

Middle Childhood Content Competencies: ENGLISH/LANGUAGE ARTS, Grades 4-8

2014

In addition to the Arkansas Teaching Standards, the teacher of middle childhood English/ language arts, grades 4-8, shall demonstrate knowledge and competencies in the following areas:

<p>1. Reading – Foundational Skills</p> <p>AMLE: 2a, 2b CCSS-ELA: RF.K-5.1-4 NCTE-IRA: 3</p>	<p>1.1 Knowledge of how students learn to read and how explicit and systematic instruction in each of these areas produces successful readers, including</p> <ul style="list-style-type: none"> • Organization and basic features of print • Understanding of spoken words, syllables, and sounds (phonemes) • Knowing and applying grade-level phonics and word analysis skills in decoding words • Reading with sufficient accuracy and fluency to support comprehension <p>1.2 Knowledge of the differentiated needs of middle level readers and how to strategically address them</p> <ul style="list-style-type: none"> • Understanding of the methods of diagnosis of reading difficulties • Knowledge of intervention strategies for struggling readers
<p>2. Reading - Literature (defined as stories, drama and poetry)</p> <p>AMLE: 2a, 2b CCSS-ELA: RL.4-8.1-10 NCTE-IRA: 1, 2, 3, 9, 11</p>	<p>2.1 Knowledge of developmentally appropriate literary texts across genres, cultures, and centuries</p> <p>2.2 Ability to select developmentally appropriate literary texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>2.3 Ability to read literary texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> • Developing text-based questions to elicit both literal and inferential understanding of texts that is accurately supported by quoting several pieces of textual evidence that most strongly supports the analysis • Analyzing a text to understand how a particular sentence, chapter, scene, or stanza fits in the overall structure of a text and contributes to the development of the individual literary elements such as plot, setting, characters, theme, and/or point of view • Analyzing how a drama’s or poem’s form or structure contributes to its meaning • Describing how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution • Describing in depth a character, setting, or event in a story or drama, drawing on specific details in the text • Comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text

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Revised 8/7/2014

	<ul style="list-style-type: none"> • Analyzing the relationships among the elements of a text to understand how one impacts others and contributes to the development of the theme and/or plot throughout the text • Analyzing how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision • Paraphrasing and providing objective summaries of texts and differentiating the characteristics of these skills • Determining the meaning of words and phrases including figurative and connotative meanings and analyzing the impact of specific word choice on meaning and tone, including analogies or allusions to other texts <p>2.4 Ability to explain the major differences between poems, drama, and prose, and referring to the structural elements of poems and drama when writing or speaking about a text</p> <p>2.5 Ability to compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style</p> <p>2.6 Ability to analyze how an author develops and contrasts the points of view of different characters or narrators in a text</p> <p>2.7 Ability to analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor</p> <p>2.8 Ability to compare and contrast the experience of reading a literary text to listening to or viewing an audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium, including contrasting what is “seen” and “heard” when reading the text as to what is perceived when listening or watching</p> <p>2.9 Ability to analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors</p> <p>2.10 Ability to compare and contrast multiple literary texts with similar themes or topics across genres, cultures, and centuries</p> <p>2.11 Ability to compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</p> <p>2.12 Ability to analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new</p>
<p>3. Reading - Informational Text</p>	<p>3.1 Knowledge of developmentally appropriate informational texts across genres, cultures, and centuries</p>

Middle Childhood Content Competencies: ENGLISH/LANGUAGE ARTS, Grades 4-8

2014

<p>AMLE: 2a, 2b CCSS-ELA: RI.4-8.1-10 NCTE-IRA: 1, 3, 4, 9, 11</p>	<p>3.2 Ability to select developmentally appropriate informational texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>3.3 Ability to read informational texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> • Developing text-based questions to elicit both literal and inferential understanding of texts that is accurately supported by quoting several pieces of textual evidence that most strongly support the analysis • Determining a central idea of a text and analyzing its development over the course of the text, including its relationship to supporting ideas; providing an objective summary of the text • Analyzing how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) • Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of specific word choices on meaning and tone, including analogies or allusions to other texts • Analyzing the structure of a text by <ul style="list-style-type: none"> ○ Focusing on how the major sections contribute to the whole and to the development of the ideas ○ Focusing in detail on the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept • Determining an author’s point of view or purpose in a text and analyzing how the author acknowledges and responds to conflicting evidence or viewpoints <p>3.4 Ability to integrate knowledge and ideas by</p> <ul style="list-style-type: none"> • Comparing and contrasting a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject • Evaluating the advantages and disadvantages of using different mediums to present a particular topic or idea • Delineating and evaluating the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizing when irrelevant evidence is introduced <p>3.5 Ability to analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p>
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<p>4. Writing</p> <p>AMLE: 2a, 2b</p> <p>CCSS-ELA: W.4-8.1-10</p> <p>NCTE-IRA: 4, 5, 7, 8, 11</p>	<p>4.1 Knowledge of the learning progression from writing unsubstantiated personal opinions to writing arguments that support claims using clear reasons and relevant textual evidence and demonstrated by producing grade-level appropriate opinion and/or argumentative texts to serve as models for students</p> <p>4.2 Knowledge of the learning progression from writing a simple text about a topic to writing an informative/explanatory text that examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content and evidence as demonstrated by producing grade-level appropriate informative/explanatory texts to serve as models for students</p> <p>4.3 Knowledge of the learning progression from writing about a single event or several loosely linked events to writing narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences and demonstrated by producing grade-level appropriate narrative texts to serve as models for students</p> <p>4.4 Ability to demonstrate how to produce clear and coherent writing through multiple drafts in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>4.5 Ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p> <p>4.6 Ability to demonstrate the grade-level expectations for using technology by</p> <ul style="list-style-type: none"> • Using the Internet to produce and publish writing as well as to interact and collaborate with others more specifically • Linking to and citing sources • Presenting the relationships between information and ideas efficiently • Knowing appropriate grade-level expectations for keyboarding skills <p>4.7 Knowledge of the learning progression from conducting simple short research projects to engaging in complex short research projects by</p> <ul style="list-style-type: none"> • Focusing on answering a question • Knowing how to develop and refine a research question • Drawing on several sources • Generating additional related focused questions that allow for multiple avenues of exploration
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	<ul style="list-style-type: none"> • Refocusing the inquiry when appropriate by <ul style="list-style-type: none"> ○ Gathering relevant information from multiple print and digital sources ○ Assessing the credibility and accuracy of each source ○ Quoting or paraphrasing the data and conclusions of others ○ Avoiding plagiarism by following a standard format for citation ○ Demonstrating multiple strategies for taking notes, as well as organizing, paraphrasing, and summarizing information from sources <p>4.7 Knowledge of how to draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>4.8 Ability to understand the importance of writing 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 discipline-specific tasks, purposes, and audiences</p>
<p>5. Speaking and Listening</p> <p>AMLE: 2a, 2b</p> <p>CCSS-ELA: SL.4-8.1-6</p> <p>NCTE-IRA: 3, 4, 11, 12</p>	<p>5.1 Ability to understand that comprehension and collaboration are key to effective speaking and listening in the classroom</p> <p>5.2 Ability to engage students effectively in a range of collaborative discussions (one-on-one, groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and by</p> <ul style="list-style-type: none"> • Coming to discussions prepared, having read or researched material under study; explicitly drawing on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion • Establishing and following rules for collegial discussions and decision-making, tracking progress toward specific goals and deadlines, and defining individual roles as needed • Posing questions that connect the ideas of several speakers and responding to others' questions and comments with relevant evidence, observations, and ideas • Acknowledging new information expressed by others, and, when warranted, qualifying or justifying their own views in light of the evidence presented <p>5.3 Ability to paraphrase, summarize, and analyze a text or information presented in diverse media and formats and evaluating the motives behind its presentation</p> <p>5.4 Ability to delineate a speaker's argument and specific claims by</p> <ul style="list-style-type: none"> • Evaluating the soundness of the reasoning and relevance

	<p>and sufficiency of the evidence</p> <ul style="list-style-type: none"> • Identifying when irrelevant evidence is introduced <p>5.5 Ability to understand the qualities and a variety of effective strategies for presenting knowledge and ideas</p> <p>5.6 Ability to present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details using appropriate eye contact, adequate volume, and clear pronunciation</p> <p>5.7 Ability to integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest</p> <p>5.8 Ability to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>
<p>6. Language</p> <p>AMLE: 2a, 2b</p> <p>CCSS-ELA: L.4-8.1-6</p> <p>NCTE-IRA: 3, 6</p>	<p>6.1 Knowledge that language skills and understanding are acquired through listening, reading, and explicit instruction and demonstrated through speaking and writing</p> <p>6.2 Ability to demonstrate an understanding of the rules of Standard English, including grammar, usage, and syntax</p> <p>6.3 Ability to model the conventions of Standard English for students by</p> <ul style="list-style-type: none"> • Demonstrating command of the conventions of standard English grammar and usage when writing or speaking • Demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing <p>6.4 Ability to demonstrate a knowledge of language by applying knowledge of language and its conventions when writing, speaking, reading, or listening by</p> <ul style="list-style-type: none"> • Varying sentence patterns for meaning, reader/listener interest, and style • Maintaining consistency in style and tone • Using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects <p>6.5 Ability to model vocabulary acquisition and use by</p> <ul style="list-style-type: none"> • Determining or clarifying the meaning of unknown and multiple-meaning words and phrases using grade-level appropriate strategies such as <ul style="list-style-type: none"> ○ Using context clues ○ Using Greek or Latin affixes and roots as clues ○ Consulting reference materials

	<ul style="list-style-type: none"> ○ Checking the inferred meaning in context or in a dictionary ● Demonstrating an understanding of figurative language, word relationships, and nuances in word meanings by <ul style="list-style-type: none"> ○ Interpreting figures of speech ○ Analyzing the relationship between particular words ○ Distinguishing among the connotations of words with similar denotations ● Acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases by modeling how to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression <p>6.6 Ability to identify variation in dialect and diction across regions, cultural groups, and time periods</p>
<p>7. Disciplinary Literacy*</p> <p>AMLE: 2a, 2b</p> <p>CCSS-ELA: RI.4-8.1-10; RH.6-8.1-10; RST.6-8.1-10; W.4-8.1-10; WHST.6-8.1-10</p> <p>NCTE-IRA: 1, 3, 4, 5, 6, 7, 8, 9, 11, 12</p>	<p><u>Reading Competencies for Grades 4-8</u></p> <p>7.1 Ability to read informational texts across the disciplines closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> ● Quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text ● Determining two or more main ideas of a text and explaining how they are supported by key details; summarizing the text ● Explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text ● Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area ● Comparing and contrasting the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts ● Analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent ● Interpreting information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explaining how the information contributes to an understanding of the text in which it appears

	<ul style="list-style-type: none"> • Drawing 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 • Explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) • Integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably <p><u>Reading in History/Social Studies, Grades 6-8</u></p> <p>Reading competencies for literacy in history/social studies for grades 6-8 include the ability to read informational texts in history and social studies closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>7.2 Acquiring a broad knowledge of developmentally appropriate historical and other social studies texts across genres, cultures, and centuries</p> <p>7.3 Selecting developmentally appropriate historical and other social studies texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>7.4 Reading historical and other social studies texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> • Citing specific textual evidence to support analysis of primary and secondary sources • Determining the central ideas or information of a primary or secondary source; providing an accurate summary of the source distinct from prior knowledge or opinions • Identifying key steps in a text’s description of a process related to history/social studies • Determining the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies • Describing how a text presents information (e.g., sequentially, comparatively, causally). • Identifying aspects of a text that reveals an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • Integrating visual information with other information in print and digital texts • Distinguishing among fact, opinion, and reasoned judgment in a text
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	<ul style="list-style-type: none"> • Analyzing the relationship between a primary and secondary source on the same topic <p><u>Reading in Science and Technical Subjects, Grades 6-8</u></p> <p>Reading competencies for literacy in science and technical subjects for grades 6-8 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>7.5 Knowing developmentally appropriate scientific and technical texts across genres, cultures, and centuries</p> <p>7.6 Selecting developmentally appropriate scientific and technical texts, using all measures of text complexity: qualitative, quantitative, and reader and task</p> <p>7.7 Reading scientific and technical texts closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <ul style="list-style-type: none"> • Citing specific textual evidence to support analysis of science and technical texts • Determining the central ideas or conclusions of a text <ul style="list-style-type: none"> ○ Providing an accurate summary of the text distinct from prior knowledge or opinions • Following precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks • Determining the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context • Analyzing the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic • Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text • Integrating quantitative or technical information expressed in words in a text with a version of that information expressed visually • Distinguishing among facts, reasoned judgment based on research findings, and speculation in a text <p>7.8 Comparing and contrasting the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades 6-8</u></p>
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	<p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades 6-8 will be demonstrated by</p> <p>7.9 Writing opinion pieces on topics or texts, supporting point of view with reasons and information by</p> <ul style="list-style-type: none"> • Introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which ideas are logically grouped to support the writer’s purpose • Providing logically ordered reasons that are supported by facts and details • Linking opinion and reasons using words, phrases, and clauses • Providing a concluding statement or section related to the opinion presented <p>7.10 Writing arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> • Introducing claim(s) about a topic or issue, acknowledging and distinguishing the claim(s) from alternate or opposing claims, and organizing the reasons and evidence logically • Supporting claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources • Using words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence • Establishing and maintaining a formal style • Providing a concluding statement or section that follows from and supports the argument presented <p>7.11 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes by</p> <ul style="list-style-type: none"> • Introducing a topic clearly, previewing what is to follow <ul style="list-style-type: none"> ○ Organizing ideas, concepts, and information into broader categories as appropriate to achieving purpose ○ Including formatting, graphics, and multimedia when useful to aiding comprehension • Developing the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples • Using appropriate and varied transitions to create cohesion and clarifying the relationships among ideas and concepts • Using precise language and domain-specific vocabulary to inform about or explain the topic
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	<ul style="list-style-type: none"> • Establishing and maintaining a formal style and objective tone • Providing a concluding statement or section that follows from and supports the information or explanation presented <p>7.12 Incorporating narrative elements effectively into arguments and informative/explanatory texts by</p> <ul style="list-style-type: none"> • Incorporating narrative accounts into analyses of individuals or events of historical import • Writing precise enough descriptions of the step-by-step procedures used in scientific investigations or technical work, so that others can replicate them and (possibly) reach the same results <p>7.13 Producing and distributing writing by</p> <ul style="list-style-type: none"> • Creating clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed • Demonstrating a command of standard grammar and conventions <p>7.14 Demonstrating the grade-level expectations for using technology by</p> <ul style="list-style-type: none"> • Using the Internet to produce and publish writing as well as to collaborate with others • Presenting the relationships between information and ideas clearly and efficiently <p>7.15 Using research to build and present knowledge by</p> <ul style="list-style-type: none"> • Conducting short research projects to answer a question (including a self-generated question) <ul style="list-style-type: none"> ○ Drawing on several sources ○ Generating additional related, focused questions that allow for multiple avenues of exploration • Gathering relevant information from multiple print and digital sources <ul style="list-style-type: none"> ○ Using search terms effectively ○ Assessing the credibility and accuracy of each source ○ Quoting or paraphrasing the data and conclusions of others ○ Avoiding plagiarism ○ Following a standard format for citation
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| | <ul style="list-style-type: none">• Drawing evidence from informational texts to support analysis, reflection, and research |
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***Disciplinary Literacy Competencies for K-6 and 4-8**

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8 are presented in one grade band that is divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.

Development of Middle Childhood ELA/Literacy Competencies in Preservice Teacher Preparation Programs

To inform the development of Middle Level Childhood Education (4-8th grade) competencies in literacy, the following are guiding documents:

- **The English Language Arts Common Core State Standards**
- **The English Language Arts PARCC Model Content Frameworks**
- **The National Council of Teachers of English Language Arts (NCTE) Standards**

The **ELA Common Core State Standards** provide an emphasis on the outcomes for students in literacy, K-12, and the specific achievements and expectations listed within them are crucial in the development of competencies for preservice teacher education. Yet they do not constitute a full curriculum (as noted below):

- “By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards” (*Introduction to ELA Common Core State Standards*)

“1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

“2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

“3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

“4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students” (From *Introduction to ELA Common Core Standards*, “What Is Not Covered”)

Hence, the **PARCC ELA Model Content Frameworks** were developed to assist teachers in the development of curriculum and in instructional planning related to implementation of the ELA Common Core Standards. These content frameworks serve as a bridge from the ELA Common Core State Standards (outcomes) to aspects of classroom pedagogy, specific learning expectations, and to the integration of literacy in content areas. Below is a description of what these model content frameworks can provide to teachers (and in our case, to preservice teachers’ developing knowledge of curriculum development in literacy):

- The first section highlights the crucial and distinct insights from the ELA/Literacy standards for grades 3-5 and the ELA standards for grades 6-11.
- The second section presents a visual overview of the standards in a particular grade level, noting crucial reading demands and writing emphases for instructional planning. The module chart offers a model of how the standards for a particular grade level could be organized into four instructional modules to aid states and districts in developing instructional tools. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters, or other school schedules.

The Model Content Framework Chart reflects the integrated nature of reading, writing, and research (as illustrated by the arrows connecting them). Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. They may also use these texts as models or triggers for crafting imaginative narratives or narrative descriptions. In addition, a research task appears in each module.

- The third section explains the elements that appear within the Model Content Framework Chart (reading complex texts, writing to texts, research projects, citing evidence, analyzing content and citing evidence, understanding and applying grammar and vocabulary, conducting discussions and reporting findings, and foundational skills such as fluency and syntax).
- The fourth and final section of the Model Content Framework includes two standards progression charts for each grade level: a Writing Standards Progression Chart and a Speaking and Listening Progression Chart. The charts trace (in side-by-side fashion) the changes to the standards between the previous and current grade levels (from “The Structure of the Model Content Frameworks for ELA/Literacy”).

Finally, the **NCTE/IRA ELA Standards** help to build the picture of competent ELA/Literacy instruction, and these standards are relevant for use in preservice teacher programs for comprehensive preparation in literacy education. These standards were jointly prepared by the National Council of Teachers of English and the International Reading Association, the two largest teacher-led professional literacy organizations in our country. Both organizations contributed to important revisions involved in the ELA Common Core Standards and maintain the worthiness and significance of the NCTE/IRA ELA Standards. These standards parallel the ELA Common Core State Standards in important ways, yet offer additional elements to guide inservice teachers and preservice teacher programs. Below are specific additions that are important for consideration in preservice teacher literacy coursework:

- Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.