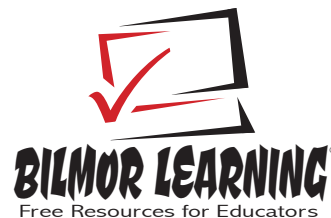


English Language Arts Instructional Expectations



Curriculum Goals for English Language Arts can be divided into five* key areas:

- 1) Reading Literature
- 2) Reading Informational Text
- 3) Writing
- 4) Speaking and Listening
- 5) Language (grammar, usage, mechanics, etc.)

As part of the state’s teacher evaluation system, teachers are expected to clearly understand the Curriculum Goals for the courses they teach, and to show how those Curriculum Goals are being met.

In addition, teachers should be able to show how they address the following:

Literacy:

Literacy is not just a Language Arts skill. Being “literate” also refers to having knowledge or competence in a given subject, and being able to clearly express that competence in oral or written form.

Therefore, ELA teachers should look for opportunities to collaborate with math, science, and social studies teachers in order to help students apply their skills to those disciplines (writing about the Pythagorean theorem, presenting a scientific paper, analyzing a historical document, etc.).

Bracketing:

Once teachers are familiar with standards for a given grade level, they should review the standards for the grade levels immediately below and above. For example, a third grade teacher would also review standards for grades one and three.

Comparing adjacent standards helps teachers better understand how standards flow together to create a logical sequence for growth (vertical alignment).

** plus Foundational Skills for kindergarten through five grade*