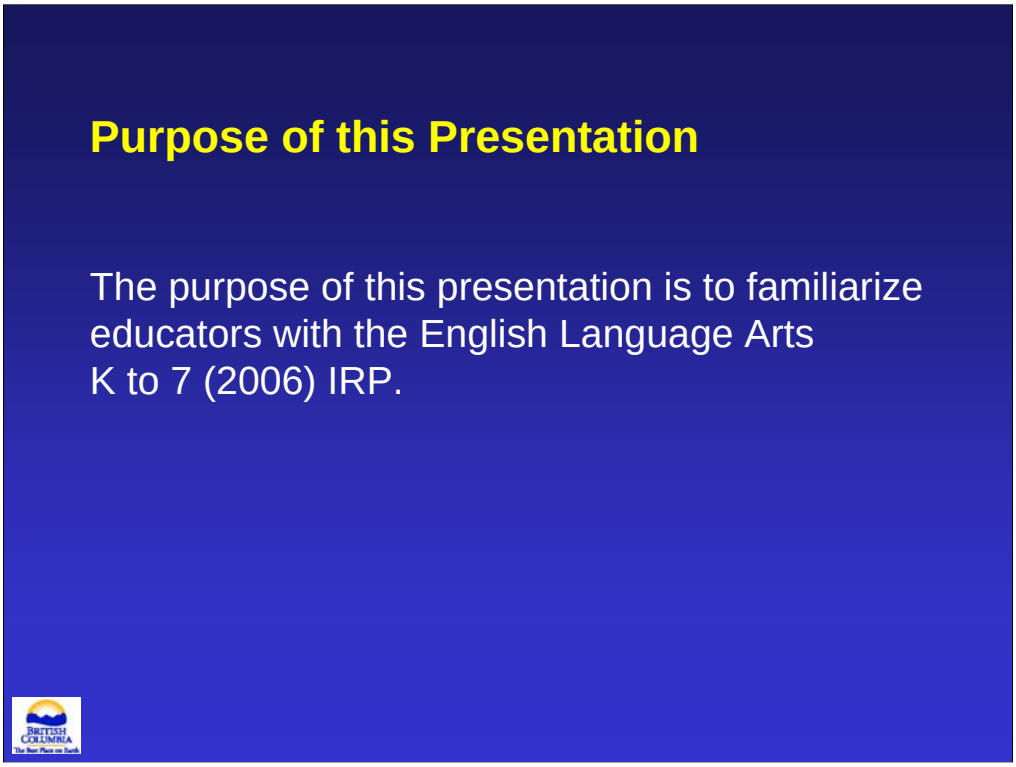
The 2006 English Language Arts K to 7 IRP replaces the 1996 English Language Arts K to 7 IRP and is in optional implementation for the 2006/07 school year, and full implementation for the 2007/08 school year.

This presentation provides an orientation to the new English Language Arts IRP and is designed to be used alongside a paper copy of the IRP, which is available both as a full K to7 package or in grade-specific packages. Both the complete IRP and the grade-specific packages contain all the sections described in this presentation and can be downloaded from the Ministry of Education website.



This presentation is designed for use in implementation workshops, staff meetings, and individual and group curriculum orientation sessions for all educators with a responsibility for English Language Arts implementation.

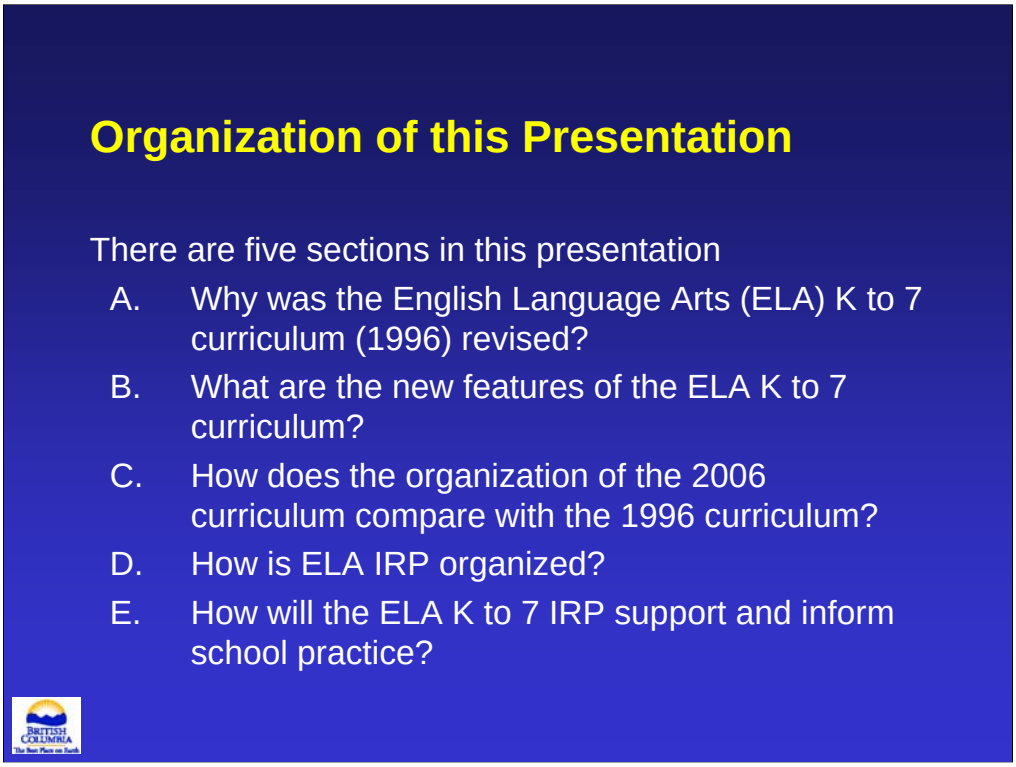
These "speaker's notes" are provided to help presenters explain the context of the new curriculum. However, slides and notes can be modified, deleted or added depending on the purpose, audience and context. For example, in a presentation designed to demonstrate the integration of assessment and instruction using PLOs, presenters may want to include more information and detail from the Classroom Assessment Model.

PLEASE NOTE: Some of the slides show a "snapshot" of a page of the IRP in order to orient teachers to a particular page or section of the curriculum, often with additional description. In order for participants to read the content on the page, it will be necessary for them to have an accompanying hard copy of the document.

These notes are designed to provide additional information for two possible uses of this presentation:

1. As the basis for an implementation workshop—for curriculum leaders wanting to use some or all of these slides in a workshop setting
2. As an individual orientation to the IRP—for individual educators looking for an overview of each section of the IRP, the research base, and how each section of the IRP has been designed to contribute to effective classroom practise.

For a quick overview of the English Language Arts IRP, there is a shorter version of this presentation available on the Ministry of Education website.



The presentation is divided into five sections, which take participants through the development, features, and organization of the new ELA curriculum. Major sections are indicated with yellow headers, and subheadings are in light blue.

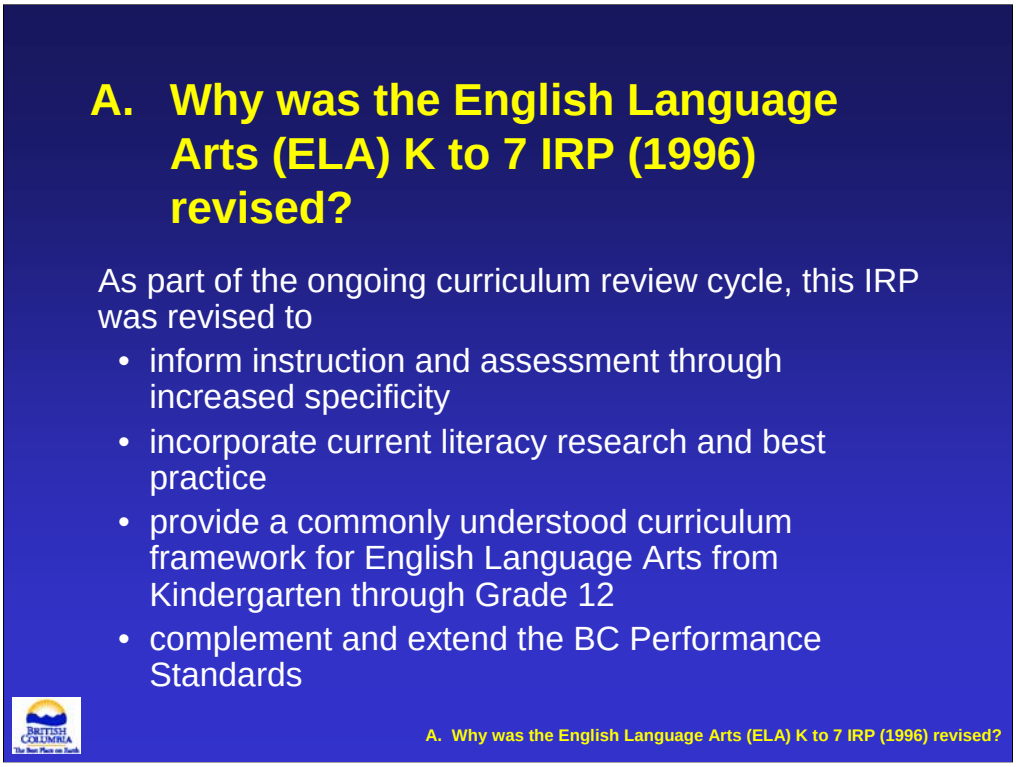
Section A describes the curriculum revision and review process.

Section B describes the new physical features of the IRP.

Section C compares the curriculum organizers of the 1996 and 2006 curriculum.

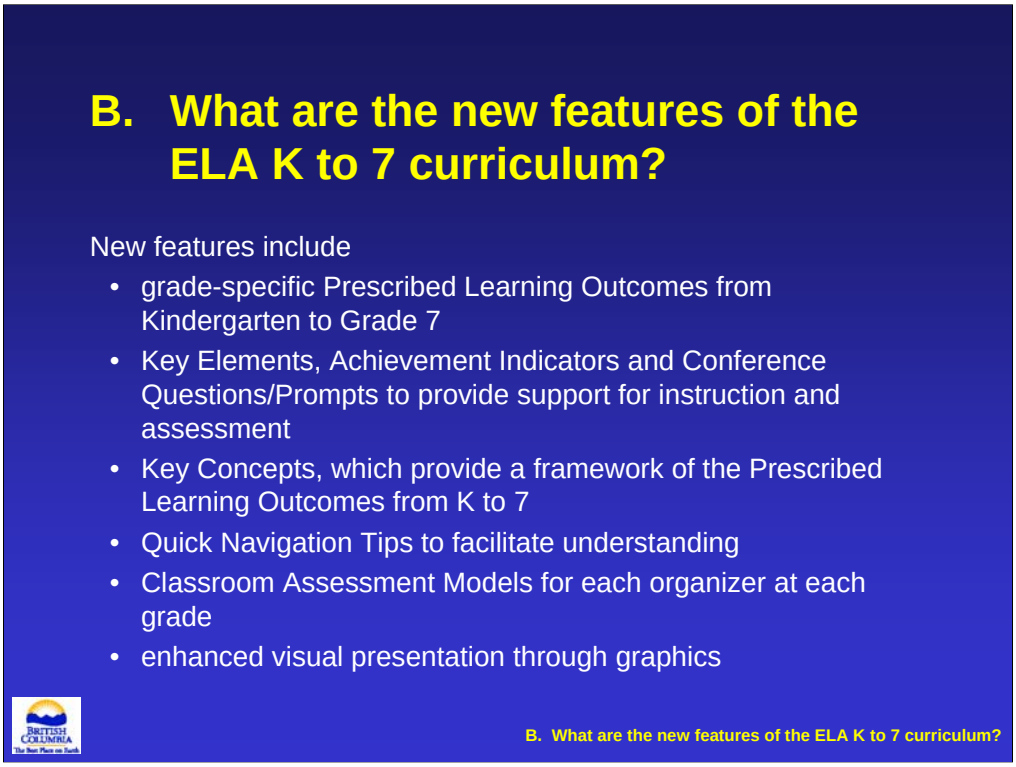
Section D is designed as a section by section "walk-through" of the IRP, and is the most detailed section of this presentation.

Section E includes information regarding the implementation of the new IRP.



This new curriculum has been developed incorporating feedback from the field, new research, and best practise over the last decade. Teachers and other educators contributed during the development process, offered feedback during the review process and provided many examples of the best practises that are reflected in the document. The Classroom Assessment Model was developed and field-tested by BC teachers.

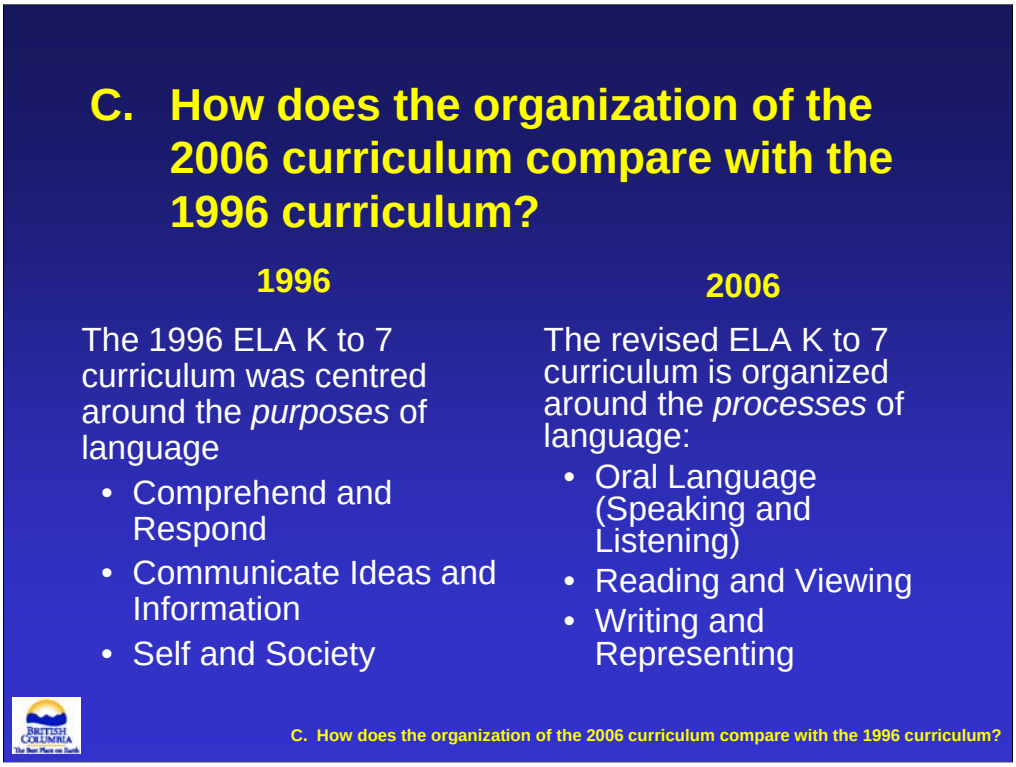
- **Increased specificity** is a feature of the new curriculum, with grade-specific Prescribed Learning Outcomes (PLOs) extending from Kindergarten to Grade 7. Each PLO has a series of Suggested Achievement Indicators (AIs) to help illustrate what students who fully meet expectations are able to do.
- In addition, **current literacy research** (provincial, national and international) is incorporated into this new curriculum, and the research base (with references) is included in the "Considerations for Program Delivery" section of the IRP.
- The English Language Arts K to 12 curriculum framework is now organized using **commonly understood curriculum organizers**: Oral Language, Reading and Viewing, and Writing and Representing. This organization reinforces ELA as a continuum of development from K to 12, and supports all three organizers as integral parts of the teaching and learning at every grade level.
- Finally, the English Language Arts IRP has **integrated much of the excellent existing work of BC teachers**, including the **Primary Program** and the **BC Performance Standards for Reading and Writing,** and the **Kindergarten Learning Project.**



In response to the feedback from BC teachers, this IRP includes several new features:

- **PLOs are grade-specific from K to 7** instead of the K-1 and 2-3 clusters of the previous curriculum.
- **Key Elements**, **Achievement Indicators**, and **Conference Questions/Prompts** (all of which are described later in this presentation) are included to provide the pedagogical foundations for the teaching of Language Arts, as well as to provide descriptors of student achievement for each PLO. The AIs and Conference Questions/Prompts support teachers in linking instruction and assessment, and to provide examples of assessment, **as**, **for** and **of** learning.
- The **Key Concepts**, which provide a framework of outcomes from K to 7.
- The **Quick Navigation Tips** appear at the beginning of the section containing PLOs and AIs, and describe the requirements and features of the curriculum.
- The **Classroom Assessment Model**, developed by BC teachers, which provides assessment samples for each organizer at each grade
- There is an **increased use of graphics** in this IRP, designed to provide visual organizers for teachers.

Note to Presenters: It may be useful to provide a hardcopy of the Quick Navigation Tips for implementation sessions. The Key Concepts, Achievement Indicators and Conference Questions/Prompts are all detailed in Section D of this presentation.



Oral Language, Reading and Viewing, and Writing and Representing are the three curriculum organizers of the 2006 curriculum, a change from the 1996 version.

A curriculum organizer consists of a cluster of PLOs that share a common focus, and the curriculum organizers are consistent K to 12.

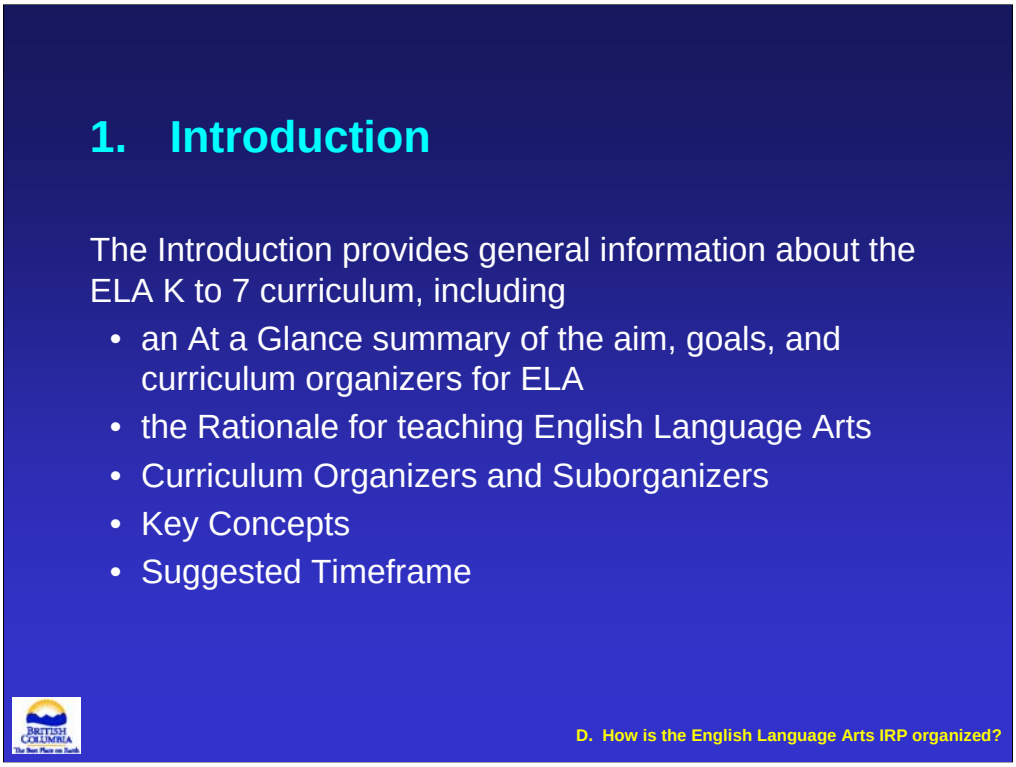
Note to Presenters: A detailed description of the Curriculum Organizers and suborganizers occurs later in this presentation. This slide is designed to focus on the change in organization between the 1996 and 2006 IRP.

The next two slides outline the seven main sections listed in the Table of Contents in the ELA IRP. The bulk of this presentation describes in detail each of the sections outlined here, and includes sample pages to help orient teachers to the layout, format and content of each section.

Note to Presenters: As stated earlier, a hard copy of the IRP is key to making the most of this presentation, allowing teachers to see each of these sections in context and how they relate to one another.

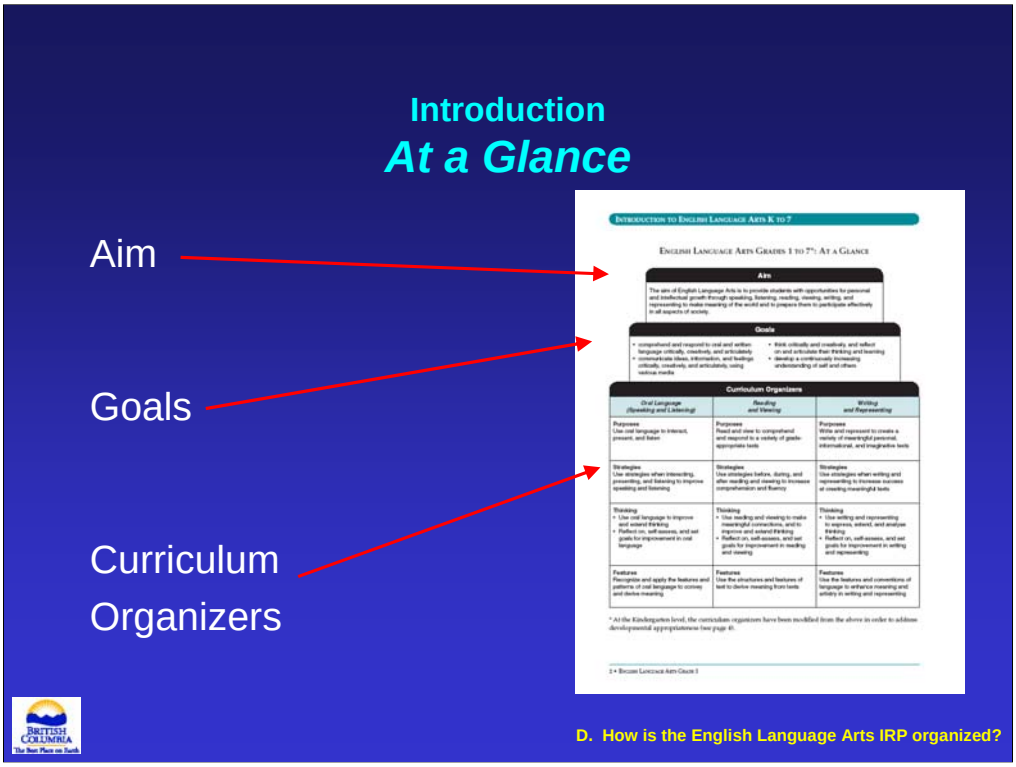
It may be helpful to have participants look through the Table of Contents at this point, to see the layout of main sections and subsections.

This slide is a continuation of the previous one.

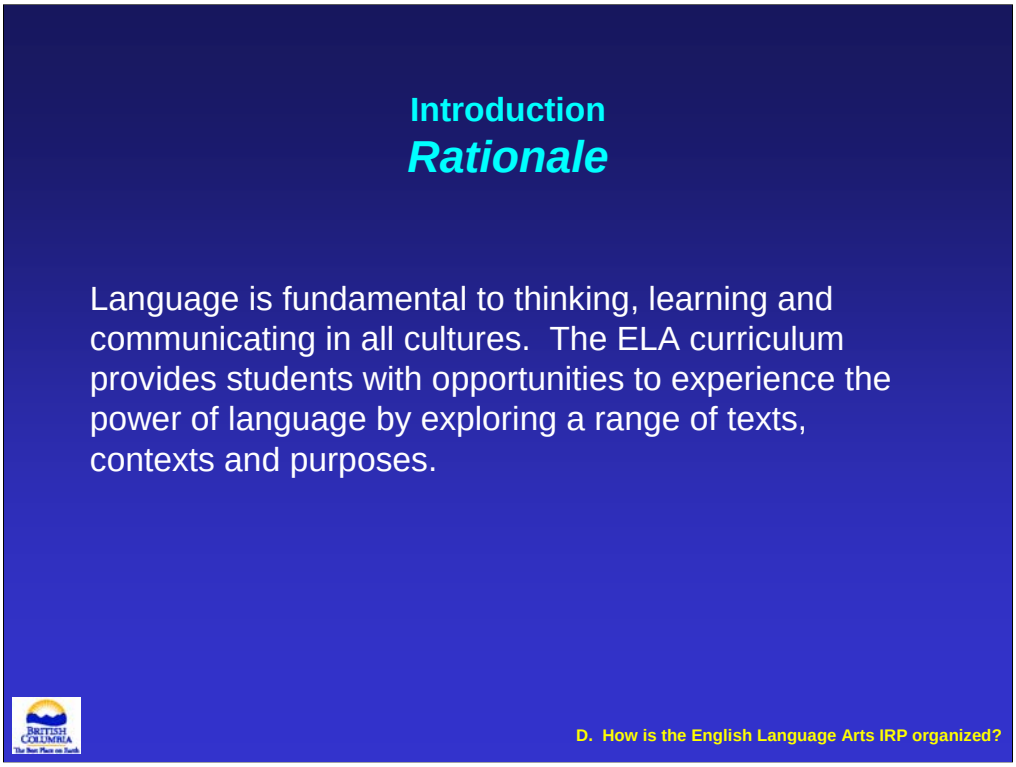


The Introduction contains five subsections. The following slides describe each of the five subsections (which match the subsections listed in the Table of Contents in the IRP):

- At a Glance
- Rationale
- Curriculum Organizers and Suborganizers
- Key Concepts
- Suggested Timeframe



This page in the IRP provides the Aim and Goals of English Language Arts K to 7 as well as a summary of the Curriculum Organizers and suborganizers in the document. Please note that Kindergarten has fewer suborganizers in order to reflect developmental appropriateness.



This subsection outlines the rationale for teaching English Language Arts, emphasizing our fundamental need to comprehend and communicate. The skills and strategies developed through the ELA curriculum are essential for students' success in their personal, social and work lives.

The Prescribed Learning Outcomes are grouped around a shared common focus. These "curriculum organizers" are a framework to support the sharing of ideas around a common language and structure for the teaching and learning of Oral Language, Reading and Viewing, and Writing and Representing.

In Kindergarten, the organizers are focussed on the foundational aspects of ELA for beginning learners.

Oral Language: Students use language to monitor and reflect on experiences and to reason, plan, predict and make connections to what they have heard, read, and viewed.

Reading and Viewing: Students read and view to make sense of the world, to make connections to personal experiences, to extend their understanding, and for enjoyment.

Writing and Representing: Students of all ages use writing and representing to express themselves, clarify their thinking, communicate ideas and integrate new information with their existing knowledge.

The **suborganizers** under each of the organizers are:

Purposes: providing students with opportunities to interact with and create various types of text

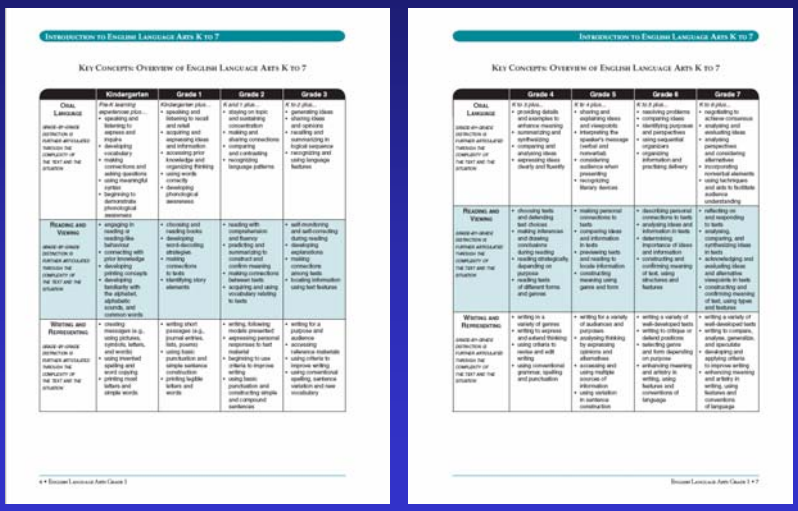
Strategies: increasing the repertoire of strategies students use to make meaning and create texts

Thinking: developing students' capacities to set and achieve goals to increase success in the language arts

Features: increasing students' knowledge of the forms, conventions, styles and expectations of various types of text.

Introduction

Key Concepts



INTRODUCTION TO ENGLISH LANGUAGE ARTS K TO 7

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 7

	Kindergarten	Grade 1	Grade 2	Grade 3
ORAL LANGUAGE	Pre-K learning experiences plus ... • speaking and listening to express and inquire • developing vocabulary • making connections and asking questions • using meaningful syntax • beginning to demonstrate phonological awareness	K and 1 plus ... • speaking and listening to recall and retell • acquiring and expressing ideas and information • accessing prior knowledge and organizing thinking • using words correctly • developing phonological awareness	K to 2 plus ... • staying on topic and sustaining concentration • making and sharing connections • comparing and contrasting • recognizing language patterns	K to 3 plus ... • generating ideas • sharing ideas and opinions • recalling and summarizing in logical sequence • recognizing and using language features
READING AND VIEWING	• engaging in reading or reading-like behaviour • connecting with prior knowledge • developing • developing printing concepts • developing familiarity with the alphabet, alphabetic sounds, and cohesion words	• choosing and reading books • developing word-decoding strategies • making connections to texts • identifying story elements	• reading with comprehension and fluency • predicting and summarizing to construct and confirm meaning • making connections between texts • acquiring and using vocabulary relating to texts	• self-monitoring and self-correcting during reading • developing explanations • making connections among texts • locating information using text features
WRITING AND REPRESENTING	• creating messages (e.g., using pictures, symbols, letters, words) • using invented spelling and word copying • printing most letters and simple words	• writing short passages (e.g., journal entries, lists, poems) • using basic punctuation and simple sentence construction • printing legible letters and words	• writing, following models presented • expressing personal preferences in text features • beginning to use criteria to improve writing • using basic punctuation and constructing simple and compound sentences	• writing for a purpose and audience • accessing reference materials • using criteria to improve writing • using conventional spelling, sentence variation and rare vocabulary

INTRODUCTION TO ENGLISH LANGUAGE ARTS K TO 7

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 7

	Grade 4	Grade 5	Grade 6	Grade 7
ORAL LANGUAGE	K to 3 plus ... • providing details and examples to enhance meaning • summarizing and synthesizing • comparing and analyzing ideas • expressing ideas clearly and fluently	K to 4 plus ... • sharing and explaining ideas and viewpoints • interpreting the speaker's message (verbal and nonverbal) • considering audience when presenting • recognizing literary devices	K to 5 plus ... • resolving problems • comparing ideas • identifying purposes and perspectives • using sequential organizers • organizing information and practising delivery	K to 6 plus ... • negotiating to achieve consensus • analyzing and evaluating ideas • analyzing perspectives and considering alternatives • incorporating nonverbal elements • using techniques and aids to facilitate audience understanding
READING AND VIEWING	• choosing texts and defending text choices • making inferences and drawing conclusions during reading • reading strategically, depending on purpose • reading texts of different forms and genres	• making personal connections to texts • comparing ideas and information in texts • previewing texts and reading to locate information • constructing meaning using genre and form	• describing personal connections to texts • analyzing ideas and information in texts • determining importance of ideas and information • constructing and confirming meaning of text, using structures and features	• reflecting on and responding to texts • analyzing, comparing, and synthesizing ideas in texts • acknowledging and evaluating ideas and alternative viewpoints in texts • constructing and confirming meaning of text, using types and features
WRITING AND REPRESENTING	• writing in a variety of genres • writing to express and extend thinking • using criteria to revise and edit writing • using conventional grammar, spelling and punctuation	• writing for a variety of audiences and purposes • analyzing thinking by expressing opinions and comments • accessing and using multiple sources of information • using variation in sentence construction	• writing a variety of well-developed texts • writing to critique or defend positions • selecting genre and form according to purpose • enhancing meaning and artistry in writing, using features and conventions of language	• writing a variety of well-developed texts • writing to compare, analyse, generalize, and speculate • developing and applying criteria to improve writing • enhancing meaning and artistry in writing, using features and conventions of language

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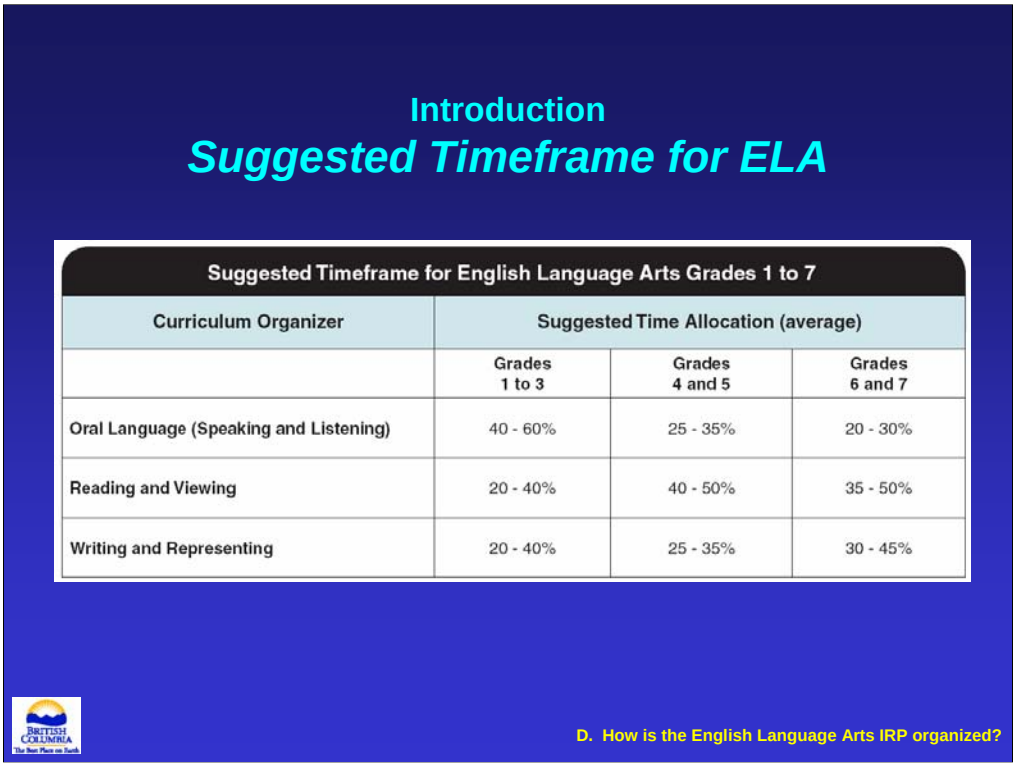
D. How is the English Language Arts IRP organized?

The Key Concepts are the key ideas that are derived from the PLOs, and are intended to show the development of the skills of language arts over time. Throughout students' experiences from Kindergarten to Grade 7, the texts, contexts and purpose for English Language Arts will become more sophisticated.

Learning strategies, thinking skills and the ability to self-assess are skills that are woven through each grade and organizer.



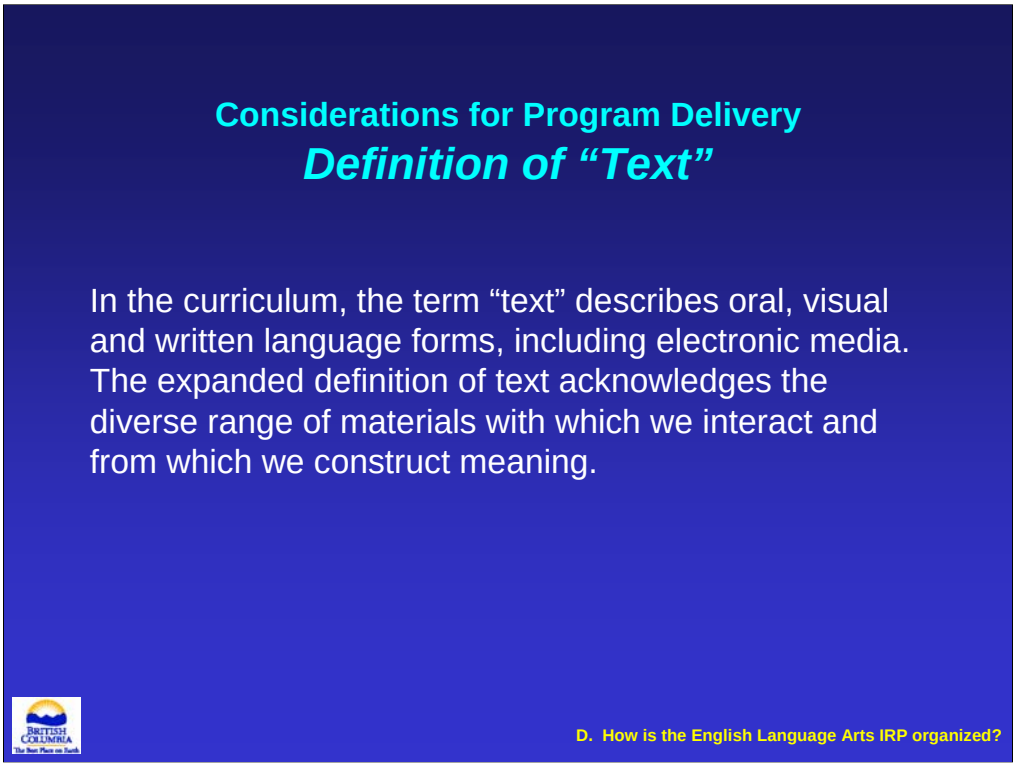
The Suggested Timeframe, as the name implies, is not a requirement, but rather a guideline for teachers as they plan for instruction. Decisions concerning the allocation of instructional time are subject to teachers' professional judgement. Although Oral Language, Reading and Viewing, and Writing and Representing are taught and learned in an integrated way, this timeframe highlights the importance balancing these three areas in a way that addresses developmental appropriateness. The current curriculum has been designed to create opportunities for greater balance and integration between oral language, reading, viewing, writing, and representing.

This second section of the IRP provides much important background information for teachers as they implement the new curriculum. There are many considerations for teachers as they plan for instruction, including involving parents and guardians, copyright, working with the Aboriginal community, and inclusion, equity and access. For the purposes of this presentation, four ELA-specific "considerations" are explored:

- the expanded definition of "text"
- integration of the language arts
- highlights of the 2006 ELA curriculum
- current research

Each of these will be explored in more detail.

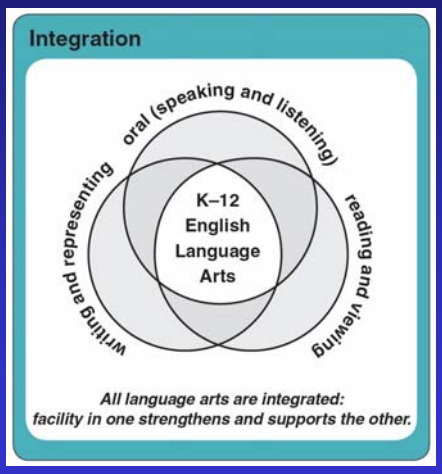
Note to Presenters: There are 17 "considerations for program delivery", many of which are generic to IRPs in all subject areas. Depending on your school community, some may require a focus not included in this presentation.



The term "text" is bolded in the PLOs and AIs in the Student Achievement section in order to remind educators of this expanded definition. It is central to this IRP that the use of the term "text" can include posters, films, books, magazines, legends, speeches, non-fiction, multimedia presentations and poetry, for example. In many cases, varied forms of text are used in conjunction with one another.

Considerations for Program Delivery

Integration of the Language Arts



D. How is the English Language Arts IRP organized?

The curriculum organizers are integrated – just as the processes of oral language, reading and writing are integrated. The integration of the language arts is supported by the explicit teaching and modelling of cognitive strategies. As students acquire, practice and adapt these strategies, they become increasingly successful at creating text and deriving meaning from text.

The 2006 ELA curriculum emphasizes the following:

1. To foster the link between literacy and thinking, teachers structure opportunities for students to talk about their reading, writing and thinking, and involve them in open-ended tasks through which students create and demonstrate understanding.
2. In order for students to become confident and competent users of all six language arts, speaking, listening, reading, viewing, writing and representing need to be taught and learned in an integrated way.
3. This curriculum emphasizes the teaching of strategies that literate people use when making meaning. Students who can monitor their learning, assess their strengths and challenges, and set goals for improvement become independent, life-long learners.
4. Teachers choose instructional activities to model, and scaffold learning and metacognition strategies that are just beyond the students' independent level. As students become more proficient, they can demonstrate the new skill or strategy independently.
5. Student learning is enhanced when teachers at all grades, teaching all subject matter, see themselves as teachers of literacy.

Note to Presenters: Further research and discussion of each of these "Highlights" is found in the "Considerations for Program Delivery" section.

6. Children arrive in Kindergarten with vastly different levels of literacy. Purposeful play is an important medium for students' literacy development, wherein teachers model and guide literate behaviour.
7. Students' oral language development is a key foundation for successful literacy. Throughout the elementary years, students' oral language abilities are interwoven with learning to read and write.
8. There are four cueing systems that good readers use, and that new readers must be taught, when reading for meaning: semantic, syntactic, graphophonic, and pragmatic. These systems may be used consciously or automatically depending developmental stage of the reader.
9. Learning to write involves teachers scaffolding students' independence through the gradual release of responsibility (see #4). One-to-one, small group and whole class activities can be used to foster students' ability to write.
10. To promote success for **all** learners, teachers must adapt their instruction to respond to the diverse literacy needs of their students.
11. This curriculum emphasizes assessment practises that are useful in guiding and informing instruction and assessment practises that involve students in self-assessment and goal setting.
12. This curriculum has been developed using criteria from the Performance Standards, and the Suggested Achievement Indicators are largely congruent with the descriptors in the Performance Standards.

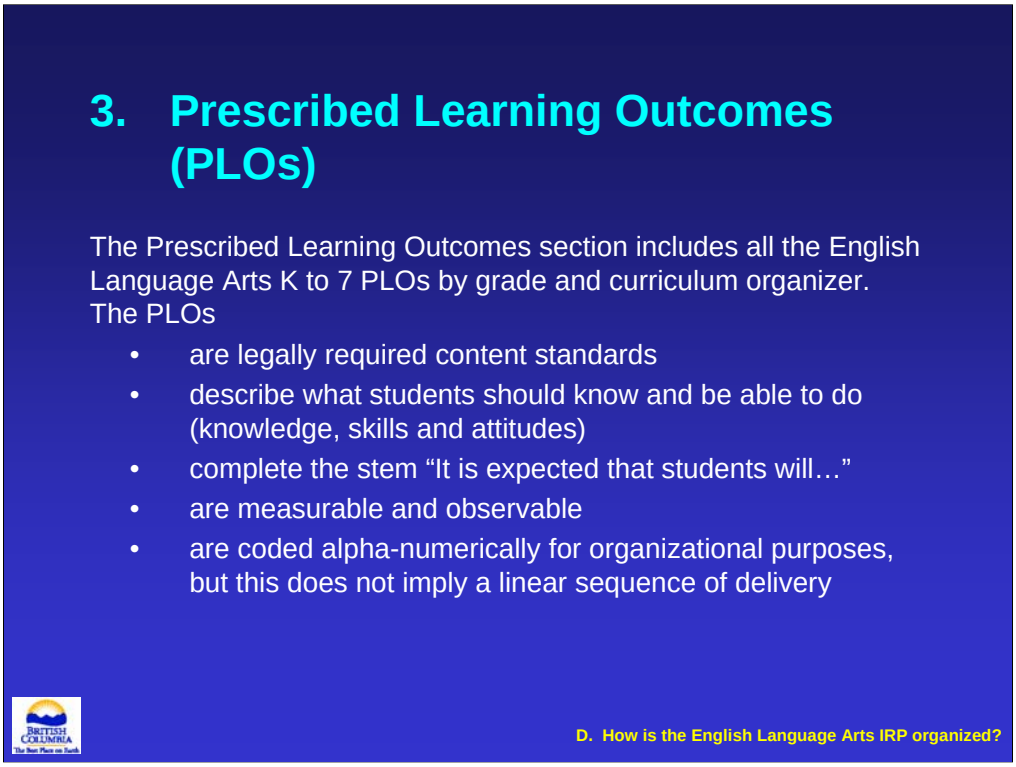
The Research section includes provincial, national and international research about effective literacy programs.

1. Oral language is the foundation on which literacy is built. Throughout their elementary years, students' oral language abilities are interwoven with learning to read and write.
2. All teachers, at all grades, teaching all subjects, are teachers of literacy. Teachers do not just teach content knowledge but also ways of reading and writing specific to that subject area. Effective literacy programs see all teachers across subject and grade levels co-ordinating their instruction to reinforce important strategies and concepts.

Note to Presenters: This section contains valuable educational research, much from the last decade. Quotes and research from educators such as Allington, Snow, and Biancarosa and organizations including the IRA and NAEYC are included.

3. When teachers have the opportunity to work together to reflect on and about their practice, to co-plan, and to discuss student work in terms of standards, enhanced student learning follows. Furthermore, communication between teachers results in a holistic view of students' learning.
4. Reading deeply and writing thoughtfully take time. Long blocks of uninterrupted time are most beneficial for literacy success and often these blocks of time are used for curriculum integration.
5. Students become and remain more engaged when they are provided with meaningful and relevant, while challenging but achievable, literacy experiences.

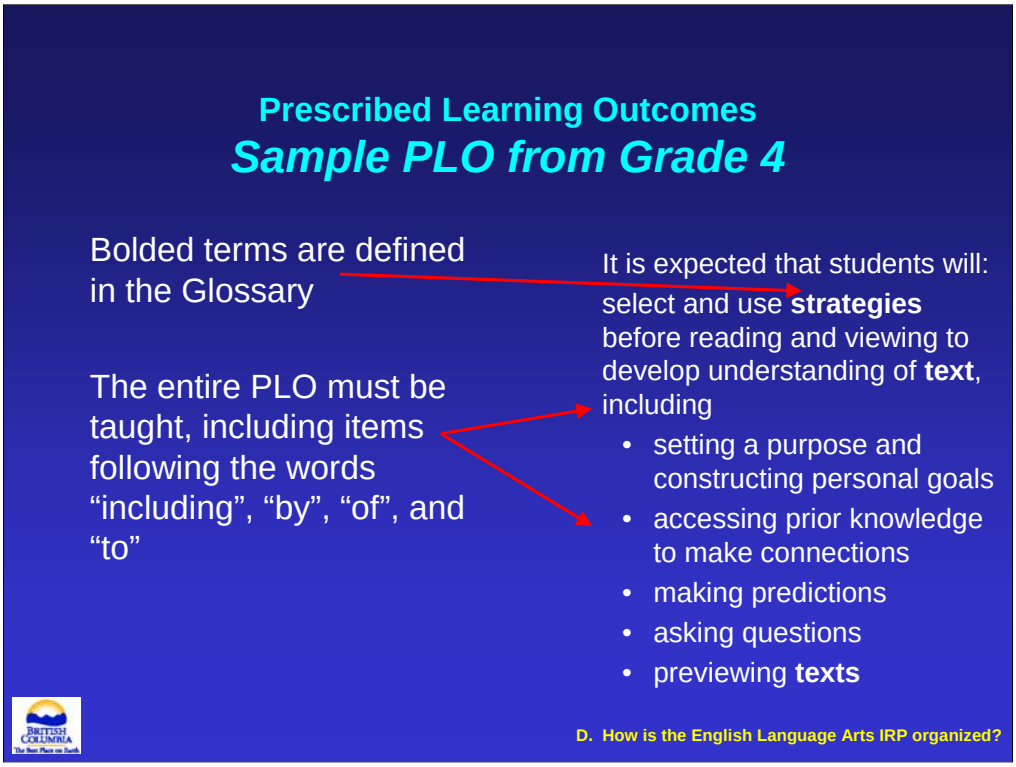
6. The line between assessment and instruction is often seamless as teachers use daily classroom interactions and assignments as the basis for making judgements and providing feedback to students, often based on co-created criteria. Feedback improves learning when it gives each student specific guidance on both strengths and weaknesses.
7. Teaching has a clear focus, is matched to the learning needs of each student, and moves the student toward independence.
8. A print-rich environment is crucial. All students, reading at all reading levels, need to be able to access interesting works of many different genres that tie in with cross-curricular studies and interests—texts they can and want to read.
9. Successful intervention complements high-quality classroom instruction; it does not replace it. This is true for struggling readers of all ages. Some students will take more time and more instruction. The goal for all readers is making meaning and support and intervention work toward this goal.
10. Research indicates that parent-school links in the area of literacy learning are key determinants of student success.



The Prescribed Learning Outcomes section of the IRP contains the entire set of outcomes from Kindergarten to Grade 7. The grade-specific packages contain the appropriate grade, plus the grade before and after, for planning purposes.

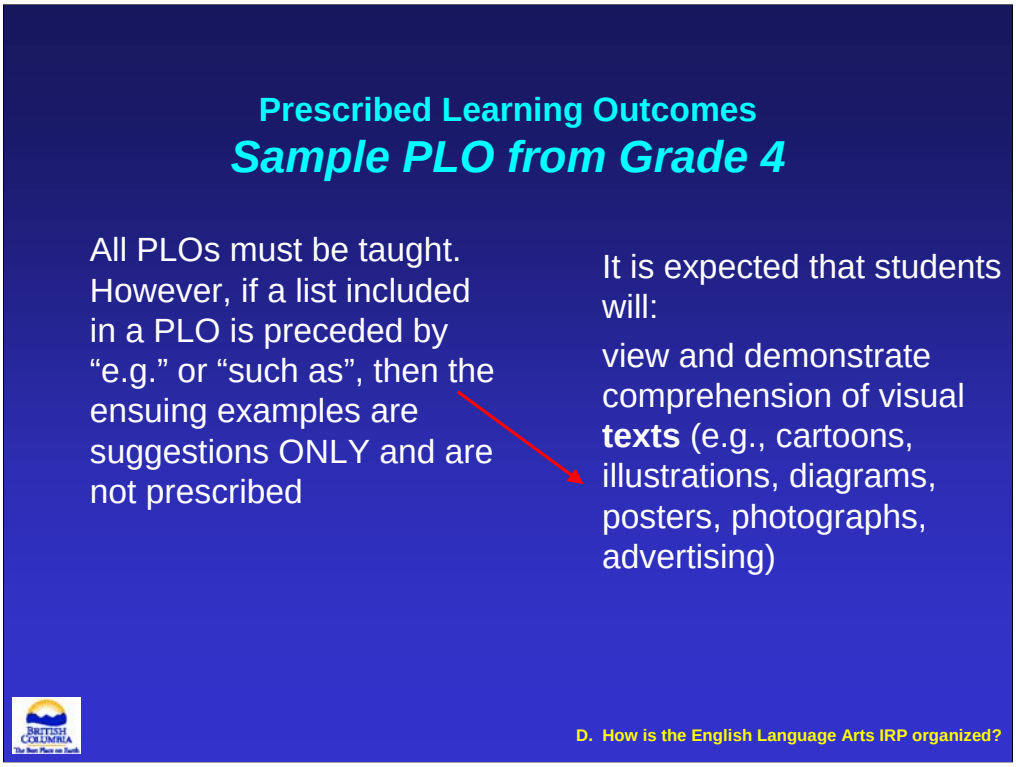
The PLOs are coded alphanumerically for ease of reference, but this organization does not imply a required or expected sequence of delivery.

It is essential to note that the PLOs are the legally required content standards; they are what students must know and be able to do by the end of each grade.



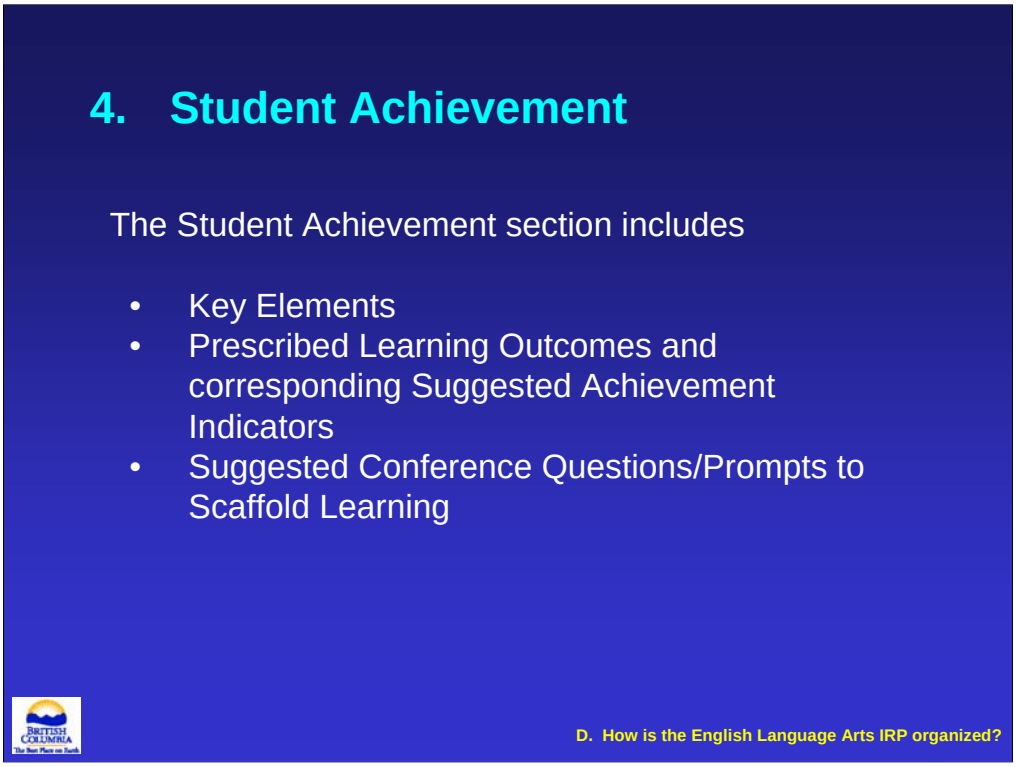
In this PLO example, several features are highlighted.

- All PLOs complete the stem "It is expected that students will…"
- Bolded terms used in PLOs and AIs are defined in the Glossary
- The use of the terms "including", "by", "of", "to", and "featuring" indicate that any ensuing item MUST be addressed
- Some outcomes use "such as", or "e.g." which indicates that what follows is a suggestion or example only (see next slide)



In this PLO example, several features are highlighted.

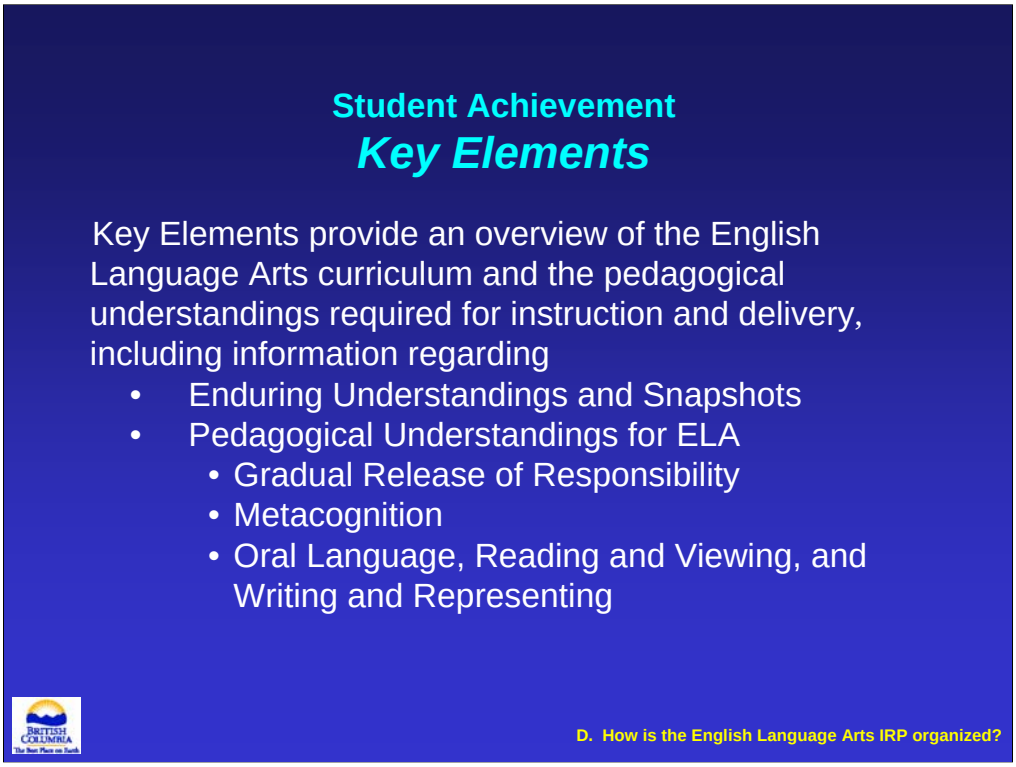
- All PLOs complete the stem "It is expected that students will…"
- Bolded terms used in PLOs and AIs are defined in the Glossary
- The outcome up to the end of the word "text" is Prescribed and must be addressed in teaching and learning. However, when lists are preceded by the words "e.g.", or "such as", the subsequent list contains suggestions or examples which are NOT mandatory, but are included as illustrative examples.



The Student Achievement section is the largest section in the IRP and contains key information for teachers at each grade K to 7. The Key Elements serve as the overview of the grade, outlining and describing strategies, research and criteria underlying the organizers of Oral Language, Reading and Viewing, and Writing and Representing.

The PLO and AIs subsection includes all PLOs for a particular grade, with their accompanying Suggested Achievement Indicators.

At the end of each suborganizer for each grade, Suggested Conference Questions/Prompts offer suggestions for teachers to access students' thinking and learning about a topic.



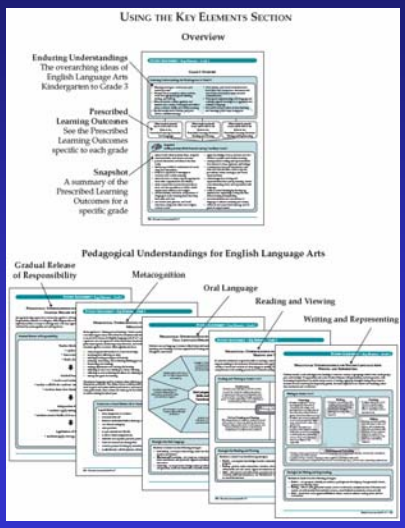
The Key Elements section is an excellent resource for teachers, and includes sample criteria, learning strategies, and information regarding the importance of metacogniton and the gradual release of responsibility.

There are two main subsections to the Key Elements:

- Enduring Understandings and Snapshot
- Pedagogical Understandings for English Language Arts (including the Gradual Release of Responsibility, Metacognition, Oral Language, Reading and Viewing and Writing and Representing

Student Achievement

Key Elements Overview



D. How is the English Language Arts IRP organized?

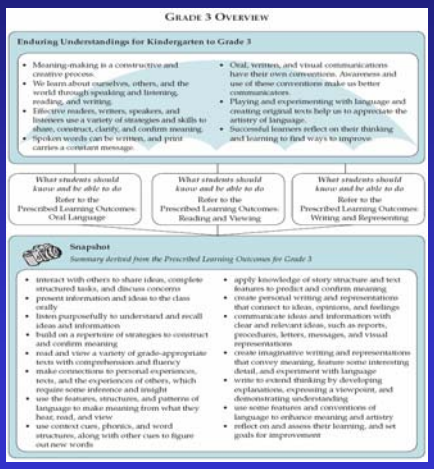
This “roadmap” of the Key Elements is found at the front of the Key Elements section for each grade and provides a visual organizer for what follows.

Student Achievement

Key Elements (Enduring Understandings and Snapshot)

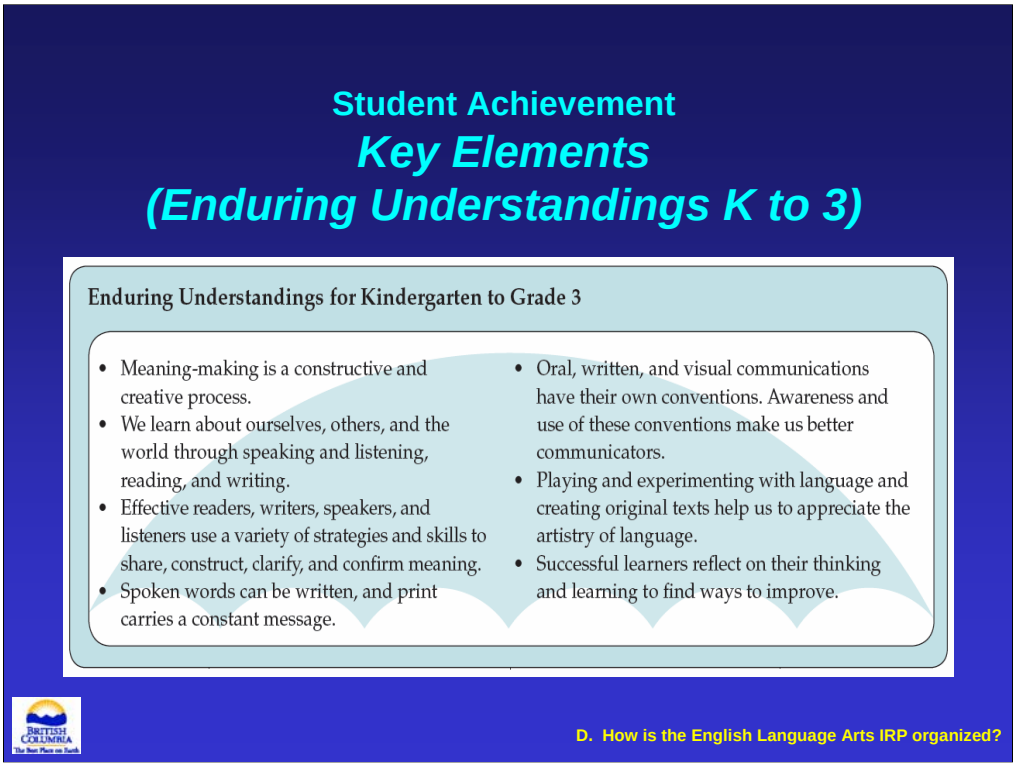
Enduring Understandings

Snapshot



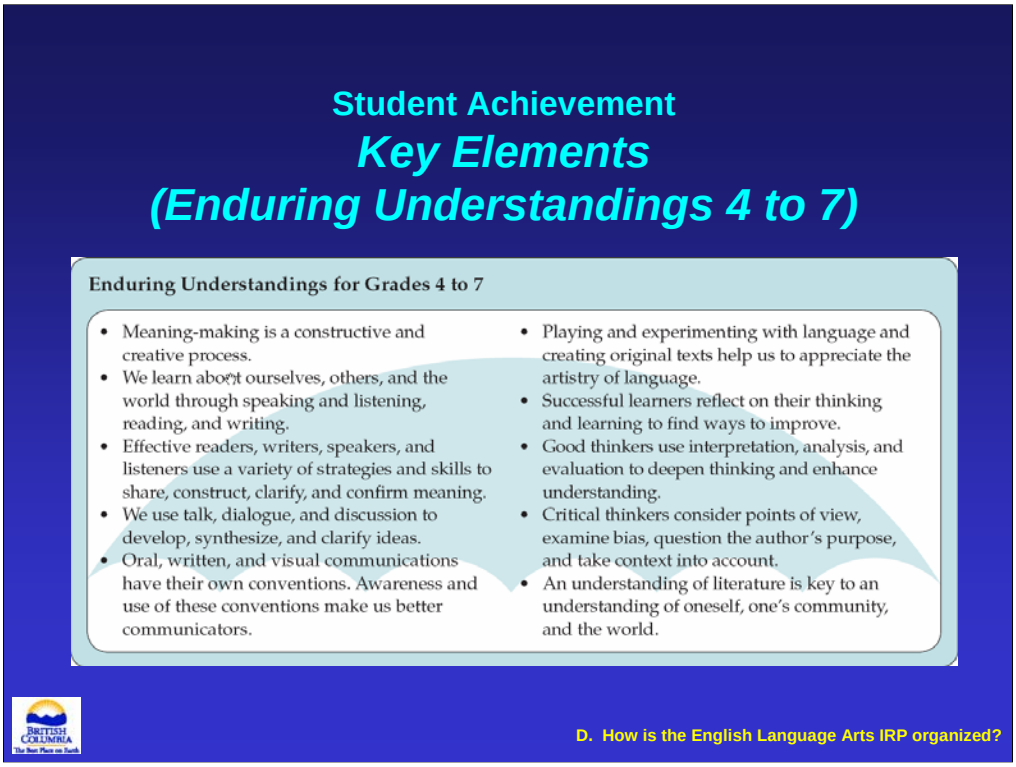
D. How is the English Language Arts IRP organized?

Underlying the curriculum are “Enduring Understandings”, which are the “big ideas” for teaching the Language Arts. Each grade also has a “Snapshot”, which offers a brief description of what students who fully meet expectations should know and be able to do. The following slides show sample “Enduring Understandings” and “Snapshots” enlarged for participants to read and discuss.



These "Enduring Understandings" reflect the "why" of English Language Arts, and are clustered K to 3 and 4 to 7. These relate to Kindergarten to Grade 3. They are statements that go beyond the classroom and curriculum and speak to the centrality of language arts in life.

Note to Presenters: The "Enduring Understandings" are worth exploring in detail and vary slightly K to 3 and 4 to 7 to reflect students' increasing sophistication and making meaning. Also see *The Understanding by Design Handbook*, Jay McTighe and Grant Wiggins, 1999 by the Association for Supervision and Curriculum Development if you wish to investigate this topic further.



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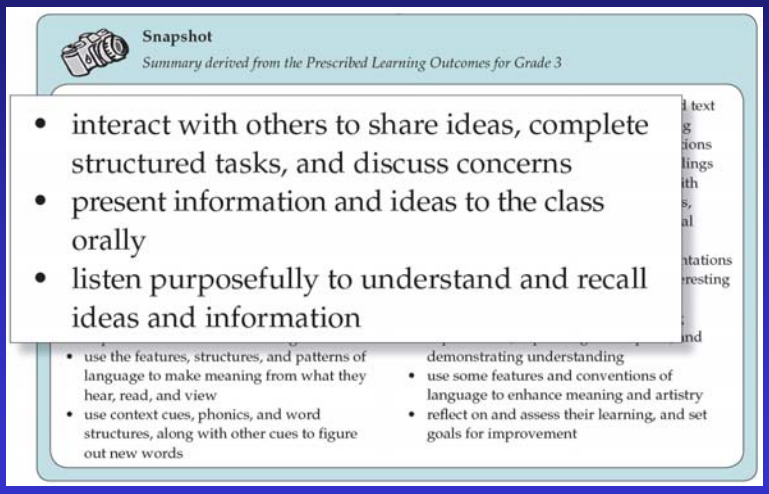
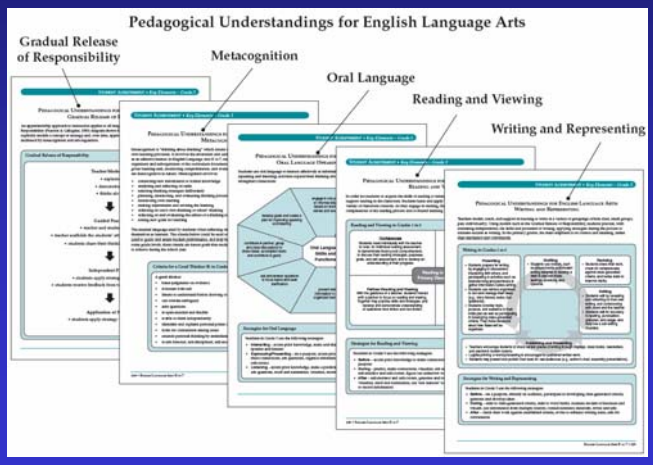
Student Achievement
Key Elements (Snapshot)



D. How is the English Language Arts IRP organized?

The "Snapshots" are higher level summaries for a particular grade. They can be used for a course outline, a brief overview or for a parent newsletter. The three shown here are a selection from the Grade 3 Snapshots.

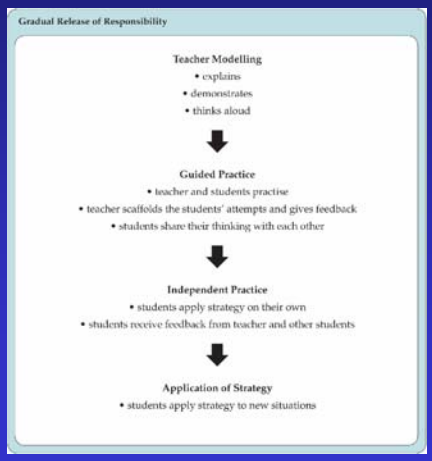
Student Achievement
Key Elements
(Pedagogical Understandings)



D. How is the English Language Arts IRP organized?

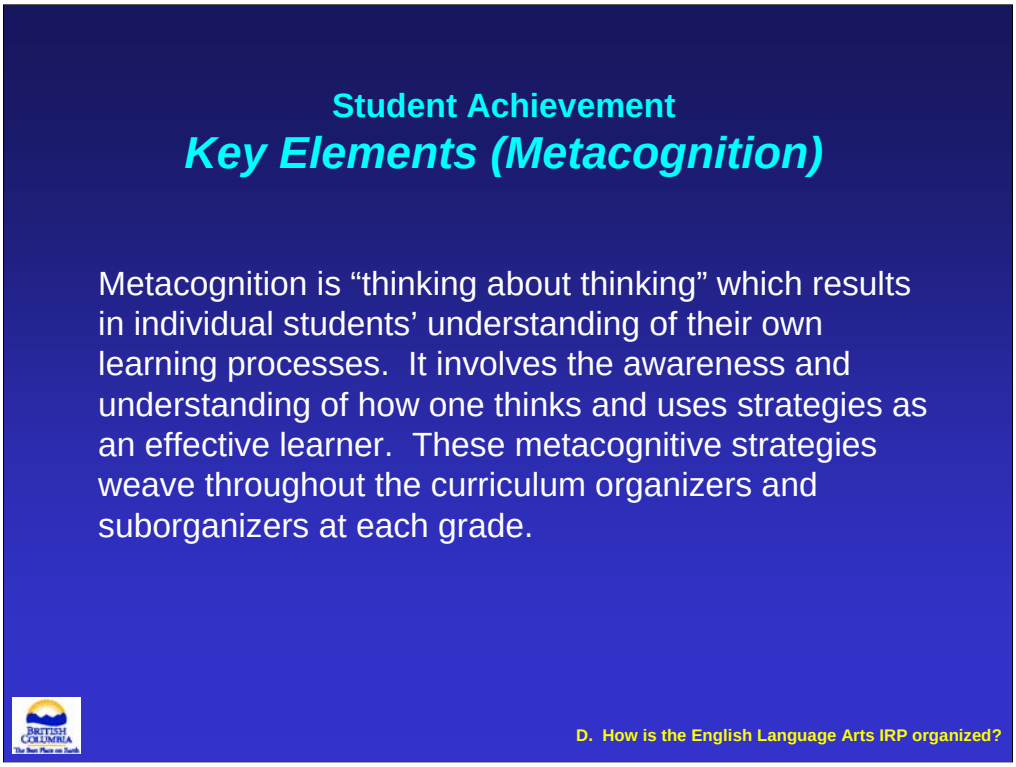
The Pedagogical Understandings section of the Key Elements contain graphics, strategies, criteria and a summary of research for each organizer. Two concepts, the Gradual Release of Responsibility and Metacognition, are the ways students learn and develop the skills of Oral Language, Reading and Viewing, and Writing and Representing. The following slides show each of these five Pedagogical Understandings.

Student Achievement
Key Elements
(Gradual Release of Responsibility)



D. How is the English Language Arts IRP organized?

This model shows how teachers support students' increasing independence through scaffolding students' learning as they acquire skills and strategies. Using this model, teachers consciously and deliberately model skills and thinking processes so that their students can "see" the thinking in action. Students are then provided with opportunities for guided practise. As students become confident and competent at a skill, they assume ownership of their learning.



The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. This section of the Key Elements contain criteria for a “good” thinker, speaker and listener, reader and viewer, and writer and representer. Some educators are encouraged to replace the word “good” with “effective”, or other grade-appropriate adjective

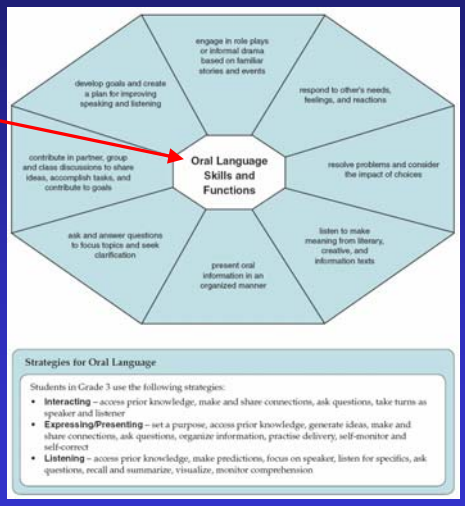
Student Achievement

Key Elements (Oral Language)

Oral Language Skills and Functions

Strategies for Oral Language

- Interacting
- Expressing/Presenting
- Listening



D. How is the English Language Arts IRP organized?

Oral Language is one of the three curriculum organizers in this IRP. This section, which appears in each grade, offers information regarding Oral Language Skills and Functions, strategies, criteria, and research on the importance of oral language in English Language Arts. As students speak and listen, they gain new information, connect new ideas with prior knowledge, articulate their thinking and learn to communicate effectively with others.

Student Achievement

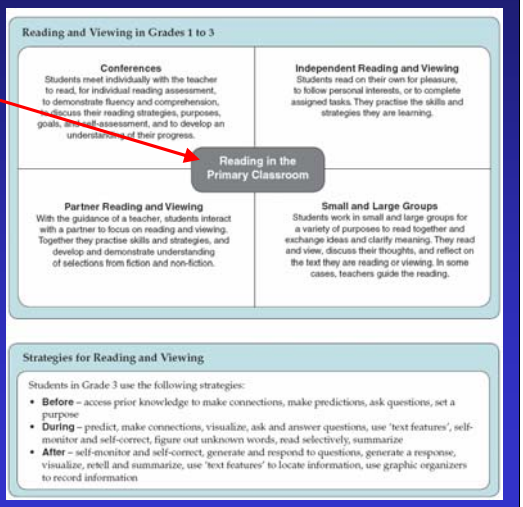
Key Elements (Reading and Viewing)

Contexts for Classroom Reading and Viewing

- Conferences
- Independent Reading
- Partner Reading
- Small and Large Group

Strategies for Reading and Viewing

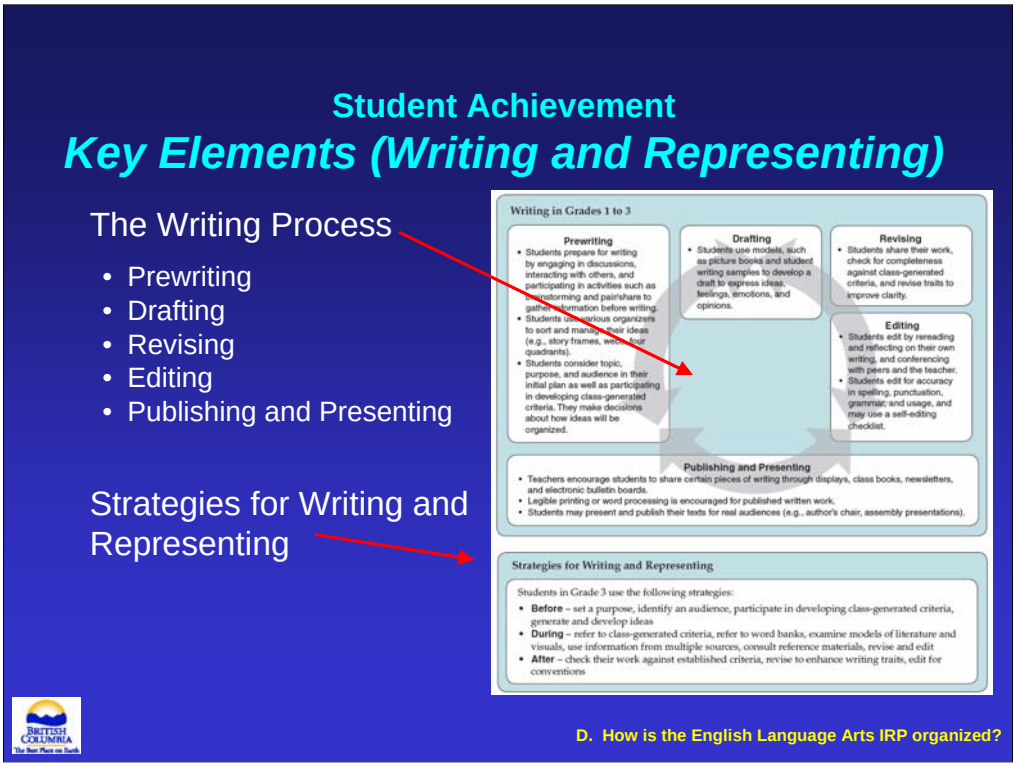
- Before
- During
- After



D. How is the English Language Arts IRP organized?

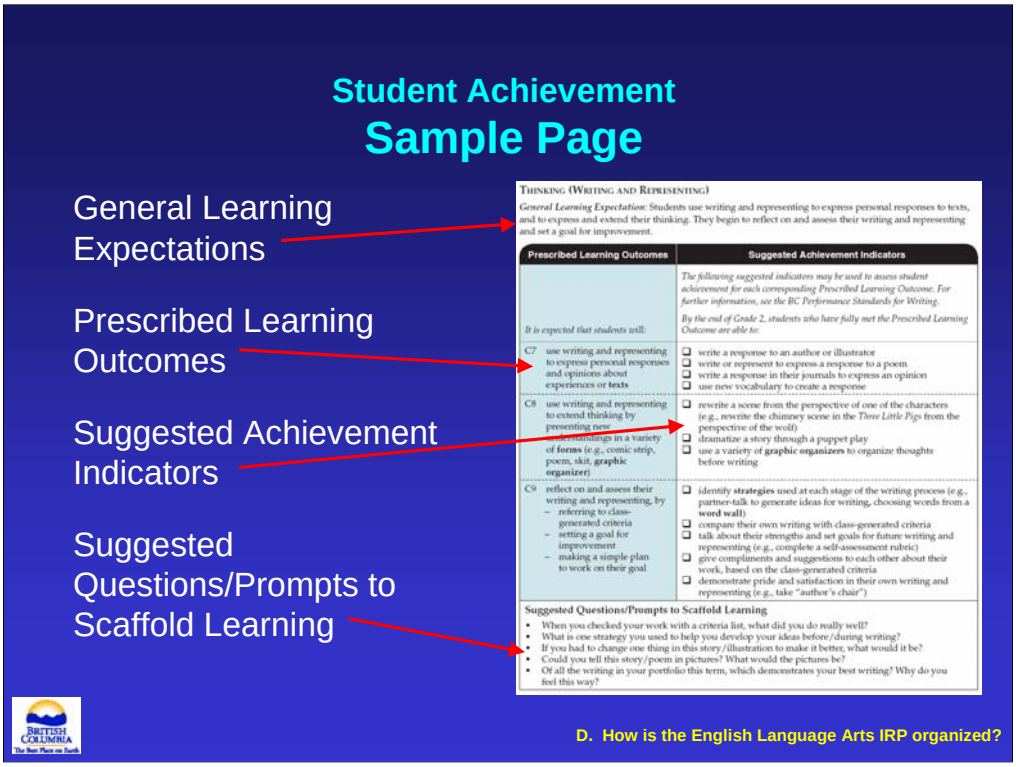
Reading and Viewing is the second organizer of the ELA curriculum, and like Oral Language extends from Kindergarten to Grade 12. Teachers model, coach and support students as they learn to read and view. Students learn and apply strategies by experiencing texts in different contexts, including independent, partner, small and large group reading.

Reading strategies are also listed in this section, as are criteria for a good reader and the research base to support reading instruction.



The third Curriculum Organizer is Writing and Representing. As students learn to express themselves in increasingly complex forms, they use and apply strategies to help them communicate effectively. This section contains information about the writing process. Often traditionally assumed to be a linear process (students working from one "stage" to the next), writing is actually recursive, as student writers learn to brainstorm, write, rethink, revise and seek feedback at all stages of the process.

As with the previous organizers, the Writing and Representing section includes strategies, criteria and research.



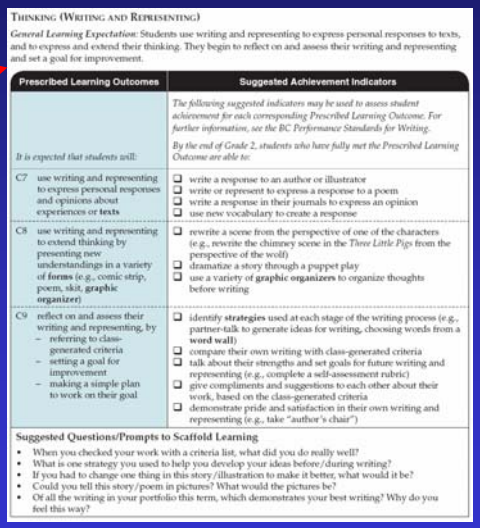
This sample page from the Student Achievement section shows the layout of the curriculum and is intended to orient teachers to the layout of this section. Each of the four features (General Learning Expectations, PLOs, Suggested AIs and Suggested Questions and Prompts) are explained in detail in the next four slides.

Student Achievement

General Learning Expectations

General Learning Expectations:

- are summary statements of PLOs for each curriculum suborganizer
- are **not** legally required



THINKING (WRITING AND REPRESENTING)

General Learning Expectation: Students use writing and representing to express personal responses to texts, and to express and extend their thinking. They begin to reflect on and assess their writing and representing and set a goal for improvement.

Prescribed Learning Outcomes	Suggested Achievement Indicators
It is expected that students will:	*The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. For further information, see the BC Performance Standards for Writing.* *By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:*
C7 use writing and representing to express personal responses and opinions about experiences or **texts**	❑ write a response to an author or illustrator ❑ write or represent to express a response to a poem ❑ write a response in their journals to express an opinion ❑ use new vocabulary to create a response
C8 use writing and representing to extend thinking by presenting new understandings in a variety of **forms** (e.g., comic strip, poem, skit, **graphic organizer**)	❑ rewrite a scene from the perspective of one of the characters (e.g., rewrite the chimney scene in the *Three Little Pigs* from the perspective of the wolf) ❑ dramatize a story through a puppet play ❑ use a variety of **graphic organizers** to organize thoughts before writing
C9 reflect on and assess their writing and representing, by – referring to class-generated criteria – setting a goal for improvement – making a simple plan to work on their goal	❑ identify **strategies** used at each stage of the writing process (e.g., partner-talk to generate ideas for writing, choosing words from a **word wall**) ❑ compare their own writing with class-generated criteria ❑ talk about their strengths and set goals for future writing and representing (e.g., complete a self-assessment rubric) ❑ give compliments and suggestions to each other about their work, based on the class-generated criteria ❑ demonstrate pride and satisfaction in their own writing and representing (e.g., take "author's chair")

Suggested Questions/Prompts to Scaffold Learning

- When you checked your work with a criteria list, what did you do really well?
- What is one strategy you used to help you develop your ideas before/during writing?
- If you had to change one thing in this story/illustration to make it better, what would it be?
- Could you tell this story/poem in pictures? What would the pictures be?
- Of all the writing in your portfolio this term, which demonstrates your best writing? Why do you feel this way?

D. How is the English Language Arts IRP organized?

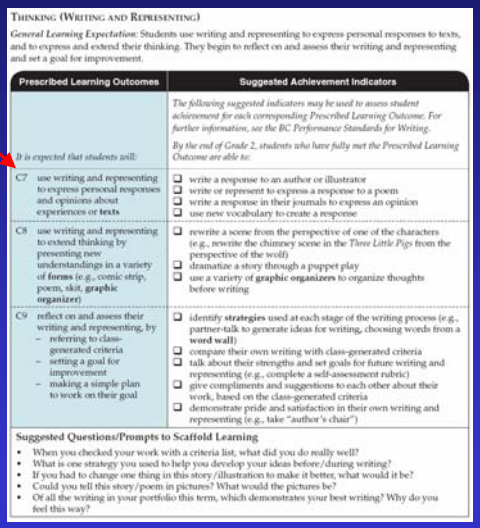
At Kindergarten there are nine General Learning Expectations (GLEs); there are 12 at each Grade 1 to 7. These summary statements are intended to provide general understanding of each suborganizer of the curriculum at each grade, but unlike PLOs, are not legally required.

Student Achievement

Prescribed Learning Outcomes

Prescribed Learning Outcomes:

- indicate what a student who fully meets expectations should be able to do by the end of a specific grade
- correspond to Suggested Achievement Indicators



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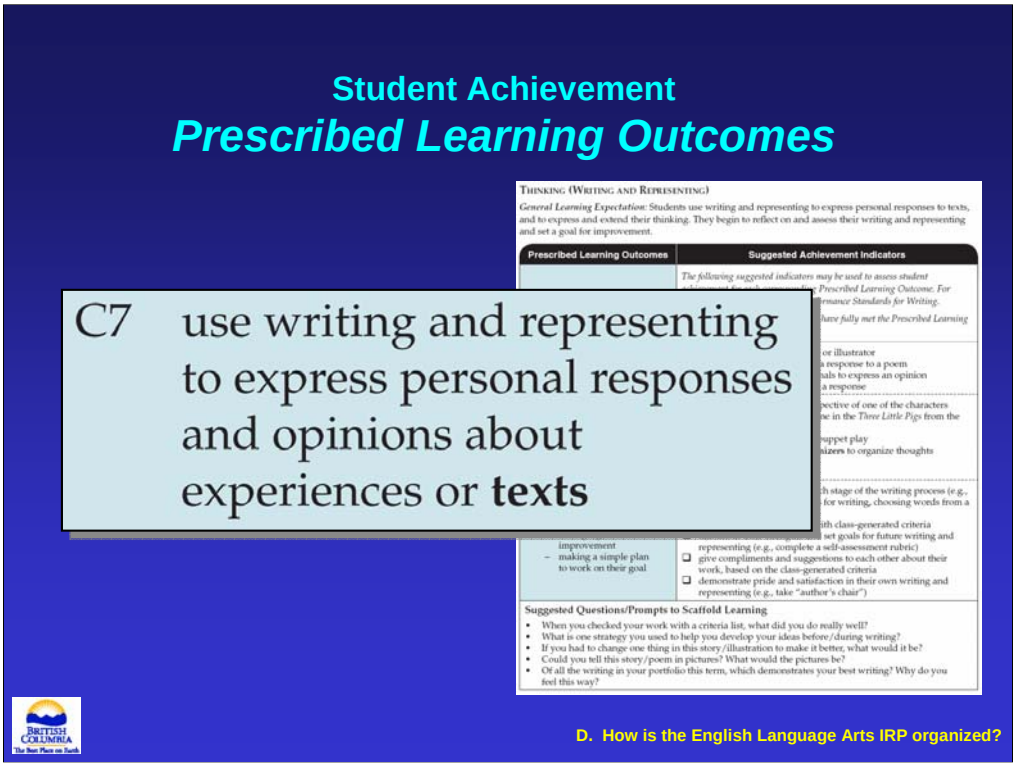
D. How is the English Language Arts IRP organized?

The Prescribed Learning Outcomes are the legally required content in ELA K to 7 and must be addressed. These outcomes have been revised in this new curriculum to reflect the need for

- Specificity
- Grade distinction
- The explicit teaching and modelling of learning strategies
- The importance of self-assessment and metacognition
- The expanded range of texts now available



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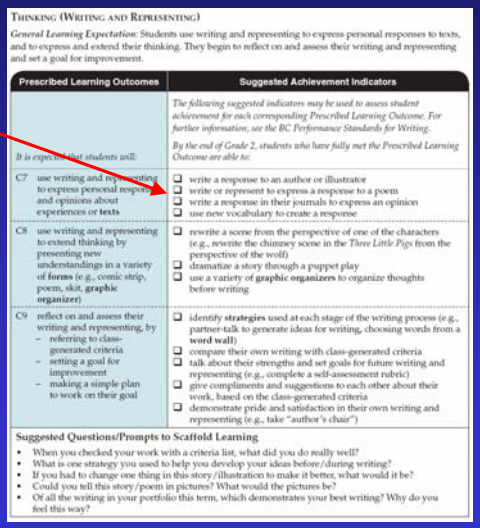
Student Achievement

Suggested Achievement Indicators

Suggested AIs:

- articulate what learning looks like when a student has fully met expectations
- accommodate a variety of learning styles
- help guide assessment by providing criteria
- demonstrate the integration of instruction and assessment



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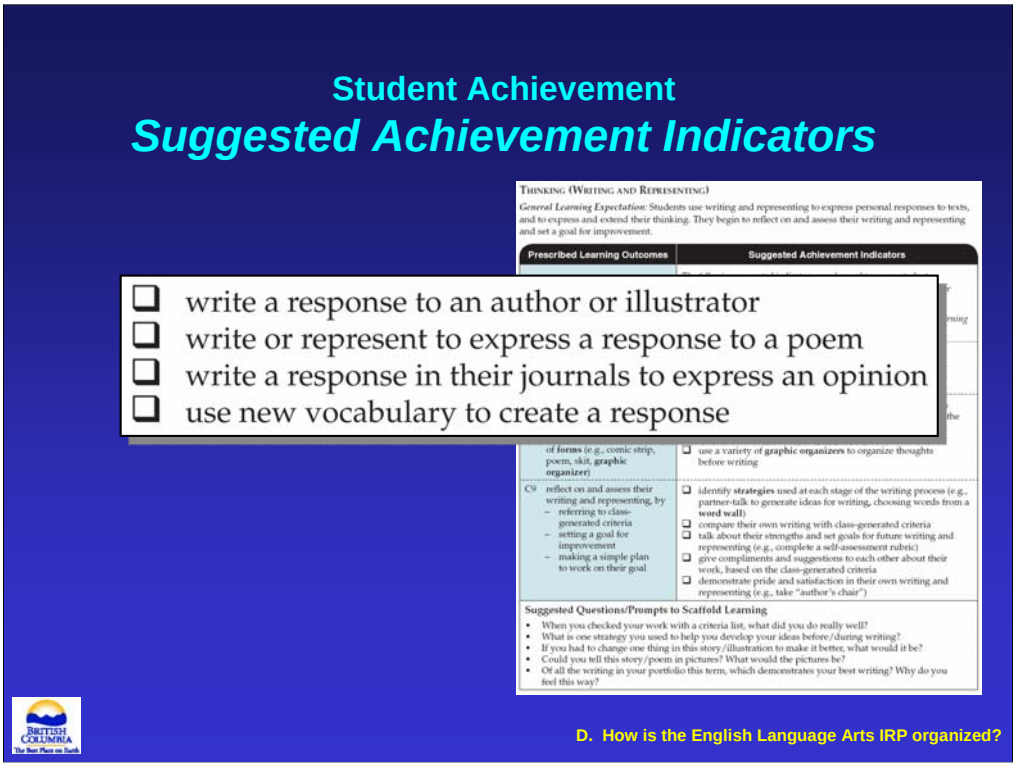
D. How is the English Language Arts IRP organized?

Suggested Achievement Indicators are a new feature of this revised curriculum. Each PLO has a series of corresponding AIs. Unlike the Prescribed Learning Outcomes, these Achievement Indicators are **suggested**, and are designed to show the many ways students can demonstrate they have learned a particular outcome.



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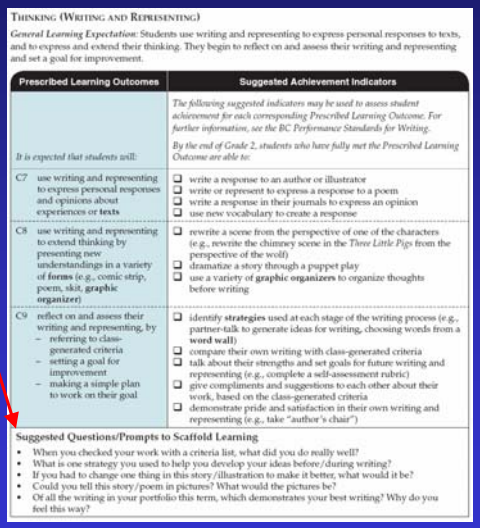
Student Achievement
Questions/Prompts to Scaffold Learning

The questions/prompts are:

- included for each curriculum suborganizer at each grade
- provided to encourage student self-assessment (assessment ***as*** learning)



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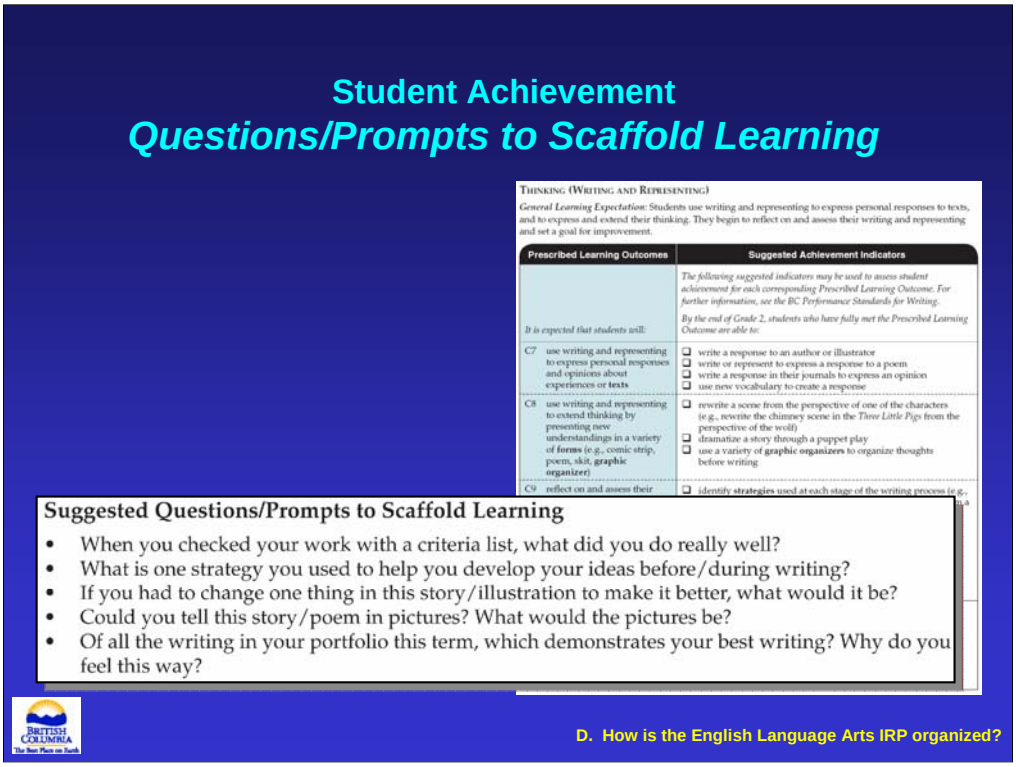
D. How is the English Language Arts IRP organized?

The Suggested Questions/Prompts to Scaffold Learning were developed by BC teachers to provide specific examples of how students can be encouraged to articulate their thinking. In many cases, these questions can be modified or adapted to suit a variety of contexts.



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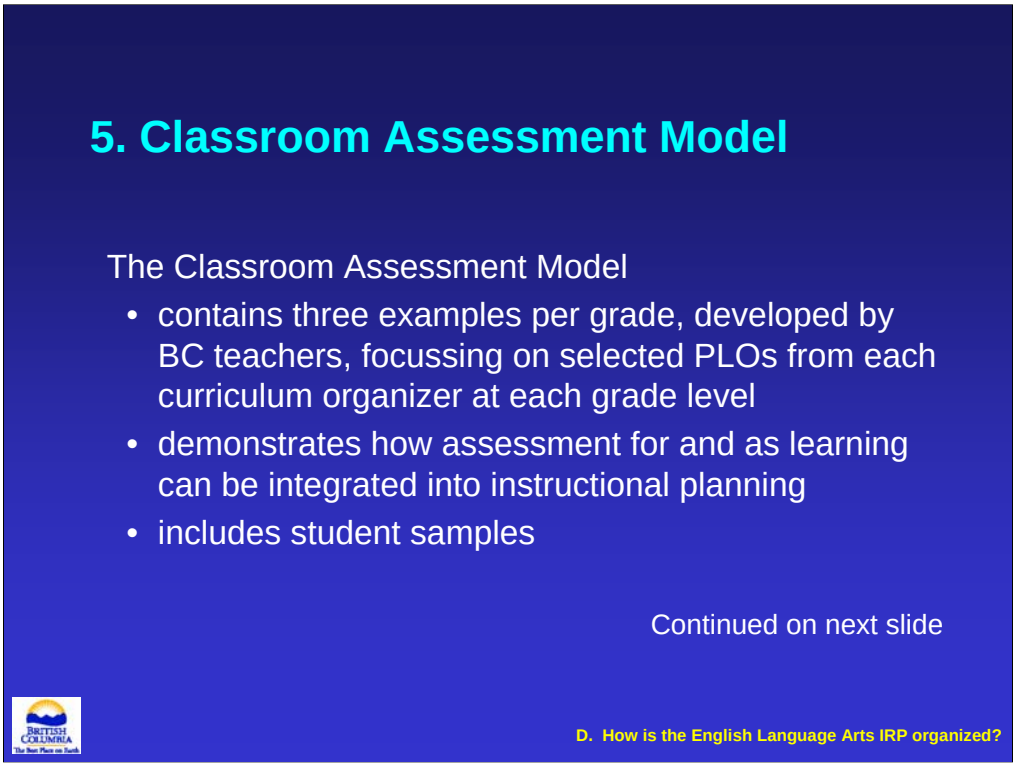
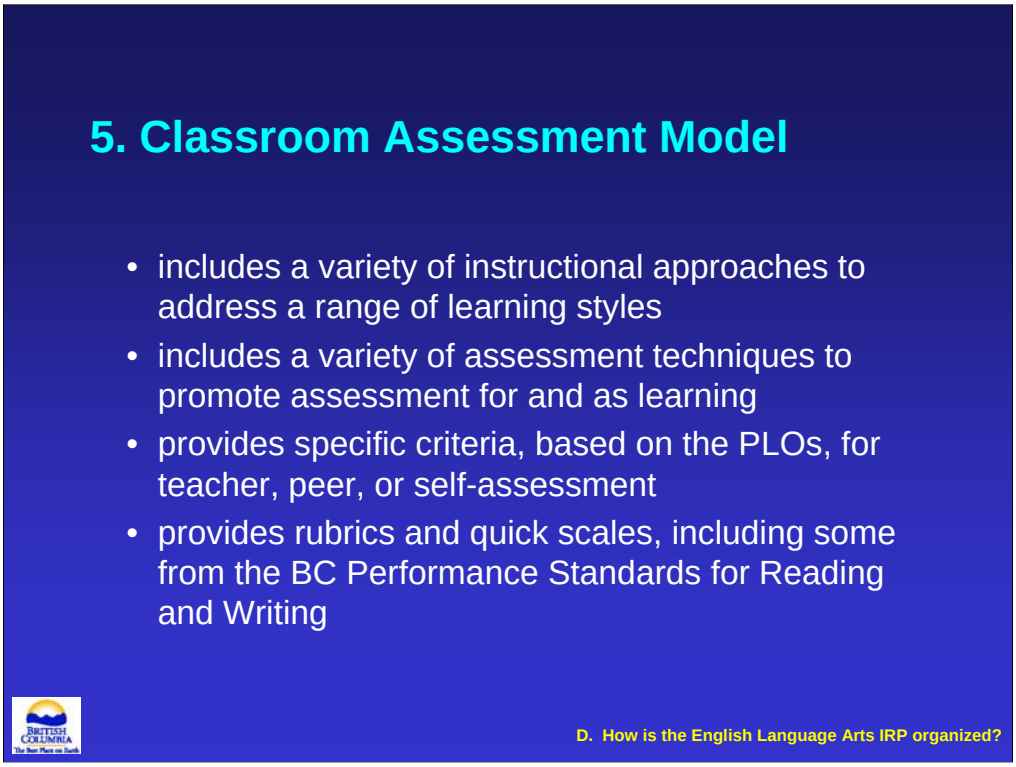


The Classroom Assessment Model is intended to support assessment as and for learning, and do NOT address all the PLOs for a specific grade. The examples are contributed by classroom teachers and show how assessment for learning and assessment as learning strategies can be integrated with instructional planning, and how teachers use classroom assessment data to monitor student learning and make adjustments in their teaching.

Note to Presenters: Teachers may want time to look through a hard copy of the Classroom Assessment Model.



The samples included in the Classroom Assessment Model contain a variety of instructional and assessment techniques, acknowledging the diversity of learners in BC schools. As teachers gather evidence of student learning, through teacher, peer and self-assessments, they make instructional decisions based on the evidence.

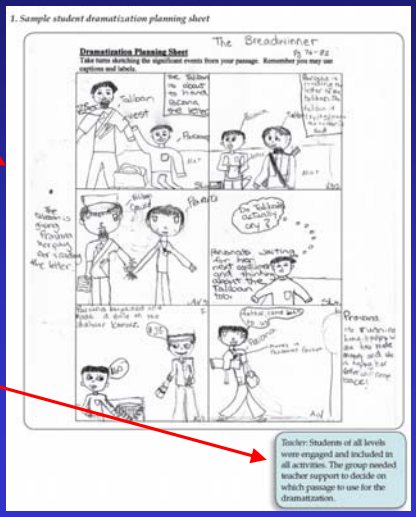
Rubrics from the Performance Standards, as well as some developed to support the Oral Language curriculum organizer, are included, highlighted, with teacher comments.

The next slides show sample pages from the Classroom Assessment Model.

5. Classroom Assessment Model

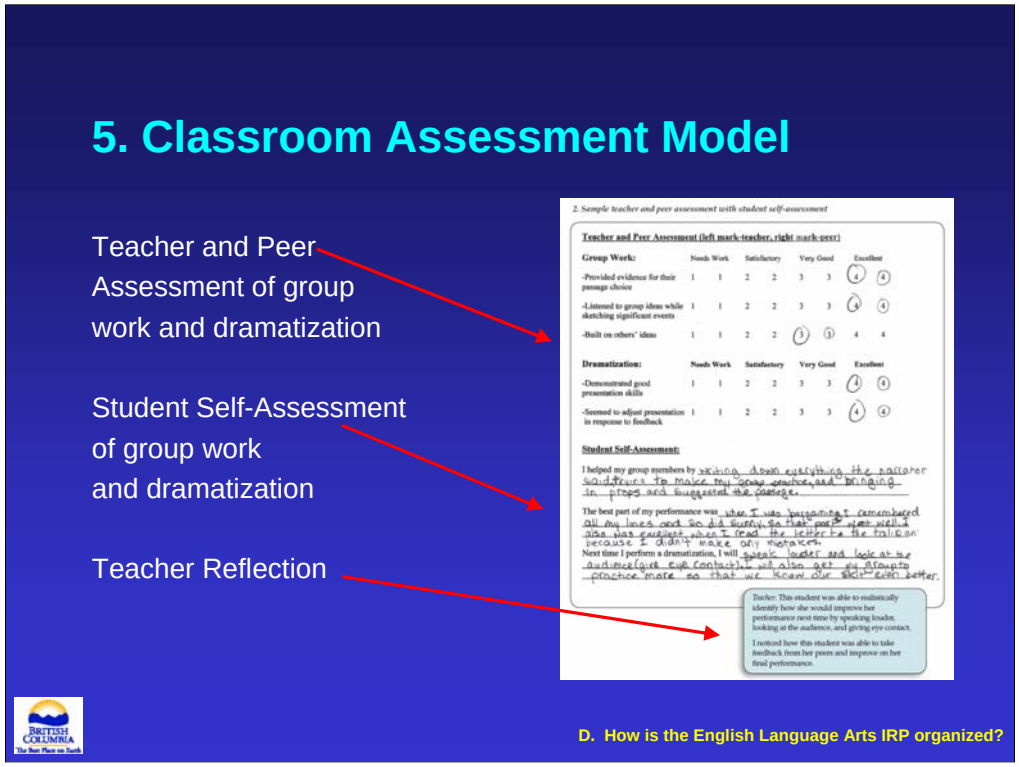
Sample student work
(in this case a planning sheet for a group dramatization)

Teacher reflection
(the teacher's observations of the group during the activity)



D. How is the English Language Arts IRP organized?

This example from Grade 5 shows a student sample of a planning sheet for a dramatization. The "Teacher Reflection" summarizes the teacher's thoughts as she listened to and observed the interactions in the group.

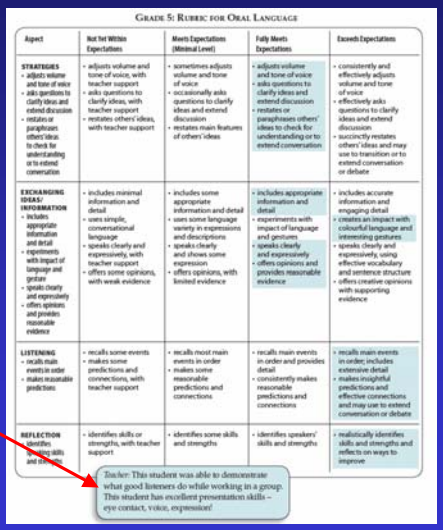


The teacher and peers provided feedback to the student on his/her work in the group as well as on the dramatization. The student also reflected on his/her performance and set goals for improvement

5. Classroom Assessment Model

Oral Language Rubric (highlighted for an individual student)

Teacher Reflection



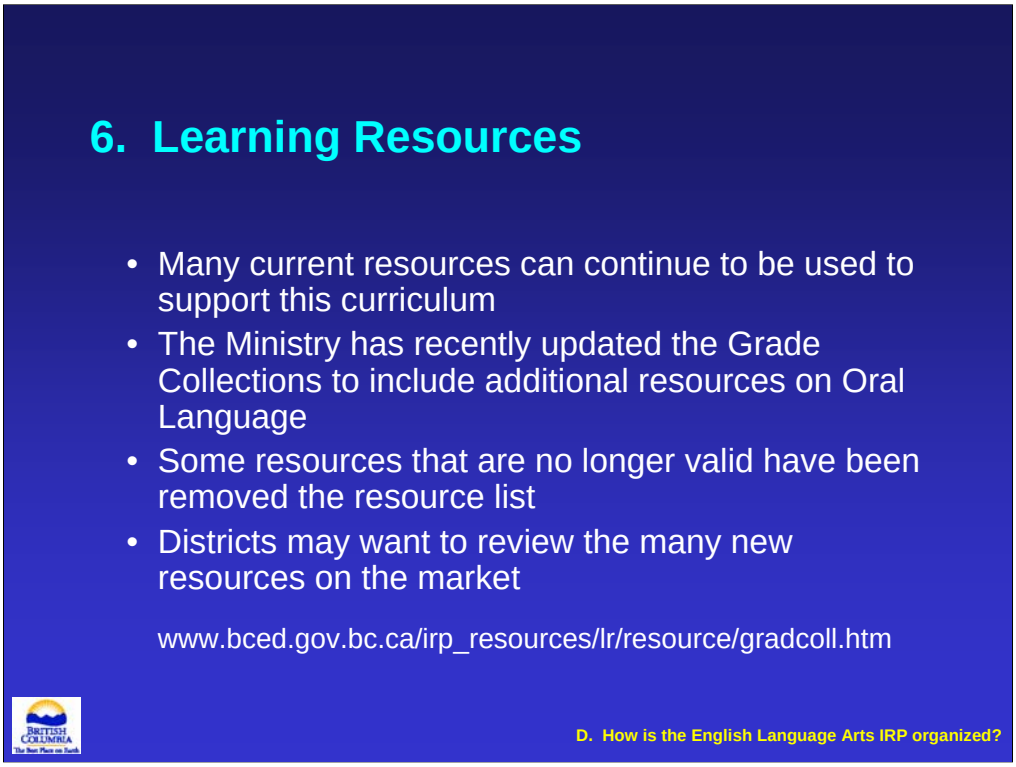
Grade 5: Rubric for Oral Language

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
STRATEGIES • adjusts volume and tone of voice • asks questions to clarify ideas and extend discussion • restates or paraphrases others' ideas to check for understanding or to extend conversation	• adjusts volume and tone of voice, with teacher support • asks questions to clarify ideas, with teacher support • restates others' ideas, with teacher support	• sometimes adjusts volume and tone of voice • occasionally asks questions to clarify ideas and extend discussion • restates main features of others' ideas	• adjusts volume and tone of voice • asks questions to clarify ideas and extend discussion • restates or paraphrases others' ideas to check for understanding or to extend conversation	• consistently and effectively adjusts volume and tone of voice • effectively asks questions to clarify ideas and extend discussion • succinctly restates others' ideas and may use to transition or to extend conversation or debate
EXCHANGING IDEAS/ INFORMATION • includes appropriate information and detail • experiments with impact of language and gesture • speaks clearly and expressively • offers opinions and provides reasonable evidence	• includes minimal information and detail • uses simple, conversational language • speaks clearly and expressively, with teacher support • offers some opinions, with weak evidence	• includes some appropriate information and detail • uses some language variety in expressions and descriptions • speaks clearly and shows some expression • offers opinions, with limited evidence	• includes appropriate information and detail • experiments with impact of language and gestures • speaks clearly and expressively • offers opinions and provides reasonable evidence	• includes accurate information and engaging detail • creates an impact with colourful language and interesting gestures • speaks clearly and expressively, using effective vocabulary and sentence structure • offers creative opinions with supporting evidence
LISTENING • recalls main events in order • makes reasonable predictions	• recalls some events • makes some predictions and connections, with teacher support	• recalls most main events in order • makes some reasonable predictions and connections	• recalls main events in order and provides detail • consistently makes reasonable predictions and connections	• recalls main events in order; includes extensive detail • makes insightful predictions and effective connections and may use to extend conversation or debate
REFLECTION identifies listening skills and strategies	• identifies skills or strengths, with teacher support	• identifies some skills and strengths	• identifies speakers' skills and strengths	• realistically identifies skills and strengths and reflects on ways to improve

Teacher: This student was able to demonstrate what good listeners do while working in a group. This student has excellent presentation skills – eye contact, voice, expression!

D. How is the English Language Arts IRP organized?

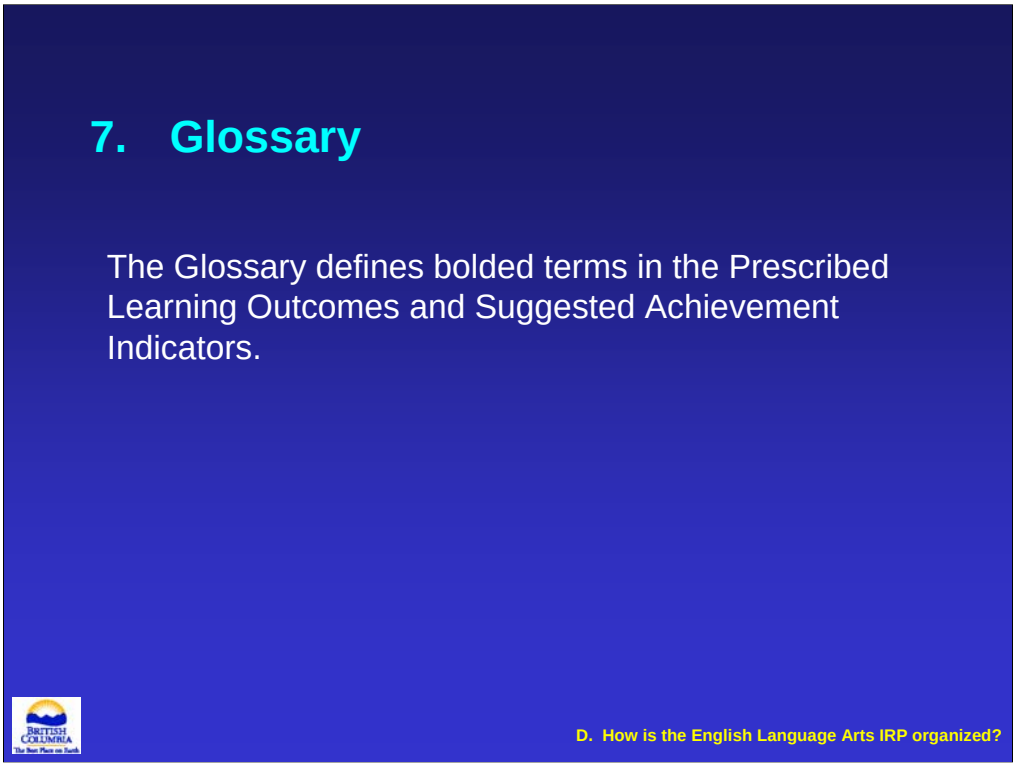
This Oral Language rubric is highlighted for the same student, and indicates his/her level of achievement with respect to the criteria established for speaking and listening.



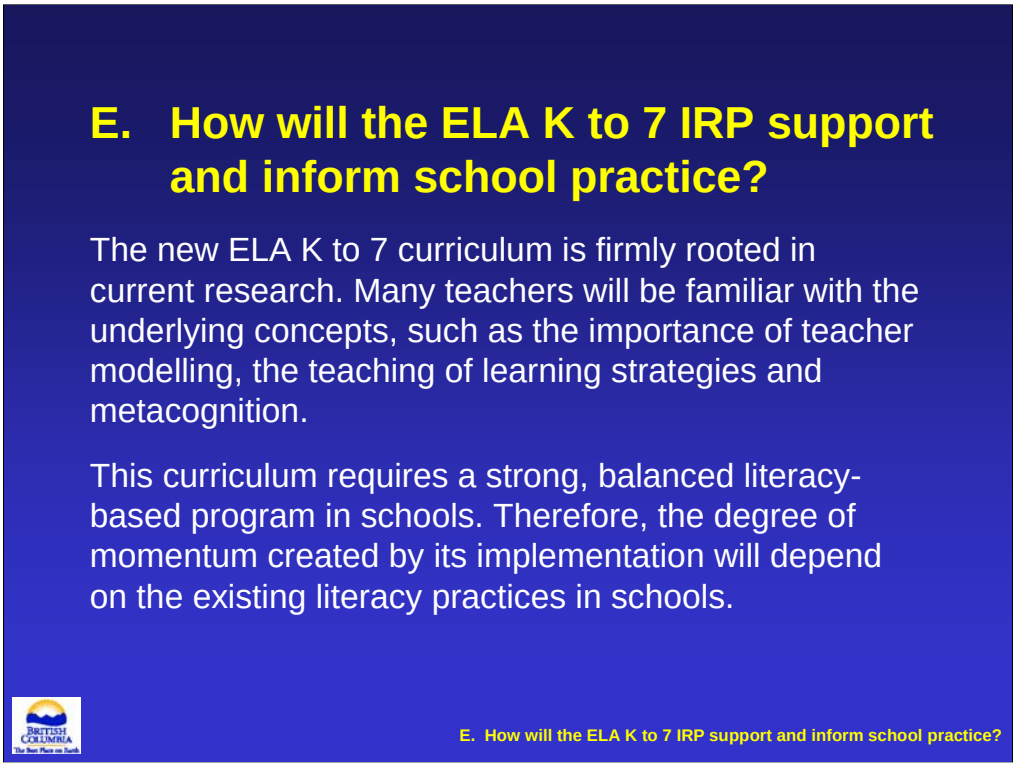
Recommended Learning Resources are resources that have undergone a provincial evaluation process using teacher evaluators and have Minister's Order granting them provincial recommended status.

Information about the recommended resources is organized in the format of a Grade Collection. A Grade Collection can be regarded as a "starter set" of basic resources to deliver the curriculum.

Teachers can choose learning resources to meet their classroom needs using either provincially recommended resources or resources that have been evaluated through a local, board-approved process.

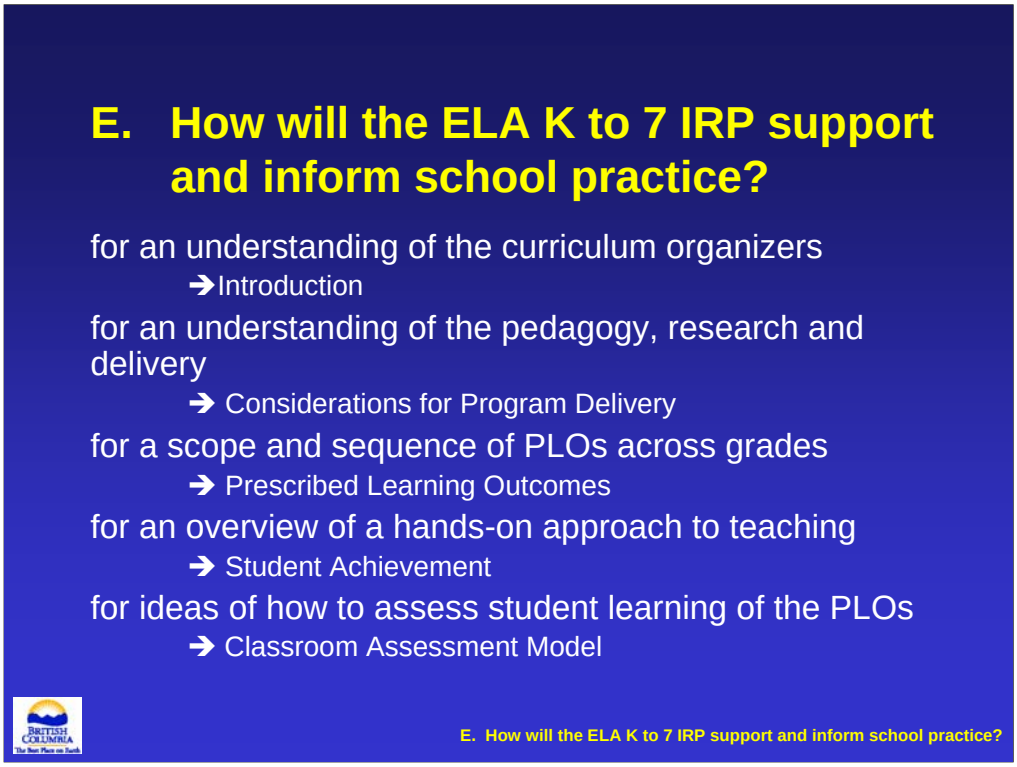


The Glossary includes bolded terms from the PLOs and AIs. The Glossary is not intended as a comprehensive collection of all terms related to the teaching of English Language Arts.

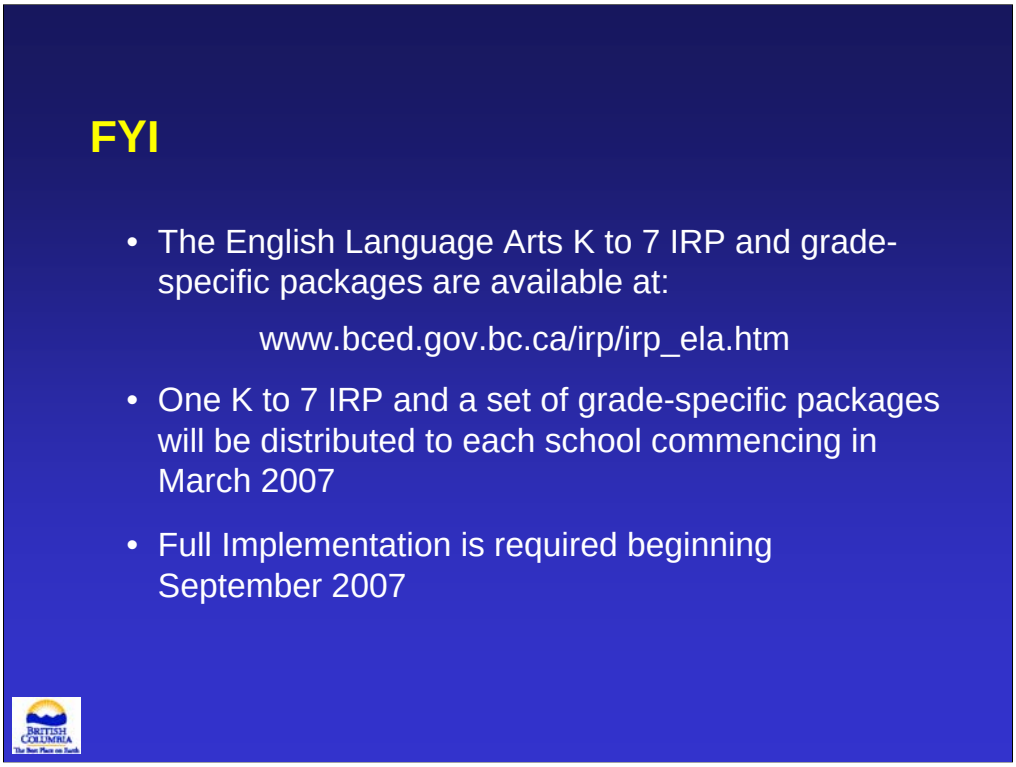


This curriculum reflects much of the excellent instruction already occurring in BC schools, along with new understandings about teaching and learning reflected in recent research.

Note to Presenters: Participants may benefit from time to identify what they already do in classrooms, as well as what is new and will require attention.



The new ELA IRP is a significant resource for teachers with sections designed for specific purposes. This slide is a quick reference for where to look in the IRP to meet specific needs.



The English Language Arts K to 7 IRP is available as a complete document and also in a grade-specific format. The grade-specific package contains all the sections described in this presentation, with the following exceptions:

- only the outcomes from the particular grade, plus those of the grade above and below, are included.
- the Classroom Assessment Model examples included are only for that particular grade.

QUESTIONS?