

LANGUAGE ARTS PHILOSOPHY

Language Arts instruction is essential for a student to attain a high level of literacy, as well as, to function as an informed member of the school and broader community. To communicate effectively, a student requires, and must be able to apply, skills in reading, writing, listening, and speaking. Communication instruction crosses all disciplines and the opportunity to apply processes and skills must be provided in all content areas.

Communication skills are developmental and involve a great deal of process instruction. Since students acquire and improve these skills over time, continued growth rather than mastery becomes the goal.

INTRODUCTION

The primary purpose of the *Language Arts Curriculum Guide* is to ensure that students are introduced to the language skills necessary to think critically, communicate effectively and reach high levels of literacy. The *Guide* provides the framework for teachers to identify and implement appropriate instructional methodology in grades K through 8 and, also outlines the level of competency expected of students at each grade level. The curriculum is based on goals and objectives both in the **North Carolina Standard Course of Study (NCSCS)** and the National Standards for Language Arts identified by the National Teachers of English (NTE) and the International Reading Association (IRA).

Key to format:

Strands are specific areas of focus, aligned to competencies identified in the **NCSCS** and/or National Standards. Expectations in each strand are age appropriate to the grade level. The four Diocesan strands are: Reading; Writing; Listening and Speaking; and, Grammar and Language Conventions. The strands are interrelated and should be taught as integrated components, not isolated topics.

Values and Attitudes highlight key issues, in the light of Gospel teachings, that enable students to develop a critical conscience for each Strand. Values and Attitudes are not necessarily quantifiable but rather identified in a student's respect toward the content area.

Objectives are specific indicators of knowledge prerequisite to achieve the goals at each grade level.

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Standards for the English Language Arts, National Council of Teachers of English (NCTE) and the International Reading Association, ©1996, (available online at: <http://www.ncte.org/standards>)

Lafayette Diocesan Core Curriculum Guide, Lafayette, Indiana

Language Arts, ASCD Curriculum Handbook, ©2001

Standards Reference Master, ASCD ©1999

RESOURCES (recommendations from Diocese of Raleigh Language Arts Teachers)

National Council of Teachers of English (NCTE) www.ncte.org

International Reading Association (IRA), www.reading.org

North Carolina Department of Public Instruction website (Curriculum – Language Arts), www.dpi.state.nc.us

Standards in Practice, Grades K-2, Linda Crafton for NCTE, © 1996

Standards in Practice, Grades 3 – 5, Martha Sierra-Perry for NCTE, © 1996

Standards in Practice, Grades 6 – 8. Jeffrey Wilhelm for NCTE, © 1996

Write Away, Houghton Mifflin

Conversation, Strategies for Teaching, Learning and Evaluation, Reggie Routman, © 2000, Heinemann Publishers