



English Language Arts Grades 6-12

ENGLISH LANGUAGE ARTS GRADES 6-12				
Key Concepts/Themes	Teaching/Instructional Look-fors	Learner Look-fors	OTES Alignment Standards	Texts/Resources on ELA 6-12 Webpage
<p>Ohio's Learning Standards & Clear Learning Targets (Unpacked Versions of Ohio's Learning Standards)</p>	<p>Ohio's Learning Standards/Clear Learning Targets Drive Lessons, Units, and Assessments</p> <p>The Instructional Goal is Student Mastery of Ohio's Learning Standards</p> <p>Teacher Uses Language of the Standards throughout Lessons and Assessments</p> <p>Standards for Reading, Writing, Speaking & Listening, and Language are Bundled for Tasks</p>	<p>Student Owns Mastery of Ohio's Learning Standards/Clear Learning Targets as Goal; May Relate Mastery Goals as "I Can" Statements.</p> <p>Student Could Use One-Page "I Can" Sheets for Taking Ownership of Learning</p> <p>Student is Active Learner and Producer in Integrated English Units/Lessons that Include Reading, Writing, Speaking & Listening, and Language Standards</p>	<p>Standards 1-4 (Students, Content, Assessment, and Instruction)</p>	<p>https://tinyurl.com/CCSEnglish6-12</p> <p>Ohio's Learning Standards Click Ohio's Learning Standards Quick Link</p> <p>Clear Learning Targets (Unpacked Versions of Ohio's Learning Standards) Click on Clear Learning Targets Link</p>
<p>Curriculum & Instructional Resources</p>	<p>Teacher Chooses Curricular Resources Based upon Standard(s) Being Mastered and Student Differentiation Levels</p> <p>Teacher May Use CCS Curriculum Resources, Vetted Supplemental Non-CCS Curriculum Resources, or Other Rigorous Teacher-Chosen/Created Curriculum Resources that are with Research-Based and Ohio Standards-Aligned to Teach the Standards</p> <p>Teacher Engages in Any of the Teaching & Learning Practices from the "Snapshot of a Successful ELA Classroom" Document and the "Six Practices for ELA Instruction"</p>	<p>Student is Active Learner and Producer in Integrated English Units/Lessons that Include Reading, Writing, Speaking & Listening, and Language Standards, especially Writers/Readers Workshop</p> <p>Student Engages in Any of the Teaching & Learning Practices from the "Snapshot of a Successful ELA Classroom" Document and the "Six Practices for ELA Instruction"</p>	<p>Standards 1-5 (Students, Content, Assessment, Instruction, and Learning Environment)</p>	<p>https://tinyurl.com/CCSEnglish6-12</p> <p>CCS Curriculum Resources and Non-CCS Curriculum Resources Click on Curriculum Resources 6-8 or Curriculum Resources 9-12 Quick Links</p> <p>Snapshot and Six Practices Click on "Principal Resources" Quick Link</p>

<h2 style="text-align: center;">Struggling Secondary Readers/Writers</h2>	<p>Teacher Provides Scaffolding, Such as Graphic Organizers and Underpinning Targets</p> <p>Teacher Practices Close Reading Protocols (Multiple Reads for Differing Purposes)</p> <p>Levels Readings by Lexile & Employs Flexible Grouping</p> <p>If Two or More Grade Levels Behind—Teacher Implements an Extra Period/Time with Tutor and Small Group Instruction in that Extra Time, Uses <i>Progress to Success</i> Supplemental Texts in High School, and/or Refers for Achieve3000 (if offered)</p> <p>Teacher Gives Parents Strategies to Use at Home</p>	<p>Student Uses Scaffolding for Pre-reading, During Reading, and Post-reading.</p> <p>Student Monitors His/Her Own Reading</p> <p>Student Reads Frequently</p> <p>Student Works on Skills at Home/with Tutor/in Small Groups</p> <p>Student Uses <i>Progress to Success</i> as a Supplemental Text (High School)</p> <p>Student Has Achieve3000 (if offered)</p>	<p>Standards 1-4 (Students, Content, Assessment, and Instruction)</p>	<p>https://tinyurl.com/CCSEnglish6-12</p> <p>Struggling Readers</p> <p>Click on "Reading Strategies for Struggling Secondary Readers" under Reading Resources at the "Strand Resources" Quick Link</p> <p>Achieve3000</p> <p><i>Progress to Success</i></p> <p>Texts from Perfection Learning—Level A for Grades 9-10, Level B for Grades 11-12</p>
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Reflective Questions 6-12 ELA

Question: What is the difference between Ohio's Learning Standards and Clear Learning Targets?

Answer: Clear Learning Targets are the unpacked version of Ohio's Learning Standards. They are the same standards with additional resources and understanding such as underpinning scaffolding, vocabulary, type of standard, alignments to Ohio's Model Curriculum and the Common Core Appendices, vertical alignment for grade standards from previous and next grade levels, and sample questions with AIR-like examples.

Question: What is the difference between Ohio's Learning Standards (Clear Learning Targets) and Curriculum Resources?

Answer: Ohio's Learning Standards (Clear Learning Targets) are **WHAT** is being taught. Curriculum Resources are **HOW** it can be taught. Ohio's Learning Standards (Clear Learning Targets) drive instruction and assessment. They are the student mastery goals. Curriculum Resources are the instruction and assessment used to help student master the Standards. They provide units/lessons/strategies for teaching the Standards.

Question: What does research say about helping struggling readers at the secondary level who are two or more years below grade level?

Answer: If a student is two or more reading at a grade level that is two or more years behind, they must have **extra time** (additional reading/English period, tutor period, etc.) and **small group instruction**.