

# VISION FOR QUALITY INSTRUCTION



## 3-12 English Language Arts

### Introduction

The Kansas State Department of Education (KSDE) believes that all Kansas students deserve consistent access to Quality Instruction in English Language Arts that prepares them to make sense of the world around them through texts and communicate nimbly and productively. Through enriching literacy experiences across K-12, Kansas learners will see themselves as readers and writers who persevere in the face of challenging work and who are empowered to express themselves through language purposefully and creatively.

**To that end, Kansas' learners should have consistent access to strong structured literacy instruction and high-quality instructional materials aligned to the Kansas Standards for English Language Arts.** Structured literacy is an evidence-based approach to teaching all students to read and write by developing both foundational skills (i.e. decoding, spelling) and meaning-making skills (i.e. comprehension, written expression).

### All Kansas learners deserve ELA instruction characterized by:

- **Foundational Skills:** *Students* use language conventions and decoding skills to navigate and make meaning of grade-level texts, becoming increasingly fluent, proficient, and independent readers over time. *Teachers* employ a structured literacy approach to instruction that includes explicit modeling of new skills/concepts and systematic progression in difficulty. They provide individualized support and coherent Tier 2-3 interventions to readers who are struggling with decoding and fluency when necessary, enabling them to unlock the written code of English and make sense of connected text.
- **Complex Texts:** *Students* read a diverse range of texts that are at or above the quantitative and qualitative complexity level expected for the grade and time of year. Grade-level texts are worthy of students' time and attention and provide opportunities for students to learn how to navigate sophisticated ideas, language structures, and academic vocabulary. *Teachers* plan Tier 1 lessons at or above grade-level that challenge students' comprehension abilities and foster environments where they develop perseverance and independence when making meaning from complex texts.
- **Knowledge-Building:** *Students* deepen and expand their knowledge across various subjects *through* complex texts. They not only learn to read but also read to learn, constructing meaningful knowledge and making interdisciplinary connections. *Teachers* regularly expect students to read content-rich nonfiction and demonstrate their understanding and acquisition of new knowledge and vocabulary through writing and speaking. They plan questions and tasks that prompt students to connect texts to broader contexts and real-life applications.

*Kansas leads the world in the success of each student.*

- **Close Reading:** *Students* engage in multiple readings of texts to deepen their understanding of important ideas. Through the close reading process, they uncover how authors manipulate language for rhetorical effect, compose arguments, and make choices that impact meaning. *Teachers* ask intentionally sequenced text-dependent and text-specific questions that attend to the qualitative features of the text that make it rich. They consistently expect students to use details from the text to demonstrate comprehension and/or support their ideas in both writing and speaking.
- **Writing and Discourse:** *Students* analyze and write and engage in dialogue about texts to solidify their comprehension; they will develop analytical skills to understand the author's rhetorical choices. They regularly write to sources, using text evidence to develop and defend claims in a grade-appropriate way. *Teachers* provide varied and multiple opportunities within a lesson for students to articulate their thoughts and analysis in response to texts. They engage students in evidence-based discussions and writing tasks, guiding students to express their ideas clearly and convincingly.

## Sources:

- Student Achievement Partners. Shifts at a Glance: College- and Career-Ready Shifts in English Language Arts/Literacy. [https://achievethecore.org/content/upload/ELA%20SAP\\_ShiftsAtAGlance\\_02.pdf](https://achievethecore.org/content/upload/ELA%20SAP_ShiftsAtAGlance_02.pdf)
- TNTP. Literacy – Reading Comprehension Observation Protocol. <https://tntp.org/wp-content/uploads/Tools/classroom-observation-protocol-literacy.pdf>
- Maryland State Department of Education. ELA/Literacy High-Quality Instructional Materials Identification Framework. <https://hqim.marylandpublicschools.org/wp-content/uploads/sites/21/2024/10/Literacy-HQIM-Selection-Framework-a5.pdf>

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