

*The framework uses the English-Language Arts Content Standards for California Public Schools as its curricular platform and aligns curriculum, assessment, instruction, and organization to provide a comprehensive, coherent structure for language arts teaching and learning.*

*Teachers should not be expected to be the composers of the music as well as the conductors of the orchestra.*

*Students who read early and successfully not only reap the advantages of early literacy but also accumulate experiences with print that continue to differentiate good readers from poor readers throughout their academic careers.*

*The standards are mastery standards, meaning that students should master or be proficient in knowledge, skills, and strategies specified in a particular standard, at least by the end of the designated grade.*

*Essential to the organization of this framework is the structure of the standards themselves.*

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*The child's first instruction must employ the most valid and effective methods available to ensure mastery of the skills that lay the foundation for further reading achievement.*

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*The goal of developing lifelong readers and writers begins early in students' lives and represents a unique balance of competence, motivation, accessibility, and experiences with print.*

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*Assessment of student performance is used to determine what students need to learn and what teachers need to teach.*

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*An adequate amount of time must be allocated to [language arts] instruction, and that time must be protected from interruptions.*

*Effective instructional programs and materials can greatly influence the amount and rate of learning in classrooms.*

*All students are expected to meet or exceed the grade-level expectations set forth in the English-Language Arts Content Standards.*

*The preparation of teachers and ongoing support for their continuing professional development are critical to the quality of schools and increases in student achievement.*

*Ensuring that California's students are proficient in the language arts is everyone's concern.*

*In language arts instruction motivation not only enhances the learning process but also is a necessary precursor for students choosing to read on their own*

*Academic language refers to the language of literacy and books, tests, and formal writing.*

*The central importance of students reading widely at increasingly more challenging levels cannot be overemphasized.*

*Although all the skills within strands are important, no greater responsibility exists for educators of students in kindergarten through grade three than to ensure that each student in their care leaves the third grade able to read fluently, effortlessly, independently, and enthusiastically.*

*Research has found that decoding, or the ability to apply knowledge of letter-sound correspondences to identify words, is fundamental to independent word recognition*

*The primary means by which students learn new words is through independent reading.*

*Most students require explicit instruction in strategies related to reading comprehension, just as they do for decoding.*

*The systematic progression of instruction and application from kindergarten through grade three prepares students to write clear and coherent sentences and paragraphs that develop a central idea.*

*Existing third graders who have mastered the code are able to access, comprehend, compose, discuss, and enjoy a wide range of literature and informational text.*

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*The stages of learning to read and reading to learn help establish a further stage that extends through grade eight. That stage is perhaps best characterized as reading and learning for life, during which students begin to grapple with the full and complex range of lifelong language and literacy skills.*

*By the twelfth grade students are expected each year to read independently two million words of running text... For many students that amount of independent reading will not occur without strategic and systematic guidance in their selection of text and reinforcement of independent reading habits.*

*Writing and oral presentations also become more sophisticated and complex in grades nine through twelve.*

*Taken together the three purposes of assessment provide a road map to achieving the standards: the starting place, the routes to take, the points at which to change routes, and the destination.*

*It is virtually impossible to overstate the importance of using performance data as the basis for making well-informed adjustments to instruction*

*The most critical aspect of all summative assessment is that it measures generalization and transference of skills and knowledge required for mastery of grade-level standards.*

*The ultimate goal of language arts programs in California is to ensure access to high-quality curriculum and instruction for all students in order to meet or exceed the state's English-language arts content standards.*

*What the student already knows in the language arts should form the basis for further learning and study.*

*Most learning difficulties can be corrected with good diagnostic teaching that combines repetition of instruction, focus on key skills and understanding, and practice.*

*Experienced teachers develop a repertoire of successful instructional strategies to be used in special situations or with specific groups of students.*

*[Instruction] is distilled to ensure that instructional time is used to help students understand the fundamental concepts or skills needed to master later standards.*

*Grouping is a tool and an aid to instruction, not an end in itself.*

*When standards are mastered, students should either move on to standards at higher-grade levels or focus on unlearned material not covered by the standards.*

*Instruction in reading and writing for English learners should not be delayed until the students have mastered oral English.*

*Additional instructional support must align with classroom instruction and assist students in learning the specific vocabulary, background knowledge, and language structures needed to succeed.*

*English learners participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English.*

*Students should receive specific, constructive feedback from their teachers regarding the accuracy of their oral and written work and their progress toward mastery of conventional English.*

*Together, the school community members can help refocus the school or district priorities for reading, writing, listening, and speaking.*

*The involvement of parents in their children's early years is an important predictor of the children's success in school and is more important than economic status in predicting academic learning.*

*More and more teachers are being called on to be reading teachers regardless of whether they had formal training in teaching students how to read.*

*The role of specialists in supporting the work of classroom teachers is especially important as teachers grapple with the implementation of content standards and shifts in instructional materials and practices.*

*When the library media teacher, who knows the learning resources, technologies, skills, and information problem-solving process, acts as a partner with the classroom teacher, who knows the students and the curricular content to be addressed, they expand students' learning opportunities and directly improve achievement.*

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*Tutoring is not a substitute for teaching. Tutoring methods should complement professional teaching, not supplant it.*

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*Preschool educators and day-care providers have a key responsibility and an opportunity to provide literacy experiences that will help children meet or exceed language arts standards in the elementary school.*

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*The principal should understand and provide staff with information about the English-Language Arts Content Standards and researched-based programs and interventions in the language arts.*

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*Teachers well prepared to teach reading and the language arts are vital to the success of language arts instruction.*

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*At every grade level classroom collections should reflect a wide variety of reading interests, favorite authors, and topics related to the instructional program.*

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*Library media teachers, in collaboration with classroom teachers, teach the skills and strategies that allow students intellectual access to the resources.*

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