

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">• Regularly read aloud literature that is of high interest to students and provide sustained time for independent reading and student choice.• Establish interconnectedness of all literacy areas: reading and writing, listening and speaking, viewing and representing (using art, music, drama, poetry, etc.).• Use a variety of teaching resources and strategies to meet students' diverse learning needs and to bring variety, novelty and insight into the classroom.• Involve students in activities that are at an instructional level of difficulty and that vary in content to include literature, writing, vocabulary and grammar.• Be an audience for students' daily literacy and provide a variety of ways for students to demonstrate a range of language skills.• Facilitate assessment that shows students' strengths and needs to further guide instruction.• Integrate tools of technology when appropriate and possible.• Maintain a consistent level of high expectations.• Communicate with parents to inform them of what is being taught and how they can assist.	<ul style="list-style-type: none">• Actively participate in the classroom dialogue (student-student, student-teacher); sharing and discussing reading and writing.• See learning and the acquisition of knowledge as an intrinsic pursuit.• Participate in the process of writing - including planning, drafting, editing, refining and publishing – employing appropriate spelling, vocabulary and grammar,• Read with fluency and understanding using a repertoire of cognitive strategies for predicting, monitoring and evaluating texts.• Use technology with fluency and critical judgment.• 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.• Manage their reading as a process requiring differing skills and strategies depending upon the purpose and level of difficulty.• Communicate ideas and demonstrate comprehension in a variety of ways – developing personal forms of expression.• Use reading, writing and the other language skills in content classes as a learning tool.	<ul style="list-style-type: none">• 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.• Is clean and attractive with areas for guided/shared reading, independent/self-selected reading, and writing.• 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.• Makes consistent use of collaborative learning and balances large/small group instruction with independent inquiry.• Allows for open discussions, reflection, and authentic assessment - reflected in everyone asking questions and challenging answers through all the language strands.• Focuses on student work, having adequate space for individual and group presentations and displays.• Provides adequate and thorough time to read.