The Research Behind *Common Core Progress English Language Arts*

Common Core Progress
™ *Grades K–8*
English Language Arts

Common Core Progress English Language Arts (ELA) draws on a rich research base and aligns with the Standards for the English Language Arts, jointly published by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA) in 1996 and reaffirmed in 2012 by the NCTE Executive Committee. It supports the Guiding Visions, and recognizes the central role of the learner in the standards and the four dimensions of language learning: **content, purpose, development, and context** that lead to the attainment of the standards. These dimensions, along with the Instructional Shifts in English Language Arts required by the Common Core State Standards (CCSS), are integrated throughout the program and are integral to *Common Core Progress English Language Arts* and the sound foundation it provides for student success.

NCTE and IRA Guidance and Standards-Focus		How Addressed in *Common Core Progress English Language Arts*
Content Addresses what students should know and be able to do in regards to English Language Arts	The development of literacy and the attainment of English Language Arts standards depend on experience with and systematic study of a wide array of texts.	The units in *Common Core Progress ELA* expose students to a collection of rigorous texts, fifty percent of the texts are informational and fifty percent are literary and encompass a wide range of genres and topics. Through *Common Core Progress ELA*, students learn a range of processes and strategies for comprehending and producing texts. Program instruction is centered on texts and skills rather than on related activities that draw attention from texts. Repeated readings and analysis of complex, content-area texts expose all students to new information and ideas. Writing instruction builds on student models and supports students in responding to an array of texts and becoming skilled with writing narrative, informational, and opinion essays, as well as research papers. In addition, *Common Core Progress ELA* includes study of the systems and structures of language and of language conventions, including grammar, punctuation, and spelling. Students learn how to apply their knowledge of the systems and structures of language depending on the context.
Purpose Addresses why students use language	English Language Arts instruction should focus on four purposes of language use: for obtaining and communicating information, for literary response and expression, for learning and reflection, and for problem solving and application.	*Common Core Progress ELA* integrates reading, writing, language speaking, and listening instruction with the goal of developing students who are independent learners, critical thinkers with deep knowledge, effective communicators, skilled problem solvers, and therefore, prepared for success in college and careers. With *Common Core Progress ELA*, students' knowledge of history/social studies, science, and technical subjects and their academic and domain-specific vocabulary increase through reading rich, content-area texts. Relevant and meaningful opportunities for speaking and listening engage students in developing lifelong oral communication skills. Writing units ensure students develop effective written communication skills for a broad range of purposes. Integrated language instruction develops students' knowledge and use of conventions of standard English. Through a variety of carefully planned tasks that increase in their cognitive demand, students apply and extend the acquired knowledge and skills.

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Development Addresses how students develop competencies in English Language Arts	Students acquire knowledge and develop language competencies with practice over time. The quality of students' performance improves over time as students learn to use language clearly, strategically, critically, and creatively.	*Common Core Progress ELA* is grounded in research-based learning progressions. Skill-based lessons reflect a gradual release of responsibility instructional model in which students assume increasing independence in reading and analyzing text, writing—including in response to text, developing and using vocabulary, employing the conventions of standard English, speaking, and listening. The program's scope and sequence balances instruction and practice so that students grow in their language competencies and effectively integrate all aspects of language development to learn, think and communicate effectively. For example, the readability of texts increases across units. Guided practice and independent practice are scaffolded and allow students to successfully engage with tasks that increase in cognitive demand.
Context Influences all areas of learning and encompasses the three preceding dimensions	Language is by definition social. Reading, writing, speaking, and listening take place in a context which influences the learning process and the resulting knowledge, skills, and communication. Students' interests and motivations are integral to English Language Arts instruction, practice, and application.	*Common Core Progress ELA* is designed to engage and motivate the students who use the program. The magazine-like format was developed with today's learners in mind. The diversity of content, characters, and topics represented is inclusive and the selection was intentional. Each passage, each writing text, each speaking and listening activity was developed with the audience in mind and was purposefully selected with relevance to the participants in mind. Similarly, instruction was developed to guide students to think of the purpose and audience when communicating.

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