



A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards

2019



New York State
EDUCATION DEPARTMENT

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The Purpose of this Guide

This guide was designed to support New York State school districts and educators as they implement the [Next Generation English Language Arts Learning Standards](#) (adopted 2017 for Fall 2020 implementation). NYSED published a [Roadmap for Implementation](#) to guide educational leaders and teachers through the process of implementing the standards, including curriculum development.

The guidance contained herein for curriculum review and development (ELA Curriculum Reflection Tool in Part II) is optional for school districts in New York State to use. The guidance is provided to support districts' creation or revision of units of instruction aligned with the student learning expectations in the Next Generation English Language Arts (ELA) Learning Standards. Curriculum decisions are local school district decisions in New York State.

This guide was crafted for Grades 3-12; however, the guidance included applies to Prekindergarten-Grade 2, with some necessary modifications to suit the developmental level and curriculum needs of New York State's youngest students.

A first step to curricular review and potential revision is to know the standards well.

The first part of this guide provides an overview of the Next Generation ELA Learning Standards, and includes the following:

- [changes from the 2011 ELA Standards](#);
- the application of standards to all students, including English Language Learners/Multilingual Learners and students with disabilities; and
- educator resources for understanding and implementing the standards.

The committee of New York State educators who created the Next Generation ELA Standards took great care to ensure their clarity and vertical alignment. Because of this attention to detail, the standards provide a clear picture of expected ELA outcomes at each grade level (please note that some standards are in grade bands, such as Grades 9-10, 11-12 and Language Standards 1 and 2). Administrators, curriculum directors, and classroom teachers who take the time to review, analyze, and learn the standards will find that knowing the standards well enables the successful selection or creation of instructional materials and activities that are aligned with the standards. With a solid understanding of the standards, educators can ensure that a student progresses from grade to grade, and ultimately, is ready for college, career, and civic success.

The second part of this guide includes the *NYS Curriculum Alignment Reflection Tool for Next Generation English Language Arts (ELA) Units*, which can be used with the standards to create ELA units that facilitate high-quality student learning and equip our students with the [advanced literacies](#) necessary for future success in college, careers, and civic engagement.

The *Curriculum Alignment Reflection Tool* is not a program or set of units or lessons, but a guide for revising existing units or designing your own Next Generation Standards-aligned units. The ELA reflection tool is **optional for school districts to use** (curriculum is a local decision in New York State).

The New York State Education Department provides this guide and reflection tool to support schools and districts in aligning their curriculum to the Next Generation ELA Standards. Since teachers know their students best, when creating curriculum, teachers and administrators are encouraged to make the best decisions for their students, schools, and districts.

A Note on the EngageNY English Language Arts Curriculum Modules

In 2012, to assist schools and districts with the implementation of the 2011 P-12 Common Core Learning Standards, the New York State Education Department provided curricular modules and units in P-12 English Language Arts (ELA) and mathematics that could be adopted or adapted for local school district purposes. At that time, many districts in New York chose to adapt or adopt the modules as a primary curricular resource. All of these materials are currently posted on [EngageNY](#), which is a NY State Education Department website.

The [EngageNY ELA modules](#) will continue to be free and available for teachers and districts; however, the NYSED will not be updating the modules and lessons to align with the New York State (NYS) Next Generation ELA Standards.

Since these curriculum modules are open-source through a [Creative Commons noncommercial license](#), a school district may adapt and upgrade the lessons to ensure they align with the Next Generation Learning Standards and meet the needs of their local school district. Many of the features of the Next Generation ELA Learning Standards, including reading closely, using text-based evidence, reading a balance of informational and literary texts, building student background knowledge and vocabulary across content areas, and research are included in the curriculum modules. Please see the EngageNY [terms of use](#) for proper citation of the modules if you are adapting for local instruction.

For additional support with this process, please consider reaching out to your local [BOCES](#), [teacher center](#), school district office, or the NYSED's [Office of Curriculum & Instruction](#) (518-474-5922 or emscurric@nysed.gov).

Part I: Learning Standards and Curriculum

A helpful place to begin this guide is by clarifying key terms such as standards, curriculum, curriculum resources, and instruction. These terms are often used when discussing the application of state learning standards to local school district curriculum and instruction.

The New York State Next Generation ELA **Standards** are a set of learning goals, organized into grade levels, and in some cases, grade bands (for example, Grades 9-10 and 11-12 and Language Standards 1 and 2). Standards support educators' knowledge of student learning over time.

Curriculum includes the content, concepts, and skills students learn throughout the school year. Curriculum addresses all domains of learning and all types of learners. **Each school district in New York State maintains complete local control over its curriculum** and is free to determine the content, concepts, and skills necessary in helping students make maximum progress toward the grade-level goals defined by the standards.

Curriculum resources are the materials a district chooses after defining their local curriculum. Well-chosen resources support teachers' delivery of developmentally appropriate, standards-aligned, and culturally-responsive instruction to all students. Districts have the responsibility to identify the resources they believe best reflect student needs and the community values inherent in its curriculum. Resources might include textbooks, workbooks, trade books, teacher guides, locally-developed assessments, digital texts and tasks, and open educational resources, such as the modules. Selection or creation of curriculum resources is locally decided. New York State does not have a required text list, which means that the selection of texts used within the classroom is also a local school district decision.

Instruction includes the ways (approaches and strategies) an educator chooses to teach the content of the standards, based on the needs of their students. Instruction is determined by classroom teachers and/or districts (for example, learning strategies or incorporating technology into a lesson).

Overview of the Next Generation ELA Learning Standards and Lifelong Practices

The Next Generation ELA Learning Standards reflect the thoughtful work of teachers, administrators, library media specialists, college professors, and parents from across New York State. This group was charged with reviewing the 2011 Standards, reducing the repetition of standards, and ensuring clarity, appropriateness, and vertical alignment. The final versions of the P-12 [Next Generation English Language Arts Learning Standards](#) and [6-12 Literacy Standards](#) were approved by the Board of Regents in September 2017.

Lifelong Practices of Readers and Writers

One significant addition to the standards is the Lifelong Practices of Readers and Writers, which aims to reflect the changing expectations for what it means to be literate today. As districts review curriculum and resources, it is critical that they consider not only the standards themselves, but the standards within the context of the Lifelong Practices of Readers and Writers. Any revisions and refinements districts make to curriculum and resources in the coming years should be selected to bring these practices to life throughout students’ entire educational journey, PK-12.

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers:</p> <ul style="list-style-type: none"> • think, write, speak, and listen to understand • read often and widely from a range of global and diverse texts • read for multiple purposes, including for learning and for pleasure • self-select texts based on interest • persevere through challenging, complex texts • enrich personal language, background knowledge, and vocabulary through reading and communicating with others • monitor comprehension and apply reading strategies flexibly • make connections (to self, other texts, ideas, cultures, eras, etc.) 	<p>Writers:</p> <ul style="list-style-type: none"> • think, read, speak, and listen to support writing • write often and widely in a variety of formats, using print and digital resources and tools • write for multiple purposes, including for learning and pleasure • persevere through challenging writing tasks • enrich personal language, background knowledge, and vocabulary through writing and communicating with others • experiment and play with language • analyze mentor texts to enhance writing • strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Standards and Diverse Populations

Linguistically diverse learners, English Language Learners (ELLs)/Multilingual Learners (MLLs), enter the school system at all grade levels, with a range of proficiency in English and varying degrees of literacy and academic competencies in their home or primary language. While building proficiency in English, students in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages. While the eventual goal of English Language Arts (ELA) standards is to support the lifelong practices of reading, writing, speaking, and listening in English, ELLs/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards. Throughout the standards, the use of annotation marks this concept for ELLs/MLLs. To support linguistically diverse learners,

educators may access NYSED’s ELL/MLL [Educator Tools and Best Practices](#) for resources such as research-based practices, topic briefs, Bilingual Progressions, and co-teaching models. The Bilingual Progressions, New Language Arts Progressions, and Home Language Arts Progressions are useful for educators in planning instruction and developing appropriate expectations for students at varying levels of language and literacy.

All students are capable of learning, achieving, and making developmental progress. Students with disabilities need specially-designed instruction and related services to address their disability and ensure their participation in age-appropriate activities. Individualized educational programs (IEPs) and 504 plans document individual learning goals, supports, and services as determined by each student’s needs, strengths, and abilities. Individual supports, accommodations, and services assist children with disabilities in meeting their IEP goals as well as achieving the learning standards. With the appropriate services and supports, students with disabilities are held to the same high standards and expectations as those without disabilities. Educators can reference NYSED’s [Blueprint for Improved Results for Students with Disabilities](#) to support students in special education.

Additional information on the standards and diverse populations can be found in the [Early Learning Introduction](#) and the [Introduction to the Next Generation ELA Learning Standards](#), as well as in grade-level introductions within the standards document.

Text Complexity and the Standards

One critical component of designing or refining your ELA curriculum in response to the new standards is the appropriate selection of text. The [Introduction to the NYS Next Generation ELA Learning Standards](#) and the [standards document itself](#) both provide guidance about the selection of text.

For example, the Introduction states:

*‘One of the most important elements of the English Language Arts Standards is the concept of exposing all students to grade-level texts that contain ideas and language that are at a suitable level of complexity, which is critical to preparing students for college and careers. **This expectation is the cornerstone for the New York State English Language Arts Learning Standards when the standards refer to “texts of appropriate complexity at or above grade level.”***

Within the specific standards document, that expectation is further clarified by grade level. For example, in Kindergarten, text complexity is addressed this way:

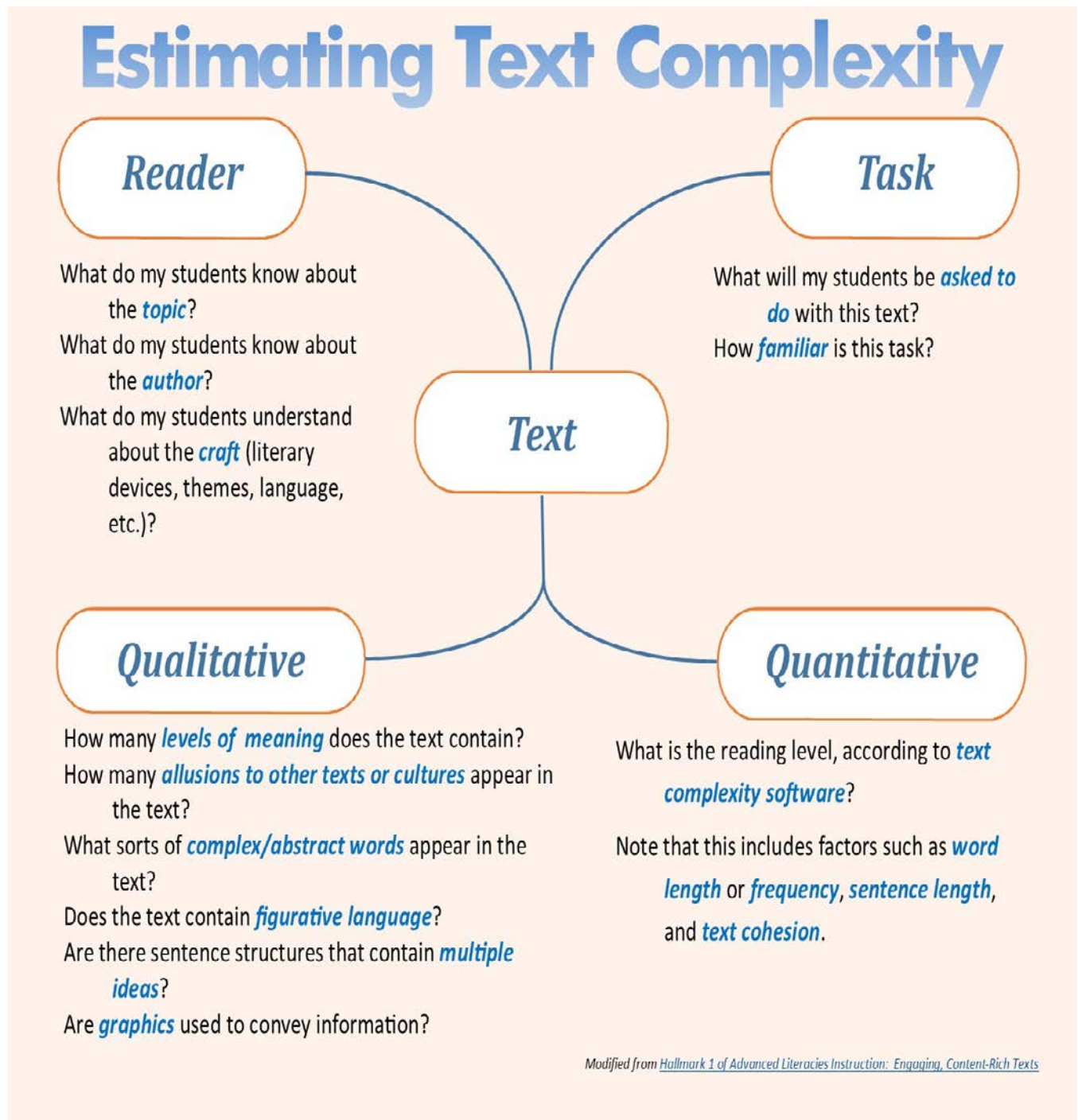
“Students in kindergarten are at varying stages of development as word readers and as text comprehenders. To develop each set of skills and competencies..., different instructional materials are required. During instruction to develop word reading skills, kindergarten students should have authentic opportunities to engage with texts that specifically correlate to their developing phonics and word reading skills. However, to bolster students’ text comprehension skills, teachers should also provide large group, small group, and individual reading activities materials that are content-rich and complex.”

In the intermediate and middle grades, text complexity is addressed this way:

“By the end of the school year, students will read and comprehend literary and informational texts that are at or above grade level. As in the early grades, though perhaps less striking, there still needs to be a distinction between the complexity of the texts used for children to work on their word reading fluency and their independent comprehension skills, and the complexity of the texts used as part of teacher-led classroom instruction and units of study to build up their language and knowledge.”

More information on text complexity is available in the “[Range of Reading and Text Complexity Expectations](#)” section of the Introduction to the NYS Next Generation ELA Standards, as well as in Hallmark 1 of Advanced Literacies Instruction: [Engaging, Content-Rich Texts](#). In addition, the [Council of Chief State School Officers](#) offers free text complexity resources including how to determine and scaffold complex texts for students. EngageNY also includes resources for guidance on text complexity, such as the [Text Complexity Form](#).

Figure 1: How to Estimate a Text's Complexity for a Reader



The English Language Arts Crosswalks

The New York State Education Department has developed and released the [crosswalk documents](#) as a reference tool for educators and parents to efficiently compare the changes between the 2011 New York State P-12 Common Core Learning Standards for ELA and the [2017 Next Generation English Language Arts Learning Standards](#). The crosswalks can assist educators in the preliminary work required in assessing the scope of the changes to standards and the impact those changes will have on student learning, locally devised curriculum, instruction, and instructional resources. While the crosswalks are valuable as a reference, they do not substitute for a deeper, more comprehensive understanding of the New York State Next Generation English Language Arts Learning Standards.

Additional Resources

The New York State Education Department developed additional resources to support curriculum development and standards implementation. These resources include:

- At-a-Glance Standards Documents
 - [PK-2 Next Generation ELA Standards at a Glance](#)
 - [3-5 Next Generation ELA Standards at a Glance](#)
 - [6-8 Next Generation ELA Standards at a Glance](#)
 - [9-12 Next Generation ELA Standards at a Glance](#)
- [Next Generation ELA Learning Standards: Frequently Asked Questions](#)

Various resources for an inclusive and culturally-responsive curriculum are available through the New York State Education Department, including the [Educator Tools and Best Practices](#) and the [Blueprint for Improved Results for Students with Disabilities](#) mentioned above. Additionally, the New York State Education Department (NYSED) developed [a series of eight topic briefs](#) to aid New York State educators in implementing the NYS Next Generation Learning Standards. These eight briefs offer an expansion and deeper explanation of concepts embedded in the standards, [Introduction](#), and [Preface](#), as well as provide additional guidance to the field particularly in settings serving linguistically diverse learners.

Together, these resources can assist schools and districts in determining the most effective curriculum for their school and community. Supplemental [English Language Arts Curriculum Resources](#) are available via the New York State Education Department's website.

Part II: Aligning and Creating Curricular Resources

Determining a Curriculum

After engaging in a thorough review and understanding of the Next Generation English Language Arts Learning Standards, the next step includes reviewing local processes for curriculum adoption, alignment, or development. This process fits within Phase II (Build Capacity) of the NYSED Next Generation Standards Implementation [Roadmap](#).

Local Curriculum Decisions

Curriculum alignment to the Next Generation English Language Arts Learning Standards can be undertaken as a collegial or individual effort. The New York State Education Department (NYSED) encourages teachers, school districts, and BOCES to work together to create a culturally-responsive, standards-based curriculum that meets the needs of all students and supports culturally-responsive teaching practices. Curriculum alignment or development workshops can be arranged locally or regionally during the school year as a series of monthly or bi-monthly professional development opportunities that focus on aligning one unit at a time. A summer curriculum writing institute is another approach with teams of educators each assigned to revise or develop a different unit. Vertical grade-level collaboration is another option for collaborative curriculum alignment.

If, however, collaboration is not possible, periodic conversations with colleagues about observations, questions, and concerns about curriculum and instruction benefit all educators. Peer review of aligned materials can strengthen curricular units. For smaller and larger schools and districts, we encourage working together to benefit all students.

Key Components of Instructional Units

Figure 2, from [Brief 7: Spotlight on Instructional Units of Study](#), highlights the importance of organizing lessons within a knowledge-building cycle and provides several key components of an instructional unit. As you develop or review curricular resources, ensure these key components are present.

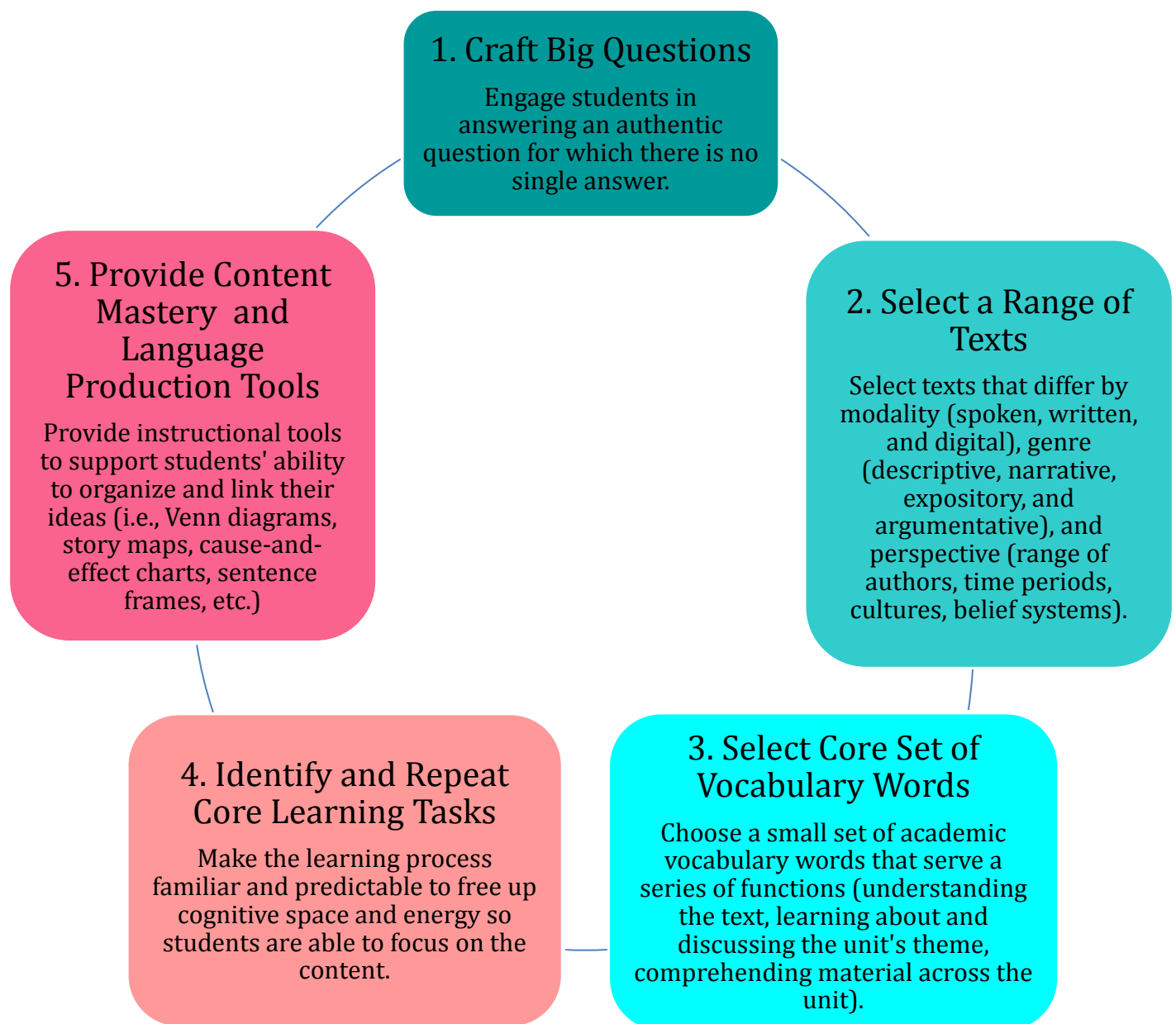


Figure 2. Components of an Instructional Unit of Study

NYS Curriculum Alignment Reflection Tool for Next Generation English Language Arts (ELA) Units

To assist with the development of local curriculum, the NYS Education Department has taken some of the key hallmarks from the literacy briefs and created the *NYS Curriculum Alignment Reflection Tool for Next Generation English Language Arts (ELA) Units*. Evaluating evidence of the indicators provided in this tool is a process that engages educators and administrators in thoughtful conversations around curricular and instructional decisions. This resource supports districts and classroom teachers as they plan instruction for all students.

The NYS Curriculum Alignment Reflection Tool for English Language Arts (ELA) can be used by curriculum writers and classroom teachers to evaluate the degree of standards alignment for existing or proposed ELA units. For the purpose of this tool, curriculum is defined as the content, concepts, and skills students learn throughout a full year of instruction. Curriculum resources include lessons, books, and materials aligned to the Next Generation ELA Standards. Units typically extend over a sustained period-of-time and can be as brief as a few weeks or longer, depending on local choice. The time allotted to each unit depends on the depth and breadth of knowledge and skills included. This tool provides a space to reflect on the indicators of standards-based ELA instruction present in an existing or proposed unit.

The tool's indicators represent best practices in English Language Arts instruction. Informed by the research in [Topic Briefs on Advanced Literacies](#), as well as the [Introduction](#) to the Next Generation ELA Learning Standards, the indicators are guidelines intended to support research-based practices. It is understood that **not all indicators will necessarily be represented in a single unit**. However, all the standards and indicators should be addressed over the course of the school year to ensure all students are provided a comprehensive sequence of instruction, aligned to the Next Generation ELA Standards.

Curriculum alignment and development is a fluid, ongoing process; therefore, revisions and adjustments should continue to be made following students' engagement with the curriculum and assessment of student learning. Knowing educators constantly reflect, the tool also provides a space for reflection following implementation of the unit.

Although this tool is most appropriate for 3rd through 12th grade learning environments, it could also be used in prekindergarten through 2nd grade environments, with modifications to reflect developmentally-appropriate practices as well as the inclusion of all domains of early learning. For more information on early learning resources, visit the [NYSED Office of Early Learning](#).

For additional support with this process, please consider reaching out to your local [BOCES](#), [teacher center](#), district office, or the NYSED's [Office of Curriculum & Instruction](#) (518-474-5922 or emscurric@nysed.gov).

Grade: _____ **Unit Title / Topic(s):** _____

Complete the **Rationale**, **Standards & Assessment Summary**, **Indicators Alignment Log**, and **Final Analysis** for each unit of study in your English Language Arts curriculum.

Rationale

Think about why you are teaching this unit. How does the unit prepare our students to become lifelong readers, writers, learners, and thinkers?

Standards & Assessment Summary

Which Next Generation ELA Standards are taught through this unit? How are they assessed?

	Standards	Assessment
Reading Standard(s)		
Writing Standard(s)		
Speaking & Listening Standard(s)		
Language Standard(s)		

Note: Standards are in separate rows for planning purposes; however, standards are likely to be integrated throughout the unit. While all standards will be addressed throughout the year, not all standards will be present in one unit.

Core Elements • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Lessons are developed within an instructional cycle , focusing on a multifaceted topic and including a clear purpose and progression for students.		
Includes inquiry, critical thinking, and/or problem solving.		
Includes opportunities to practice reading, writing, listening, and speaking for multiple purposes (including learning and pleasure) with authentic texts/audiences and real-world contexts.		
Includes opportunities for written, spoken, visual, and/or digital responses, affording time for skills practice in the use of current, digital media .		
Utilizes a variety of assessments, including pre-, self-, formative, and summative. Multiple assessment formats are utilized, including observation and peer/teacher feedback.		

Alignment Scale
 + prevalent
 ✓ present
 - partially present
 n/a not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.
 → Use this space to reflect on the unit after implementation.

Reflection after Implementation

Supporting All Students • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Classroom and instructional practices are research-based, developmentally appropriate, inclusive, and capitalize on linguistic and cultural diversity.		
Classroom and instructional practices are flexible, use scaffolds when appropriate, and promote equal opportunities to learn for all students.		
Technology is used to personalize learning and empower students to take responsibility for their own learning.		
Adequate time and multiple opportunities are provided for students' mastery of learning processes.		
Planned learning environment supports quality interactions and collaboration through flexible grouping and work spaces; encourages utilization of peers as language resources when speaking, reading, and writing.		

<p>Alignment Scale</p> <ul style="list-style-type: none"> + prevalent ✓ present - partially present n/a not applicable
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← Use the alignment scale to determine the degree to which the unit aligns with each indicator.

→ Use this space to reflect on the unit after implementation.

<p>Reflection after Implementation</p>

Engaging, Content-Rich Texts • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Multiple, content-rich , high-interest , grade-level, accessible texts are utilized.		
Texts feature essential knowledge that students need to answer a 'big' question or idea that guides the unit.		
Text selection process considers culturally responsive and relevant texts; texts are available in students' home languages when available and appropriate.		
Texts represent a variety of formats (e.g., printed material, speech, graphics, visual art, digital representations, video, and/or other visual and audio depictions of ideas, concepts, and experiences).		

Alignment Scale
 + prevalent
 ✓ present
 - partially present
 n/a not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.
 → Use this space to reflect on the unit after implementation.

Reflection after Implementation

Building Written Language • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Writing tasks are appropriately challenging and include a variety of formats.		
Writing is used as a method for consolidating thinking before and after reading (e.g., summarizing or responding by sharing opinions).		
Time is afforded to plan, revise, edit, rewrite, or try a new approach while writing. Writing models/examples are created with and/or analyzed by students.		
An extended written piece is produced to demonstrate understanding of content and language.		
Opportunities to use oral language and discussion to facilitate the writing process are built into the unit.		
Target words , previously taught words, instruction in grammar/mechanics, language structures, and/or strategies for academic language are included in unit.		

<p>Alignment Scale</p> <p>+ prevalent</p> <p>✓ present</p> <p>- partially present</p> <p>n/a not applicable</p>

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.

→ Use this space to reflect on the unit after implementation.

<p>Reflection after Implementation</p>

Academic Vocabulary • Indicators Alignment Log
 (Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Multiple formats, methods, and opportunities are utilized to deepen language skills, background knowledge, and academic vocabulary.		
Target words (academic vocabulary) and word-learning strategies are taught to aid in and communicate students' understanding of concepts and text.		
Differences between the conventions of academic English and features of informal written communication, speech, and electronic communication are emphasized.		

<p>Alignment Scale + prevalent ✓ present - partially present n/a not applicable</p>
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← Use the alignment scale to determine the degree to which the unit aligns with each indicator.
 → Use this space to reflect on the unit after implementation.

<p>Reflection after Implementation</p>

Classroom Discussion • Indicators Alignment Log

(Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum/Instruction	Evidence in Unit	Alignment Scale
Classroom discussion is used to support reading, writing, and build conversational and academic language.		
Target words and other academic language are utilized during peer-peer and teacher-peer discussion; students are encouraged to experiment with language.		
Unit includes frequent use of discussion formats (small group, jigsaw, etc.) and opportunities to make connections (to self, other texts, ideas, cultures, eras, etc.).		

Alignment Scale
 + prevalent
 ✓ present
 - partially present
 n/a not applicable

← Use the alignment scale to determine the degree to which the unit aligns with each indicator.
 → Use this space to reflect on the unit after implementation.

Reflection after Implementation

Final Analysis

Having completed the tool, provide a final statement of analysis. Consider the comprehensive inclusion of indicators (understanding that not all indicators may be represented in a unit), how well they were addressed, the use and assessment of standards, and how all these aspects relate to the stated goals and rationale of the unit.

Glossary of Terms

academic language – key terms used in a discipline (e.g., photosynthesis, Fertile Crescent, alliteration) as well as general-purpose language used in all academic texts and talk (e.g., words like “however” and “therefore” that connect ideas; phrases like, “some have argued” or “research suggests” that signal the writer’s viewpoint and support argumentation)

advanced literacies – the skills and competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences; advanced literacies promote the understanding and use of text for a variety of purposes

authentic – pertaining to the real world with relevance to the learner (e.g., the school board represents an authentic audience for 4th graders writing an argument about cafeteria menus)

consolidating thinking – combining thoughts into a single, more effective, or coherent whole (e.g., summarizing)

content-rich text – text relevant to the unit’s big idea that features background knowledge and academic vocabulary

digital media – audio/visual content that may include websites, social networks, videos, graphics, slideshows, or other electronic forms

extended written piece – a fully developed essay, story, feature article or informational piece, research paper, poem, argument, narrative, or other written piece, guided by the expectations of the genre

high-interest text – text that motivates students to read (*Reminder: When choosing texts to meet the Next Generation Learning Standards, teachers should provide a balance of classic and contemporary literature (both full-length and shorter works). Work should be culturally responsive, relevant to all students, and available in the home language when possible. Texts should reflect a global and diverse variety of authors, time periods, genres, and cultural perspectives.*)

home language – the primary language spoken at a student’s home (Native Language or Mother Tongue)

instructional cycle – a lesson sequence made up of varied core learning tasks that build from one to the next, enabling the study of content-based themes, academic words, and word-learning strategies

language resources – the structures, tools, processes, and people from which students acquire language (e.g., the use of language structures and words found in mentor texts or adopting language peers use successfully in their own text or speech)

multifaceted topic – a concept that can be explored across disciplines and from multiple perspectives

target words – a small set of academic vocabulary that teachers teach within a lesson or unit; target words should help students understand the text, learn and talk about the unit’s theme, and comprehend material across content areas

text – printed material, as well as speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences

word-learning strategies – methods students use to try to figure out the meaning of unfamiliar words they encounter while reading (e.g., breaking words into meaningful parts, using clues in surrounding text, consciously attending to words)