OaklandSchools

English Language Arts Prioritization of Learning by Grade Level/Course

Oakland Schools understands that interrupted schooling brings new challenges for many educators, and that teaching and learning during and after an interruption involves more than just printing non-digital materials, uploading files, sharing links to media content, and reteaching the previous grade level's content. These recommendations provide support for the teaching and learning of English Language Arts.

Content Delivery Recommendations:

As we engage in learning opportunities during a long-term closure and plan for a return to school, we recognize learning will look different for everyone. We recommend that educators:

- Consider a variety of methods to connect with, reassure, and provide students with encouragement to support their well being.
- Work within grade-level and or content-specific teams to support learning. Working in teams will provide opportunities for district-wide decisions to be made on what is taught now and how to address missed learning when students return to the physical school building.
- Find a balance between practice and inquiry when planning lessons and activities.
- Remain flexible with pacing and student assignments.
- Consider equitable practices and offering student choice; each student's situation is going to be unique.
- Adhere to state and district time recommendations.
- Be mindful of continuing to build students' proficiency with content not yet mastered.

The Oakland Schools Literacy Team has used the following documents to inform their identification of suggested "Prioritized Standards": The College and Career Readiness Anchor Standards for Reading, Writing, Speaking & Listening, and Language in the Michigan K-12 English Language Arts Standards, Achieve the Core's Key Literacy Shifts at a Glance, and PSAT/SAT item specifications documents.

For elementary (grades K-5), priority standards were selected for Foundational Skills, with a focus on Print Concepts, Phonological Awareness, Phonics & Word Recognition. These standards may be considered by all K-5 teachers since they are program agnostic. In addition to the foundational skills, for K-5 units of study, prioritized standards were selected so that teachers will have an opportunity to collaborate and provide continuity at each level. Also, the informational reading and writing units will provide more opportunities for instruction across content areas.

For secondary (grades 6 to 12) units of study, prioritized standards were selected in order to support school-level continuity, so that teachers might collaborate on common instructional approaches. The intent is for the informational reading standards to provide opportunities for teacher modeling with mentor texts, in order to support students in developing an argument on a topic of their choice. Speaking and listening standards have not been selected to prioritize, given the wide variety in formats teachers are using during remote learning. The list of prioritized standards below is not intended to be an exhaustive list but rather an example to support decisions made at a local level.

Grade	Foundational Skills for *ALL K-5* teachers to consider	Prioritized Standards
K	Print Concepts	• RF.K.1 Demonstrate understanding of the organization and basic features of print. • RF.K.1.c: Understand that words are separated by spaces in print. • RF.K.1.d: Recognize and name all uppercase and lowercase letters of the alphabet.
	Phonological Awareness	• RF.K.2.c: Blend and segment onsets and rimes of spoken words.
	Phonics and Word Recognition	• RF.K.3.a: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sound for each consonant. • RF.K.3.c: Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does. • RF.K.5 Know and apply grade-level phonics and word analysis skills in decoding words.
1	Phonological Awareness	• RF1.2 Demonstrate understanding & spoken words, syllables, sounds phonemes. • RF.1.2.d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	Phonics and Word Recognition	• RF.1.3 Know and apply grade level phonics and word analysis skills in decoding words. • RF1.3.e: Decode two-syllable words following basic patterns by breaking the words into syllables. • RF1.3.g: Recognize and read grade-appropriate irregularly spelled words.
2	Phonics and Word Recognition	• 2RF3: Know and apply phonics and word analysis skills in decoding words. • 2RF.3.b: Decode short and long vowel sounds in two-syllable words. • 2RF.3.d: Recognize and identify root words and common suffixes and prefixes. • 2RF.3.e: Read grade-appropriate irregularly spelled words.
3	Phonics and Word Recognition	• 3RF3: Know and apply phonics and word analysis skills in decoding words. • 3RF.3.a: Identify and know the meaning of the most common prefixes and derivational suffixes. • 3RF.3.c: Decode multisyllable words. • 3RF.3.d: Read grade-appropriate irregularly spelled words.

Grade	Foundational Skills for *ALL K-5* teachers to consider	Prioritized Standards
4	Phonics and Word Recognition	• 4RF3:Know and apply grade-level phonics and word analysis skills in decoding words. • 4RF.3.a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5	Phonics and Word Recognition	• 5RF3:Know and apply grade-level phonics and word analysis skills in decoding words. • 5RF3.a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

If you follow the MAISA ELA Units of Study in order, consider prioritizing the following standards:

**If any of the following units have already been covered, consider using this K-2nd grade reflection tool to make decisions about your next steps in selecting standards for instruction. Teachers in 3rd through 12th grade can scroll to page 8 of this document for suggestions related to prioritizing standards using the College and Career Anchor Standards.*

Grade	Unit Title	Prioritized Standards
K	Informational Reading	• RI.K.1. With prompting and support, ask and answer questions about key details in a text. • RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
	Informational Writing Personal Expertise	• W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1	Readers Learn from Informational Reading	• RI.1.1. Ask and answer questions about key details in a text. • RI.1.2. Identify the main topic and retell key details of a text. • RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
	Informational Books: Personal Expertise	• W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. • W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Grade	Foundational Skills for *ALL K-5* teachers to consider	Prioritized Standards
2	Informational Book Clubs	• RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	Shared Research & Informational Writing Descriptive Reports	• W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. • W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3	Informational Research Clubs	• RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
	Informational Research Writing	• W.3.7. Conduct short research projects that build knowledge about a topic. • W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Grade	Foundational Skills for *ALL K-5* teachers to consider	Prioritized Standards
4	Informational Reading Research	• RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. •
	Informational Research Writing	• W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. • W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
5	Informational Reading Research	• RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. .
	Informational Research Writing	• W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Grade		Prioritized Standards
6	Writing the Argument	• RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. • RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. • W.6.1. Write arguments to support claims with clear reasons and relevant evidence. • W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. • L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7	Writing the Argument	• RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. • W.7.1. Write arguments to support claims with clear reasons and relevant evidence. • W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade		Prioritized Standards
8	Writing the Argument	• RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. • RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. • W.8.1. Write arguments to support claims with clear reasons and relevant evidence. • W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
9	Argument Writing Genres	• RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. • RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. • W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • L.9-10.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade		Prioritized Standards
10	Argument Writing Genres	• RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. • RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. • W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.9-10.9b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). • L.9-10.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
11	Writing the Argument	• RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). • W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
12	Informational Essay	• RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

If you follow a different learning progression from the MAISA ELA Units of Study, consider prioritizing applicable College and Career Readiness Anchor Standards for Reading, Writing, Speaking & Listening, and Language, found on the pages below:

College and Career Readiness Anchor Standards for Reading[1]

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading:

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

[1] Common Core State Standards English Language Arts (2010). National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

College and Career Readiness Anchor Standards for Writing[2]

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content of student writing:

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year

[2] Common Core State Standards English Language Arts (2010). National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

College and Career Readiness Anchor Standards for Speaking and Listening[3]

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening:

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.
New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

[3] Common Core State Standards English Language Arts (2010). National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

College and Career Readiness Anchor Standards for Language[4]

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective
choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Note on range and content of student language use:

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of
meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language
use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

[4] Common Core State Standards English Language Arts (2010). National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.