are others Sharing? How are these ideas similar to or different from your thinking?

EBD.TC.5 Engaging Effectively in a Discussion

EBD.TC.5a

CK	Identify the characteristics of a productive conversation about complex texts and/or ideas addressed in multiple texts.
PCK	(EO) Based on the content goals and norms for conversation, identify and share look fors/expectations for the conversation that will demonstrate that students are engaged in a productive conversation about complex texts and/or concepts or ideas addressed in multiple texts. For example: • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • Contribute new ideas (not just restating others' ideas). • Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

EBD.TC.5b

PCK	(EO) To engage students in conversation and enhance participation, leverage teacher talk moves: • revoice what a student said • explicate: ask students to explain their own reasoning • repeat: ask a student to restate what another student said • agree/disagree: invite other students to agree or disagree with what was said and to explain their reasoning • add on: invite other students to participate

How have your ideas evolved through the discussion?
How can you respond to others who agree or disagree with your thinking?

EBD.TC.6 Refining Ideas	
EDB.TC.6a	
CK	Identify ways to acknowledge different interpretations and/or understandings of a text or positions on a concept or idea.
PCK	Through modeling and/or by using lessons in the curriculum, explicitly teach students to • disagree with ideas, not people. • listen without responding. • acknowledge different interpretations and/or understandings of a text or positions on a concept or idea. • acknowledge when and how a conversation led them to a different interpretation and/or understanding of a text. (EO) Provide students with the language (sentence stems) to agree and/or disagree with other students' ideas.
EDB.TC.6b	
CK	Identify ways to explain, with textual evidence, how different understandings and/or positions came to be (e.g., explain, with textual evidence, from where in the meaning-making process an interpretation and/or understanding resulted).
PCK	Using graphic organizers, have students trace how different understandings and/or positions came to be, and then model how to explain their analysis with textual evidence. Model for students how to use evidence to support or challenge someone else's thinking, reinforce or revise their own thinking, or come to a consensus that there are multiple valid interpretations and/or understandings of a text.

How does the conversation about this text connect to conversations about other texts and ideas?
How do the ideas shared connect to other ideas we've discussed or texts we've read?
What is the significance of those connections?

EBD.TC.7 Synthesizing Ideas

EBD.TC.7a

CK	Identify ways to recognize and make connections among ideas shared in conversations and between conversations and multiple texts under study to demonstrate knowledge about a topic, concept, or idea.
PCK	(EO) Have students summarize what they know about the topic, concept, or idea of the discussion and explain how that knowledge may have resulted from the conversation. (EO) Ask students to make connections between the ideas shared in the conversation and other texts, lessons, units, subjects, or real-life events/experiences. Direct students to describe how their thinking about the topic, concept, or idea under discussion may have changed (e.g., grown more sophisticated, been proven wrong).

EBD.TC.8 Reflecting on Knowledge and Skills

EDB.TC.8a

CK	Identify ways to reflect on the success of a conversation based on the purpose, content goals, and norms, identifying areas of strength and growth.
PCK	Revisit the purpose of the conversation with students. Prompt students to discuss whether the content of the conversation achieved the intended purpose. Direct students to evaluate and explain whether the conversation helped them to achieve the content knowledge and skill goals. Have students complete a self- or peer-reflection to evaluate how successful they were with each conversation goal or norm. Ask students to set their own personal content knowledge and skill goals for a future conversation and/or reflect on how well they achieved their own personal goals set after a previous conversation.

Building Habits of Careful and Close Reading Grades 3–5

Close reading is careful work, consisting of reading and rereading a rich text while engaging with a series of oral and written text-dependent questions and tasks. Such text is of appropriate grade-level complexity according to quantitative and qualitative measures and exhibits exceptional craft and thought and/or provides meaningful information. The tasks must attend closely to the text's structure, language, meaning/purpose, and/or knowledge demands as well as accurately address the analytical thinking required by grade-level standards. Close reading of complex text is for all students in all grade-levels. The careful work of close reading is a portion of reading instruction complemented by volume of reading.

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What does the text say? *What do you notice about this text?* *What do you wonder about the text?*	
CR.TC.1 Preparing to Read	
CR.TC.1a	
CK	Recognize and explain the value in reading a particular text (e.g., it builds knowledge, it provides opportunities for instruction, it is enjoyable and might encourage further reading). Know the research behind why all students should engage with complex, grade-level texts and why some common ELA practices (e.g., using leveled readers for core instruction, using high-interest/low-complexity texts for core instruction, designing core instructional units around skill-based strategies and lessons) do not provide equitable ELA instruction for all students.
PCK	(EO) Ensure that all students have access to grade-level texts. Identify what makes texts worth reading for instruction, and, when reading a text, explain its instructional purpose. Texts worth reading for instruction are complex, engaging, rich in content and/or language, can support multiple reads, and/or provide multiple opportunities for students to meet the expectations of the grade-level standards. While some texts might meet all criteria, other texts will meet some criteria and be used for a specific instructional purpose (e.g., a less complex text that is content rich and builds knowledge about a topic in a unit is read before a complex text that reinforces the knowledge and provides opportunities for students to demonstrate proficiency with skills in the grade-level standards).

	(EO) Ensure that texts are both mirrors (reflect the students' lives) and windows (a view into the experiences of people whose identities differ from the students'). (EO) Identify voices that are represented in the texts and voices that are absent and determine why.
CR.TC.1b	
CK	Identify what makes a text complex (quantitative complexity vs. qualitative complexity) and anticipate potential challenges and opportunities the text may present for readers. http://www.corestandards.org/assets/Appendix_A.pdf
PCK	(EO) Leverage scaffolds recommended in your curriculum or plan other ways to mitigate text complexity (e.g., build background knowledge, chunk the text, provide visual cues) and/or leverage recommendations in your curriculum to further challenge students.
CR.TC.1c	
CK	Identify the knowledge necessary to understand a text; determine whether that knowledge is gained from reading the text or if the knowledge is not provided in the text.
PCK	Leverage recommendations in your curriculum or plan other ways to help students to surface what they already know about a topic (e.g., background knowledge inventory, preview the title and reflect on initial understandings, notice & wonder activity). Determine the extent to which students are given the opportunity to build background knowledge to "level the playing field."
CR.TC.1d	
CK	Determine the knowledge that is necessary to build in advance of reading a complex text (i.e. knowledge that the author assumes the reader already has and/or knowledge that is critical to helping a reader unlock meaning in a complex text that is not provided in the text or in other texts in a unit).
PCK	Leverage strategies (e.g., show a video, engage in a brief experience, read a volume of short, less complex texts about a topic written in English or a home language) in advance of reading a complex text that help students build necessary background knowledge not learned through the lesson or unit.

CR.TC.2 Reading and Reacting to Text	
CR.TC.2a	
CK	Know when to leverage different ways of reading a text (e.g., independent, paired, choral reading) and why.

PCK	Select the most appropriate way of reading texts to support students in building their skills in reading and making meaning of the texts. For example:
	• Independent Reading: Students are expected to read materials on their own, navigate texts, and practice on their own what they have learned about comprehending text.
	• Paired Reading: Students take turns reading and provide each other with feedback as a way to monitor comprehension.
	  ○ List the students in order from highest to lowest according to reading ability.
	  ○ Divide the list in half.
	  ○ Place the top student in the first list with the top student in the second list.
	  ○ Continue until all students have been partnered.
	• Choral Reading: Students hear the reading process, experience fluency, and practice reading strategies in the safety of a group.

CR.TC.2b	
CK	Identify effective ways of monitoring comprehension and what to do when meaning-making breaks down. Pinpoint potential places in a text where meaning-making could break down and possible causes.
PCK	Explicitly teach and demonstrate for students ways to monitor their own comprehension and what to do when their meaning-making breaks down (e.g., reread, read a bit past the point of confusion to look for clarity, select and break down a complex sentence to determine meaning, consult reference materials).
CR.TC.2c	
CK	Explain the purpose of reacting to texts after an initial reading: for surface-level understanding with a focus on key ideas and details or to notice remarkable features of the text.
PCK	Leverage strategies from your curriculum or plan other ways to help students identify noticings and wonderings about the text and make observations about the key ideas and details of the text (e.g., graphic organizers, annotations) after an initial reading.

CR.TC.2d	
CK	Know how to paraphrase the general idea/topic of the text as briefly as possible. • Replace the words in the original text with synonyms (do not replace names, dates, titles, etc.). • Make sure that the paraphrase conveys the original meaning.
PCK	Explicitly teach and demonstrate for students how to paraphrase the general idea of the text as briefly as possible: • Replace the words in the original text with synonyms (do not replace names, dates, titles, etc.). • Make sure that the paraphrase conveys the original meaning.
CR.TC.2e	
CK	Know how to outline the parts of a text. • Identify the topic. • Use the title, subtitle, and headings to help determine the key or main ideas. • List important details related to each main idea.
PCK	Explicitly teach and demonstrate for students how to outline the parts of a text. • Using mentor texts or student models, show students how writers use structures such as titles, subtitles, or headings to help readers locate important information within the text.
CR.TC.2f	
CK	Know how to craft text-dependent questions and tasks that are standards-based and worthy of students' time and attention: • can only be answered with evidence from the text • can be literal (checking for understanding) but must also involve analysis, synthesis, and evaluation • focus on words, sentences, and paragraphs, as well as larger ideas, themes, or events • focus on difficult portions of text in order to deepen students' understanding • can and should include prompts for writing and discussion
PCK	Leverage general understanding and key detail text-dependent questions and tasks from your curriculum and provide opportunities for students to respond in writing and orally. For example: • What is the main idea of the text? Support your answer with evidence from the text. • Which sentence explains why (event) happened in the text?

How does the text work?
What relationships exist among the language, structure, and ideas in the text?

CR.TC.3 Analyzing Author's Craft and Structure

CR.TC.3a

CK	Explain the purpose of engaging in multiple reads of a complex text.
PCK	Select portions of a complex text worth reading multiple times and describe the purpose of each reading.

CR.TC.3b

CK	Identify ways to extract and record relevant and accurate information from texts, including evidence, when reading and rereading complex texts.
PCK	Use strategies to teach students how to gather and organize ideas from a text to support them in building their understanding of the complex text, such as: • setting a purpose for reading • using graphic organizers • taking notes • annotating text • paraphrasing text

CR.TC.3c

PCK	Leverage vocabulary text-dependent questions and tasks from your curriculum and provide opportunities for students to respond in writing and orally to demonstrate an understanding of the author's word choice. For example: • How does the author help you to understand the meaning of (word)? • How does the use of (word) instead of (word) change the meaning of this sentence?

CR.TC.3d	
CK	Recognize the structure of different types of texts (e.g., expository or informational, opinion or argument, literary analysis) and describe what contributes to the development of ideas, including how each part of the text may act independently as well as connect to other parts of the text.
PCK	Explicitly call students' attention to the structures of different types of text (e.g., chronology, comparison, cause/effect, problem/solution) and explain how each part of the text may act independently as well as connect to other parts of the text. This should happen organically as students are reading and engaging with various types of texts, (e.g., literature, informational texts, research) not as a "text structure lesson." Leverage text-dependent questions and tasks from your curriculum and provide opportunities for students to respond orally and in writing to explain the structure of informational texts. For example: • What ideas about (topic) are connected in this text? How are they connected? • What is the relationship between these two paragraphs?
CR.TC.3e	
CK	Recognize the structure of literary text: exposition, rising action, climax, falling action, and resolution (beginning, middle, end) and what contributes to a plot's development (e.g., character interactions, conflict, setting).
PCK	Leverage text-dependent questions and tasks from your curriculum and provide opportunities for students to respond orally and in writing to explain the structure of literary texts and to explain what contributes to a plot's development (e.g., character interactions, conflict, setting). For example: • In what ways is the setting important to what is happening in the story? • How is the conflict resolved in this story?
CR.TC.3f	
CK	Identify what is complex about the language, details, and ideas in a text and will require rereading and analysis to fully understand the meaning and/or purpose of the text.
PCK	(EO) Identify, based on students' understanding, where to focus attention for rereading and determine which additional questions or tasks are necessary.

CR.TC.3g	
CK	Know the difference between reasons and evidence: reasons are the "why" that support the author's claim; evidence is the proof.
PCK	Use mentor texts to model for students the general pattern of an author's claim and explicitly teach students the difference between reasons and evidence (i.e., claim, supports with evidence, explains with reasons). Use strategies such as color-coding and deconstructing essays so that students demonstrate how an author uses evidence to support particular points in a text.

What does the text mean?
What do those relationships reveal about the meaning and/or purpose of the text?

CR.TC.4 Explaining How Meaning is Conveyed Through Craft and Structure

CR.TC.4a	
CK	Explain how the meaning, purpose, and/or perspective of a text is developed.

PCK	Leverage text-dependent questions and tasks from your curriculum and provide opportunities for students to respond orally and in writing to analyze and explain how the author's craft and structure develop theme(s), central idea(s), and/or perspective of a complex text. For example:
	• Based on the details of the text, what is the theme?
	  ○ Using mentor texts, demonstrate for students how the theme is woven throughout the entire text.
	  ○ Understand characters' actions, interactions, and motivations all reflect theme.
	  ○ Explain a character's response to challenges in the text and how they impact the theme of a story, drama, or poem.
	  ○ Know that a character's response to challenges (actions/reactions) supports the overall theme of a story, drama, or poem.
	• What was the author trying to teach/say/convey about (idea)?
	• Why might the author have written this text?

CR.TC.4b	
CK	Identify ways a reader might disagree with an author (e.g., the author is uninformed or misinformed; the author's reasoning is not logical; the author's analysis of the subject is incomplete).

PCK	Leverage text-dependent questions and tasks from your curriculum and provide opportunities for students to respond orally and in writing to agree or disagree with the author. For example: • What important conclusions can you draw from this text? • What has influenced what the author is telling me? • Which reasons and evidence support the author's claim? Which do not?
CR.TC.4c	
CK	Identify what is complex about the meaning, purpose, and/or perspective in a text and will require rereading and analysis to fully understand.
PCK	(EO) Identify, based on students' understanding, where to focus attention for rereading and determine which additional questions or tasks are necessary.

How does the text connect to other texts and ideas?
How does the content and/or how the content is shared connect to other ideas we've discussed or texts we've read? What is the significance of those connections?

CR.TC.5 Comparing and Connecting

CR.TC.5a	
CK	Recognize that language knowledge is critical to building knowledge and explain how language knowledge can be built through a volume of reading.
PCK	Provide opportunities for students to engage in wide and extensive independent reading of texts to expand word knowledge. • Set up structures such as Accountable Independent Reading to encourage students to select texts they want to read and to hold students accountable for their choice reading. • Review opportunities in the curriculum for volume of reading. If no opportunities or recommendations exist, use your grade-level team, your school media specialist, or the Internet as sources for ideas for building a classroom library and implementing Accountable Independent Reading. • (EO) For students who are learning English, be sure to work closely to collaborate with the ELL/ESOL, bilingual, and/or language support teachers and staff in your building and district to align your classroom library and Accountable Independent Reading supports with English language development standards and research-based practices to support both language development and content knowledge.

- (EO) Provide structures and supports to make Accountable Independent Reading accessible and accountable (e.g., use small group discussion or an oral check-in with the teacher that does not require writing first or allow students to use images/pictures to represent their understanding of what was read).
- (EO) It is important to provide culturally and linguistically responsive texts. This includes texts in students' first language, high-interest texts, texts that build on and relate to students' background knowledge and diverse experiences.

(EO) Use text sets (i.e., sets of texts about similar topics, concepts, or ideas) that include a wide range of reading genres and lengths of texts that encourage students to make connections across those texts to build their word knowledge and to transfer their knowledge and skills to new texts. Text sets include:

- a wide range of texts
- less and more complex texts
- texts written in home languages
- different genres and formats (e.g., graphic novels, digital texts)
- texts related to units of study for students to access and read on their own to support them in building or expanding their knowledge about the unit topic and transferring their knowledge and skills to new texts

Use the strategies from Building Academic Language to help students build their knowledge of important words, phrases, and sentences, including explaining the relationships among words critical to understanding a topic, concept, or idea.

(EO) For students who are learning English, it is important that this process is supported by spiraling topics, concepts, and ideas to provide supported language learning and skill learning opportunities while learning content.

(EO) For students who are learning English, provide as much context, support, and strategies as necessary for the students' language proficiency levels to be included in these oral conversations focused on examples and non-examples and modeled by English-proficient peers and the teacher to support the acquisition of sophisticated language knowledge and development.

CR.TC.5b

CK

Recognize that building knowledge about a topic, concept, or idea requires a wide range of reading on that topic and identify and describe how knowledge about a particular topic, concept, or idea is built across a series of texts.

Describe the different relationships among texts in a set (e.g., texts use common language and structure and allow for direct comparisons; texts have common themes and allow for direct comparisons; texts provide information about different aspects of a shared topic or idea/concept to build knowledge about the topic or idea/concept; texts challenge, validate, or refine the language and structure, topics, themes, and/or ideas of each other; contemporary texts or texts in different mediums adapt, enhance, or (mis)represent a source text).

PCK	Leverage text-dependent questions and tasks from your curriculum and provide opportunities for students to respond orally and in writing to identify the knowledge built across a series of related texts. For example: • How is this similar to or different from other books that I have read? • How can I connect what one author is telling me to understand better what another author is telling me?
CR.TC.5c	
CK	Explain the purpose of and process for engaging in research.
PCK	Provide opportunities for students to build knowledge through short research projects.
CR.TC.5d	
CK	Identify ways to determine whether a text is useful for building knowledge for research.
PCK	Teach students how to select relevant, accurate, and credible resources for research about a topic, concept, or idea. For example: • Explicitly teach students how to paraphrase the general idea of the text as briefly as possible: Replace the words in the original text with synonyms (do not replace names, dates, titles, etc.) and make sure that the paraphrase conveys the original meaning.
CR.TC.5e	
CK	Identify ways to locate passages that are most germane to the topic, concept, or idea under research.
PCK	Use strategies that help students locate passages that are most germane to their research needs (i.e., skimming and scanning). • Read the table of contents. • Read the main headings in each chapter. • Read the introductory paragraph. • Read the first sentence of body paragraphs. • Read the final paragraph.

CR.TC.5f	
CK	Identify what is complex about the topic, concept, or idea and will require rereading or additional questions, tasks, or texts to fully understand and build knowledge about the topic, concept, or idea.
PCK	(EO) Identify, based on students' understanding and ability to make connections across texts, where to focus attention across texts for rereading and asking additional questions and/or providing additional tasks or texts.

Building Academic Language Grades 3-5

Academic Language encompasses both academic vocabulary and syntax and is inherent to complex text. Academic vocabulary (also known as Tier 2 and Tier 3 vocabulary) words appear in many different contexts and are subtle or precise ways to say relatively simple things (e.g. "relative" or "accumulate"). Syntax refers to the order of words and phrases to create well-structured sentences. Regular practice with complex text and its academic language helps students access and understand increasing levels of complex texts across all content areas.

*The Teacher Content Competencies explicitly call attention to the beliefs that ELA teachers must hold and the pedagogical moves they must make to ensure **equitable opportunities (EO)** exist for all students. The Teacher Content Competencies are organized by both the content knowledge (CK) and the pedagogical content knowledge (PCK) needed for teaching ELA.*

What does the text say?
What words, phrases, or sentences are repeated and/or stand out as interesting, unique, or worth noting?
What do these words, phrases, and sentences mean in this text?

AL.TC.1 Selecting Words and Phrases to Teach

AL.TC.1a

CK

Identify words and phrases that are interesting, unique, and/or worth noting in a text because they are important to the meaning of the text or important to know the meaning generally.

PCK

Identify and notice personal biases about students' languages and cultures, particularly the extent to which you value, honor, and hold space for all varieties of languages that students bring into the classroom; they represent the voices of their grandparents, mothers, fathers, friends, and neighbors—the languages in which they hear love expressed and make up the fiber of who they are.

Determine which words and phrases are worthy of instructional attention or access the list of words and phrases for a text from the curriculum.

- (EO) Teach vocabulary that is both in the text and in the task.
- Categorize Tier 1, Tier 2, and Tier 3 words.
    - Tier 1 words (general words) are the words of everyday speech usually learned in the early grades or socially (e.g., on the playground, or at lunch). Do not focus on teaching these words.
    - Tier 2 words (academic vocabulary) are far more likely to appear in written texts than in speech, and they appear in all kinds of texts: informational texts (words such as *relative*, *vary*, *formulate*, *specificity*, and *accumulate*), technical texts (words such as *calibrate*, *itemize*, *periphery*), and literary texts (words such as *misfortune*, *dignified*, *faltered*, *unabashedly*). Tier 2 words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Tier 2 words may also be

abstract, which need to be taught differently: concrete words can often be described; abstract words require examples to make meaning.
    - Tier 3 words (technical words) are specific to a domain or field of study (words such as *lava*, *carburetor*, *legislature*, *circumference*, *aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier 3 words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).
- Identify words and phrases that are
    - representative of a family of words that students should know.
    - critical to understanding the text.
    - a precise label for an idea that students need to know.
    - representative of an idea that is essential for understanding another concept.
        - (EO) Introduce abstract concepts using "everyday language" before using the more robust, academic definitions.
    - (EO) multiple meaning words.
        - The word will have different meanings in ELA and math or science.
        - The word will be used again in the text under study and the meaning is either unclear or changes based on the context.
        - The word will be used again during the school year in other texts or contexts (e.g., in group discussions or writing tasks or other content areas).
    - missing clear, supportive, specific context clues.
- Determine whether any of the identified words and phrases can be defined without explicit instruction. If so, do not plan to teach them directly. For example:
    - Readers can use context clues to determine the intended meaning of the word without instruction.
    - Readers can analyze the structure of the word (e.g., prefix, root, suffix, part of speech, word origin, cognates) to determine the intended meaning of the word without instruction.
    - Readers will get adequate exposure to the word and its meaning as they read other texts in the same unit.

AL.TC.1b

CK

Identify why Tier 2 words are critical to understanding (e.g., they are high-utility words that appear frequently across multiple disciplines and may have multiple meanings; they are usually part of word families or semantic networks that can accelerate vocabulary acquisition).

PCK

Evaluate the list of words and phrases and recognize why the identified words and phrases are worthy of instructional attention. Are they

- critical to comprehension?
- high utility?
- used across multiple disciplines?
- multiple meaning words?

- part of word families or semantic networks?

As needed, refine or revise the list to create a list of words and phrases worthy of instructional attention.

AL.TC.2 Determining the Meaning of Words and Phrases

AL.TC.2a

PCK

(EO) Provide opportunities for students to preview unfamiliar vocabulary in advance.

(EO) When giving directions, provide visual cues.

(EO) Ensure that your curriculum provides multiple exposures to new words in multiple contexts over an extended period of time.

- Include between 12-20 and as many as 40 for students who are learning English.
- Actively engage students in word play through verbal, visual, and physical exploration of words (e.g., visuals, gestures, student-friendly definitions, examples and nonexamples, and synonyms and antonyms; students chunk text and summarize it in their own words).

(EO) Explicitly name for students when academic language is expected and when informal, social language is acceptable. Be deliberate in modeling the use of academic language.

If necessary, build in additional opportunities for students to work with new words so that the words become part of the students' expressive (oral and written) vocabulary.

- opportunities to compare and contrast words
- word association tasks, synonym/antonym tasks, and semantic feature analysis
- opportunities to classify words
- metaphor creation
- analogy creation
- questions and prompts to help students think critically about the meaning of words
- examples of how words are used in other contexts
- opportunities to act out the meaning of words when applicable
- visual aids illustrating the meaning of words in authentic contexts other than the text in which the word was introduced
- real-life objects that reinforce the meaning of vocabulary
- picture-sequencing activities that foster the understanding of important events in a story
- cloze tasks that draw students' attention to the multiple meanings of some words
- recycled words learned in earlier lessons

AL.TC.2b	
CK	Identify which words are text critical and cannot be defined in text (i.e., context provides clues that are mis-directive, nondirective, or general).
PCK	(EO) When necessary, explicitly model and teach new words and phrases: • Provide student-friendly definitions. • Teach words and phrases in advance of reading the text. • Provide or have students create a visual dictionary or glossary. (EO) For Level 1 English Language Learners, use pre-taught words and phrases to complete a cloze paragraph.
AL.TC.2c	
CK	Determine the meaning of words and phrases using the four most common types of context clues: • definition/explanation clues • restatement/synonym clues • contrast/antonym clues • inference/general context clues
PCK	Explicitly teach students how to use context clues. Define and model how to use different types of context clues in the text under study. Direct students to • reread the sentence that contains the unknown word or phrase. • look for signal words or punctuation. • reread the sentences before and after the sentences that contain the unknown word or phrase. • use text features such as photographs, illustrations, charts, and graphs.
AL.TC.2d	
CK	Understand the interrelation of morphology, phonology, and etymology (e.g., we learn phonology of the grapheme by studying morphological families; we use both morphology and etymology to determine meaning)
PCK	Explicitly teach students how to analyze word parts. • Teach the orthographic concepts central to the text students are reading (e.g., analyze words to find their bases, then look for other members of that family) using strategies to teach morphology such as a word matrix or word sums.

	• Model how to analyze a new word by breaking it down into its sub-parts, studying each part separately, and then combining the parts to understand the whole word.
	  ○ roots
	  ○ prefixes
	  ○ suffixes
	  ○ inflectional endings
	  ○ word families

AL.TC.2e	

CK	Identify which words and phrases have multiple meanings.
	• Two main types of multiple meaning words:
	  ○ words that sound alike (homographs, homophones, or homonyms)
	  ○ words that sound different (homographs, heterophones, or heteronyms)
	• Multiple meaning words can have the following differences:
	  ○ different capitalization
	  ○ different parts of speech
	  ○ different tense

PCK	Explicitly teach students how to approach multiple meaning words in the text under study. Examine the role the word plays in context and the variety and shades of meaning these words possess. Use strategies such as multiple meaning word charts, features analysis charts, and visual representations.
AL.TC.2f	
PCK	Explicitly model and teach students how to use reference materials to determine or clarify the meaning of words. • This strategy is only helpful for Tier 2 and Tier 3 words. (Tier 1 words are acquired through everyday speech and nonverbal communication and do not express complex ideas.) • This strategy is used to confirm understanding, not build it. • Explicitly model and teach which reference materials are most valuable given the context of the task. • Reference materials are often not helpful the first time a student is learning the word. • (EO) Make dictionaries available in students' first languages.

AL.TC.2g	
PCK	Utilize additional strategies to support the acquisition of Tier 2 words from texts under study. For example: • (EO) Study word origins, cognates, or false cognates. ○ e.g., a Spanish noun that ends in *-idad* almost always has an English cognate that ends in *-ity;* Spanish nouns ending in *-idumbre* relate to nouns ending in *-itude* • (EO) Provide time to orally discuss and share their understandings of words and their meanings in their home language or vernacular. • Create class word walls or dictionaries for units of study. • Ask questions or provide tasks that reinforce understanding of Tier 2 words. • Encourage students to choose flexibly from strategies such as context clues, morphology, and reference materials to clarify the meaning of multiple meaning words. Examine the role the word plays in context and the variety and shades of meaning these words possess. Use strategies such as multiple meaning word charts, features analysis charts, and visual representations. • (EO) Immerse students in word-rich environments. • focusing on the wrong words (e.g., words that are defined in context or words that are concrete rather than abstract) • spending too much time on vocabulary or attending to vocabulary at the wrong time (e.g., defining all words in advance of reading a text) • not recognizing the differences in how academic language is used across content areas and using the same strategies even when they are not applicable • (EO) not providing enough time for students to discuss and share their understandings of words and their meanings either in their first language or in English • (EO) spending limited time building background knowledge and/or schema (for the topic) • (EO) ignoring the cultural connections to the words or text
AL.TC.3 Analyzing Syntax	
AL.TC.1a	
CK	Identify sentences that are interesting, unique, and/or worth noting in a text because they are important to the meaning of the text. The syntax of academic language typically features long noun phrases, nominalization, embedded clauses, passive voice, and generally longer and more complex sentences.
PCK	Determine which sentences are worthy of instructional attention. Some high-quality curriculum materials suggest sentences worth studying. If not, use these guidelines: • vocabulary worth investigating further • complex structure • complex language features • critical text information • grammatically interesting • (EO) culturally relevant or connected to students' background knowledge

AL.TC.1b	
CK	Be aware of the phrase and clause boundaries but not necessarily the grammatical terminology to talk about them. Find the subject of a sentence (which is often a complex noun phrase with many parts) and its predicate (again with its various necessary parts). Look at each part of a sentence and determine what that part communicates, and be able to say what it does. (https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/25/ELA_retreat-Wong%20Fillmorepart2.pdf)
PCK	Leverage strategies from your curriculum to help students analyze the syntax of a complex sentence to unlock meaning in a text and to be able to use language flexibly and fluently, such as: • Use a juicy sentence protocol. • (EO) Use sentence frames or stems. • Identify signal words. • Paraphrase complex sentences. • Chunk the complex sentences into meaningful units of information. • (EO) Demonstrate and have students practice how to translate between academic language and everyday language. • (EO) Provide opportunities for students to orally negotiate the meaning of complex sentences collaboratively.

How does the text work?

How are words, phrases, and sentences used for effect in the text?

In what ways will the relationships between particular words better help students to understand their meanings?

AL.TC.4 Recognizing Literal and Nonliteral Language

AL.TC.4a	
CK	Understand why a writer would use nonliteral language in a particular text (e.g., to create a mental picture, to exaggerate a situation, to be humorous, to add interest, to clarify). Understand why a writer would use an idiom, adage, or proverb in a particular text (e.g., to give advice, to express a truth about life, to amplify a message, to be humorous, to express a complex idea in a simpler way).
PCK	Ask evidence-based questions or provide evidence-based tasks (e.g., complete a T-chart or word web) that ask students to distinguish literal from nonliteral language in a text under study.

	For nonliteral language, have students explain the meaning of the word or phrase and the difference between representing the meaning literally and nonliterally (e.g., provide a literal representation of the meaning and compare it against the nonliteral representation in the text). (EO) Provide collaborative opportunities to orally negotiate meaning and/or co-construct graphic organizers that provide opportunities to distinguish literal from nonliteral language in a text under study. (EO) Engage students in collaborative discussions on why an author might use nonliteral language and identify contexts when literal and nonliteral language are best used. (EO) Provide opportunities for students to identify and explain the meaning of common idioms, adages, and proverbs in texts so that students understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes.
AL.TC.5 Analyzing Word Relationships and Nuances in Meaning	
AL.TC.5a	
PCK	Ask evidence-based questions (e.g., why would the author use the word X instead of the word X in the first sentence?) or provide evidence-based tasks that ask students to distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered) in a text under study. Ask evidence-based questions (e.g., without changing the meaning, what word could make the sentence stronger?) or provide evidence-based tasks that ask students to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
What Does the Text Mean? *How does the author's word choice develop the themes or main ideas of the text?*	
AL.TC.6 Determining How Meaning is Revealed Through Language	
AL.TC.6a	
CK	Identify the words, phrases, and sentences that most contribute to the meaning, purpose, and/or perspective of a text.
PCK	Ask text-dependent questions and/or provide evidence-based tasks that invite students to analyze the author's word choice and syntax in a text (e.g., rereading and annotating a portion of a text, completing a graphic organizer, juicy sentences).

- (EO) Provide opportunities to collaborate with a partner and/or think aloud, provide teacher think alouds or modeling, focus on vocabulary meaning in context, look up words in a student's first language, and/or look for cognates.

Ask text-dependent questions or provide evidence-based tasks that invite students to analyze how word choice and syntax contribute to the development of plot, setting, characterization, mood, and point of view in literary text. For example, you might ask:

- How does the author's word choice in a particular section help the reader to better understand the setting?
- How does a character feel at a particular point in a story?
- How does the syntax of a particular sentence build suspense?
- (EO) Provide opportunities to collaborate with a partner and/or think aloud, provide teacher think alouds or modeling, make and/or invite connections to background knowledge and experience for students who are learning English.

Ask text-dependent questions or provide evidence-based tasks that invite students to analyze the author's or speaker's point of view, the structure, and the organization of ideas in informational text. For example, you might ask:

- How does omitting this sentence change the meaning of the text?
- What is another way to describe what the speaker describes here?
- How do you know the author's point of view?
- (EO) Provide opportunities to collaborate with a partner and/or think aloud to put the speaker's point of view into their own words, provide teacher think alouds or modeling to analyze text structure, and support students who are learning English in understanding by having them explain the way the informational text is organized (e.g., what comes first, which headings are bolded, what pictures are provided?).

Review the questions and tasks in the curriculum. Does the curriculum ask text-dependent questions and/or provide evidence-based tasks to ensure students understand the meaningful word choice and syntax decisions the author has made? If not, what questions need to be asked?

- (EO) Note any questions or tasks that have a heavy linguistic load and where students who are learning English might need targeted support to access the curriculum. If support is needed, determine the strategies that you will use to provide support (e.g., graphic organizer, building background knowledge, providing vocabulary support, teacher modeling, etc.).

Ask text-dependent questions or provide evidence-based tasks that ask students to analyze and explain how the language and syntax in a text contributes to the overall meaning or purpose of a text. For example, you might ask:

- What does the author claim? What evidence supports the claim?
- What is this story trying to teach? How do you know?
- What is the tone in the text? How do you know?
- Provide opportunities to collaborate with a partner and/or think aloud to explain how language and syntax in a text contributes to the overall meaning/purpose or tone, use teacher think alouds or modeling to analyze the author's claims and evidence for the claims, and support students in understanding what the story is trying to teach by choosing appropriate strategies to support this understanding (e.g., think-pair-share, fish bowl, etc.).

How does the text connect to other texts and ideas?
What words and phrases are most important for understanding the topic, concept, or idea we are studying? Why?
How do those words clarify and/or challenge the meaning of words and phrases you already know?

AL.TC.7 Engaging in a Volume of Reading

AL.TC.7a

CK

Recognize that language knowledge is critical to building knowledge and explain how language knowledge can be built through a volume of reading.

PCK

Provide opportunities for students to engage in wide and extensive independent reading of texts to expand word knowledge.

- Set up structures such as Accountable Independent Reading to encourage students to select texts they want to read and to hold students accountable for their choice reading.
- Review opportunities in the curriculum for volume of reading. If no opportunities or recommendations exist, use your grade-level team, your school media specialist, or the Internet as sources for ideas for building a classroom library and implementing Accountable Independent Reading.
- (EO) For students who are learning English, be sure to work closely to collaborate with the ELL/ESOL, bilingual, and/or language support teachers and staff in your building and district to align your classroom library and Accountable Independent Reading supports with English language development standards and research-based practices to support both language development and content knowledge.
- (EO) Provide structures and supports to make Accountable Independent Reading accessible and accountable (e.g., use small group discussion or an oral check-in with the teacher that does not require writing first or allow students to use images/pictures to represent their understanding of what was read).
- (EO) It is important to provide culturally and linguistically responsive texts. This includes texts in students' first language, high-interest texts, and texts that build on and relate to students' background knowledge and diverse experiences.

(EO) Use text sets (i.e., sets of texts about similar topics, concepts, or ideas) that include a wide range of reading genres and lengths of texts; encourage students to make connections across those texts to build their word knowledge and transfer their knowledge and skills to new texts. Text sets include:

- a wide range of texts
- less and more complex texts
- texts written in home languages
- different genres and formats (e.g., graphic novels, digital texts)
- texts related to units of study for students to access and read on their own to support them in building or expanding their knowledge about the unit topic and transferring their knowledge and skills to new texts

	Use strategies from the other competencies in this focus area to help students build their knowledge of important words, phrases, and sentences, including explaining the relationships among words critical to understanding a topic, concept, or idea. (EO) For students who are learning English, it is important that this process is supported by spiraling topics, concepts, and ideas to provide supported language learning and skill learning opportunities while learning content. (EO) For students who are learning English, provide as much context, support, and strategies as necessary for the students' language proficiency levels to be included in these oral conversations focused on examples and non-examples and modeled by English-proficient peers and the teacher to support the acquisition of sophisticated language knowledge and development.
AL.TC.8 Understanding Language Across Content	
AL.TC.8a	
CK	Identify and explain how and why academic language is used differently in different content areas and identify the meaning of words, phrases, and sentences that appear in texts in different content areas based on that understanding (e.g., know that active voice is preferred in ELA and passive voice is preferred in science and the reasons why each prefers the opposite; know that the meaning of words is consistent in all contexts in science but meaning changes in ELA based on context).
PCK	Explicitly point out for students how academic language is used differently in different content areas and ensure the strategies help students draw upon distinctions among the same words, phrases, and/or sentences that appear in different content areas based on that understanding. • (EO) For students who are learning English, identify the different discourses of each content area (e.g., inquiry in science, first person historical accounts, etc.) and be explicit about how those inform how academic language is used in each content area. • (EO) Teach Latin and Greek roots that are frequently used in social studies, math, and science texts to help students expand their vocabularies. Clusters of words, such as words with the root -prim-, accelerate vocabulary learning. • (EO) Leverage opportunities to teach words that students will see in multiple content areas (e.g., analyze, compare, contrast, evaluate, summarize). For students who are learning English, teaching these Tier 2 or language function words across the content areas can increase access and engagement by supporting a spiraling of concepts and skills. • Use strategies under AL.2 for helping students distinguish the various meanings of words as they are used in different disciplines. ○ A text about a particular topic may include certain forms of a word or set of words and an unrelated text may use a different form of the word or set of words—readers begin to associate particular uses and sets of words with specific topics, concepts, or ideas and view those as distinct from other uses and sets of words that connect to a different topic, concept, or idea (e.g., students might read a text about the root of a plant in science class, the square root of a number in math class, and root words in ELA class).

Volume and Range of Writing to Text and Research Grades 3-5

Through a volume and range of writing, students gain adequate mastery of a variety of writing skills and applications. A volume of writing includes both short and extended writing tasks, encompassing on-demand and process writing. Within this volume, students should write to a range of genres: opinion, informative/explanatory, narrative. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

*The Teacher Content Competencies explicitly call attention to the beliefs that ELA teachers must hold and the pedagogical moves they must make to ensure **equitable opportunities (EO)** exist for all students. The Teacher Content Competencies are organized by both the content knowledge (CK) and the pedagogical content knowledge (PCK) needed for teaching ELA.*

What Ideas Do You Want to Share? *Who is your audience?* *What genre might you use to express those ideas?*	
VRW.TC.1 Selecting Purpose and Audience	
VRW.TC.1a	
PCK	(EO) Identify and notice personal biases about students' languages and cultures, particularly the extent to which you value, honor, and hold space for all varieties of languages that students bring into the classroom; the teaching of excellence in writing means adding language to what already exists, not subtracting. Further, expert writing teachers deliberately teach students to incorporate their heritage and home languages intentionally and strategically in the texts they write. The goal is to make more relationships available, not fewer (NCTE, Professional Knowledge for the Teaching of Writing, 2016). (EO) Identify and notice personal biases about students and their abilities to communicate their understanding clearly.
VRW.TC.1b	
CK	Recognize various purposes for which people write (e.g., to support an opinion, to examine and convey ideas, to develop real or imagined experiences or events, for pleasure, for reflection, or to build or express understanding of texts). Understand the rhetorical context in order to produce writing that effectively addresses your purpose for writing and the audience for whom you are writing.
PCK	Articulate goals for student writing—goals that address writing skills as well as content goals. Students are writing to express well-formed ideas and to demonstrate understanding of the knowledge they have built through texts and other media.

	When introducing a writing task, ask students to articulate: • the purpose • the audience • what it is they want to accomplish with the writing piece (EO) Identify the specific elements of composing, usage, and mechanics that will be evaluated for a given writing task and provide students with clear criteria and standards for successfully completing the writing task using rubrics and exemplar papers. Explicitly call students' attention to the wide range of purposes and audiences for which people write. This should happen organically as students are reading and engaging with various types of texts (e.g., literature, informational texts, research), not as a "genre lesson." Based on the audience, purpose, and what they intend to accomplish, have students select a genre that best connects the audience to the stated purpose (e.g., a poem, a personal narrative, literary criticism, a letter, a speech). Writers should anticipate the language and style that the audience will expect. The use of mentor texts can illustrate the type of writing students are expected to produce. Provide students with extended time to read both what has been professionally published as well as student writing (i.e. if students are learning to write opinion essays, they should read opinion essays with an eye towards the purpose, the audience, and what the author is trying to accomplish). Be transparent around the learning that you want students to take away from a mentor text otherwise they may not know what to emulate in their own writing.
VRW.TC.2 Writing to Build Understanding vs. Writing to Express Understanding	
VRW.TC.2a	
CK	Writing is both a way to build understanding (e.g., to generate ideas, as an act of discovery, as a medium for thought, to solve problems, to identify issues, to construct questions) and a way to express understanding (e.g., to communicate a final thought, to demonstrate that expectations have been met, to persuade others).
PCK	(EO) Explicitly name for students when academic language is expected and when informal, social language is acceptable. • Be deliberate in modeling the use of academic language. • Enable students to use their first language where appropriate in order to negotiate meaning. • Provide curricular resources and supports in students' first language where available and where appropriate. Explicitly teach students:

- The focus of writing to build understanding is on forming ideas, not on the writing process or on usage and mechanics. The writer is seeking to better understand a topic by exploring ideas through writing about them.
- The focus of writing to express understanding is on communicating ideas clearly and coherently so that others can understand them.

When writing is a tool for thinking or building understanding, the writing is for the writer. Leverage the range of writing opportunities within your curriculum that build understanding (e.g., journals, written reflections, observations, and writing-to-learn strategies such as written summaries, admit/exit slips, and learning logs).

When writing is a tool to express understanding, the writing is for an audience other than the writer. Leverage the range of opportunities within your curriculum that foster an opportunity for students to express understanding (e.g., essays, posters, brochures, emails, multimodal texts).

Prior to engaging in a writing task, students must identify whether the writing is used to build understanding or express understanding; recognizing the difference will help the student make appropriate decisions about structure, language, style, and tone.

Recognize that students who are learning English will have multiple possible patterns in mind for phonology, morphology, syntax, genre, and pragmatics based on their previously learned languages. Since they know more, they have to sort through that extra knowledge to know what does and doesn't apply as they learn English. As such, when students are writing for understanding, focus on content over format (e.g., spelling, grammar, etc.) (NCTE, Professional Knowledge for the Teaching of Writing, 2016).

VRW.TC.3 Using a Process

VRW.TC.3a

CK

Understand multiple, flexible models of the writing process that can be used based on the purpose, audience, and genre and the various ways individuals may approach a similar task differently (e.g., Acts of Writing: A Compilation of Six Models that Define the Processes of Writing). Experienced writers use different models of the writing process according to their audience, the purpose of the writing task, the genre, and circumstances, such as deadlines and considerations of length, style, and format. For example, writers may only create a single draft for an informal essay but multiple drafts for a formal research paper. Writers do not accumulate process skills and strategies once and for all. They develop and refine writing skills throughout their writing lives as they take up new tasks in new genres for new audiences. They grow continually, across personal and professional contexts, using numerous writing spaces and technologies (NCTE, Professional Knowledge for the Teaching of Writing, 2016).

PCK	Draw on the differences between writing to build understanding and writing to express understanding (see VRW.2); explain when the writing process is valuable and when it is not necessary.
	
	Introduce, model, and reinforce the differences in processes that writers might use so that students understand that the process is flexible (e.g., spending a significant amount of time in pre-writing to discover and explore ideas, pausing during the writing process to talk about writing, engaging in patterns of read, rewrite, read, rewrite). Some of the time, the teacher should guide the students through the process, assisting them as they go. Other times, writing instruction must provide opportunities for students to identify the processes that work best for them as they move from one initial idea to final draft, from one writing situation to another.
	• Frequently write with students, sharing your experiences as a writer and demonstrating how a piece of writing moves through a writing process.
	• Provide opportunities for students to demonstrate how a piece of writing moves through a writing process so that their peers can hear how the writing process takes place in the minds of different writers.
	• (EO) As students engage in the writing process on subsequent writing tasks, help students to select from and use a range of tools that best fit their needs and purposes:
	  ○ planning (e.g., brainstorming, questioning, outlining, oral rehearsal of ideas)
	  ○ composing (e.g., word processors, outliners, mind mapping software, design software, shared-document websites, and other hardware, software, and web-based technologies that can create collaboration and/or enhance the effectiveness of feedback)
	  ○ revising (e.g., praise/question/suggestion, STAR, RADaR, ARM, revision circles)
	  ○ editing (e.g., checklists, peer-editing, inside-outside circle)
	  ○ publishing (e.g. online literary magazine, blog, anthologies, open-mic)
	
	(EO) Provide timely, specific, actionable, goal-oriented feedback, both oral and and in writing, during the writing process so that students can implement feedback immediately.

VRW.TC.4 Planning	
VRW.TC.4a	
CK	Describe ways in which writers can gather information and ideas from texts in preparation for writing about a particular topic or in response to a particular task or for a particular purpose.
PCK	Teach strategies (e.g., brainstorming, freewriting, idea webbing) that will help students generate and gather ideas to determine a writing focus. Students are reading and writing to build knowledge. Set goals for students or help students set their own goals that are both skills-driven and content-driven. For example: • Use strategies (e.g., web or concept map) that help students to identify sub-topics or questions they may ask about the topic/focus.

	• Teach students to focus their topic so that it is not so broad there is too much to write about but also not so narrow there is not enough to write. • Prompt students to review their notes or graphic organizers from reading to generate and gather ideas related to the writing task. • Teach students strategies for summarizing what they have read (e.g. somebody/wanted/but/so, delete unnecessary or redundant information, substitute subordinate terms for lists, GIST statements). • Use strategies (e.g., writing what they already know about a topic and what they want to know) that help students gather additional ideas from complex texts related to their initial ideas. (EO) Assume students will begin with the language with which they are most at home and most fluent in their speech. That language may be a variety of English or a different language altogether. Mixing languages within a text can promote students' acquisition of academic language, deeper competence in a repertoire of codes, ability to communicate complex thoughts, and ways of communicating with various audiences (NCTE, Professional Knowledge for the Teaching of Writing, 2016).

How will your writing work?
How might you organize and develop ideas so that they are clearly and coherently expressed?

VRW.TC.5 Composing: Opinion

VRW.TC.5a

CK	To write opinion pieces, a writer
	• introduces a topic or text clearly by engaging the reader and stating an opinion with reasons, thus giving the reader the first opportunity at understanding the focus of the work.
	• creates an organizational structure in which ideas are logically grouped to support the writer's purpose and to help readers locate information within the text.
	• provides logically-ordered reasons that are supported by facts and details.
	• links opinions and reasons to clarify the relationships among ideas and information using
	  ○ words.
	  ○ phrases.
	  ○ clauses (e.g., *consequently*, *specifically*).
	• provides a concluding statement or section related to the opinion presented. An effective conclusion highlights the significance of the topic and leaves the reader with a final thought about the topic.

PCK	If one is going to write in a genre, it is very helpful to have read the genre first. Students need to read for the purposes of writing with an eye toward not just what the text says but also how it is put together. Provide opportunities for students to examine the work of a published author (preferably a text that is already under consideration).

- Highlight the particular feature of opinion writing that students are learning (see below) based on the skill or content goals of the writing piece.
- Provide opportunities for students to practice applying the feature with significant support (e.g., provide some of the paragraphs of the essay; provide sentence stems; allow students to write collaboratively).
- Provide opportunities for students to apply the feature in authentic writing pieces, deciding when and how to use it.

Provide step-by-step instructions for students on how to write opinion pieces on topics or texts, supporting a point of view with reasons and information:

Explicitly teach students the components of a strong opinion statement:

- states a clear opinion using words or phrases such as *I believe, from my point of view,* or *based on what I know*
- can be supported by facts and details
- answers a question or refers to a prompt

Demonstrate for students how including brief but strong background information in the introduction will help the reader to better understand their topics. Ask the student to think about two or three important things that a reader needs to know about the topic.

Demonstrate for students how to brainstorm reasons to support their opinions and how to select the strongest reasons to support their opinions.

- Provide opportunities for students to explain how their reasons connect to their opinions.
- Encourage students to choose the reasons for which they can most clearly explain the connection.

Ensure that students understand the overall structure of their essay and that they can see the big picture, not just small pieces of it.

- introduction
    - opinion statement
    - supporting points in the order in which they will appear in the paper
    - necessary background (what the reader needs to know about the topic)
- supporting paragraphs
    - topic sentence (introduces the main idea of the paragraph and explains the connection to the main idea of the essay)
    - supporting sentences (reasons and examples that relate to the topic sentence)
    - closing sentence (describes how the example supports the main idea of the paragraph)
- conclusion
    - review opinion statement
    - summarize main points
    - explain why it matters

Explicitly teach students how to group sentences into paragraphs and paragraphs into essays. Strategies include:

- Use mnemonics or graphic organizers to help students remember the organization of a paragraph.
- Have students highlight the components of a paragraph in a text they are reading: topic sentence, supporting details, concluding sentence, transition words.
- Cut a paragraph into sentences and have students find the topic sentence, the supporting details, and the concluding sentence.

Explicitly teach students how to link opinions and reasons to clarify relationships among words, phrases, and clauses.

- Using mentor texts or student models, highlight words, phrases, and clauses that students can use in the body of their own writing to link opinions with reasons (e.g., *for instance*, *in addition*, *most importantly*).
- Using mentor texts or student models, highlight words, phrases, and clauses that students can use to conclude their own essays (e.g., *for all the reasons I've given*, *to summarize*, *as you can see*).
- (EO) Provide sentence starters or sentence frames for students who need support.

Using mentor texts or student models, show students how effective conclusions

- explain to the reader why the topic they just read about was important.
- leave the reader with a final thought or something to think about after they finish reading.

VRW.TC.6 Composing: Informative/Explanatory

VRW.TC.6a

CK

To write informative/explanatory pieces, a writer

- introduces a topic clearly by engaging the reader and stating the topic and purpose of the piece, thus giving the reader the first opportunity at understanding the focus of the work.
- groups related information logically using structures such as chapters, sections, or paragraphs that help readers locate important information within the text.
- includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. These features allow readers to more fully and deeply understand the topic and make sense of the text.
- clearly conveys ideas by developing the topic with
    - facts.
    - definitions.
    - concrete details.
    - quotations.
    - other information and examples related to the topic.
- links ideas within and across categories of information to clearly communicate to readers how the ideas are related. Linking words, phrases, and clauses clarify the relationships among ideas and information.

- uses precise language and domain-specific vocabulary to inform or explain the topic. Writers of informational text often use vocabulary that is specific to the specialized topic about which they are writing. This vocabulary allows the writer to more concisely and accurately describe the topic.
- provides a concluding statement or section related to the information or explanation presented. An effective conclusion highlights the significance of the topic and leaves the reader with a final thought about the topic.

PCK

If one is going to write in a genre, it is very helpful to have read the genre first. Students need to read for the purposes of writing with an eye toward not just what the text says but also how it is put together. Provide opportunities for students to examine the work of a published author (preferably a text that is already under consideration).

- Highlight the particular feature of informative/explanatory writing that students are learning (see below) based on the skill or content goals of the writing piece.
- Provide opportunities for students to practice applying the feature with significant support (e.g., provide some of the paragraphs of the essay; provide sentence stems; allow students to write collaboratively).
- Provide opportunities for students to apply the feature in authentic writing pieces, deciding when and how to use it.

Provide step-by-step instructions for students on how to write informative/explanatory texts to examine a topic and convey ideas and information clearly:

Using mentor texts or student models, show students how writers engage the reader using strategies such as descriptive language, interesting questions, unusual details, or sound effects.

Explicitly teach students the components of a strong thesis using mentor texts, modeling, and collaborative writing opportunities until students are ready to craft a thesis on their own:

- states the topic of the essay
- states the purpose of the essay
    - To support novice writers, use sentence stems or graphic organizers or craft thesis statements collaboratively.

Tell students that including brief but strong background information in the introduction will help the reader to better understand their topic. Ask the student to think about two or three important things that a reader needs to know about their topic.

Using mentor texts, show students how writers use structures such as chapters, sections, or parparagrahs by asking students to use these features to locate important information within the text. Show students examples of texts where related information is not grouped logically to illustrate the confusion that can happen for the reader.

Provide opportunities for students to group sentences into paragraphs and paragraphs into essays in their own writing. For example, use mnemonics or graphic organizers to help students remember the structural organization of an informative/explanatory essay and to group information logically.

Ensure that students understand the overall structure of their essay and that they can see the big picture, not just small pieces of it.

- introduction
  - thesis statement
  - supporting points in the order in which they will appear in the paper
  - necessary background (what the reader needs to know about the topic)
- supporting paragraphs
  - topic sentence (introduces the main idea of the paragraph and explains the connection to the main idea of the essay)
  - supporting sentences (reasons and examples that relate to the topic sentence)
  - closing sentence (describes how the example supports the main idea of the paragraph)
- conclusion
  - review thesis statement
  - summarize main points
  - explain why it matters

Using mentor texts or student models, show students how features such as headings can aid in comprehension (i.e., provide a guide for the reader as to what topics will be addressed); photographs show images of the topics discussed in the text and provide clear visuals; illustrations provide visuals that would be complicated described only with words.

Invite students to include text features in their writing that aid in comprehension. Encourage them to be strategic in why they choose to include the features they use.

Using mentor texts or student models, show students how different authors develop a topic with facts, definitions, concrete details, and quotations.

Emphasize the importance of developing a topic so that the reader fully understands the topic and what a writer is trying to communicate.

Demonstrate for students how to brainstorm facts, definitions, details, quotations, and other information and examples to support their topic and how to select the strongest details.

- Provide opportunities for students to collect and organize their evidence before formulating a thesis to be sure that they are clear on the position they want to take.
- Direct students to explain how their reasons connect to their topic.
- Encourage students to choose the reasons for which they can most clearly explain the connection.

	Explicitly teach students how to link ideas across categories to clearly communicate how ideas are related. • Using mentor texts or student models, highlight words, phrases, and clauses that students can use in the body of their own writing to link ideas within and across categories of information (e.g., *for instance*, *similarly*, *instead*). • Using mentor texts, highlight words, phrases, and clauses that students can use to conclude their own essays (e.g., *for all the reasons I've given*, *to summarize*, *as you can see*). • (EO) Provide sentence starters or sentence frames for students who need support. Have students analyze the use of precise language and domain-specific vocabulary in mentor texts or student models. Explain to students the importance of using language specific to the specialized topic about which they are writing to more concisely and accurately describe the topic. For additional information, see the Building Academic Language Focus Area of the Teacher Content Competencies. Using mentor texts or student models, show students how effective conclusions • explain to the reader why the topic they just read about was important. • leave the reader with a final thought or something to think about after they finish reading.
VRW.TC.6b	
CK	To conduct and present research, a writer • recalls relevant information from experiences or gathers relevant information from print and digital sources. • summarizes or paraphrases information in notes and finished work. • provides a list of sources.
PCK	Gather materials for students to use for their research or provide time for students to gather their own materials. Demonstrate for students how to skim or scan a text to find information when researching. Explicitly teach students how to summarize (e.g., delete unnecessary or redundant information, substitute subordinate terms for lists) and paraphrase (replace the words in the original text with synonyms (do not replace names, dates, titles, etc.) and make sure that the paraphrase conveys the original meaning) the information that they find or copy a quotation. Provide opportunities for students to take notes on their topics from the sources they gathered. Explain what plagiarism is and remind students to keep a list of the article, book, or website titles or URLs of the sources they used.

VRW.TC.7 Composing: Narrative

VRW.TC.7a

CK

To write narratives, a writer

- orients the reader by
  - establishing a situation.
  - introducing a narrator.
  - introducing characters.
    - Orienting the reader gives the reader an initial understanding of what is taking place and saves the reader from the confusion that would ensue if they had to make sense of everything themselves.
- organizes an event sequence that unfolds naturally.
  - Writers need to think about the exposition, rising action, climax, falling action, and resolution (beginning, middle, end) in a narrative sequence.
  - A narrative that is not well-sequenced will be confusing to the reader.
- develops experiences and events or shows the responses of characters to situations using narrative techniques such as
  - dialogue (e.g., a conversation between characters, a character's thoughts).
  - description (e.g., of the setting, a character's actions).
  - characterization (e.g. revealing important information about characters and thus making the characters more interesting to the reader through what a character says or does, the way a character looks, or the effect the character has on another character).
  - pacing.
- manages the sequence of events using a variety of
  - temporal words.
  - transitional words, phrases, and clauses.
- conveys experiences and events precisely using
  - concrete words and phrases (i.e., specific nouns and strong verbs).
  - sensory details (allow the reader to understand the way in which a character is experiencing an event).
  - The use of precise words and phrases ensures that the writer has communicated the imagery that they intended to communicate.
- provides a conclusion (closes out the action and leaves the reader with a final message).

PCK

If one is going to write in a genre, it is very helpful to have read the genre first. Students need to read for the purposes of writing with an eye toward not just what the text says but also how it is put together. Provide opportunities for students to examine the work of a published author (preferably a text that is already under consideration).

- Highlight the particular feature of narrative writing that students are learning (see below) based on the skill or content goals of the writing piece.
- Provide opportunities for students to practice applying the feature with significant support (e.g., provide some of the paragraphs of the essay; provide sentence stems; allow students to write collaboratively).
- Provide opportunities for students to apply the feature in authentic writing pieces, deciding when and how to use it.

Provide step-by-step instructions for students on how to write narratives to develop real or imagined experiences or events using effective techniques:
Using mentor texts or student models, show students how writers orient the reader by establishing a situation (or letting the reader know what is taking place) and introducing the narrator or characters.

Using mentor texts or student models, show students how readers are engaged by a sequence of events that builds to a climax and then is followed by a resolution.

Use graphic organizers to help students organize the sequence of events.

Using mentor texts or student models, show students how writers develop interesting experiences or events using different techniques such as a conversation between characters, a character's thoughts, or a description of the setting or of a character's actions. It is important for students to understand that not all events in a narrative are discussed in great detail. Writers are strategic in choosing the experiences and events that are most relevant to the narrative.

Explicitly teach students how to use words, phrases, and clauses to manage the sequence of events and transition between events.

- Using mentor texts or student models, highlight words, phrases, and clauses that students can use in their own narratives to clearly describe how events relate to each other (e.g., *first*, *then*, *after*).
- (EO) Provide sentence starters or sentence frames for students who need support.

Using mentor texts or student models, show students how writers use specific nouns instead of general nouns to convey precise images to a reader (e.g., *canoe* instead of *boat*).

Using mentor texts or student models, show students how writers use strong verbs instead of weak verbs to precisely describe an action (e.g., *muttered* instead of *talked*).

Using mentor texts or student models, show students how writers use sensory details to create descriptions of characters' experiences. Selecting which sensory details to focus on allows the writer to draw attention to the most important details in the scene.

Using mentor texts or student models, show students how effective conclusions

	• provide a solution to the problem. • leave the reader with a final message.
VRW.TC.8 Clear Expression of Ideas	
VRW.TC.8a	
CK	Understand how writers express ideas clearly at the sentence level, including how writers connect ideas within and between sentences, varying syntax to change meaning, emphasis, or reader interest.
PCK	Determine which sentences are worthy of emulating in mentor texts and/or deserving of instructional attention related to syntax and grammar. Some high-quality curriculum materials suggest sentences worth studying for writing. If not, use these guidelines: • complex structure • complex language features • grammatically interesting
VRW.TC.8b	
CK	Recognize the relationship between language patterns and the functions they serve in texts. Language patterns are based on the words and syntax a writer chooses. Language has a structure, but it is also flexible and can be organized to express thoughts in different ways.
PCK	Leverage strategies from your curriculum that help students analyze the syntax of a complex sentence in a text and use language flexibly and fluently, such as: • Use a juicy sentence protocol. • Use sentence frames. • Use sentence stems. • Identify signal words. • Paraphrase complex sentences. • Chunk the complex sentences into meaningful units of information. • Demonstrate how to translate between academic language and everyday language.

VRW.TC.8c	
CK	Understand how writers of various texts (e.g., sentences, paragraphs, and multi-paragraph texts) develop and convey an appropriate tone and consistent style.
PCK	Use strategies (e.g. graphic organizers, mentor texts, strong and weak models of student work) that help students develop an appropriate tone and consistent style in paragraphs and multi-paragraph compositions.
What does your writing mean? How might you further develop and/or revise your writing to achieve your purpose and/or support your audience's understanding more effectively?	
VRW.TC.9 Revising and Editing	
VRW.TC.9a	
CK	Recognize strengths and weaknesses in sentences, paragraphs, and multi-paragraph compositions based on a particular task; explain where and how a writer can improve the composition.
PCK	(EO) Use strategies (e.g., checklists, writing rubrics, strong and weak models of student work, peer review) that help students recognize ways to improve their writing and develop and execute a plan for making the improvements.
VRW.TC.9b	
CK	Identify typical problems writers face during revision and editing and ways in which writers can address those.
PCK	Teach students how to select and use print and digital tools (e.g., grammar and spelling checkers, dictionary and thesaurus, style guides), as appropriate, so that they are able to revise and edit their writing successfully.
VRW.TC.9c	
CK	Understand the developmental factors in writing, including the tension between fluency with new operations or content and the practices that produce accepted spelling, punctuation, syntactic, and usage conventions.

PCK	Assess students' work while they are in the process of writing to offer timely assistance during the composing process. Confer with individual writers to deliver useful feedback that is appropriate for the writer and the situation. • What writing skill(s) is the focus of their task? • To what extent are individual students struggling to express their ideas clearly and coherently? • What direct instruction and/or support and targeted feedback do those students need as they are revising and editing their compositions?
VRW.TC.9d	
CK	Know the linguistic terminology that is helpful for teaching particular kinds of usage and grammar without employing excessive linguistic terminology.
PCK	(EO) Teach grade-level language conventions for writing for a particular audience.
VRW.TC.9e	
PCK	(EO) Provide multiple opportunities for students to revise and resubmit work based on teacher and peer feedback.
VRW.TC.10 Publishing	
VRW.TC.10a	
CK	Identify various tools to use for publishing (e.g., open source platforms, email, social networking, online discussion forums) and describe how each tool best fits a given need and/or purpose.
PCK	Help students select from and use a range of tools for publishing that best fit their needs and purposes.

How does your writing connect to other texts and ideas? *How can you use writing as a tool to extend your learning?*	
VRW.TC.11 Writing in Real Life	
VRW.TC.11a	
CK	Identify ways in which people use writing for personal growth, expression, and reflection and how to encourage and develop this kind of writing.
PCK	Provide opportunities for students to use writing for personal growth, expression, and reflection, and help students develop this kind of writing.
VRW.TC.11b	
CK	Recognize how writers create writing lives for the world beyond school.
PCK	Provide opportunities for students to create writing lives for the world beyond school (e.g., encourage students to craft creative and literary texts for the purposes of entertainment, pleasure, or exploration).
VRW.TC.12 Reflecting on Knowledge and Skills	
VRW.TC.12a	
CK	Identify ways to reflect on the success of a composition, identifying areas of strength and growth.
PCK	(EO) Provide students with a rubric or models of strong student work and evaluate the success of their writing against those exemplars. Revisit the purpose of the writing with students. Prompt students to consider whether their writing achieved the intended purpose. Have students complete a self- or peer-reflection to evaluate how successful they were with each content or composing goal. Ask students to set their own personal content and composing goals for a future writing task and/or reflect on how well they achieved their own personal goals set after a previous writing task.

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