

CURRICULUM HANDBOOK

Language Arts: A Chapter of the Curriculum Handbook

by Charlene Cobb and Cheryl Wolfelt

Chapter III. Questions and Answers

Educators must continually strive to remain current, although keeping up with the latest research is a time-consuming task. The following questions are framed around some of the most topical issues related to language arts; answers to these questions reflect the most current research.

1. What are the current best practices for instruction with regard to reading, writing, speaking, and listening?

Best practice is not a specific strategy or program. Best practice involves more than just having a curriculum and delivering it as designed; it also encompasses teacher expectations and classroom culture. Knowing what to teach and how to teach are equally important.

While the reading wars seem to rage on with slightly different battle cries each decade, a growing body of research on language arts can and should inform instructional practice. Snow, Burns, & Griffin (1998) and the National Reading Panel (National Institute of Child Health and Human Development, 2000) strongly suggest that four components be part of language arts instruction: word study, comprehension, fluency, and writing. Each component looks different at the various grade levels.

- **Word study**—In primary classrooms, word study involves phonemic awareness, phonics, and sight word instruction. As students move up grade levels, concept and content vocabulary make up the greater portion of this component.
- **Comprehension**—Shared and guided reading needs to be part of every K-12 classroom. Shared reading involves generally whole-class instruction, with the teacher providing most of the support with the text, and is used to provide strategy instruction and to model fluent reading. Guided reading is generally done in small need-based groups in which all children have an opportunity to read a connected piece of text. In primary grades, the teacher takes more responsibility for the text through shared reading. By the end of 2nd grade, the teacher should be moving more responsibility for learning to the student. Shared reading should still be a part of instruction, but more guided reading is taking place. Moving into intermediate grades and on to middle and high school does not mean that shared reading is abandoned. Students still need explicit teaching of

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**California Department of Education
Staff, California State Dept. of
Education, Sacramento. Office of
School Improvement**

Language Arts A Chapter Of The Curriculum Handbook:

Language Arts Leila Christenbury, Association for Supervision and Curriculum Development, 1998-01-01 **Language Arts** Carol Jago, 2001 **Language Arts Science Visual and Performing Arts Family and Consumer Sciences Foreign Languages Resources in Education** , 1995-04 *Research in Education* , 1974 **Guide and Criteria for Program Quality Review** California. State Department of Education, California State Dept. of Education, Sacramento, 1994 This document contains guidelines to be used by California schools in conducting the Program Quality Review PQR The goal of the self review process is to enable the entire school community to focus through extensive discussion on how the curriculum and instruction in a school can be improved so that all students can be fully engaged in a high quality thinking meaning centered curriculum Part 1 presents a question and answer format to clarify concerns about the PQR process and describes the major steps in the process preparation the curriculum self review process and implementation followup It also outlines the roles of external consultants Part 2 specifies criteria for evaluating curricula such as health education history and social science language arts mathematics physical education science and visual performing arts and instructional support Each curriculum criterion includes a focus statement and corresponding examples of student work and professional practices Instructional support sections contain a focus statement and exemplars of teaching activities The third part contains sample timelines student work summaries improvement plans and visitation reports The final part provides information about California regional networks of foundation and partnership schools and lists of relevant organizations and publications LMI *Guide and Criteria for Program Quality Review, Elementary* , 1993 *Handbook for Planning an Effective Literature Program* California. State Department of Education, 1987 **Guide and Criteria for Program Quality Review** California Department of Education Staff, California State Dept. of Education, Sacramento. Office of School Improvement, 1994 This document contains guidelines to be used by California schools in conducting the Program Quality Review PQR Part 1 describes the major steps in the process preparation the curriculum self review process and implementation followup It also outlines the role of consultants Part 2 specifies criteria for evaluating curricula health education history and social science language arts mathematics physical education science and visual performing arts and instructional support Each curriculum criterion includes a focus statement and description of student work The instructional support criteria contain a focus statement and exemplars of teaching activity The third part contains sample timelines student work summaries improvement plans and visitation reports The final part provides information about the California Alliance for Elementary Education A list of available California Department of Education publications is included LMI **Computer-based Education** , 1989

Radical Education Reforms Chester E. Finn (Jr.), Herbert J. Walberg, 1994 Presents a diverse set of unusual and significant departures from customary policies and practices These radical ideas range from calling for national standards to enacting statewide legislative initiatives to implementing decentralized local initiatives such as charter schools local school

councils and privatization A considerable challenge is presented not only to the status quo but also to the planners of the many less radical reforms of the past decade

The English Quarterly ,1981 **Health Framework for California Public Schools, Kindergarten Through Grade Twelve** California. State Board of Education,1994 This framework emphasizes health literacy for students i e development of the knowledge skills and behaviors needed for healthy living The framework defines four unifying ideas of health literacy that serve as central themes for all content areas and grade levels 1 acceptance of personal responsibility for lifelong health 2 respect for and promotion of the health of others 3 an understanding of the process of growth and development 4 informed use of health related information products and services and 5 promotion of health education supported by a comprehensive school health system and sustained by the collaborative efforts of school family and community Seven chapters are organized as follows 1 The Vision Health Literacy Healthy Schools Healthy People 2 Developing Health Literacy in the Classroom and in the School 3 Health Education 4 Beyond Health Education 5 Assessment of Health Literacy 6 Criteria for Evaluating Instructional Resources and 7 Integration with Other Disciplines Selected Education Code sections a paper titled Integrated Services Center Links School Family and Community Andrea Zetlin and Robert Bilovsky Project Teach recommendations on preservice teacher training in health education and a list of publications available from the California Department of Education are appended LL

Practical English, a Scholastic Magazine ,1956 *Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant* , *Resources in Education* ,1995 **Arts Education in Public Elementary and Secondary Schools, 1999-2000** ,2002

Outcome-Based Education Floyd Boschee,Mark A. Baron,1993 To learn more about Rowman Littlefield titles please visit us at www.rowmanlittlefield.com *Teaching English in Middle and Secondary Schools* Rhoda J. Maxwell,Mary Jordan Meiser,1997 This methods book advocates a process approach to English instruction which is interactive and developmental one that is learner centered rather than teacher centered *Annual Report of the State Board of Education* Ohio. State Board of Education,1986 *Education* ,1906

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