



## News from the Office of Standards and Instructional Support:

The Office of Standards and Instructional Support (SIS) has developed 16 learning modules to build leaders' and educators' standards literacy in an effort to support their understanding of the 2020 Colorado Academic Standards.

The second phase, modules 7-11, which is focused on resource alignment, gap analysis, and planning was **released on Feb. 7.**

Module 7: Analyzing the Standards for Curriculum/Unit/Lesson Planning

Module 8:  
Breaking it  
Down, One  
Step at a  
Time

Module 9:  
Mapping  
the  
Standards

Module 10:  
Mind the  
Gap

Module 11:  
Bridging  
the Gaps

<http://www.cde.state.co.us/standardsandinstruction/2020implementation>

## Literacy: It's More Than Reading!

A strong command of the language arts (reading, writing, speaking, and listening) is vital for being a successful student and ultimately a productive member of the 21st century workforce. Language skills have always been fundamental for academic and professional success. However, students in the 21st century are now facing more complex challenges in an ever-changing global society. These challenges have created the need for rigorous state standards in reading, writing, speaking, and listening.

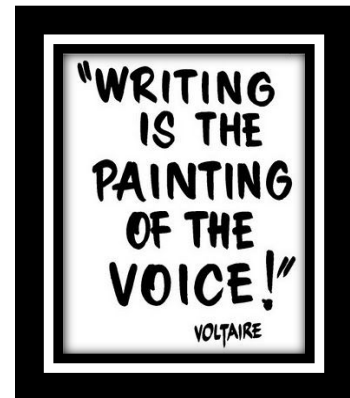
**Literacy**—the ability to read, write, speak, listen, and critically think at a level that enables an individual to express and understand ideas, arguments and opinions, to make decisions, solve problems, and respond to *text* in a proficient and coherent manner using all modalities—is arguably the most important skill students acquire in preschool through twelfth-grade education because it makes all other forms of

higher-order learning, critical thinking, and communication possible.

***The study of reading, writing, and communicating is therefore essential to all other study in early childhood education, primary school, and secondary school.*** Such study comprises not only the fundamental knowledge and skills of language arts (reading, writing, speaking, and listening), but also the knowledge and skills of discourse (dialogue and discussion) and rhetoric (the ability to make arguments and to think critically about arguments made by others) and the knowledge and skills involved in responding to imaginative literature.

## 2020 CAS: Teaching of Writing

Teachers in primary and intermediate grades should pay particular attention to the skills identified in Grade Level Expectations (GLE) 3 in Writing and Composition (Standard 3). Our younger writers will benefit from direct instruction in conventions to develop a written vocabulary, command over syntactical structures and rich sentences, logical ordering of sentences in paragraphs, and effective paragraphing.



Writing instruction should move back and forth between “whole to part” and “part to whole”; that is, students should understand the concept of a larger piece of writing (e.g., a book, a brochure, an essay, a narrative) and the parts that comprise the piece of writing (e.g., word choice, varied sentence lengths and structure, and order of ideas presented).

## Contact Info

Please feel free to contact me at [gillespie\\_o@cde.state.co.us](mailto:gillespie_o@cde.state.co.us) or (303) 866-6583.