



Bexley City School District

To provide educational experiences that engage, equip and empower each student.

English Language Arts Curriculum Foundation

The Vision:

Bexley City Schools provides students with the reading, writing, listening, and speaking skills needed to succeed throughout schooling and lays the foundation for a productive, engaged future upon graduation.

Philosophy:

The Bexley City Schools English Language Arts curriculum is grounded in inquiry, critical thinking, research experiences, social-emotional strengthening, creativity, deep reading, writing, and technological learning that meets each student's needs.

Our Learning Standards:

The state and district learning standards will guide students in learning and mastering English Language Arts skills at each grade level, including foundational literacy skills, comprehension, vocabulary acquisition, grammar, listening and communication skills, writing in a variety of contexts for a variety of audiences, and experiences with reading a diversity of texts. Ohio's [Learning Standards--English Language Arts 2018](#)

Hallmarks:

Inclusive Texts

Students engage with a variety of materials and experiences that represent, affirm, and support students' personal, cultural, and academic identities and broaden their respect and appreciation of the lived experiences of diverse groups.

Differentiation

Students receive differentiated instruction based on their socio-emotional, developmental, and academic-needs.

Culture of Thinking

Students are immersed in a rich literacy environment that promotes a culture of thinking fostering critical reflection, goal setting, meaningful discussions, and deep reading.

Systematic Instruction

Students participate in intentional instruction in reading, writing, speaking, listening, and language that builds on foundational skills in a developmentally appropriate sequence in alignment with the progression of learning standards.

Authentic Application

Students read, write, speak, and listen for multiple purposes and audiences.

Digital Literacy

Students utilize technology to consume and create information, collaborate, research, and explore opportunities for reflection and innovation as responsible digital citizens.

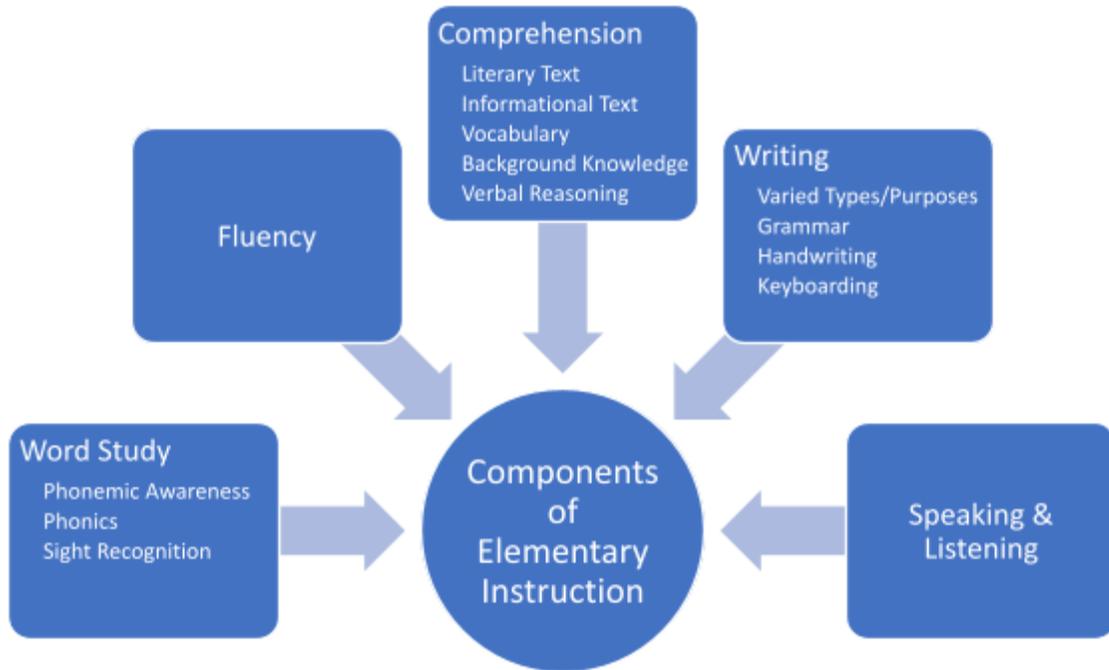
Learner Profile:

An engaged, equipped, and empowered ELA student:

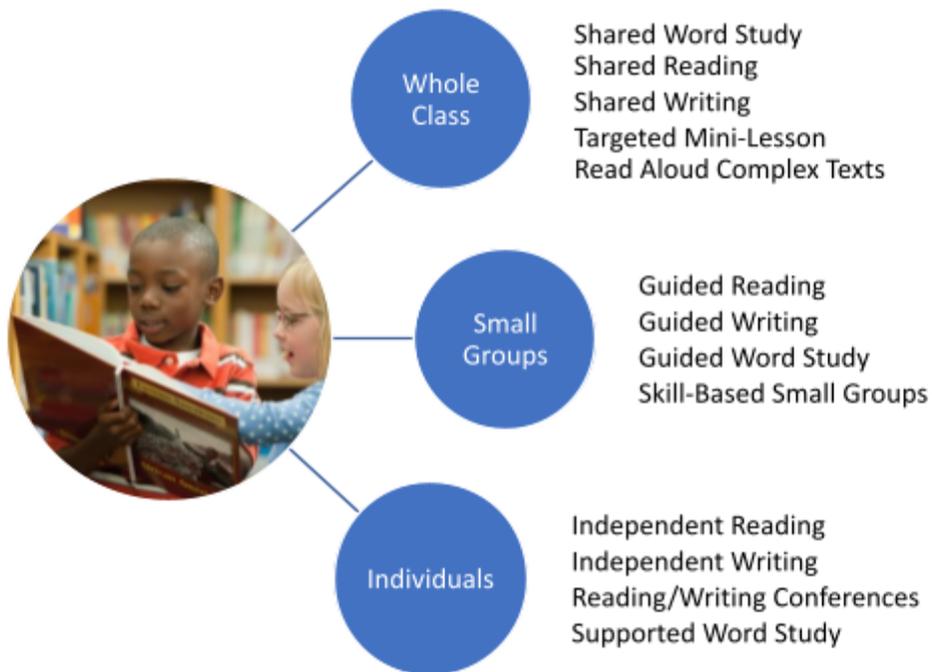
- Synthesizes information from multiple sources to inform and construct meaning.
- Comprehends and critically evaluates spoken and written content representing multiple perspectives.
- Collaborates with others to share information, resources, ideas, and thoughts.
- Actively listens to others' perspectives to develop empathy, understanding, and respect.
- Works in varied mediums to inform, share ideas and experiences, and inspire others in a reflective and responsible manner.
- Applies structures of language to effectively communicate with the intended audience.
- Reads, writes, speaks, and listens as an ethical, informed, hopeful, and engaged global citizen.
- Challenges the assumptions of themselves and others.
- Reads and writes for pleasure.

Elementary English Language Arts Instructional Framework

Daily Components of Language Arts Instruction (What We Teach)

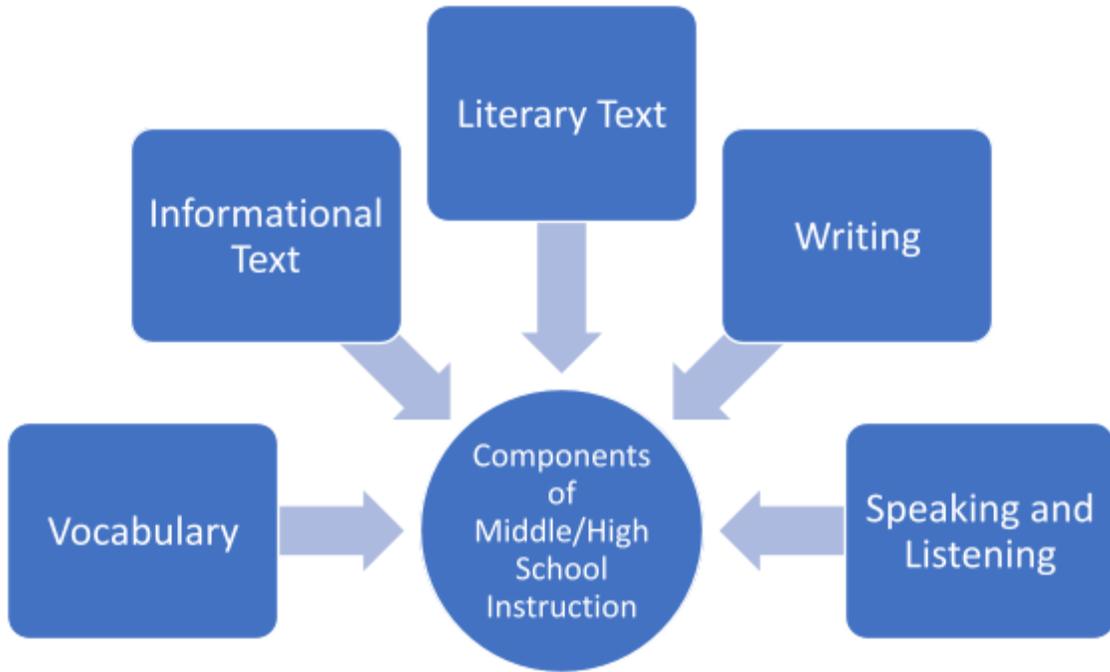


Structure of the Elementary English Language Arts Block (How We Teach It)



Secondary English Language Arts Instructional Framework

Components of Language Arts Instruction (What We Teach)



Courses of Language Arts Instruction (Where We Teach)

