
ENGLISH LANGUAGE ARTS

&

LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE AND TECHNICAL SUBJECTS

ACADEMIC CONTENT STANDARDS



INTRODUCTION

CATALINA FOOTHILLS SCHOOL DISTRICT

A 21st Century Learning Community

Introduction: English Language Arts (ELA) Standards

The Catalina Foothills School District (CFSD) Standards for English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) were approved by the CFSD Governing Board on June 8, 2011. These standards are aligned to Arizona’s Academic Standards, created to ensure that all students are college and career ready in literacy no later than the end of high school. They are the intended learning results we envision for our graduates.

The ELA Standards are articulated from grade K to 12 so that students achieve proficiency in a continuum of content and skills. They designate clearly what students are expected to know and be able to do by the end of each grade level and high school course. Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. Research and media skills are blended into the Standards as a whole. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

The Standards for English Language Arts (ELA) & Literacy in History/Social Studies, Science, and Technical Subjects set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

The CFSD English Language Arts Standards form the core of every student’s ability to function effectively in society. The demand for literacy skills in the workplace is high. Our students will need a wide repertoire of communication strategies and skills to succeed as learners, citizens, workers, and fulfilled individuals in the 21st century.

Key Features of the ELA Standards

Within the English Language Arts (ELA) Standards there are four overarching strands that organize the learning at each grade level. They are as follows:

1. Reading Standards
 - Reading Standards for Literature
 - Reading Standards for Informational Text
 - Reading Standards for Foundational Skills (grades K-5 only)
2. Writing Standards
3. Speaking and Listening Standards
4. Language Standards

Consistent with the CFSD curriculum framework, there are measurement topics (categories of learning) within each strand that further define the standards at each grade level (see below). The grade level standards define what students will know and be able to do, and are aligned to each measurement topic in the English Language Arts. The level-specific standards provide a focus for instruction and assessment each year.

In addition to mastering academic content, our students will need to develop a broader set of skills to thrive in a rapidly evolving, technology-saturated world. To this end, CFSD has integrated six (6) “deep learning proficiencies” (formerly named “21st century skills”) and educational technology outcomes within the curriculum, where appropriate. Frameworks have been created at each level to guide planning, instruction, and assessment of academic content and deep learning proficiencies. We want to develop highly engaged students who are self-regulated, lifelong learners.

CFSD’s deep learning proficiencies (DLPs) are as follows: Critical Thinking and Problem Solving, Creativity and Innovation, Citizenship, Communication, Collaboration, and Systems Thinking. Self-regulation is now a performance area for each of the other DLPs. Our expectations for developing these proficiencies are clearly defined in the CFSD Deep Learning Proficiency Rubrics (See rubrics in “Resources for Deep Learning” on the Academics web page of this website). We intend to measure our students’ growth in all of these skills.

ENGLISH LANGUAGE ARTS STRANDS AND MEASUREMENT TOPICS

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 (Range of Reading and Level of Text Complexity) defines a “grade-by-grade staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. The Reading

standards include the following three strands: Reading Standards for Literature, Reading Standards for Informational Text, and Reading Standards for Foundational Skills.

The measurement topics (categories of learning) for *Reading* at each level are as follows:

Literature

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading and level of text complexity

Informational Text

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading and level of text complexity

Foundational Skills

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Fluency

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 (Integration of Knowledge and Ideas) stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

The measurement topics (categories of learning) for *Writing* at each level are as follows:

- Text types and purposes
- Production and distribution of writing
- Research to build and present knowledge

- Range of writing

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

The measurement topics (categories of learning) for *Speaking and Listening* at each level are as follows:

- Comprehension and collaboration
- Presentation of knowledge and ideas

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

The measurement topics (categories of learning) for *Language* at each level are as follows:

- Conventions of standard English
- Knowledge of language
- Vocabulary acquisition and use