



**Los Angeles Unified School District
LANGUAGE! FOEL Implementation
Connections to the Common Core State Standards (CCSS)**

The Common Core State Standards (CCSS) define end-of-year expectations as students develop college and career readiness. The CCSS set expectations for student performance, but instructional methods are not prescribed. When working with students who require intensive intervention support, it is important to note the following:

The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

(National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington, DC: Authors.)

Language! is a comprehensive literacy curriculum incorporating effective, explicit, sequential and systematic instruction for English language learners and struggling readers, writers, speakers, and spellers. As a Tier 3 support, the Language! program provides access to grade level CCSS. The chart below articulates how the CCSS are woven throughout the Language! curriculum with the following considerations:

1. The Los Angeles Unified School District implementation of Language! is meant to include consistent use of all components of the curriculum. In order cover all of the Common Core State Standards listed in the table below, lessons must be taught in their entirety (including Speaking and Listening to the English Language, Challenge Text, and Writing Using the Challenge Text).
2. Many standards require students to demonstrate a skill or understanding in the context of grade-level text. In Language! the skill and conceptual understandings are often taught and practiced in text that falls below the students' current grade level. In Language! Books A and B, students work with the Common Core State Standards listed in the table below in the context of text selections that range from pre-primer to fifth grade (with varying levels of teacher support). In Language! Book C, students work with text that ranges from third grade to sixth grade (with varying level of teacher support).
3. The following Common Core State Standards are not listed in the table and require intentional planning and additional questions/prompts be added to the Language! instruction prescribed in the teacher manual.
 - RF 1: Print Concepts
 - RL 4-6: Craft and Structure
 - RL 7,9: Integration of Knowledge and Ideas
 - RI 6: Craft and Structure
 - RI 7-9: Integration of Knowledge and Ideas
 - W 3: Text Types and Purposes (Narrative)
 - W 7-9: Research to Build and Present Knowledge



Steps	Common Core State Standards
"Step 0" Speaking and Listening to the English Language	SL 1-3: Comprehension and Collaboration SL 4-6: Presentation of Knowledge and Ideas (audio recordings not specifically prescribed in L!) L 1-2: Conventions of Standard English L 3: Knowledge of Language L 4-6: Vocabulary Acquisition and Use W 10: Range of Writing
Step 1 Phonemic Awareness and Phonics	RF 2: Phonological Awareness
Step 2 Word Recognition and Spelling	RF 3: Phonics and Word Recognition RF 4: Fluency L 3: Knowledge of Language
Step 3 Vocabulary and Morphology	RI 4: Craft and Structure L 4-6: Vocabulary Acquisition and Use
Step 4 Grammar and Usage	L 1-2: Conventions of Standard English L 3: Knowledge of Language L 4-6: Vocabulary Acquisition and Use W 10: Range of Writing
Step 5 Listening and Reading Comprehension	RF 3: Phonics and Word Recognition RF 4: Fluency RI 1-3: Key Ideas and Details RI 4-5: Craft and Structure L 4-6: Vocabulary Acquisition and Use
Step 6 Speaking and Writing	L 1: Conventions of Standard English RI 1-3: Key Ideas and Details W 4-6: Production and Distribution of Writing L 3: Knowledge of Language W 10: Range of Writing
Challenge Text	RL 1-3: Key Ideas and Details RL 10: Range of Reading and Level of Text Complexity RI 10: Range of Reading and Level of Text Complexity SL 1-2: Comprehension and Collaboration L3: Knowledge of Language L 4-6: Vocabulary Acquisition and Use
Writing Using the Challenge Text	L 1-2: Conventions of Standard English W 1: Text Types and Purposes (Opinion) Books C/D W2: Text Types and Purposes (Informative/Explanatory) Books A/B W10: Range of Writing

Key

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| RF Reading Standards: Foundational Skills K-5 | W Writing Standards K-5 |
| RL Reading Standards for Literature K-5 | SL Speaking and Listening Standards K-5 |
| RI Reading Standards for Informational Text K-5 | L Language Standards K-5 |