Standards for the Preparation of Teachers of

English Language Arts

Middle Grades (5-9) and High School (7-12)

Michigan State Board of Education

Approved

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__Development of the Standards__

Since 2015, the Michigan Department of Education (MDE), in collaboration with Michigan's stakeholders, have been working to revise Michigan's teacher certification structure and improve the preparation of the educator workforce in Michigan. This is in direct alignment with the MDE's Strategic Plan for becoming a Top Ten Education State within Ten Years.

This collaboration has led to the design of a structure that places students at the heart of the system. A key goal of this structure is deeper preparation of teachers to meet the unique learning, developmental, and social-emotional needs of children at each grade level. This structure includes focused grade bands to provide new teachers with specialized knowledge about the students and content they will teach and defined clinical experiences and foundational coursework for each grade band.

Building on the work of the certification restructuring and the revision and adoption of Early Elementary (PK-3) and Upper Elementary (3-6) Standards for Teacher Preparation, stakeholder committees consisting of individuals with expertise in secondary level teacher professional knowledge and skills, English language arts (ELA), and mathematics were convened to revise standards to align with the new middle grades (5-9) and high school (7-12) grade bands. These three areas were selected due to the primacy of importance to teacher preparation programs, the critical need subjects represented, and the alignment with MDE's Whole Child and Literacy foci.

In line with these initiatives, and in response to feedback from educators around the state, each of these sets of standards has a deep focus on equity, shifting the vision of a well-prepared beginning teacher at the secondary level from an emphasis on decontextualized content knowledge and toward an emphasis on classroom practices that address the diverse social, emotional, developmental, and learning needs of the whole child. These standards establish a vision of the middle school and high school classroom as an inclusive space, in which the individual, multifaceted identities of all children are recognized as assets to support their learning and development. The standards do not define the English language arts or mathematics curriculum for these grade bands, but rather define the knowledge, skills, and dispositions teachers must have in order to achieve this vision of an inclusive space that fulfills all children's needs across the several interacting dimensions of the Whole Child.

While the preparation standards for middle grades and high school presented here are in most areas identical for both grade bands, they are not intended to be addressed in isolation from other core elements of the teacher preparation curriculum. Candidates seeking endorsement in either or both grade bands must engage in clinical experiences across the range of grades incorporated in these bands (in accordance with Michigan's Clinical Experiences Requirements) that allow them to demonstrate proficiency in these standards as well as the Core Teaching Practices in authentic classroom contexts. Expectations for K-12 student performance in these discipline areas also vary across the two grade bands, requiring that enactment of the core instructional competencies and dispositions detailed in these standards may

vary in accordance with the K-12 academic standards and locally adopted curriculum being addressed in a specific classroom context.

English Language Arts

In late October 2018, just prior to State Board of Education (SBE) approval of the Standards for Preparation of Teachers of Lower (PK-3) and Upper Elementary (3-6) Education, a stakeholder committee representing Michigan PK-12 educators and administrators, college and university teacher educators, education researchers, and professional associations in English language arts (ELA) education began meeting to revise teacher preparation standards in ELA to support the new 5-9 and 7-12 grade bands. The stakeholder committee began its work by reviewing Michigan's Standards for the Preparation of Teachers of English (BA) and Language Arts (BX), adopted by the SBE in 2000, to determine whether they provided adequate guidance to prepare teachers to support students in the 5-9 and 7-12 grade bands in achieving the Michigan K-12 Standards for English Language Arts, adopted by the SBE in 2010. The committee considered the question of whether to reaffirm existing Michigan teacher preparation standards, compose new standards, or adopt a national set of standards as Michigan's standards. The stakeholder committee was unanimous in recommending that new standards be composed for Michigan teacher preparation in ELA, and utilized the following documents as source material for composing these standards:

- Michigan [K-12 Standards for English Language Arts](#) (2010); [Standards for the Preparation of Teachers of Upper Elementary (3-6) – Literacy](#) (2018); and [Standards for the Preparation of Teachers of English (BA)](#), [Language Arts (BX)](#), [Speech (BD)](#), and [Journalism (BC)](#), (2000);
- Michigan Association of Intermediate School Administrators' General Education Leadership Network [Essential Instructional Practices in Early Literacy, Grades 4 to 5](#) (2016) and [Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom](#) (2019);
- National Council of Teachers of English (NCTE) [Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12](#) (2012);
- International Literacy Association [Standards for the Preparation of Literacy Professionals, Middle/High School Classroom Teacher](#) (2017);
- Council of Writing Program Administrators, NCTE, and the National Writing Project [Framework for Success in Postsecondary Writing](#) (2011); and
- International Dyslexia Association [Knowledge and Practice Standards for Teachers of Reading](#) (2018).

The stakeholder committee met twice monthly beginning in late October 2018 and completed a first draft of teacher preparation standards for grades 5-9 and 7-12 in April 2019. The committee solicited feedback from additional stakeholders with expertise in ELA instruction and teacher preparation for middle grades and high school and met twice during the summer of 2019 to refine the draft standards in response to this feedback and to ensure alignment between the standards and research into effective literacy instruction.

These standards embody five key shifts from the standards in place since 2000 and define in more detail the knowledge and skills of well-prepared teachers of ELA in middle grades and high school. First, these standards emphasize equity in ELA instruction, with heightened expectations for teachers of ELA to understand the multidimensionality of diversity in their students and how that diversity can be recognized as an asset to support diverse students' achievement of common career and college ready outcomes in ELA. Second, the standards emphasize observable, contextualized instructional practices over discrete content knowledge. In alignment with the Upper Elementary Education teacher preparation standards, these standards shift primary focus from mastery of a body of knowledge of specific texts, authors, and literary concepts to focus more deeply on teachers' practices within a language rich classroom environment and culture to support students' mastery of the academic standards for their respective grade level. Third, the integration of content knowledge and instructional practices in these standards will necessitate an approach to ELA teacher preparation that interweaves teacher candidate development across multiple domains of these standards, rather than addressing these standards in isolation. Fourth, these standards contextualize many of the [Core Teaching Practices](#) in ELA-specific teaching contexts. Lastly, these standards promote a vision of beginning teachers of ELA as both active teacher readers and teacher writers in order that they recognize that processes of reading and writing often overlap. It is in that overlap of ELA processes where both beginning teachers and their students identify as readers and writers, which will allow them to switch between each lens, as well as use both, to make significant growth in their literacy.

Public Comment
Following the presentation of the proposed Standards for the Preparation of Teachers in Professional Knowledge and Skills, English Language Arts, and Mathematics in Middle Grades (5-9) and High School (7-12) at the February 11, 2020 SBE meeting, the Office of Educator Excellence solicited public comment on the proposed standards through April 29, 2020. A total of 201 individuals (PK-12 teachers, teacher candidates, school administrators, teacher educators, education organization representatives, parents, and interested citizens) participated in the public comment survey. Feedback was strongly positive, with 78% of respondents agreeing that the proposed standards would improve the preparation of middle grades (5-9) teachers, and 76% agreeing that the proposed standards would improve the preparation of high school (7-12) teachers.

Statements of support for the standards constituted the largest number of open-ended comments received for each set of standards in both grade levels. Eighteen respondents specifically praised the standards' inclusive vision of teaching practices to support the needs of individual students in Michigan's increasingly diverse classrooms.

Eleven respondents stated that the standards needed greater emphasis on knowledge and skills related to supporting English learners across content areas in the general education classroom. Within the Professional Knowledge and Skills standards for both grade bands, multiple standards, such as P.1.j and P.1.k, explicitly

call attention to the needs of English learners. Other standards, such as P.1.d, are intended to address multiple aspects of student diversity, including English learners. Within the English Language Arts standards, implicit references to English learners in standards ELA.2.b, ELA.2.c, ELA.2.d, ELA.4.b, and ELA.4.c were made explicit to emphasize the need for an intentional focus on preparing teacher candidates to support this population. The mathematics standards frequently reference "all learners" which is intended to be inclusive of English learners therefore changes were not made to these standards. Teacher preparation programs are advised to increase the curriculum's emphasis in this area. Technical assistance resources will be provided to further emphasize the inclusivity of "all learners."

Eleven respondents expressed general support for the standards but noted that their effectiveness will depend on how educator preparations implement them through coursework and clinical experiences. Michigan's Clinical Experiences Requirements provide a detailed framework for clinically-based teacher preparation to ensure that candidates have extensive opportunities to engage with students representing the diversity of Michigan's population in authentic school settings. These experiences are required to be distributed across the arc of a teacher preparation program, not solely isolated to student teaching. In addition to the Clinical Experiences Requirements, these standards should also be considered alongside the Core Teaching Practices, which together with the Professional Knowledge and Skills standards form the basis for the professional education coursework all teacher candidates will experience, regardless of disciplinary specialization. Supplemental material to be developed during the implementation of these standards will include a glossary and recommended resources to support teacher educators' and teacher candidates' understandings of the standards.

Four respondents expressed concern for the balance between content knowledge and pedagogical training in the standards. All the English language arts and mathematics standards were written in such a way as to intersect the content knowledge and pedagogy needed to effectively deliver instruction. Institutions are expected to provide coursework to ensure beginning teachers have the content knowledge necessary to address the specific skills described in each of the standards. The Professional Knowledge and Skills standards address the teaching skills necessary to build relationships and manage classrooms.

Three respondents expressed concerns with the amount of emphasis the standards place on equity and advocacy. One respondent felt the emphasis was not strong enough, while two respondents argued that it was an unnecessary and harmful overreach in defining teachers' knowledge and skills. At its March 12, 2019 meeting, the Michigan SBE adopted a Resolution on Dignity in Schools, which "reaffirms its commitment to upholding all federal and state civil rights laws; helping school districts enact policies that improve school climate, safety, and do not have a disparate impact on students based on their race, sex, LGBTQ status, disability status, or age; and eliminating the use of ineffective exclusionary discipline and increasing equity for all students." State board approved standards provide ways for the enactment of SBE resolutions supporting equity in schools at the state level. Teachers, as enactors of SBE policy, engage in advocacy for students at the

classroom and school level in order to encourage and enact equity for all students in the state.

Furthermore, through its strategic priority of the Whole Child, "MDE believes caring for, supporting, and educating the whole child is an essential part of promoting academic achievement and excellence throughout the Prenatal Through Age 20 (P-20) system." These standards are intended to support achievement of this priority by preparing teachers to meet all the needs of the whole child for each individual learner.

Twelve respondents expressed concerns not about the standards, but rather about teacher shortages and the effect narrower grade bands will have on the ability of small schools and districts to make appropriate staffing decisions. These concerns are addressed by the flexibilities and communications included as part of the OEE's proposed appropriate placement policies, which will accompany the implementation of these preparation standards.

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ELA.1. English Language Arts Learning Environments
Well-prepared beginning teachers of English language arts will be able to:
   a. Facilitate learners' access to a range of age appropriate contemporary and classical digital and print materials of a variety of genres (e.g., informative/explanatory texts, narrative texts, signage including environmental print, poetry) and media (e.g., books, magazines, digital texts, audio text, speech-to-text technologies) for both in and out of school literacy.
   b. Create a variety of inclusive, organized, safe and respectful learning environments that foster collaborative and meaningful opportunities for inquiry and learning (e.g., classroom libraries, choice reading, peer conferencing, writing/reading workshop, literature circles).
   c. Develop a language-rich environment through active use of visual aids, resources, and artifacts that promote learning (e.g., classroom libraries; anchor charts; graphic organizers; interactive word walls; everyday, academic, and discipline-specific language; digital and non-digital tools).
   d. Provide access to and intentional interactions with socially, culturally, and linguistically diverse texts and to high-interest, self-selected reading and writing materials with a variety of text complexity (e.g., through school and classroom libraries, mentor texts, digital resources).
   e. Critically select and evaluate digital technologies to aid ELA learning, and facilitate learners' engagement with these resources (e.g., opportunities to create digital artifacts of learning, interactive simulations, game-based learning, digital narrative, informational texts).
   f. Use a variety of flexible grouping strategies that address learners' specific literacy strengths, needs, prior knowledge, interests, and other factors, and capitalize on the social, cultural, and linguistic diversity of the classroom to maximize ELA learning for all students.
   g. Cultivate dialogue across differences to promote social justice, critical engagement, and civil discourse around complex issues related to creating and maintaining a diverse, inclusive, and equitable society.
   h. Create learning opportunities and contexts that leverage student and community literacies, learning, and knowledge to connect and engage with authentic audiences and communities beyond the classroom walls.

ELA.2. Culturally Responsive Practices in English Language Arts
Well-prepared beginning teachers of English language arts will be able to:
   a. Use knowledge of theories and research about social justice, diversity, equity, student identities, and schools as institutions to enhance students' opportunities to learn in English language arts.
   b. Create learning experiences responsive to all students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, community environment), and languages/dialects (including bilingual and multilingual English learners) as they affect students' opportunities to learn in ELA.
   c. Acknowledge and value learners' use of their home and community language(s) and dialect(s) in the development of additional languages and literacies by providing opportunities to deconstruct and investigate the intersections between language, identity, and power, including for English

learners. Develop and refine understanding that monolingual American English speakers have multiple language identities.

d. Plan and implement instruction that builds upon learners' (including English learners') use of their first or home language(s) to enable rhetorical choices and language practices including code switching and code meshing for a variety of audiences, contexts, and purposes (including those beyond schooling/academia).

e. Select instructional materials—classic and contemporary, print and non-print texts, including young adult—that represent a range of world literatures, cultural and historical traditions, genres, and the experiences of a range of genders, ethnicities, and social classes.

f. Guide learners in applying literary theory to critically analyze print and non-print texts to identify themes, patterns, and biases that perpetuate or challenge stereotypes, injustices, and inequalities.

g. Gather and leverage information about all students' individual differences, identities, and funds of knowledge as data to create inclusive, relevant, and socioculturally-meaningful learning opportunities that engage all students as active participants in their own ELA learning.

h. Establish and maintain high expectations for students by challenging them with increasingly complex texts to create equitable access to high quality learning experiences.

ELA.3. English Language Arts Curriculum Design and Assessment
Well-prepared beginning teachers of English language arts will be able to:

a. Establish authentic purposes for students to read and write beyond being assigned or expected to do so, including: for their enjoyment/interest; to ask and answer questions about humanity, society, their communities and/or individual lives; to address needs in their communities and diverse communities unlike their own; or to communicate with specific audiences.

b. Develop and implement interactive units of instruction that frame important relationships, explorations, problems or questions in order to provide opportunities to read and compose texts; study literature and language variation; listen, speak, and view; represent ideas in multiple modalities; and use language effectively and intentionally.

c. Design or adapt and implement ELA curricula that support learning in a variety of participation structures (e.g., whole class, small group, individual) across domains of literacy.

d. Select diverse texts and materials of varying complexity that align with instructional purposes (e.g., independent practice; study of author's craft, structure, and purpose, including argumentative writing; expand cultural perspectives; integrate knowledge and ideas).

e. Evaluate, adapt and supplement curriculum and assessment with an understanding of principles of language acquisition and the impact of language on society, while also aware of students' home languages.

f. Plan and implement instruction informed by ongoing observation and assessment of students' language, literacy, and social development and evolving identities as readers and writers.

g. Plan and implement coherent and relevant learning experiences in English language arts using evidence-based instruction aligned to Michigan standards for ELA in grades 5-9/7-12.
h. Involve students in self-assessment, including developing success criteria, identifying learning goals, and monitoring their own progress.
i. Design or knowledgeably select and use various assessment practices (e.g., formal, informal, formative, and summative assessments) for reading and writing processes, interests, and motivation to generate data to inform instructional decisions.
j. Assess reading comprehension in multiple ways, including questioning, retelling, dialogic conversations, summarizing, and authentic demonstrations of deep understanding of texts.
k. Analyze data patterns that document students' strengths and most critical needs in English language arts to provide relevant feedback for evaluating the effectiveness of instructional practices and informing subsequent instruction.
l. Provide specific, timely, and constructive feedback emphasizing learners' strengths and targeting most critical needs during the process of reading, writing, speaking, listening, viewing, and visually representing, and communicate with students about their performance in ways that actively involve them in their own learning (e.g., peer and teacher conferencing, discussion boards, interactive journals).

ELA.4. Accommodations and Differentiated Instruction
Well-prepared beginning teachers of English language arts will be able to:
a. Differentiate instructional processes, product and content expectations, and classroom environment to account for varying academic needs and capabilities and appropriately challenge all students.
b. Provide scaffolded support to diverse students (including English learners) as needed to assist them in developing their English language arts proficiencies, removing supports over time to generate more independence.
c. Differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts, and communicate with students about their performance in ways that actively involve them in their own learning and in groups with students of differing abilities, including English language proficiency.
d. Identify factors that contribute to challenges to developing English language arts proficiencies (e.g., linguistic, cognitive, neurodevelopmental, social, cultural, behavioral, identity), adjust instructional contexts and practices to address challenges, and connect students with appropriate strategies, resources, and assistive technologies.
e. Use knowledge of diverse profiles of reading difficulty and how they vary in presentation and degree (e.g., dyslexia, dysfluent reading, language comprehension problems) to recognize and respond with resources and support, understanding that difficulties change as literacy develops, and emphases should change accordingly.
f. Structure learning activities so students simultaneously use multiple learning modalities (e.g., listening, speaking, moving, touching, reading, and/or writing) to increase engagement and support English language arts learning.

ELA.5. New/Digital Literacies
Well-prepared beginning teachers of English language arts will be able to:
   a. Select and use a variety of instructional strategies and teaching resources, including contemporary technologies (e.g., software, hardware, supporting technologies) and digital resources (e.g., websites, videos, games) for instructional purposes, consistent with current research about effective student learning in English language arts.
   b. Provide generative learning activities that develop students' critical literacies in order to access, evaluate, and create digital (e.g., websites), media (e.g., audio, video), and visual (e.g., infographics) texts.
   c. Engage students in discussion around digital and media literacies and engage students in dialogue using digital tools to share and communicate ideas through text, speech, and visualizations.
   d. Design instruction that builds compositional fluency with multimodal rhetoric, adapting various technologies and writing styles for different audiences, purposes, and modalities.
   e. Design instruction that encourages strategic, connected reading practices with both print and multimodal texts, inviting students to encounter, evaluate, and engage with texts as an individual reader as well as in a community of readers.
   f. Use digital tools in ways that are safe, legal, and ethical, recognizing students' rights of transformative use of copyrighted materials while also encouraging the use of public domain and Creative Commons-licensed materials.
   g. Facilitate students' use of technology to communicate ideas clearly and express ideas creatively for a variety of purposes by selecting the platforms, tools, styles, formats and digital media appropriate to their goals.
   h. Design meaningful learning experiences that allow students to generate ideas, test theories, create innovative artifacts, solve authentic problems, and promote local and global collaboration.

ELA.6. Foundations of English Language Arts
Well-prepared beginning teachers of English language arts will be able to:
   a. Demonstrate knowledge of the conventions of English language as they relate to various rhetorical situations (e.g., grammar, usage, mechanics) and model for students appropriate language use across modes of communication and contexts.
   b. Understand the relationship between fluency and comprehension, including when these skills support each other and when they develop independently, in order to inform instruction.
   c. Recognize when students require support to decode, make meaning, and deeply understand texts and utilize multimodal strategies for building fluency and comprehension that consider students' experiences, strengths, needs, and interests.
   d. Understand that comprehension of text occurs as a dynamic interaction between characteristics of readers (e.g., prior knowledge, interest, cultural connection), text (e.g., density, level of abstraction, structure), activity (e.g., purpose, structure, clarity), and context (e.g., classroom climate, culture of expectations), and select and implement instructional practices that shape this interaction.

e. Support and develop reading comprehension by attending to the components of the interaction described in ELA.6.d during instruction (e.g. by building reader background knowledge modeling and guiding metacognitive strategies; and clarifying the purpose for reading).

f. Understand different levels of comprehension (e.g., the difference between literal and inferential comprehension of text) and use questioning and other means of formative assessment to gauge student comprehension and support students' close reading to develop deep understanding within and across texts.

g. Create intentional and incidental word learning experiences to capitalize on and expand students' expressive and receptive language use across modes of communication and contexts.

h. Plan and implement vocabulary instruction with rhetorical awareness of nuanced meanings that provides opportunities for students to demonstrate the depth to which words are known and can be used with associative, contextual, and generative knowledge.

i. Teach grammar and sentence structure in context to guide students towards an understanding of how grammar functions across contexts and builds the necessary knowledge for reading and writing in and outside the classroom.

j. Understand the concept of dialect and be familiar with relevant grammar systems (e.g., prescriptive and descriptive) while acknowledging and valuing learners' use of their home and community language(s) and dialect(s) in the development of additional languages and literacies.

k. Develop students' understanding of "Standard English" as socially constructed, reproduced, and privileged as part of standard language ideology.

l. Provide opportunities for students to engage in critical dialogue around the power and rhetorical use of language across contexts (e.g., use of first person in writing, oral traditions, language variation, figurative language).

m. Describe the characteristics of various genres and text types, including informational, argumentative, and narrative text; real world, digital, and academic.

n. Explain composition as a social and rhetorical process that serves a variety of purposes (in school and out of school) and relies on different processes and strategies.

o. Encourage habits of mind for good writing (i.e., creativity, flexibility, persistence, curiosity, openness, engagement, responsibility, metacognition).

p. Support and guide students through a recursive writing process that involves prewriting, planning, drafting, revising, feedback, editing, and publishing.

q. Support and develop the multiliteracies and cultural and linguistic assets students bring to writing experiences.

r. Create opportunities for students to write for different authentic audiences (e.g., peers, community members, other public audiences).

s. Provide regular time for students to write both formally and informally in order to reflect on one's thinking and the writing process.

t. Move students to independent levels of research, reading, and writing.

ELA.7. Composition
Well-prepared beginning teachers of English language arts will be able to:

a. Use knowledge of theory, research, and practice in English language arts to plan instruction, provide an environment and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
b. Use models and mentor texts to illuminate features of a genre, rhetorical moves, and choices made by published authors, student writers, and teachers as writers.
c. Plan coherent and relevant composing experiences that reflect an understanding of writing processes and strategies in different genres using evidence-based instruction aligned to Michigan standards for ELA in grades 5-9/7-12.
d. Design a range of formative and summative assessments and related rubrics or scoring guides at both the student and class levels. Use resulting data to promote students' development as writers of argumentative, narrative, informative, or explanatory writing texts.
e. Provide ongoing feedback to student writing throughout the writing process (prewriting, planning, drafting, revising, feedback, editing, and publishing) and to finished texts in ways that engage students' ideas and encourage their growth as writers (e.g., face-to-face conferences, digital comments, peer review, screencasts).
f. Create opportunities for students to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
g. Provide explicit instruction related to the strategic use of language conventions (e.g., grammar, usage, mechanics, textual elements, rhetorical devices) in the context of students' writing for different audiences, purposes, and modalities.
h. Implement instruction that incorporates and sustains students' home and community languages, including code switching and code meshing, for a variety of audiences and purposes.
i. Utilize individual and collaborative approaches and contemporary technologies to compose in multiple modalities and a variety of genres for academic and out-of-school purposes.
j. Orchestrate a writing workshop with a predictable structure reinforcing different recursive stages of process writing.
k. Teach and support students in gathering and organizing evidence through inquiry-based research to demonstrate understanding of the investigated subject.

ELA.8. Vocabulary and Language Study in Context
Well-prepared beginning teachers of English language arts will be able to:
a. Provide practical opportunities for students to learn vocabulary as language in context and encourage students to actively and independently use and analyze their own language(s), as well as those of others.
b. Create a language rich classroom culture through available physical and social resources (e.g., through conversation, read aloud, audio books, silent reading, wide reading, writing, peer reviews, partner talk, inquiry) that expose students to new vocabulary and build sociocultural and academic conceptual knowledge.

c. Encourage students to identify, explore, and use new vocabulary in a variety of contexts and modes, including reading, writing, and discussion, and in print and digital texts.
d. Select appropriate words for instruction that are central to the meaning of a text or topic and likely to generalize to other contexts.
e. Create learning opportunities for students to study multiple facets of words in context, including phonology, word associations, orthography, morphology, etymology, syntax, semantics, and pragmatics through wide reading, inquiry, explicit and implicit instruction while remaining cognizant of students' experiences, strengths, needs, and interests.
f. Plan, modify, and implement evidence based instructional approaches to develop students' accurate use of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
g. Assess students' vocabulary strengths and weaknesses, such as range of word use, awareness of multiple meanings of words, understanding of idioms, word retrieval pace, and complexity of definitions through engagement in purposeful reading, writing, and oral language tasks.
h. Identify the intrinsic, extrinsic, and environmental factors that are causally related to vocabulary growth, including adult-child interaction patterns; school, socioeconomic, and community contexts; first language and dialect; and neurodevelopmental differences in language processing.

ELA.9. Literary and Rhetorical Analysis
Well-prepared beginning teachers of English language arts will be able to:
a. Plan and implement instruction respective to reading and interpreting texts through multiple theoretical and critical lenses.
b. Select and analyze texts and text sets that represent multiple points of view and contexts.
c. Select and use model texts to illustrate author's craft and rhetorical moves made by the writer or speaker.
d. Create opportunities for students to rhetorically analyze texts' audiences, purposes, contexts, and craft, including, but not limited to, form, organization/structure, style, register, language, voice, mechanics, and literary devices.
e. Create opportunities for students to engage in literary analysis of author's craft and devices, including, but not limited to, symbolism, figurative language, characterization, dialogue, setting, plot development, theme, and rhetorical moves.
f. Create opportunities for students to engage in genre analysis that includes naming, describing, and modeling the conventions, strategies, and patterns of thinking that are typical of different genres (e.g., literary analysis, creative nonfiction, journalism, poetry, book reviews, technical documents).
g. Support and develop students' ability to reflect on, respond to, and act upon their analyses through writing, reading, research, and speaking in ways that are appropriate to the range of contexts where the texts are being used (e.g., academic, personal, professional, public, community contexts).

h. Model for students and guide them through reading, analyzing, and evaluating print and multimodal texts composed in various styles, tones, and levels of formality.
i. Engage students in critical evaluation of sources for credibility, bias, quality of evidence, and quality of reasoning.
j. Model for students and guide them to analyze and interpret data in order to support claims with specific evidence and examples.
k. Use knowledge of students' social, cultural, and linguistic diversity to support them in analyzing and connecting to texts.

ELA.10. Motivation and Engagement
Well-prepared beginning teachers of English language arts will be able to:
a. Create a motivational context by fostering a community of confident readers and writers, a reading and writing culture, engagement with diverse texts, and habits of lifelong readers and writers.
b. Build rapport and relationships through meaningful interactions around experiences and inquiry activities that validate students' curiosity, questions, and emotional responses.
c. Cultivate students' literate identities and positive self-concept as readers and writers by growing their self-efficacy through multiple scaffolded techniques, including, but not limited to, notebooks, text and task choice, productive feedback, meaningful interactions/talk, conferences, opportunities to read and write for pleasure, self-reflection, goal-setting, and metacognition.
d. Provide access to and regular opportunities to work with a wide range of texts of varying complexity, structure, genres, represented identities, authorship, and modes.
e. Collaborate with librarians and others to curate access to a wide array of books, including children's and young adult literature and other texts.
f. Support students in making independent reading choices through book talks, peer recommendations, book browsing, book clubs/community, and book reviews, cognizant of students' individual experiences, strengths, needs, interests, emotions, and personal and social identities.
g. Assess students' developing reading and writing identities and engagement with text through formative assessment tools such as interest surveys, questionnaires, teacher observations, participation in peer-to-peer talk, informal conferences, self-assessments (e.g., reading ladders, logs, territories), conference records, portfolios, and artifacts of student work.
h. Model and make visible to students the habits of a lifelong reader and writer (e.g., think-alouds, writing and reading with students, author visits, annotations, comprehension strategies, conferring, community readers/writers, peer reading programs, participation in reading events and networks).
i. Celebrate student voices and productions by providing avenues for publishing and communicating with authentic audiences (e.g., online, public spaces, classroom guests, conferences).
j. Offer learners substantive options, choices, and input into learning activities and provide a variety of meaningful purposes for curricular units and tasks in the service of critical disciplinary inquiry.
k. Provide continual encouragement for academic and personal attainment and interests by emphasizing the utility, value, and enjoyment of literacy and

literacy tasks (e.g., reading of high-interest texts).
l. Build interpersonal relationships with learners that encourage mutual trust and commitment by arranging collaborative activities that foster literacy learning through social interactions.

ELA.11. Speaking and Listening

Well-prepared beginning teachers of English language arts will be able to:

a. Facilitate a range of collaborative discussions to generate knowledge and ideas and to express ideas clearly and effectively for specific rhetorical situations.
b. Select and use evidence-based instruction to design authentic communication experiences that integrate listening, speaking, viewing, visually representing, reading and writing.
c. Teach active listening for understanding, empathy, and synthesis of ideas and information from multiple perspectives in order to support collaborative inquiry and classroom community-building.
d. Provide regular opportunities for students to critically view, listen, and respond to oral presentations and stories, including those that incorporate visual and quantitative information to make students' conclusions public (e.g., debate, reports, presentations to external audiences).
e. Provide regular opportunities for students to present information, understanding, concepts, and ideas to diverse audiences, based on their strengths, needs, and interests.
f. Understand how the structure, conventions, and evolution of language (e.g., patterns, dialects) affect the oral communication process and apply that knowledge in instruction and assessment.
g. Illuminate how language choices, including dialect and home languages, shape students' listening and speaking as part of the social, cultural, and dynamic nature of verbal and nonverbal language.
h. Guide students in analyzing oral, written, and visual texts to determine their style, voice, and language choices, and evaluate their appropriateness to context, purpose, audience, and genre.
i. Model and facilitate productive discussions by making discursive moves and constructing norms appropriate to the discipline of ELA and to civic discourse around public issues and potentially controversial topics.

ELA.12. Literature

Well-prepared beginning teachers of English language arts will demonstrate:

a. Understanding of literature as oral, written, enacted, and visual texts that reflect diverse cultures, values, traditions, and perspectives, including but not limited to books written for children and young adults (e.g., fiction, nonfiction, multimodal texts).
b. Knowledge of a wide variety of quality contemporary and classic literature relevant for secondary students in ELA classrooms and appropriate for different developmental levels and student needs, including multicultural/world literature, literature by authors of all genders, and literature for young adults.
c. Awareness of the power of literature to affirm lived experience, create empathy, catalyze conversations, and respect the questions, challenges, and emotions of childhood and adolescence.

   d. Commitment to teaching young adult literature in ways that honor literary quality as well as potential to spark personal and social transformation.

   e. Understanding of the inherent value of young adult literature for both general reading and classroom use.

   f. Awareness of resources that can provide them with information about quality new books and their potential for classroom use and reading advisory.

Well-prepared beginning teachers of English language arts will be able to:

   g. Serve as a reading role model, lifelong reader, book matchmaker, and advocate for diverse children's and young adult literature.

   h. Employ critical literacy practices to critique the social narratives that are embedded in classic and contemporary literature in order to read with and against the text.

   i. Prepare rationales for selection and use of literature and other texts to present to students, parents, and other stakeholders and to respond to potential challenges.

   j. Advocate for students' reading selections and right to read.

   k. Select and use a range of literature relevant for secondary students in ELA classrooms and appropriate for different developmental levels and student needs, including multicultural/world literature, literature by authors of all genders, and literature for young adults.

ELA.13. Professionalism

Well-prepared beginning teachers of English language arts will seek to:

   a. Participate in and facilitate professional development opportunities provided within school buildings and districts.

   b. Participate in and facilitate professional development outside of district-provided offerings, including learning opportunities provided by universities and professional organizations at the state (e.g., Michigan Council of Teachers of English), national (e.g., Michigan Council of Teachers of English), and international levels (e.g., International Literacy Association).

   c. Work effectively with colleagues in English language arts professional learning communities (PLCs).

   d. Foster positive working relationships with students, families, community members, administrators, and teaching colleagues.

   e. Model life-long reading and writing practices in both professional and personal contexts.

   f. Read scholarly journals (e.g., *English Journal, Voices from the Middle*) and research-based books focused on teaching English language arts.

   g. Stay current and conversant about local and global issues relevant to the English language arts classroom.

   h. Connect teaching and learning to social, political, and cultural contexts in ways that support students' growth of critical consciousness.

   i. Be politically active in local, state, or national policy decisions related to the English language arts teaching.

   j. Advocate for diversity, inclusion, justice, and equity in English language arts classrooms, curricula, and instruction and within the school and district at large.

Glossary

The terms below are part of the technical and disciplinary language of education, some of which are specific to English Language Arts. Many of these terms are familiar, but many also have multiple interpretations, so it is important to develop shared understandings of our operating definitions as you consider the implementation of the standards. We offer definitions of some important terms below. These terms are referenced in the standards document and were identified as essential words of academic discourse by members of the statewide working group.

Term	Definition
Critical literacy	The ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships.
Curriculum	The overall design of instruction or opportunities provided for learning. A curriculum may include materials and textbooks, planned activities, lesson plans, lessons, and the total program of formal studies or educational experiences provided by a teacher or school. (Note: Definitions of curriculum vary widely because of alternative perceptions held by theorists about the nature and organization of formal schooling.)
Dialogic	Communication between two or more people (e.g., teacher and student or student and student) that involves jointly constructed meaning-making, and is characterized by purposeful sharing, listening to others' ideas, and building on others' ideas.
Differentiated instruction	Instruction designed to be specific for individuals or groups of learners to enhance the learning of skills, concepts, and strategies. Modifying the content, the style of teaching, and the products signifies that a customized experience that grew out of a student's specific learning needs has occurred.
Digital text	A text displayed on an electronic device. Single images, short messages, and full-length articles and books can all be presented on electronic devices, either online or offline. Research has indicated that reading these texts requires some of the same skills and some different skills than reading print because of special features available in digital texts, such as hyperlinks, search capability, and various graphic features.
Disciplinary literacy	The specialized literacy practices of a particular disciplinary domain or area (e.g., mathematics, history, biology). These practices include the ways that scholars identify, evaluate, use, and produce the wide range of texts and information or data sources typical of their particular discipline, including the specialized reading, writing, and communication practices used to analyze, produce, and share information. Disciplinary literacy also includes specialized vocabularies and communication norms that shift across purposes and audiences authentic to the discipline. Some scholars include ways of thinking about text and communication as a part of disciplinary literacy. Disciplinary literacy instruction helps students learn the content

	and practices of important academic disciplines and also helps them develop critical literacy and thinking skills. This includes, but is not limited to, the use and production of a wide range of texts. Disciplinary literacy instruction also helps to prepare students for critical media consumption, college level learning, and a range of career trajectories.
Discourse	Ways of using language and communication practices in a particular community or domain. Discourse norms and practices shift across disciplines and/or communities. Explicitly teaching students the discourse of a discipline helps them gain access to content presented in disciplinary texts, prepares them to produce disciplinary work, and builds their metacognitive awareness of language across domains.
Discursive	"Of or relating to discourse." Thus, the discursive practices of a discipline, for example, are the distinct ways that people in that discipline generally use communication and language in their work.
Diversity	Within the field of education, refers to differences that make a person unique, which may include interests, attitudes, attributes, culture, experience, socioeconomic status, family composition, racial identity, region, and others, bearing in mind that among those who share a certain characteristic (e.g., culture) there will also be diversity (e.g., everyone from the same region is not the same, though there may be some commonalities among those who live in the same general area).
Domain	In this document, domain has two meanings. Structurally, a domain is one of the thirteen categories within which the standards are organized (e.g., ELA.1. English Language Arts Learning Environments). Within the language of the standards, domain refers to an academic subject or field of study. It is important to introduce students to the idea that the domains or disciplines they study, while similar in some ways, also have important differences in how knowledge is constructed and communicated.
Dyslexia	A specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.[1]
Engaging, engagement	The behavioral, cognitive, and emotional activities and processes that enable individuals to participate in particular tasks for particular purposes.

Etymology	The study of the origins of words, including the historical linguistic change in words and word elements. English spellings reflect the varied historical roots of English; these include influences from Anglo-Saxon, Norse, and Norman French as well as classical Latin and Greek and other languages.
Explicit instruction	An instructional approach that involves planned and purposeful instruction in which a teacher clearly lays out identifiable learning goals for students, provides modeling or demonstration of a skill or strategy, opportunities for practicing the developing skill with feedback, and additional independent practice with clear criteria for success. Explicit instruction is particularly important for the development of academic vocabulary, disciplinary reading skills, and disciplinary writing skills. Learning goals should drive the selection of instructional strategies, and learning processes need to be clearly modeled and scaffolded for students.
Figurative language	Non-literal language, which includes literary devices, such as metaphor, simile, personification, and hyperbole, that adds imagery and appeal to the five senses. Figurative language communicates something other than literal meaning.
Fluency (reading)	The ability to read with accuracy, automaticity, and prosody.
Funds of knowledge	A concept that emerged from the work of researchers Luis Moll, Cathy Amanti, Deborah Neff, and Norma Gonzalez (2001). They describe funds of knowledge "as the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 133). In other words, funds of knowledge represent the resources that students can call upon in their learning through life experience and in connection to social networks in their community. Attending to funds of knowledge in a learning community can help both teachers and students tap into valuable resources and extend their learning opportunities beyond the classroom walls.
Genre	A category of artistic composition, as in music or literature, characterized by similarities in form, style, or subject matter. It is also used to describe different forms or types of writing and communication. A genre has identifiable characteristics and structures that differentiate it from others. While most commonly used in literature and English language arts, genre is used across these documents to refer to different types of texts that are produced in the disciplines. Different genres of text have different conventions, structures, and other features, and it is important to make these visible to students as they both read and produce a range of texts.
Grouping strategies	Placing students into pairs, small groups, or large groups for learning activities. Students may be grouped according to

	interest, prior knowledge, or academic skill, and these groups may be mixed or homogeneous.
Implicit instruction	Instruction that is indirectly presented, with students expected to infer the knowledge or skill.
Inquiry and inquiry-based learning	A form of learning that starts with the development and exploration of questions, problems, or scenarios, rather than simply delivering information or facts. Inquiry learning involves students in investigations, research, phenomena-based, or problem-based learning experiences in which they construct knowledge. It is often facilitated with a teacher helping to guide the inquiry process. While more time consuming, research suggests that inquiry-based learning in all major content areas results in deeper student learning of conceptual knowledge. All of the major sets of K-12 learning standards and frameworks adopted by the Michigan State Board of Education explicitly attend to and promote inquiry in the classroom. Inquiry-based learning falls along a continuum. Inquiry with high teacher direction and low student direction may be referred to as "Limited Inquiry." When students have more direction on the continuum, we may use the term "Structured Inquiry." Further along the continuum with higher student direction is referred to as "Guided Inquiry," and inquiry with the highest level of student control and the lowest level of teacher control is referred to as "Open Inquiry."
Intentional instruction	An approach to instruction in which the teacher is clear and transparent about what they are going to teach. In this framework, teachers purposefully identify and then implement specific strategies, tools, or learning routines that can help students achieve established learning goals. Intentional instruction pays attention to what students will learn, but also how, when, and why they will learn it. This includes creating, sharing, connecting to, and assessing learning targets. Intentional instruction is an important concept in that it reminds educators of the importance of intentional planning and thoughtful selection of strategies, tools, and routines that align with learning goals.
Literacies	The distinct written and oral language practices evident across varying social contexts and domains. Literacies are plural, with multiple manifestations, that cover various aspects of human life and organization (e.g., school literacy, workplace literacy, science literacy).
Literacy	A set of socially constructed (i.e., developed by people through interaction) practices that use some form of a symbol system to communicate meaning, along with a technology to produce and share it. Therefore, literacy is more than just the skill sets of reading and producing different forms of texts; it also includes the application of these skills "for specific purposes in specific contexts of use" (Scribner & Cole, 1981). Literacy then

	provides the means to access, process, and communicate information. It is central to all academic disciplines and should thus be included as an important component in disciplinary instruction. Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies.[2]
Mechanics	The conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphing. Because they do not exist in oral language, students typically have to consciously learn how mechanics function in written language.
Media literacy	"[A] 21st century approach to education [that] provides a framework to access, analyze, evaluate, and create messages in a variety of forms, from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy."[3] Media literacy is extremely important in today's technologically driven society. Students encounter a vast amount of information across multiple media, and they must call upon a wide body of knowledge and a range of analytical skills to critically interact with this information.
Metacognition	Awareness and control of one's own learning processes.
Modes of communication	The sensory avenues through which communication is produced or received including gesturing, feeling, listening, speaking, reading, writing, viewing, and visually representing.
Modality	A specific form or mode in which something exists, is experienced, or is expressed. Students encounter information and data, and they communicate about information and data, across multiple modalities. They interact with print text, audio, video, and multimodal websites. It is therefore important to provide practice and instruction with information across modalities.
Modeling	The teaching practice of demonstrating a process for students in order to show them how it is done. Effective modeling involves breaking down complex practices into steps when helpful, questioning learners about what they are seeing, thinking out loud, and engaging students in dialogue about the practice or process once demonstrated. More specific to science and mathematics, modeling also refers to the development of simplified representations of complex concepts or systems that help to explain a phenomenon or to make predictions about the phenomenon. Models can be mental representations or other

	external representations that exist in diverse formats, from drawings to 3D models to physical enactments of systems.
Morphemic Analysis	A strategy used to determine or infer the meanings of words by examining their meaningful parts (e.g., prefixes, suffixes, roots). Morphemic analysis is a key skill for building word knowledge that is important across all of the academic disciplines.
Morphology	The study of the smallest meaningful units in words, how they are combined to form words, and their relationship to other words in the same language. It analyzes the structure of words and parts of words, such as stems, base words, prefixes, and suffixes.
Motivation	The willingness to undertake and sustain an activity.
Multimodal	Refers to something occurring or being communicated through multiple media of communication or varying forms of expression. For example, a campaign video may have images, music, text, and data all presented in one multimodal text. Students regularly interact with multimodal texts (e.g., videos with embedded audio text), and need instruction and practice in order to be critical consumers of these texts. "Multimodal techniques" are instructional practices that integrate multiple modes (see "Modes of communication" above) such as speaking, gesturing, viewing, writing, and visually representing.
Orthographic Knowledge	The information that is stored in memory that tells us how symbols are used within a writing system.
Phonology	The study of how phonemes are organized and used in a language or across languages (e.g., the distribution of sounds in a language and the interaction between those sounds).
Registers	A variety of a language used for a particular purpose or in a particular social setting (e.g., formal vs. informal registers in different situations). Students learn about register as they learn about how our language use changes across social settings and communities.
Scaffolding, scaffolds	A way of teaching in which the teacher provides support in the form of modeling, prompts, direct explanations, and targeted questions, offering a teacher-guided approach to build independent knowledge or skill. As students begin to acquire mastery of targeted objectives, direct supports are reduced, and the learning becomes more student-guided and independent. Scaffolding is key to effective instruction and helps students develop new knowledge and skills when they are challenged. As scaffolds are removed students can become more independent learners. It is important, however, for teachers to use scaffolds strategically so as appropriately challenge students and engage them in productive struggle.
Sentence structure	How words, phrases, and clauses are arranged in a sentence. A sentence has to include at least one independent clause. Examples of different sentence structures include compound

	(containing more than one independent clause) and complex (containing an independent clause and one or more dependent clauses).
Text	In literary theory, any object that can be "read," whether this object is a work of literature, a street sign, an arrangement of buildings on a city block, or styles of clothing. In this document, text refers to any kind of encoded information that students are asked to analyze, use, or produce. As stated in the standards, students should have opportunities to work with a wide range of texts. Every academic discipline uses a wide range of texts and multiple ways to produce and communicate knowledge.
Text complexity	Refers to features, such as general readability, levels of meaning, structures, and language clarity. Reader and task variables, in combination with the inherent difficulty of the text, determine complexity.
Text feature (features of a genre)	The structural components of a text that provide guidance for readers, listeners, and/or viewers at the practical and conceptual level. Structural text features in print, for instance, include titles and subtitles, italics and bold words, tables of contents and indexes, and pictures and captions. In audio texts, features may include music, sound effects, a change in speaker, or verbal cues indicating a transition. Conceptual text features include elements such as an argument with claim, evidence, and reasoning; a sequential narrative; a cause-and-effect explanation; a problem and solution structure; a comparison and contrast; or other specific way of organizing ideas. Attending to text features can help students learn to read, listen, and view as well as to write, speak, and produce texts more effectively for a variety of audiences, purposes, and contexts. Text features include titles, subtitles, headings, italics and bold words, table of contents, index, pictures and captions, diagrams, and other such parts of the larger text that convey meaning and provide structure. Students can learn to use text features to read more strategically and can also learn to use text features in their own text production to develop coherent and considerate texts.
Text structure	Refers to how information within a text is organized, both in terms of format and conceptual structure (e.g., in narrative text, with characters, setting, problem, resolution, and so on; in informational text with sequence, cause/effect, problem/solution, and so on). With respect to conceptual structure, text structure is the way that ideas are organized in a text, such as through an argument with claim, evidence, and reasoning; a sequential narrative; a cause-and-effect explanation; a problem and solution structure; a comparison and contrast; or other specific way of organizing ideas. Attending to text structure helps students learn to read and

	produce text more effectively and helps them discern conceptual frameworks and ways of thinking about text and the ideas being communicated.
Theme	An important idea or subject that runs through a piece of writing, a talk, or a discussion. Theme is defined as a main idea or an underlying meaning of a literary work, which may be stated directly or indirectly. It is important not to confuse a theme of a literary work with its subject. Subject is a topic that acts as a foundation for a literary work, while a theme is an opinion expressed on the subject. For example, a writer may choose a subject of war for a story, and the theme may be their opinion that war is a curse for humanity. Usually, it is up to the readers to explore the theme of a literary work by analyzing characters, plot, and other literary devices.[4]
Visual literacy	The ability to analyze, interpret, and make meaning from information presented in the form of an image, or other visual representation. Images, graphics, and other visual representations are used to convey meaning across multiple disciplines. Students need instruction and support to learn the disciplinary, analytical skills of visual literacy.
Voice	The distinct personality, style, or point of view of a piece of writing or any other creative work. Students need to become aware of differences across disciplines with respect to voice and the ways that voice is developed and expressed.
Whole Child	A unique learner comprised of interacting dimensions, such as cognitive, physical, behavioral, social and emotional. The whole child lives within multiple and interconnected environments including home, school, and community.
Domain-Specific Terms	
Social justice, critical engagement, and civil discourse (Domain 1)	The concept of fair and equitable treatment for all people in society, particularly in institutional contexts like healthcare, employment, housing, criminal justice, and education. Social justice also incorporates the idea that past and current systemic injustices need to be accounted for and redressed in order to create a more equitable society. In education, social justice is thus both a process and a goal. All students deserve access to high quality education, and historic disparities in education based on race and class need to be addressed. At the same time, students should be empowered to work for social justice through learning activities that engage them relevant issues. Critical engagement is the idea that students approach and interact with concepts, texts, media, and learning opportunities with both a critical lens and a sense of emotional investment. In other words, students engage with information with a questioning mind that considers audience, purpose, bias, etc. through a theory-driven lens, while also being engaged and invested in this process. Civil discourse is conversation and the

	exchange of ideas that is honest, purposeful, and focused on enhancing understanding.
Code switching and code meshing (Domain 2)	The activity of switching or alternating between different languages, dialects, registers, or language varieties in the course of a single interaction or communication. Code meshing is when a person merges or combines language forms or dialects in a single interaction or instance of communication, either written or oral.
Standard English as socially constructed (Domain 6)	The term often used to describe the forms of English language communication used predominantly in White middle- and upper-class communities and institutions. All "standard" forms of languages are socially constructed in that they are the language forms used and privileged by the dominant, powerful groups in any given society, and Standard English is no different. Linguists recognize that all dialects are systematic and rule governed, but some dialects or language forms are positioned as "standard" while others are marginalized by those in power. Ideas of "standard" languages are tied into racial and class identities.
Related Concepts	
Direct instruction	A broad term used to describe the explicit teaching of a particular skill set or body of knowledge through lecture delivery or demonstrations to students. Direct instruction is a valuable approach to teaching discrete skills and particular sets of facts that students need. It can and should be paired with other instructional approaches like inquiry-based learning. In direct instruction, the teacher is providing information to the students. In the 6-12 classroom, this might be seen as lecture or dialogue. The students' role is to listen, ask meaningful questions, take notes, and consolidate information.
Literacy Essentials	A collection of documents detailing research-supported instructional practices in literacy, developed by the Early Literacy Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. There are Essentials documents for disciplinary literacy instruction in the secondary (graded 6-12) classroom. The LiteracyEssentials.org website also includes professional learning modules aligned to the Essentials.
Michigan's Action Plan for Literacy Excellence (MAPLE)	A vision for educational leaders and stakeholders to support a P-20 system that will move Michigan to be a Top 10 education state. This plan provides common goals and activities necessary for effective and efficient implementation of the strongest research-validated literacy practices for driving policy, professional learning, instruction, and literacy leadership.

Metadiscourse	A term that refers to a discussion about a discussion (and so on), as opposed to a simple discussion about a given topic. It involves communication and consideration of communication itself. Metadiscursive means "of and pertaining to metadiscourse." Thus, metadiscursive analysis is the process of using language to analyze and consider how language is used in different contexts. Building metadiscursive awareness is important so that students become more thoughtful and strategic in their use of language. Students move through multiple academic domains over the course of a day, each with differing ways of communicating, and it is helpful to make this visible to them.
Problem-based learning	A student oriented pedagogical framework in which learning about a given topic is grounded in collaborative work to solve a complex problem or answer an open-ended question. Problem-based learning is often used interchangeably with inquiry-based learning. In this document, problem-based learning is preferred as it is the more open and flexible term. In this framework, engaging problems drive learning and help to motivate students and provide purpose for literate practice. Problem-based learning involves problem exploration and definition; elicitation and consideration of prior knowledge; generation of new questions that must be answered; evaluation of possible problem solutions or answers and ways to develop them; engagement in the process of resolving the problem or answering the question; communication of findings, conclusions, or claims; and the possibility of generating new questions. These practices, in general, are common to all disciplinary learning. Moreover, problems provide purpose for learning and direction for the use and production of text.
Social Emotional Learning Competencies	In combination with the Michigan Health Education Standards, a framework of supports for a well-rounded education that teaches to the whole child. When caregivers and schools focus on the development of the whole child, utilizing SEL competencies to guide instruction and interactions with children and students, academic achievement improves, as do the skills needed for college and career readiness. Furthermore, a focus on SEL helps create an environment that enables teachers to teach and students to learn which research shows is necessary for school and life success.
Tiered vocabulary	A framework for organizing vocabulary instruction into three broad categories. Tier 1 contains common, everyday words that most children enter school knowing already. Tier 2 consists of words that are used across content areas and are important for students to know and understand. Included here are process words like *analyze* and *evaluate* that students will need to access and understand content; to participate effectively in discussion, writing, and problem solving; and to apply their

	understanding outside the classroom. Tier 3 consists of content-specific vocabulary, the words that are often defined in textbooks or glossaries. These words are part of the disciplinary literacy (of mathematics, of science, of technology, etc.) and often convey precise and nuanced concepts and information. Year to year, these terms build and extend the breadth and depth of students' knowledge in and understanding of a subject, and students are unlikely to learn these terms by absorbing them in day-to-day life.[5]

[1] https://dyslexiaida.org/definition-of-dyslexia/, adopted by the International Dyslexia Board of Directors, November 12, 2002.

[2] https://cdn.ncte.org/nctefiles/resources/positions/chron1107researchbrief.pdf

[3] https://www.medialit.org/reading-room/what-media-literacy-definitionand-more

[4] https://www.collinsdictionary.com/us/dictionary/english/theme;
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[5] Beck, McKeown, and Kucan (2013)

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