

# West Linn–Wilsonville School District

## English Language Arts

### Classroom Indicators of Excellence

November 2004

What Teachers Do	What Students Do	The Learning Environment for English Language Arts
<ul style="list-style-type: none"><li>• Regularly read aloud literature that is of high interest to students and provide sustained time for independent reading and student choice.</li><li>• Establish interconnectedness of all literacy areas: reading and writing, listening and speaking, viewing and representing (using art, music, drama, poetry, etc.).</li><li>• Use a variety of teaching resources and strategies to meet students' diverse learning needs and to bring variety, novelty and insight into the classroom.</li><li>• Involve students in activities that are at an instructional level of difficulty and that vary in content to include literature, writing, vocabulary and grammar.</li><li>• Be an audience for students' daily literacy and provide a variety of ways for students to demonstrate a range of language skills.</li><li>• Facilitate assessment that shows students' strengths and needs to further guide instruction.</li><li>• Integrate tools of technology when appropriate and possible.</li><li>• Maintain a consistent level of high expectations.</li><li>• Communicate with parents to inform them of what is being taught and how they can assist.</li></ul>	<ul style="list-style-type: none"><li>• Actively participate in the classroom dialogue (student-student, student-teacher); sharing and discussing reading and writing.</li><li>• See learning and the acquisition of knowledge as an intrinsic pursuit.</li><li>• Participate in the process of writing - including planning, drafting, editing, refining and publishing – employing appropriate spelling, vocabulary and grammar,</li><li>• Read with fluency and understanding using a repertoire of cognitive strategies for predicting, monitoring and evaluating texts.</li><li>• Use technology with fluency and critical judgment.</li><li>• Select differing reading material (genres, forms, cultures/age) to gain knowledge and discover; to develop skills and problem-solve; to understand and take action; and to appreciate and enjoy.</li><li>• Manage their reading as a process requiring differing skills and strategies depending upon the purpose and level of difficulty.</li><li>• Communicate ideas and demonstrate comprehension in a variety of ways – developing personal forms of expression.</li><li>• Use reading, writing and the other language skills in content classes as a learning tool.</li></ul>	<ul style="list-style-type: none"><li>• Is a literacy rich environment: well supplied and organized classroom library; availability of written language such as poetry, charts, big books, newspapers, magazines, etc.; integration of technology/electronic media.</li><li>• Is clean and attractive with areas for guided/shared reading, independent/self-selected reading, and writing.</li><li>• Is non-threatening - accepts risk-taking, accepts mistakes as part of learning, honors diversity, provides positive outlets for emotions (e.g. debates, role plays, skits), creates a spirit of helpfulness in order to problem solve, and promotes humor and a spirit of adventure as facets of learning.</li><li>• Makes consistent use of collaborative learning and balances large/small group instruction with independent inquiry.</li><li>• Allows for open discussions, reflection, and authentic assessment - reflected in everyone asking questions and challenging answers through all the language strands.</li><li>• Focuses on student work, having adequate space for individual and group presentations and displays.</li><li>• Provides adequate and thorough time to read.</li></ul>