

REFERENCES

- NC English Language Arts Standard Course of Study
<http://www.ncpublicschools.org/curriculum/languagearts/>
- Getting Students Ready for College-preparatory/Honors English: What Middle Grades Students Need to Know and Be Able to Do (Southern Regional Education Board)
http://www.sreb.org/programs/hstw/publications/pubs/o3V61_honor_english.pdf
- Guidelines for Teaching Middle and High School Students to Read and Write Well booklet (Center on English Learning and Achievement) <http://cela.albany.edu/>
- Instructional Strategies: How Teachers Teach Matter (Southern Regional Education Board) http://www.sreb.org/programs/hstw/publications/site-guides/instructional_strategies.asp
- Standards for the English Language Arts (National Council of Teachers of English & International Reading Association) <http://www.ncte.org>

STATE AND NATIONAL ASSOCIATIONS

- International Reading Association <http://www.reading.org/>
- National Council of Teachers of English <http://www.ncte.org/>
- National Writing Project <http://www.writingproject.org/>
- North Carolina English Teachers Association <http://www.nceta.info/>
- North Carolina High School Network <http://www.nchighschoolnetwork.com/>
- North Carolina Middle School Association <http://www.ncmsa.net/>
- North Carolina Scholastic Journalism Association <http://www.ibiblio.org/hcsma/>

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WHAT TO LOOK FOR



in a Secondary English Language Arts Classroom



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

Division of Instructional Services :: English Language Arts

According to the *North Carolina English Language Arts Standard Course of Study*, the ultimate purpose of the English Language Arts curriculum is to teach students the language abilities they need to communicate effectively as individuals and as contributing members of society. The sequence of English Language Arts courses is designed to help students develop language skills necessary to function in society as self-directed learners, collaborative workers, and complex thinkers. (*NC ELA SCS*, p. 10)

While students continue to need mastery of enabling skills such as reading and writing, they must also prepare for new basics, including problem solving, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work cooperatively.

“Sounds good, but how will I recognize a good English Language Arts classroom when I see it?”

TEACHERS ARE

1. Balancing direct and indirect instruction, intensive and extensive study, individual, small group and whole group activities.
2. **Valuing students’ personal language and voice.**
3. Making connections across instruction, curriculum, and life.
4. **Integrating test preparation into instruction.**
5. Using technology to enhance instruction and student learning.
6. **Encouraging questions, challenges, and comments that cause students to think more deeply.**
7. Using a variety of assessments that focus on the processes of English Language Arts.
8. **Conferring with students about their writing as well as about their progress in the course as a whole.**
9. Approaching grammar and language usage in the context of reading, writing, and speaking, rather than as isolated skills and knowledge.
10. **Working with other teachers to make connections between disciplines to show how English language arts are part of every other subject.**
11. Bringing a variety of resources into the classroom from guest speakers to creative use of technology.
12. **Modeling reading, writing and other literacy processes with and for their students.**



STUDENTS ARE

1. **Communicating through oral language, written language, other media and technology.**
2. Making connections from text to self, from text to text, and from text to world.
3. **Using language in natural and purposeful ways.**
4. Choosing their own reading texts and writing or speaking topics at least some of the time.
5. **Learning strategies for accomplishing varied tasks.**
6. Developing increasing control of how and when to use strategies.
7. **Generating ideas, questions, and possibilities.**
8. Exploring print and non-print texts of all genres and from different points of view.
9. **Sharing responsibility for their own learning.**
10. Communicating (reading, writing, speaking, listening, viewing, representing) for different purposes, to different audiences, and in different contexts.
11. **Reading widely and deeply in all content areas, using a variety of media and texts.**
12. Exercising increasing control of language, with usage appropriate to purpose, audience and context.
13. **Using research skills effectively to locate, gather, evaluate, and organize information for different purposes.**
14. Composing original texts through processes including prewriting, drafting, revising, editing and publishing.
15. **Working and thinking independently as well as together in cognitive collaboration, as well as listening to and interacting with one another, just as adults do at work.**