

READING

Engaging students with grade-level text is **central** to ELA/Literacy Instruction.

Students regularly access at or above grade-level texts during direct instruction.

Students closely read and interact with the grade-appropriate text around which instruction is centered.

Students read a variety of nonfiction or informational texts, and fiction or literary texts.

Students acquire and use grade-level vocabulary.

SPEAKING & LISTENING

Students communicate about the texts they read with peers and adults.

Students engage in rich and rigorous conversations about texts.

Students use evidence or examples from texts to support their opinions or arguments.

Students demonstrate a command of Standard English grammar when speaking.

WRITING

Writing occurs as the result of what students **read and discuss**.

Students respond to the texts they read through writing.

Students write and use evidence from multiple texts or sources to inform, explain, or make an argument.

Students compose narratives detailing real or imagined experiences.

Students choose topics and compose writing pieces that are appropriate to task, purpose, and audience.

Students demonstrate a command of Standard English grammar when writing in context.

K-12 BALANCED LITERACY INSTRUCTION

The Georgia Standards of Excellence in English Language Arts provide a rigorous set of required proficiencies in reading, writing, listening, speaking, and language. In balanced literacy instruction, reading, speaking, and writing are connected.

The foundation of language or word study is embedded and ongoing in balanced literacy instruction. In grades K-5, students are learning to become fluent and proficient readers and receive explicit instruction in phonics, spelling, and vocabulary. These foundational skills are reinforced and further developed in grades 6-12.

READING FOUNDATIONAL SKILLS

