1. **Regular practice with complex texts and their academic language.**

• A staircase of increasing complexity of texts.

• A progressive development of reading comprehension.

• A focus on academic vocabulary.

• A focus on certain types of content.

1. **Reading, writing, and speaking grounded in evidence from texts, both literary and informational.**

• An emphasis on careful analyses, well-defended claims, and clear information.

• An emphasis on deriving information from text rather than experience alone.

• An emphasis on answering text-dependent questions that require making inferences from text.

• An emphasis on *informing* and *persuading* in addition to narrating.

1. **Building knowledge through content-rich nonfiction.**

**•** An emphasis on the immersion of students in information about the world.

**•** In grades K – 5, a 50-50% balance between informational and literary reading.

• In grades 6 – 12, the balance should shift with a greater emphasis on informational text. Students should be building knowledge in the subject areas through informational reading and writing activities.