

# Proposed English Language Arts Standards

## Summary of Changes

### 1. Improving Clarity of Standards:

- Language and terminology were simplified to ensure that the standards are easily understood by educators, students, and parents.
- Ambiguous or overly complex phrasing was revised to provide clear expectations and goals.
- Redundant standards were consolidated to streamline the framework and eliminate confusion.
- Examples included in the original standards were either eliminated or edited to provide a cleaner document, reducing potential confusion and enhancing clarity.

### 2. Alignment Across Grade Levels:

- Standards were reviewed and revised to create a coherent progression of skills from one grade level to the next.
- Consistent terminology and phrasing were adopted across all grades to facilitate a smooth transition and continuity in learning objectives.
- Vertical alignment was emphasized to ensure that foundational skills are built upon effectively in higher grades.

### 3. Incorporating Current Best Practices in ELA Instruction:

- Standards were updated to reflect the latest research and best practices in ELA instruction, including a greater emphasis on critical thinking, digital literacy, and text analysis.
- Specific skills related to 21st-century literacy, such as media literacy and information evaluation, were integrated into the standards.
- Standards were aligned with the language of the science of reading, particularly emphasizing key components such as phonemic awareness, phonics, sight recognition, fluency, verbal reasoning, vocabulary, structural analysis, and literary elements. This ensures that foundational reading skills are systematically developed and reinforced throughout the grades.
- Additional standards were added to the phonological awareness and phonics sections to reflect the importance of these areas as highlighted in the current science of reading findings, ensuring systematic development and reinforcement of foundational reading skills.

### 4. Shifting from Teacher-Driven to Student-Centered Standards:

- Standards were rephrased to focus on what students should be able to do, rather than prescribing specific teaching methods or activities.
- The emphasis was placed on student outcomes, such as the ability to analyze, interpret, and create texts, rather than on the processes teachers should use.
- Performance-based standards were prioritized to encourage active learning and real-world application of ELA skills.