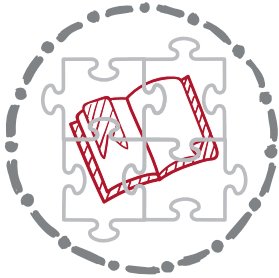




# No Ceilings English Program



The No Ceilings English Program at North Cross School is a self-paced, literature-based curriculum developed to engage and instruct self-motivated students at various levels of reading fluency and comprehension. Students engage in an individualized reading program, accompanied by in-class writing, grammar, and analysis instruction. The program is heavily focused on independent student reading and writing, with the teacher serving as facilitator, instructor, and writing coach. Its aim is to develop independent readers and writers and to engage students at their individual reading levels, promoting growth at their own pace.

“North Cross students are, by nature, very driven, so allowing them to progress at their own pace provides these bright students a space in which to explore, challenge themselves and achieve unhindered by artificial timelines.”

—DR. CHRISTIAN PROCTOR, HEAD OF SCHOOL

In its pilot year in the sixth and seventh grades, student applicants are assessed before the school year begins to establish a reading level. The assessment measures their reading fluency and comprehension and matches each student to a level-appropriate book list. Throughout the year, students will complete a required number of works from their book lists, includ-

ing selections from each of the following genres: fiction, non-fiction, and poetry/drama/short story.

During class time, instruction will vary. A progression of literature skills and independent learning expectations will vary based on age and skill level of each student. Through presentations and written exercises, students will develop their literary

analysis techniques, grammar and composition.

In order to apply, students must have had an A average in their previous year of English and be recommended by their prior teacher. To continue in the class after the first semester, students must maintain at least a B average and complete all assignments and assessments.

Through this method of instruction, students will master concepts in literature and only move on to more challenging and new techniques once they are skilled in the ones at hand. Instead of relying on a student's average grade as an indication to proceed or not, the instructor can ensure that all students have advanced during the year to the best of their abilities.

	M	T	W	Th	F
Sample Class Structure	Mini-lesson on a literary technique (ex. characterization) using a mentor text	<b>Writing Workshop:</b> Students work on whatever writing assignment they are currently focused on	Discussion Groups: Students break into groups based on themes and engage in discussion regarding topics in common, differences, etc.	Mini-lesson on a grammatical concept that applies to all or vocabulary instruction	<b>Instructional Level Text Day:</b> Reading aloud, analyzing, discussing literary devices and techniques
	<b>AND</b>	<b>AND</b>	<b>OR</b>	<b>FOLLOWED BY</b>	
	Students then focus on that particular technique in their independent reading for the week	Rotation of students working with teacher on composition, organization, structure, grammar, etc.	Book Presentations: Students present about a novel they have recently finished, etc.	Writing Workshop	

