

**WEST VIRGINIA
SECRETARY OF STATE
KEN HECHLER
ADMINISTRATIVE LAW DIVISION**

Form #5

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APR 14 8 51 AM '93

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: WV Const. Art. XII §2 & WV Code 18-2-5

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES _____, NO _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING ADOPTED: 44I (Policy 2520.09)

REPEAL of 2520.03 and 2520.09

TITLE OF RULE BEING ADOPTED: CRITERIA OF EXCELLENCE: INSTRUCTIONAL GOALS

AND OBJECTIVES FOR ENGLISH LANGUAGE ARTS (READING, WRITING, SPELLING,
HANDWRITING, SPEAKING, LISTENING, VIEWING)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE

EFFECTIVE DATE OF THIS RULE IS July 1, 1993

Barbara L. Fox

April 12, 1993

FISCAL NOTE WORKSHEET

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT English Language Arts Instructional Goals and Objectives FUND

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

COST ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-
PERSONAL SERVICES	\$	\$	\$	\$	\$
CURRENT EXPENSES					
REPAIRS AND ALTERATIONS					
EQUIPMENT					
OTHER					
2. ESTIMATED TOTAL REVENUES	\$ -0-	\$ -0-	\$ -0-	\$ -0-	\$ -0-

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

IMPACTS

FISCAL: No additional expense.

STATE STAFF: Office of Instructional Services

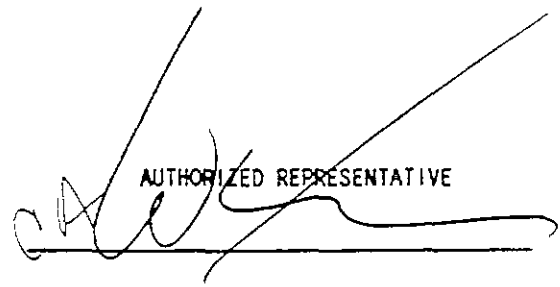
DATE

AGENCY

January 22, 1993

West Virginia Department of Education

AUTHORIZED REPRESENTATIVE



WEST VIRGINIA BOARD OF EDUCATION
EXECUTIVE SUMMARY

POLICY 2520.09 - English Language Arts Instructional Goals and Objectives
(Reading, Writing, Spelling, Handwriting, Speaking, Listening, Viewing)

PUBLIC COMMENT PERIOD ENDS: March 25, 1993 Adopted: April 9, 1993

BACKGROUND

The Department of Education systematically reviews and revises programs of study on a six-year cycle prior to adoption of content-related instructional materials. The English Language Arts Program of Study was last revised in 1988-89. To assure that students will graduate with the knowledge and skills needed to succeed in a competitive, changing society and to strengthen the English Language Arts curriculum for West Virginia students, the Department of Education embarked on the development of the West Virginia English Language Arts Curriculum Framework.

To identify the scope and direction of the West Virginia English Language Arts Curriculum Framework, a twelve-member committee of English language arts educators met. The task of the committee was to review the research on national initiatives and the current West Virginia English Language Arts Program of Study and to make the necessary revisions contained in this policy.

PURPOSE

The purpose of the West Virginia English Language Arts Curriculum Framework is to assure students quality curriculum, instruction, and instructional materials. The English Language Arts Instructional Goals and Objectives in this framework reflect current trends and recent research in English language arts education.

CONTENT

The program of study combines the English Language Arts Instructional Goals (2520.09) and the Reading Instructional Goals (2520.03) into one policy titled English Language Arts Instructional Goals and Objectives (2520.09) to include reading, writing, spelling, handwriting, speaking, listening, and viewing for all students in grades K-12. The English Language Arts Instructional Goals and Objectives are to be met yearly in a sequenced, K-12 program developed by schools and county school districts based on this framework. Viewing, a new addition to the English Language Arts Curriculum Framework, includes the media of drama, theater, film, television and computer technology.

The public comment period ended March 25, 1993. The overall response to the document was favorable. Most comments were concerned with implementation, clarification, and editorial issues. Nineteen changes were made throughout the document. If this policy is approved, the West Virginia Department of Education intends to publish a document entitled, "Implementing the English Language Arts Instructional Goals and Objectives." This document, available in August 1993, will provide local county school districts with a framework for incorporating this policy into their English language arts programs.

IMPACT

The English Language Arts Instructional Goals and Objectives provide an integrated framework for the English language arts from which schools and county school districts can build quality instructional programs not only in English language arts but also across the curriculum. This framework establishes instructional goals and objectives that will assist schools and county school districts to access their educational program.

TITLE 126
LEGISLATIVE RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-2
Series 44I
(Policy 2520.09)

FILED

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TITLE: Criteria of Excellence: Instructional Goals and Objectives for English Language Arts (Reading, Writing, Spelling, Handwriting, Speaking, Listening, Viewing)

Section 1.0 General

- 1.1 Scope: This policy establishes a framework of instructional goals and objectives for English language arts that must be delivered in all schools in West Virginia.
- 1.2 Authority - West Virginia Constitution Article XII, §2, and West Virginia Code §18-2-5.
- 1.3 Filing Date - April 14, 1993
- 1.4 Effective Date - July 1, 1993
- 1.5 Repeal of Former Rule - Legislative Rule Policy 2520.03 and 2520.09 are repealed, and these regulations replace both as Policy 2520.09.

Section 2.0 Purpose

The West Virginia Board of Education has established a systematic, cyclical review of all curriculum and instruction to define specific programs of study. The English Language Arts Program of Study sets forth the expected goals and objectives in English language arts for West Virginia students. The West Virginia English Language Arts Curriculum Framework assures that a quality curriculum and instructional program will be delivered yearly on an equitable basis to all students in grades K-12.

Section 3.0 Assumptions

- 3.1 West Virginia has established six educational goals. Implicit in these goals is a need for a strong emphasis on the strategies of reading, writing, spelling, handwriting, speaking, listening, and viewing as essential tools to achieve these goals.
- 3.2 The formation of English language arts strategies of reading, writing, spelling, handwriting, speaking, listening, and viewing begins at birth. Therefore, English language arts development is continuous through students' experiences and active involvement in their literacy development.

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- 3.3 An English language arts program should assess, nurture, refine, enhance, and increase the number of strategies students have acquired before they graduate.
- 3.4 English language arts involve a process of experiences that frequently yields a product. The process, the learning experiences, and the product should be incorporated in English language arts programs.
- 3.5 All educational personnel should possess appropriate reading, writing, spelling, handwriting, speaking, listening, and viewing skills and be able to impart these to the students or personnel they influence.
- 3.6 All educators are English language arts teachers. Therefore, all aspects of a school's or school district's instructional program should stress the reading, writing, spelling, handwriting, speaking, listening, and viewing strategies necessary for student success in all areas of the instructional program.
- 3.7 Goal setting, strategic planning, and assessment are integral parts of an English language arts program for the individual student and the educational system as a whole.
- 3.8 Teach-Reteach programs should must be a part of the English language arts instructional delivery process.
- 3.9 English language arts programs should must establish high expectations, encourage student success, and recognize excellence in all students. performance
- 3.10 The English Language Arts Instructional Goals and Objectives are a framework from which all educators can build dynamic, creative, ambitious programs.

Section 4.0 English Language Arts Program of Study K-12

- 4.1 The English Language Arts Program of Study is an early, middle and adolescent education sequence of related areas that constitutes the subject matter to be offered yearly in West Virginia schools. The instructional goals and objectives determine establish essential competencies within the program of study.
- 4.2 Schools and county school districts may develop additional goals and instructional objectives.
- 4.3 Schools and county school districts should develop levels of mastery, methods for monitoring student progress, provisions for Teach-Reteach, and assessment strategies to evaluate program success.

- 4.4 Schools and county school districts are encouraged to develop thematic units about West Virginia authors that correlate with West Virginia Studies.

Section 5.0 Early Childhood Education Program of Study

- 5.1 Instruction in English language arts at levels K-4 should develop effective communication. To achieve this, the program of study should encourage the interactive nature of the English language arts. Students move from prior knowledge and experience through basic skill acquisition toward independence and appreciation.
- 5.2 Effective communication requires the integration of strategies in reading, writing, spelling, handwriting, speaking, listening, and viewing. Knowledge of, as well as experience with, various literary genres should be encouraged not-only-in-English language-arts-but-also across the curriculum.

Section 6.0 Middle Childhood Education Program of Study

- 6.1 The middle childhood education program of study continues the integrated approach to the English language arts as the learner grows in reading, writing, spelling, handwriting, speaking, listening, and viewing. English language arts experiences at this level should move the student from dependent learning to independent learning through interactive, collaborative language experiences. At this level, the student is also moving from a social use of language to the use of language as a tool.

Section 7.0 Adolescent Education Program of Study

- 7.1 The adolescent education program of study should maintain an integrated approach to the English language arts. Through the study of literature, the refinement of research skills, and an emphasis on mastering the conventions of standard English, the learner grows in language arts strategies. In preparing for life in a competitive, changing society, the student should also gain refined media skills, job related skills, and an appreciation for the interrelationships of literature, multicultural diversity, and the relationships among fine and performing arts, humanities, natural sciences, and mathematics.
- 7.2 In addition to the required yearly courses offered throughout this programmatic level, elective course development is encouraged. These elective courses should expand and enhance the English language arts program in the areas of reading, writing, speaking, listening, and viewing. Examples of electives include, but are not limited to, courses in drama, theater, journalism, mass media, television, film, speech, creative writing, technical writing, and desk top publishing.

Section 8.0 Instructional Goals8.1 Reading

Students will acquire and use the reading strategies necessary to achieve personal ambitions and to succeed in society.

8.2 Writing

Students will master writing strategies that provide them with the decision-making skills to address specific audiences and purposes.

8.3 Spelling

Students will spell and pronounce words correctly.

8.4 Handwriting

Students will write legibly.

8.5 Speaking

Students will participate in a variety of speaking opportunities that are integrated into all learning activities and that allow students to interact interpersonally.

8.6 Listening

Students will develop listening strategies for their personal, academic, and vocational/occupational lives.

8.7 Viewing

Students will be critical viewers of media.

Section 9.0 Reading Objectives (Reading, Literature)

9.1 Students will demonstrate comprehension through the critical thinking skills of summarizing, interpreting, evaluating, critiquing, and analyzing what is read.

9.2 Students will read and respond to a wide variety of literary genres.

9.3 Students will read for literary experience, pleasure, information, task performance, and problem solving.

9.4 Students will develop lifelong reading habits.

9.5 Students will use reading strategies across the curriculum.

Section 10.0 Writing Objectives (Composition, Usage, Mechanics, Grammar, Journalism)

- 10.1 Students will develop a writing process that allows them to write confidently, fluently, and successfully.
- 10.2 Students will use prewriting and drafting strategies (i.e., invented spelling) to generate topics and plan approaches to writing tasks.
- 10.3 Students will use writing strategies to address specific writing purposes, such as research, creative, journalistic, and essay.
- 10.4 Students will use writing strategies to write for audiences, including peers, teachers, and employers.
- 10.5 Students will use revision strategies when-appropriate.
- 10.6 Students will edit their writing as well as the writing of others to delete or correct errors in organization, content, usage, mechanics, and spelling.
- 10.7 Students will become familiar with different aspects of publishing.
- 10.8 Students will critique, model, and experiment with different writing styles.
- 10.9 Students will write for pleasure and enjoyment (i.e., journals, friendly letters).
- 10.10 Students will write, select and identify examples of specific parts of speech, phrases, and clauses from their writing.
- 10.11 Students will write and identify different types of sentences, paragraphs, and essays.
- 10.12 Students will write and use writing as an expression of learning ~~foot~~ across the curriculum.

Section 11.0 Spelling Objectives

- 11.1 Students will acquire a written and oral vocabulary from a wide variety of instructional sources and activities.
- 11.2 Students will demonstrate accurate spelling and pronunciation in their written and oral communications across the curriculum.

Section 12.0 Handwriting Objectives

- 12.1 Students will write legibly in manuscript and cursive forms.
- 12.2 Students will use proper keyboarding techniques in schools and county school districts where the technology and educational resources permit.

12.3 Students will follow a teacher, school, or county developed style sheet, or a manuscript format (i.e., MLA Style Sheet) to prepare written communications.

Section 13.0 Speaking Objectives (Formal, Informal, Competitive)

13.1 Students will participate in a variety of speaking activities, e.g., oral interpretation, choral reading, argumentation, debate, and discussion.

13.2 Students will use conferencing skills to achieve academic goals.

13.3 Students will identify and correct usage errors in oral communications.

13.4 Students will exhibit appropriate speaking etiquette, e.g., speaking in turn, using proper telephone skills, demonstrating interpersonal communication.

13.5 Students will use public speaking strategies to prepare formal and informal speaking presentations across the curriculum.

Section 14.0 Listening Objectives

14.1 Students will listen to oral communications using proper etiquette.

14.2 Students will listen to oral communications and retell in either oral or written form.

14.3 Students will listen to oral instructions and successfully complete the task.

14.4 Students will listen to oral communications and critique, evaluate, and summarize their contents across the curriculum.

Section 15.0 Viewing Objectives (Drama, Theater, Film, Television, Computer Technology)

15.1 Students will view media for specific purposes, such as performance, pleasure, information, communication.

15.2 Students will observe, critique, evaluate, and analyze what they view from different perspectives.

15.3 Students will differentiate types of information presented in media format (propaganda, bias).

15.4 Students will exhibit appropriate audience etiquette in a variety of viewing experiences.

15.5 Students will use film, television, video, and computers to reinforce, and enhance classroom instruction across the curriculum.

Criteria of Excellence: Instructional Goals and Objectives
Policy (2520)

The State Board of Education believes that the guiding principles of excellence and equity of educational opportunity provide the foundation upon which a learner-based system of educational program development and delivery is built. Further, the board recognizes that the primary goal of such a system is to establish high quality standards concerning performance expectations for all students attending West Virginia public schools.

Therefore, the Board affirms its commitment to a state level learner-based system of educational program development and delivery that ensures that each learner has the opportunity to master the knowledge, skills, attitudes, and behaviors related to state approved programs of study through delivery of approved instructional goals and recommended instructional objectives. These programs of study and instructional goals are periodically reviewed to ensure they meet the developmental needs of students and represent an appropriate scope and educationally sound sequence of learner experiences throughout the public school curriculum.

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KEN HECHLER
Secretary of State

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(Plus all the volunteer
help we can get)

FAX: (304) 558-0900

TO: Barbara Fox
AGENCY: Board of Education
FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION
DATE: June 30, 1993

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE
JUN 16 9 11 AM '93
FILED

THE ATTACHED RULE FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 44I TITLE: 126 Board of Education

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____
TITLE OF PERSON SIGNING: _____
DATE: _____

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: Barbara L. Fox
TITLE OF PERSON SIGNING: Executive Secretary
DATE: July 15, 1993

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.

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