

Secondary Literacy Instruction Non-Negotiables

	Middle School	High School
Reading Ratio¹	55% Informational Text/Literary Non-fiction and 45% Literary per quarter. Students read a variety of grade-appropriate shorter texts (3–5) for every one extended full-length text.	70% Informational Text/Literary Non-fiction and 30% Literary per quarter. Students read a variety of grade-appropriate shorter texts (3–5) for every one extended full-length text.
Close Reading	Close readings of text at least two times a quarter.	Close readings of text at least two to three times a quarter.
Writing Ratio	70% Analytical (35% Argument, 35% Inform/Explain) and 30% Narrative with a mix of on-demand and review-and-revise writing assignments. <u>Routine Writing:</u> Used to build content knowledge about a topic or reflection on a specific aspect of a text or texts including constructed responses to answer focus- or text-dependent questions and to help lead informed discussions.	80% Analytical (40% Argument, 40% Inform/Explain) and 20% Narrative with a mix of on-demand and review-and-revise writing assignments. <u>Routine Writing:</u> Used to build content knowledge about a topic or reflection on a specific aspect of a text or texts including constructed responses to answer focus- or text-dependent questions and help lead informed discussions.
Writing About Texts	<u>Four (4) to Six (6) Analyses:</u> Using evidence as well as crafting works that display a high degree of logical integration and coherence. Analytic writing includes at least one comparative analysis and one paper incorporating research that focuses on text students read closely. Students produce one research project per quarter. Students are expected to assess the credibility of each source, accurately quote or paraphrase sources, and include basic bibliographic information. Students should:	<u>Four (4) to Six (6) Analyses:</u> Using evidence as well as crafting works that display a high degree of logical integration and coherence. Analytic writing includes at least one comparative analysis and one paper incorporating research that focuses on text students read closely. Students produce one research project per quarter. Students are expected to refocus their research during the process. Students can present findings in a variety of informal and formal argumentative or explanatory contexts, either in writing or orally. Students should:
Research Project	<ul style="list-style-type: none"> • <i>Cite textual evidence</i> that supports assertions when analyzing text and explicitly refer to a text when explaining and making inferences. • <i>Analyze</i> the content of each text read. • <i>Study and apply grammar</i> based on particular lessons in grammar as they write and speak (L.X.1–3). • <i>Study and apply vocabulary</i> on words students are expected to use in writing and speaking (L.X.4–6). • <i>Learn and use</i> five to ten Tier II academic words per week and 10–15 words for each extended text. • <i>Initiate and engage in a range of collaborative discussions.</i> • <i>Orally present claims and supporting evidence clearly, concisely, and logically</i> while ensuring that alternative or opposing perspectives are addressed. 	<ul style="list-style-type: none"> • <i>Cite textual evidence</i> that most strongly supports their analyses when both explicitly explaining text and making inferences about the text. • <i>Analyze</i> the content of each text read. • <i>Study and apply grammar</i> based on particular lessons in grammar as they write and speak (L.X.1–3). • <i>Study and apply vocabulary</i> on words students are expected to use in writing and speaking (L.X.4–6). • <i>Learn and use</i> five to ten Tier II academic words per week and 10–15 words for each extended text. • <i>Initiate and engage in a range of collaborative discussions.</i> • <i>Orally present claims and supporting evidence clearly, concisely, and logically</i> while ensuring that alternative or opposing perspectives are addressed.
Reading and Writing Connections		

¹ Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework and reproduced in the Common Core State Standards for English Language Arts, 2011, p. 5.