



Draft 2021 *Alabama Course of Study:* *English Language Arts*

**Alabama State Board of Education Work Session
February 11, 2021**



Committee Representatives

Multiple viewpoints and open minds from across the state brought all levels and backgrounds together in order to complete a high quality, detailed COS committed to the success of all students.

During a year like no other, we were forced to think creatively to accomplish the task at hand. Perseverance through online collaboration helped heighten our awareness for the need of digital learning at its best. This new way of meeting and learning allowed us to collaborate during and outside scheduled meetings to accomplish our goal.



Our Vision

The vision of the 2021 *Alabama Course of Study: English Language Arts* is to reach the whole child by providing a comprehensive foundation and by fostering abstract and critical thinking for lifelong learning. The committee and task force sought to accomplish this goal with the following visionary ideas:

- Address the needs of students through research-based decision-making.
- Align standards vertically across grades to support the academic needs of all children.
- Design standards that enhance preparation for future academic and workforce opportunities.
- Equip all students with the skills needed to master new and ever-changing technology and related literacies.
- Scaffold skills using the Alabama Literacy Act to ensure that solid reading foundations are established to foster lifelong reading skills.



The Conceptual Framework

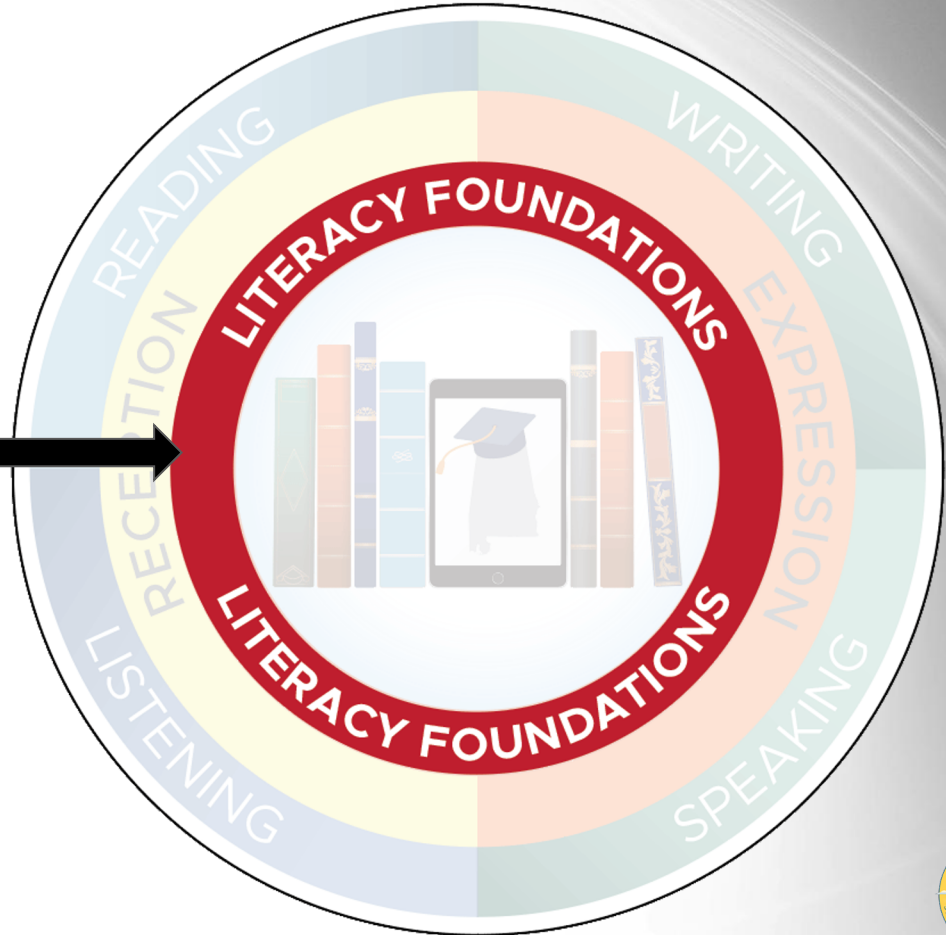
The conceptual framework graphic illustrates the goal of the 2021 *Alabama Course of Study: English Language Arts*, which is to ensure that all students achieve English language literacy. This goal can be accomplished through a curriculum based on the set of sequential and comprehensive standards included in this Course of Study.



The Conceptual Framework Summary

Literacy Foundations

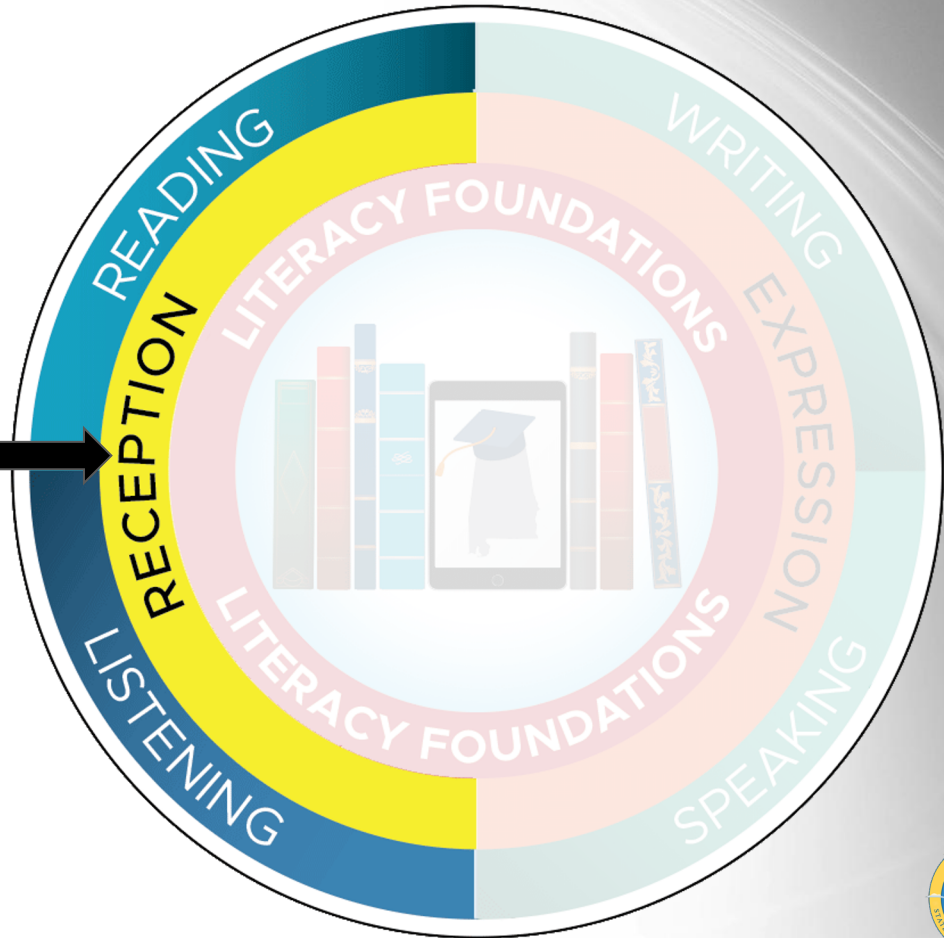
The dark red band of the framework indicates the importance of the literacy foundations undergirding all areas of literacy.

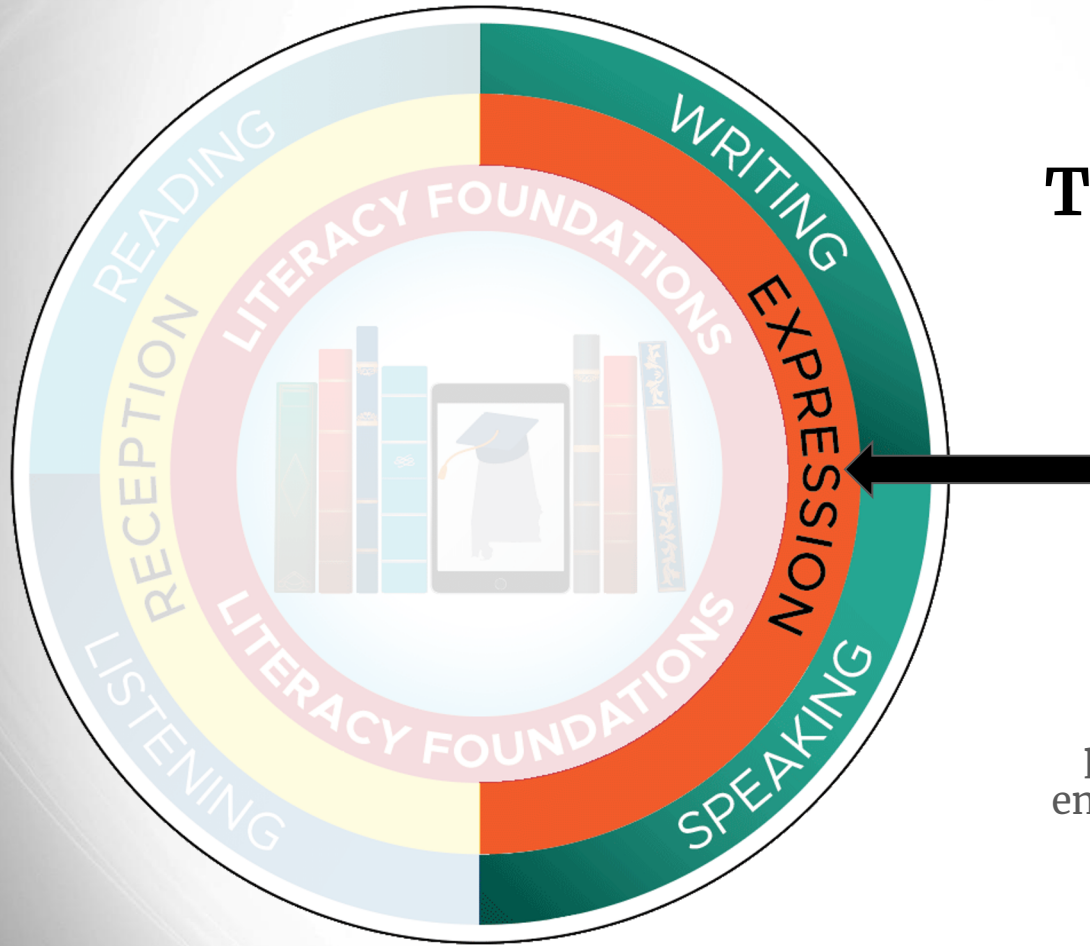


The Conceptual Framework Summary

Reception

The yellow band of the framework represents one of the major divisions of the literacy and communication processes. Reception encompasses reading and listening.





The Conceptual Framework Summary

Expression

The orange band represents the other major division of the literacy and communication processes. Expression encompasses writing and speaking.



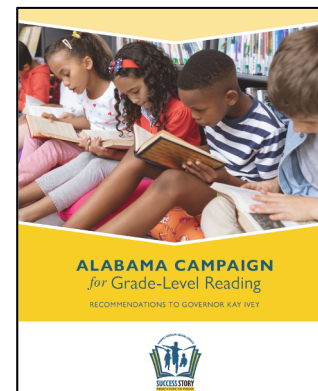
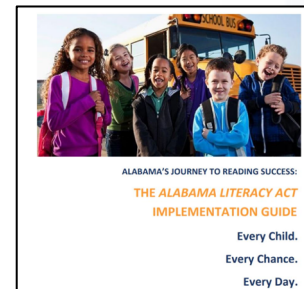
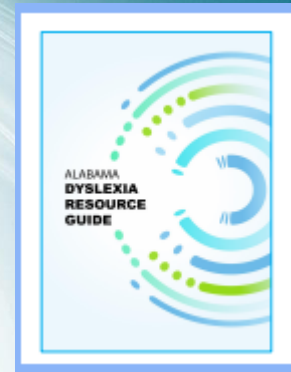
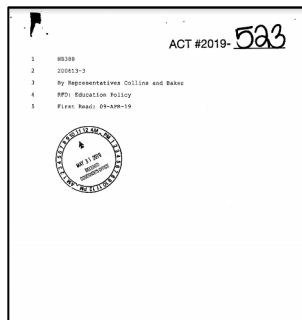
The 2021 English Language Arts Course of Study Conceptual Framework

The skills and knowledge represented in the conceptual framework of the *Alabama Course of Study: English Language Arts* will prepare students to function as highly skilled communicators, critical thinkers, and effective problem-solvers. Students will meet the academic demands of elementary, middle, and high school and be prepared for further study or the workplace.

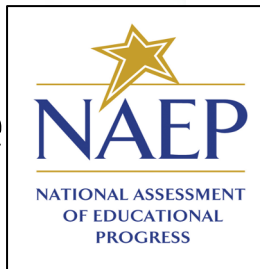


Research and Resources for the 2021 English Language Arts Course of Study

- Alabama Reading Initiative
- Alabama Dyslexia Resource Guide
- Expert reviews
- The Science of Reading with the LETRS® Modules
- Special Education Services
- Workforce partners



Research and Resources for the 2021 English Language Arts Course of Study



- Reviews of current and proposed Alabama Courses of Study
- Florida's B.E.S.T. Standards
- Fordham Institute
- National Assessment of Educational Progress (NAEP)
- NCTE's National ELA standards

Colorado	Connecticut
Massachusetts	New Hampshire
New Jersey	Ohio
Utah	Vermont
Wisconsin	Wyoming



Organization

The Committee produced:

- Clear and concise standards for teachers.
- A communication model encompassing “Expression” and “Reception.”
- An emphasis on smooth grade-band transitions.
- Recurring standards which reinforce and refine skills while increasing rigor from Kindergarten through Grade 12.



K-Grade 3 Goals

- Utilize active listening skills in discussions and conversations in pairs, small groups, and whole group.
- Develop oral language skills.
- Receive explicit instruction in the literacy foundational skills: phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing including encoding, as outlined in the Alabama Literacy Act.
- Experience literary and informational texts and begin to learn the verbal reasoning needed to comprehend them.
- Begin to implement ideas into writing and produce pieces of work in the following genres: narrative, informative/explanatory, and opinion/argumentative.



K-Grade 3

Standards Vertical Alignment Example From *Literacy Foundations: Comprehension to Reception: Reading*

Kindergarten

29. With prompting and support, identify the main idea and key details in an informational text.
29. With prompting and support, ask and answer questions about key details in literary and informational texts.

Grade 1

21. Identify the main idea and key details of literary and informational texts.
21. Ask and answer questions about key details in literary and informational texts.

Grade 2

24. Identify the main idea and supporting details of literary and informational texts.
- Explain how the supporting details contribute to the main idea.
 - Recount or summarize key ideas from the text.

Grade 3

19. Determine the explicit or implied main idea and supporting details of a text.
- Explain how the supporting details contribute to the main idea, using textual evidence.
 - Recount or summarize the key ideas from the text.



Grades 4-5 Goals

- Expand on the foundational reading skills covered in the Alabama Literacy Act.
- Intentionally read from an array of texts in order to make connections to the world around them.
- Increase the rigor at which they produce meaningful written works.
- Become active participants in the classroom through discussion, collaboration, and reporting.
- Utilize technology to enhance communication and expand how information is received and expressed.



Grades 4-5

Standard Vertical Alignment Example *Reception: Reading*

Grade 4

22. Explain how relevant details support the implied or explicit main idea of a text.
- Determine the central idea or theme of a text.
 - Explain the difference between implied and explicit details.
 - Summarize the key supporting details by citing evidence from a text.

Grade 5

22. Determine the implied and/or explicit main idea of literary and informational texts.
27. Review the key ideas expressed in text and draw conclusions, using facts to support them.



Grades 6-8 Goals

- Reinforce and refine skills and concepts learned in previous grades.
- Work collaboratively in both digital and traditional environments.
- Read across diverse texts and media.
- Critically analyze and evaluate expressive and receptive forms of communication.
- Become self-directed learners and expand their social and academic horizons.
- Bridge learning between elementary and high school grades.



Grades 6–8

Standard Vertical Alignment Example *Reception: Reading*

Grade 6

1. Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

Grade 7

1. Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

Grade 8

1. Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.



Grades 9–12 Goals

- Obtain information from digital resources and traditional printed materials.
- Research and synthesize information to support claims, solve problems, and pose questions through writing and speaking.
- Analyze and evaluate sophisticated ideas and techniques within complex and diverse literary works through writing and speaking.
- Read various forms of informational and technical texts effectively.
- Engage in the robust exchange and application of ideas through effective communication.



Grades 9–12

Standard Vertical Alignment Example *Reception: Reading*

Grade 9

1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles through 1599.

Grade 10

1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present.

Grade 11

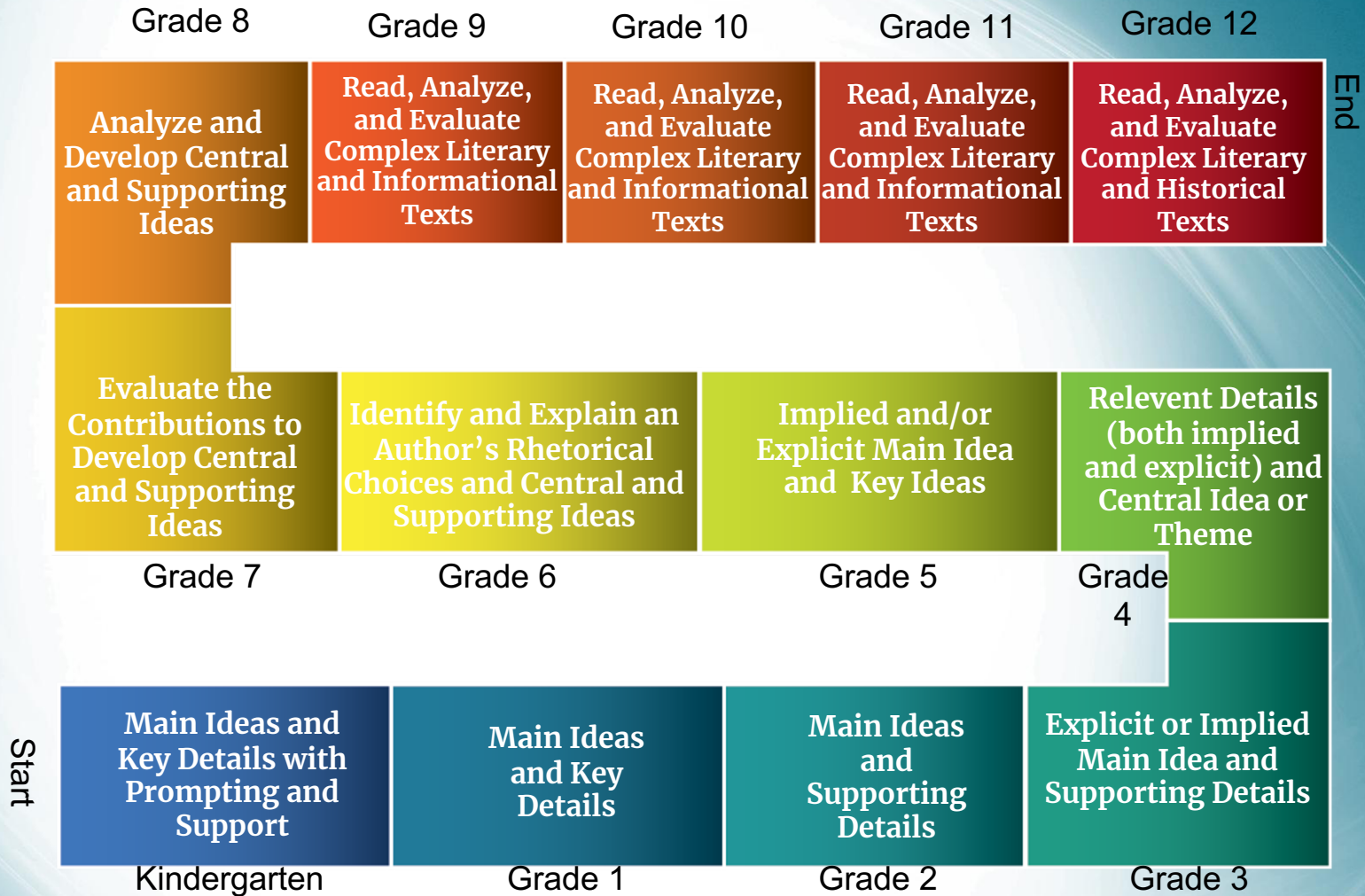
1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.

Grade 12

1. Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles.



**The Pathway
from
Kindergarten
to Grade 12
through a
Standard in
English
Language
Arts**



The Outcome

Through the implementation of the *2021 Alabama Course of Study: English Language Arts*, all students in Alabama will develop the communication and literacy skills needed for success in college, careers, and the workforce.

