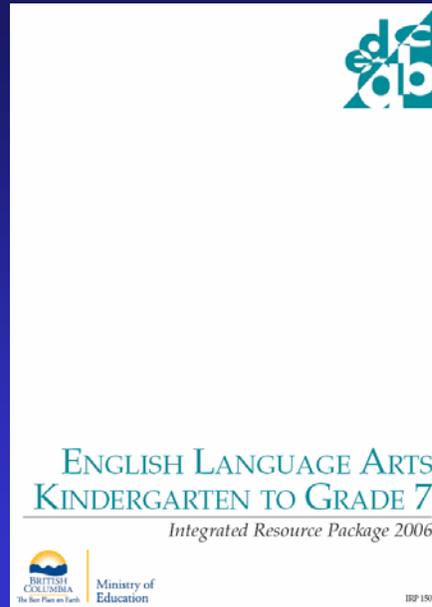


Orientation to the

English Language Arts K to 7 IRP (2006)



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 to 7 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.

Purpose of this Presentation

The purpose of this presentation is to familiarize educators with the English Language Arts K to 7 (2006) IRP.



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.

Organization of this Presentation

There are five sections in this presentation

- A. Why was the English Language Arts (ELA) K to 7 curriculum (1996) revised?
- B. What are the new features of the ELA K to 7 curriculum?
- C. How does the organization of the 2006 curriculum compare with the 1996 curriculum?
- D. How is ELA IRP organized?
- E. How will the ELA K to 7 IRP support and inform school practice?



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.

A. Why was the English Language Arts (ELA) K to 7 IRP (1996) revised?

As part of the ongoing curriculum review cycle, this IRP was revised to

- inform instruction and assessment through increased specificity
- incorporate current literacy research and best practice
- provide a commonly understood curriculum framework for English Language Arts from Kindergarten through Grade 12
- complement and extend the BC Performance Standards



A. Why was the English Language Arts (ELA) K to 7 IRP (1996) revised?

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**.

B. What are the new features of the ELA K to 7 curriculum?

New features include

- grade-specific Prescribed Learning Outcomes from Kindergarten to Grade 7
- Key Elements, Achievement Indicators and Conference Questions/Prompts to provide support for instruction and assessment
- Key Concepts, which provide a framework of the Prescribed Learning Outcomes from K to 7
- Quick Navigation Tips to facilitate understanding
- Classroom Assessment Models for each organizer at each grade
- enhanced visual presentation through graphics



B. What are the new features of the ELA K to 7 curriculum?

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.

C. How does the organization of the 2006 curriculum compare with the 1996 curriculum?

1996

The 1996 ELA K to 7 curriculum was centred around the *purposes* of language

- Comprehend and Respond
- Communicate Ideas and Information
- Self and Society

2006

The revised ELA K to 7 curriculum is organized around the *processes* of language:

- Oral Language (Speaking and Listening)
- Reading and Viewing
- Writing and Representing



C. How does the organization of the 2006 curriculum compare with the 1996 curriculum?

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.

D. How is the English Language Arts IRP organized?

The ELA curriculum is divided into seven sections:

1. Introduction
2. Considerations for Program Delivery
3. Prescribed Learning Outcomes (PLOs)

Continued on next slide



D. How is the English Language Arts IRP organized?

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.

D. How is the English Language Arts curriculum organized?

4. Student Achievement
 - Key Elements
 - PLOs and Suggested Achievement Indicators
 - Questions/Prompts to Promote Comprehension
5. Classroom Assessment Model
6. Learning Resources
7. Glossary



D. How is the English Language Arts IRP organized?

This slide is a continuation of the previous one.

1. Introduction

The Introduction provides general information about the ELA K to 7 curriculum, including

- an At a Glance summary of the aim, goals, and curriculum organizers for ELA
- the Rationale for teaching English Language Arts
- Curriculum Organizers and Suborganizers
- Key Concepts
- Suggested Timeframe



D. How is the English Language Arts IRP organized?

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

Introduction At a Glance

Aim

Goals

Curriculum
Organizers

INTRODUCTION TO ENGLISH LANGUAGE ARTS K TO 7

ENGLISH LANGUAGE ARTS GRADES 1 TO 7¹ AT A GLANCE

Aim

The aim of English Language Arts is to provide students with opportunities for personal and intellectual growth through reading, listening, speaking, writing, and responding to make meaning of the world and to prepare them to participate effectively in all aspects of society.

Goals

- comprehend and respond to oral and written language critically, creatively, and strategically
- communicate ideas, information, and feelings orally, visually, and artistically, using various media
- think critically and creatively, and reflect on and evaluate their thinking and learning
- identify a continuously increasing understanding of self and others

| Curriculum Organizers | | |
|---|---|---|
| Oral Language (Speaking and Listening) | Reading and Viewing | Writing and Representing |
| <p>Purposes Use oral language to interact, present, and learn</p> <p>Strategies Use strategies when listening, speaking, and thinking to improve thinking and learning</p> <p>Thinking • Use oral language to improve and extend thinking • Reflect on, self-assess, and set goals for improvement in oral language</p> <p>Features Recognize and apply the features and patterns of oral language to extend and derive meaning</p> | <p>Purposes Read and view to comprehend and respond to a variety of genre-appropriate texts</p> <p>Strategies Use strategies before, during, and after reading and viewing to increase comprehension and fluency</p> <p>Thinking • Use reading and viewing to make meaningful connections, analyze, interpret, and extend thinking • Reflect on, self-assess, and set goals for improvement in reading and viewing</p> <p>Features Use the attributes and features of text to derive meaning from texts</p> | <p>Purposes Write and represent to create a variety of meaningful personal, informational, and imaginative texts</p> <p>Strategies Use strategies when writing and representing to increase success of meaningful texts</p> <p>Thinking • Use writing and representing to express, extend, and analyze thinking • Reflect on, self-assess, and set goals for improvement in writing and representing</p> <p>Features Use the features and conventions of language and conventions of writing and representing</p> |

¹ At the Kindergarten level, the curriculum organizers have been modified from the above in order to address developmental appropriateness (see page 8).

1 • British Columbia Arts Grade 1

D. How is the English Language Arts IRP organized?

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.



Introduction *Rationale*

Language is fundamental to thinking, learning and communicating in all cultures. The ELA curriculum provides students with opportunities to experience the power of language by exploring a range of texts, contexts and purposes.



D. How is the English Language Arts IRP organized?

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.

Introduction

Curriculum Organizers and Suborganizers

| English Language Arts Grades 1 to 7 | | |
|--|--|--|
| ORAL LANGUAGE (SPEAKING AND LISTENING) | READING AND VIEWING | WRITING AND REPRESENTING |
| <ul style="list-style-type: none"> Purposes Strategies Thinking Features | <ul style="list-style-type: none"> Purposes Strategies Thinking Features | <ul style="list-style-type: none"> Purposes Strategies Thinking Features |

| English Language Arts Kindergarten | | |
|--|--|--|
| DEVELOPING ORAL LANGUAGE (SPEAKING AND LISTENING) ABILITIES | DEVELOPING READING AND VIEWING ABILITIES | DEVELOPING WRITING AND REPRESENTING ABILITIES |
| <ul style="list-style-type: none"> Oral Language Learning and Extending Thinking Strategies for Oral Language Features of Oral Language | <ul style="list-style-type: none"> Learning Reading (and Viewing) and Extending Thinking Strategies for Learning to Read and View Features of Reading and Viewing | <ul style="list-style-type: none"> Learning Writing (and Representing) and Extending Thinking Strategies for Learning to Write and Represent Features of Writing and Representing |



D. How is the English Language Arts IRP organized?

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 |
|--|---|---|---|---|
| Class, Language Focus on oral language in a variety of contexts and genres. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. |
| Reading and Viewing Focus on oral language in a variety of contexts and genres. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. |
| Writing and Thinking Focus on oral language in a variety of contexts and genres. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. |

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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 |
|--|---|---|---|---|
| Class, Language Focus on oral language in a variety of contexts and genres. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. |
| Reading and Viewing Focus on oral language in a variety of contexts and genres. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. |
| Writing and Thinking Focus on oral language in a variety of contexts and genres. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. | <ul style="list-style-type: none"> Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. Using simple words and phrases to describe and narrate. |

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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.

Introduction

Suggested Timeframe for ELA

| Suggested Timeframe for English Language Arts Grades 1 to 7 | | | |
|---|-------------------------------------|----------------|----------------|
| Curriculum Organizer | Suggested Time Allocation (average) | | |
| | Grades 1 to 3 | Grades 4 and 5 | Grades 6 and 7 |
| Oral Language (Speaking and Listening) | 40 - 60% | 25 - 35% | 20 - 30% |
| Reading and Viewing | 20 - 40% | 40 - 50% | 35 - 50% |
| Writing and Representing | 20 - 40% | 25 - 35% | 30 - 45% |



D. How is the English Language Arts IRP organized?

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.

2. Considerations for Program Delivery

The Considerations for Program Delivery section provides information to help educators develop their school practices and plan their program delivery to meet the needs of all learners, including

- an expanded definition of “text”
- integration of the language arts
- highlights of the 2006 English Language Arts curriculum
- current research



D. How is the English Language Arts IRP organized?

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.

Considerations for Program Delivery

Definition of “Text”

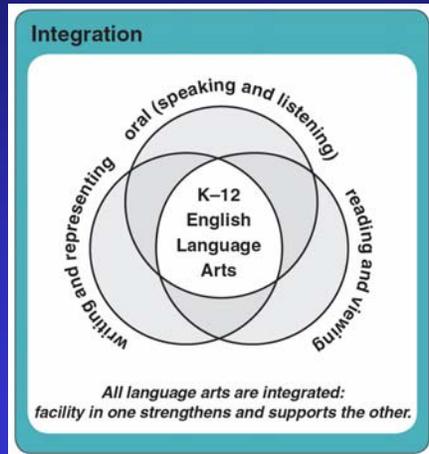
In the curriculum, the term “text” describes oral, visual and written language forms, including electronic media. The expanded definition of text acknowledges the diverse range of materials with which we interact and from which we construct meaning.



D. How is the English Language Arts IRP organized?

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.

Considerations for Program Delivery *Highlights*

Highlights of this new curriculum are

1. The link between literacy and thinking
2. The connections among oral language, reading, and writing
3. Comprehension and metacognition in literacy learning
4. The gradual release of responsibility
5. Literacy learning across the curriculum

Continued on next slide



D. How is the English Language Arts IRP organized?

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.

Considerations for Program Delivery *Highlights*

6. Early literacy development and intervention
7. Oral language to support learning
8. Reading comprehension and fluency
9. A systematic approach to writing
10. Classroom diversity and differentiated instruction
11. Assessment to inform instruction and support learning
12. Alignment with the BC Performance Standards



D. How is the English Language Arts IRP organized?

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.

Considerations for Program Delivery *Research*

This curriculum reflects current research in literacy instruction. Successful literacy programs include the following ten essential characteristics:

1. Literacy learning in Kindergarten is critical to later success
2. A comprehensive and co-ordinated literacy program is crucial

Continued on next slide



D. How is the English Language Arts IRP organized?

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.

Considerations for Program Delivery *Research*

3. Professional learning communities support a comprehensive and co-ordinated literacy program
4. An extended and uninterrupted block of time for literacy learning is essential
5. Literacy experiences must strongly support student engagement

Continued on next slide



D. How is the English Language Arts IRP organized?

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.

Considerations for Program Delivery *Research*

6. Ongoing assessments are used to drive instruction and support learning
7. Focussed teaching is essential
8. A resource-rich environment makes a big difference
9. Struggling and/or reluctant literacy learners benefit from research-based interventions
10. Successful family-school partnerships improve student literacy learning



D. How is the English Language Arts IRP organized?

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.

3. Prescribed Learning Outcomes (PLOs)

The Prescribed Learning Outcomes section includes all the English Language Arts K to 7 PLOs by grade and curriculum organizer. The PLOs

- are legally required content standards
- describe what students should know and be able to do (knowledge, skills and attitudes)
- complete the stem “It is expected that students will...”
- are measurable and observable
- are coded alpha-numerically for organizational purposes, but this does not imply a linear sequence of delivery



D. How is the English Language Arts IRP organized?

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.

Prescribed Learning Outcomes Sample PLO from Grade 4

Bolded terms are defined
in the Glossary

It is expected that students will:
select and use **strategies**
before reading and viewing to
develop understanding of **text**,
including

The entire PLO must be
taught, including items
following the words
“including”, “by”, “of”, and
“to”

- setting a purpose and constructing personal goals
- accessing prior knowledge to make connections
- making predictions
- asking questions
- previewing **texts**



D. How is the English Language Arts IRP organized?

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)

Prescribed Learning Outcomes Sample PLO from Grade 4

All PLOs must be taught. However, if a list included in a PLO is preceded by “e.g.” or “such as”, then the ensuing examples are suggestions ONLY and are not prescribed

It is expected that students will:

view and demonstrate comprehension of visual **texts** (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)



D. How is the English Language Arts IRP organized?

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.

4. Student Achievement

The Student Achievement section includes

- Key Elements
- Prescribed Learning Outcomes and corresponding Suggested Achievement Indicators
- Suggested Conference Questions/Prompts to Scaffold Learning



D. How is the English Language Arts IRP organized?

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.

Student Achievement Key Elements

Key Elements provide an overview of the English Language Arts curriculum and the pedagogical understandings required for instruction and delivery, including information regarding

- Enduring Understandings and Snapshots
- Pedagogical Understandings for ELA
 - Gradual Release of Responsibility
 - Metacognition
 - Oral Language, Reading and Viewing, and Writing and Representing



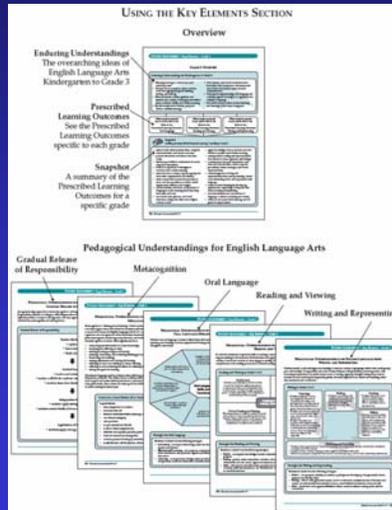
D. How is the English Language Arts IRP organized?

The Key Elements section is an excellent resource for teachers, and includes sample criteria, learning strategies, and information regarding the importance of metacognition 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

GRADE 3 OVERVIEW

Enduring Understandings for Kindergarten to Grade 3

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to absorb, construct, clarify, and confirm meaning.
- "Spoken" words can be written, and print carries a consistent message.
- Oral, written, and visual communicators have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.

| | | |
|--|--|---|
| <p>What students should know and be able to do</p> <p>Refer to the Prescribed Learning Outcomes: Oral Language</p> | <p>What students should know and be able to do</p> <p>Refer to the Prescribed Learning Outcomes: Reading and Viewing</p> | <p>What students should know and be able to do</p> <p>Refer to the Prescribed Learning Outcomes: Writing and Representing</p> |
|--|--|---|

Snapshot
Summary derived from the Prescribed Learning Outcomes for Grade 3

- interact with others to share ideas, complete structured tasks, and discuss concerns
- present information and ideas to the class orally
- listen purposefully to understand and recall ideas and information
- build on a repertoire of strategies to construct and confirm meaning
- read and view a variety of grade-appropriate texts with comprehension and fluency
- make connections to personal experiences, texts, and the experiences of others, which require some inference and insight
- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- use context cues, graphics, and word structures, along with other cues to figure out new words
- apply knowledge of story structure and text features to predict and confirm meaning
- create personal writing and representations that connect to ideas, opinions, and feelings
- communicate ideas and information with clear and relevant ideas, such as reports, procedures, letters, messages, and visual representations
- create imaginative writing and representations that convey meaning, include some interesting detail, and experiment with language
- write to extend thinking by developing explanations, expressing a viewpoint, and demonstrating understanding
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement



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.

Student Achievement Key Elements (Enduring Understandings K to 3)

Enduring Understandings for Kindergarten to Grade 3

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- Spoken words can be written, and print carries a constant message.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.



D. How is the English Language Arts IRP organized?

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.

Student Achievement Key Elements (Enduring Understandings 4 to 7)

Enduring Understandings for Grades 4 to 7

- Meaning-making is a constructive and creative process.
- We learn about ourselves, others, and the world through speaking and listening, reading, and writing.
- Effective readers, writers, speakers, and listeners use a variety of strategies and skills to share, construct, clarify, and confirm meaning.
- We use talk, dialogue, and discussion to develop, synthesize, and clarify ideas.
- Oral, written, and visual communications have their own conventions. Awareness and use of these conventions make us better communicators.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- Successful learners reflect on their thinking and learning to find ways to improve.
- Good thinkers use interpretation, analysis, and evaluation to deepen thinking and enhance understanding.
- Critical thinkers consider points of view, examine bias, question the author's purpose, and take context into account.
- An understanding of oneself, one's community, and the world.



D. How is the English Language Arts IRP organized?

These “Enduring Understandings” reflect the “why” of English Language Arts, and are clustered K to 3 and 4 to 7. These relate to Grade 4 through Grade 7. 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

Student Achievement Key Elements (Snapshot)



Snapshot
Summary derived from the Prescribed Learning Outcomes for Grade 3

- interact with others to share ideas, complete structured tasks, and discuss concerns
- present information and ideas to the class orally
- listen purposefully to understand and recall ideas and information

- use the features, structures, and patterns of language to make meaning from what they hear, read, and view
- use context cues, phonics, and word structures, along with other cues to figure out new words
- demonstrating understanding
- use some features and conventions of language to enhance meaning and artistry
- reflect on and assess their learning, and set goals for improvement



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)

Pedagogical Understandings for English Language Arts

Gradual Release of Responsibility

Metacognition

Oral Language

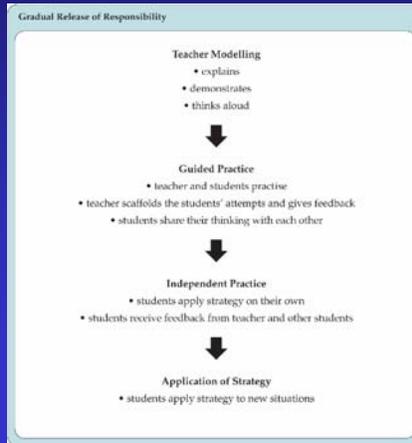
Reading and Viewing

Writing and Representing

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.

Student Achievement *Key Elements (Metacognition)*

Metacognition is “thinking about thinking” which results in individual students’ understanding of their own learning processes. It involves the awareness and understanding of how one thinks and uses strategies as an effective learner. These metacognitive strategies weave throughout the curriculum organizers and suborganizers at each grade.



D. How is the English Language Arts IRP organized?

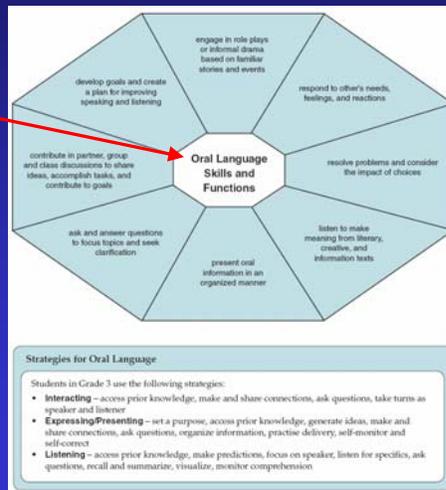
The internal language used by students when reflecting on their learning helps shape their expectations of themselves as learners. This section of the Key Elements contain criteria for a “good” thinker, speaker and listener, reader and viewer, and writer and representer. Some educators are encouraged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

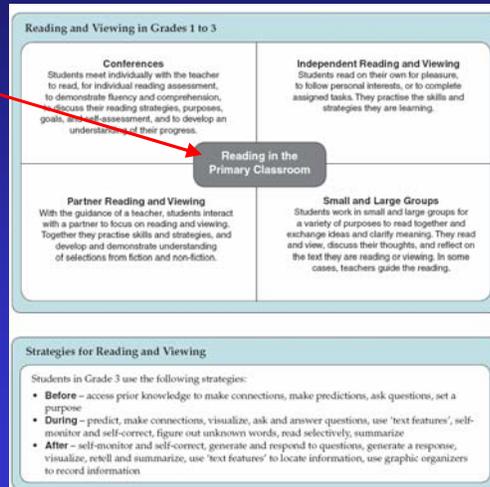
Student Achievement Key Elements (Reading and Viewing)

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.

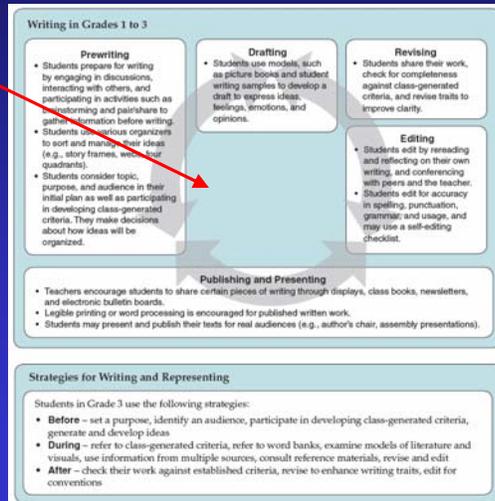
Reading strategies are also listed in this section, as are criteria for a good reader and the research base to support reading instruction.

Student Achievement Key Elements (Writing and Representing)

The Writing Process

- Prewriting
- Drafting
- Revising
- Editing
- Publishing and Presenting

Strategies for Writing and Representing



D. How is the English Language Arts IRP organized?

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.

Student Achievement Sample Page

General Learning Expectations

Prescribed Learning Outcomes

Suggested Achievement Indicators

Suggested Questions/Prompts to Scaffold Learning

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 |
|--|---|
| <p><i>It is expected that students will:</i></p> <p>C7 use writing and representing to express personal responses and opinions about experiences or texts</p> <p>C8 use writing and representing to extend thinking by presenting new ideas (change in a variety of forms (e.g., comic strip, poem, skit, graphic organizer))</p> <p>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</p> | <p><i>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:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> write a response to an author or illustrator <input type="checkbox"/> write or represent to express a response to a poem <input type="checkbox"/> write a response in their journals to express an opinion <input type="checkbox"/> use new vocabulary to create a response <input type="checkbox"/> rewrite a scene from the perspective of one of the characters (e.g., rewrite the chimney scene in the <i>Three Little Pigs</i> from the perspective of the wolf) <input type="checkbox"/> dramatize a story through a puppet play <input type="checkbox"/> use a variety of graphic organizers to organize thoughts before writing <input type="checkbox"/> 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) <input type="checkbox"/> compare their own writing with class-generated criteria <input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a self-assessment rubric) <input type="checkbox"/> give compliments and suggestions to each other about their work, based on the class-generated criteria <input type="checkbox"/> 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?

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 |
|---|---|
| <i>It is expected that students will:</i> | |
| C7 use writing and representing to express personal responses and opinions about experiences or texts | <input type="checkbox"/> write a response to an author or illustrator <input type="checkbox"/> write or represent to express a response to a poem <input type="checkbox"/> write a response in their journals to express an opinion <input type="checkbox"/> 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) | <input type="checkbox"/> rewrite a scene from the perspective of one of the characters (e.g., rewrite the chimney scene in the <i>Three Little Pigs</i> from the perspective of the wolf) <input type="checkbox"/> dramatize a story through a puppet play <input type="checkbox"/> 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 | <input type="checkbox"/> 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) <input type="checkbox"/> compare their own writing with class-generated criteria <input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a self-assessment rubric) <input type="checkbox"/> give compliments and suggestions to each other about their work, based on the class-generated criteria <input type="checkbox"/> 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

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|---|---|
| <p>THINKING (WRITING AND REPRESENTING) <i>General Learning Expectation:</i> 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.</p> | |
| <p><i>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:</i></p> | |
| <p><i>It is expected that students will:</i></p> <p>C7 use writing and representing to express personal responses and opinions about experiences or texts</p> | <p><input type="checkbox"/> write a response to an author or illustrator</p> <p><input type="checkbox"/> write or represent to express a response to a poem</p> <p><input type="checkbox"/> write a response in their journals to express an opinion</p> <p><input type="checkbox"/> use new vocabulary to create a response</p> |
| <p>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)</p> | <p><input type="checkbox"/> rewrite a scene from the perspective of one of the characters (e.g., rewrite the chimney scene in <i>Three Little Pigs</i> from the perspective of the wolf)</p> <p><input type="checkbox"/> dramatize a story through a puppet play</p> <p><input type="checkbox"/> use a variety of graphic organizers to organize thoughts before writing</p> |
| <p>C9 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - setting a goal for improvement - making a simple plan to work on their goal | <p><input type="checkbox"/> 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)</p> <p><input type="checkbox"/> compare their own writing with class-generated criteria</p> <p><input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a self-assessment rubric)</p> <p><input type="checkbox"/> give compliments and suggestions to each other about their work, based on the class-generated criteria</p> <p><input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take "author's chair")</p> |
| <p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • 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?

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

Student Achievement Prescribed Learning Outcomes

C7 use writing and representing to express personal responses and opinions about experiences or texts

| Prescribed Learning Outcomes | Suggested Achievement Indicators |
|--|----------------------------------|
| <p>THINKING (WRITING AND REPRESENTING) <i>General Learning Expectation:</i> 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.</p> | |
| <p><i>The following suggested indicators may be used to assess student</i></p> | |
| <p><i>Prescribed Learning Outcome: For</i></p> | |
| <p><i>Response Standards for Writing:</i></p> | |
| <p><i>have fully met the Prescribed Learning</i></p> | |
| <p><i>or illustrator</i></p> | |
| <p><i>a response to a poem</i></p> | |
| <p><i>als to express an opinion</i></p> | |
| <p><i>a response</i></p> | |
| <p><i>pective of one of the characters</i></p> | |
| <p><i>se in the <i>Three Little Pigs</i> from the</i></p> | |
| <p><i>uppet play</i></p> | |
| <p><i>izes to organize thoughts</i></p> | |
| <p><i>h stage of the writing process (e.g.,</i></p> | |
| <p><i>for writing, choosing words from a</i></p> | |
| <p><i>ith class-generated criteria</i></p> | |
| <p><i>et goals for future writing and</i></p> | |
| <p><i>improvement</i></p> | |
| <p><i>- making a simple plan</i></p> | |
| <p><i>to work on their goal</i></p> | |
| <p><input type="checkbox"/> representing (e.g., complete a self-assessment rubric)</p> | |
| <p><input type="checkbox"/> give compliments and suggestions to each other about their work, based on the class-generated criteria</p> | |
| <p><input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take "author's chair")</p> | |
| <p>Suggested Questions/Prompts to Scaffold Learning</p> | |
| <ul style="list-style-type: none"> • 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?

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

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

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 |
|---|---|
| <p><i>It is expected that students will:</i></p> | |
| <p>C7 use writing and representing to express personal responses and opinions about experiences or texts</p> | <p><input type="checkbox"/> write a response to an author or illustrator</p> <p><input type="checkbox"/> write or represent to express a response to a poem</p> <p><input type="checkbox"/> write a response in their journals to express an opinion</p> <p><input type="checkbox"/> use new vocabulary to create a response</p> |
| <p>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)</p> | <p><input type="checkbox"/> rewrite a scene from the perspective of one of the characters (e.g., rewrite the chimney scene in the <i>Three Little Pigs</i> from the perspective of the wolf)</p> <p><input type="checkbox"/> dramatize a story through a puppet play</p> <p><input type="checkbox"/> use a variety of graphic organizers to organize thoughts before writing</p> |
| <p>C9 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - setting a goal for improvement - making a simple plan to work on their goal | <p><input type="checkbox"/> 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)</p> <p><input type="checkbox"/> compare their own writing with class-generated criteria</p> <p><input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a self-assessment rubric)</p> <p><input type="checkbox"/> give compliments and suggestions to each other about their work, based on the class-generated criteria</p> <p><input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take "author's chair")</p> |
| <p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • 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?

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.

Student Achievement Suggested Achievement Indicators

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 |
|--|---|
| <input type="checkbox"/> write a response to an author or illustrator <input type="checkbox"/> write or represent to express a response to a poem <input type="checkbox"/> write a response in their journals to express an opinion <input type="checkbox"/> use new vocabulary to create a response | <input type="checkbox"/> use a variety of graphic organizers to organize thoughts before writing <input type="checkbox"/> 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) <input type="checkbox"/> compare their own writing with class-generated criteria <input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a self-assessment rubric) <input type="checkbox"/> give compliments and suggestions to each other about their work, based on the class-generated criteria <input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take "author's chair") |
| of forms (e.g., comic strip, poem, skit, graphic organizer) C9 reflect on and assess their writing and representing, by <ul style="list-style-type: none"> - referring to class-generated criteria - setting a goal for improvement - making a simple plan to work on their goal | Suggested Questions/Prompts to Scaffold Learning <ul style="list-style-type: none"> • 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?

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.

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)



| THINKING (WRITING AND REPRESENTING) | |
|---|---|
| <p><i>General Learning Expectation:</i> 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.</p> | |
| Prescribed Learning Outcomes | Suggested Achievement Indicators |
| <p><i>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.</i></p> <p><i>By the end of Grade 2, students who have fully met the Prescribed Learning Outcome are able to:</i></p> | |
| <p><i>It is expected that students will:</i></p> <p>C7 use writing and representing to express personal responses and opinions about experiences or texts</p> | <p><input type="checkbox"/> write a response to an author or illustrator</p> <p><input type="checkbox"/> write or represent to express a response to a poem</p> <p><input type="checkbox"/> write a response in their journals to express an opinion</p> <p><input type="checkbox"/> use new vocabulary to create a response</p> |
| <p>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)</p> | <p><input type="checkbox"/> rewrite a scene from the perspective of one of the characters (e.g., rewrite the chimney scene in the <i>Three Little Pigs</i> from the perspective of the wolf)</p> <p><input type="checkbox"/> dramatize a story through a puppet play</p> <p><input type="checkbox"/> use a variety of graphic organizers to organize thoughts before writing</p> |
| <p>C9 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> - referring to class-generated criteria - setting a goal for improvement - making a simple plan to work on their goal | <p><input type="checkbox"/> 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)</p> <p><input type="checkbox"/> compare their own writing with class-generated criteria</p> <p><input type="checkbox"/> talk about their strengths and set goals for future writing and representing (e.g., complete a self-assessment rubric)</p> <p><input type="checkbox"/> give compliments and suggestions to each other about their work, based on the class-generated criteria</p> <p><input type="checkbox"/> demonstrate pride and satisfaction in their own writing and representing (e.g., take "author's chair")</p> |
| <p>Suggested Questions/Prompts to Scaffold Learning</p> <ul style="list-style-type: none"> • 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?

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.

Student Achievement Questions/Prompts to Scaffold Learning

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 |
|--|---|
| <i>It is expected that students will:</i> C7 use writing and representing to express personal responses and opinions about experiences or texts 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) C9 reflect on and assess their | <i>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:</i> <input type="checkbox"/> write a response to an author or illustrator <input type="checkbox"/> write or represent to express a response to a poem <input type="checkbox"/> write a response in their journals to express an opinion <input type="checkbox"/> use new vocabulary to create a response <input type="checkbox"/> rewrite a scene from the perspective of one of the characters (e.g., rewrite the chimney scene in the <i>Three Little Pigs</i> from the perspective of the wolf) <input type="checkbox"/> dramatize a story through a puppet play <input type="checkbox"/> use a variety of graphic organizers to organize thoughts before writing <input type="checkbox"/> identify strategies used at each stage of the writing process (e.g., |

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?

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.

5. Classroom Assessment Model

The Classroom Assessment Model

- contains three examples per grade, developed by BC teachers, focussing on selected PLOs from each curriculum organizer at each grade level
- demonstrates how assessment for and as learning can be integrated into instructional planning
- includes student samples

Continued on next slide



D. How is the English Language Arts IRP organized?

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.

5. Classroom Assessment Model

- includes a variety of instructional approaches to address a range of learning styles
- includes a variety of assessment techniques to promote assessment for and as learning
- provides specific criteria, based on the PLOs, for teacher, peer, or self-assessment
- provides rubrics and quick scales, including some from the BC Performance Standards for Reading and Writing



D. How is the English Language Arts IRP organized?

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)

1. Sample student dramatization planning sheet

Dramatization Planning Sheet
Take notes describing the significant events from your passage. Remember you may use captions and sketches.

The Breadwinner Pg. 79-82

Teacher: Students of all levels were engaged and included in all activities. The group needed teacher support to decide on which passage to use for the dramatization.



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.

5. Classroom Assessment Model

Teacher and Peer Assessment of group work and dramatization

Student Self-Assessment of group work and dramatization

Teacher Reflection

2. Sample teacher and peer assessment with student self-assessment

| Teacher and Peer Assessment (left mark-teacher, right mark-peer) | | | | |
|--|------------|--------------|-----------|-----------|
| Group Work: | Needs Work | Satisfactory | Very Good | Excellent |
| -Provided evidence for their passage choice | 1 | 2 | 3 | 4 |
| -Listened to group ideas while sketching significant events | 1 | 2 | 3 | 4 |
| -Built on others' ideas | 1 | 2 | 3 | 4 |

| Dramatization: | | | | |
|--|------------|--------------|-----------|-----------|
| | Needs Work | Satisfactory | Very Good | Excellent |
| -Demonstrated good presentation skills | 1 | 2 | 3 | 4 |
| -Seemed to adjust presentation in response to feedback | 1 | 2 | 3 | 4 |

Student Self-Assessment:

I helped my group members by asking them questions, the narrator said that I was the group leader and I was the best part of my performance was when I was speaking, I remembered all my lines and so I was surprised that I was able to do it. I was speaking when I read the letter to the teacher because I didn't have any feedback. Next time I perform a dramatization, I will speak louder and look at the audience (eye contact) and also get up a group to practice more so that we know our script even better.

Teacher: This student was able to realistically identify how she would improve her performance next time by speaking louder, looking at the audience, and giving eye contact. I noted how this student was able to take feedback from her peers and improve on her final performance.



D. How is the English Language Arts IRP organized?

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 Meets Expectations | Meets Expectations (Minimal Prof) | 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 | <ul style="list-style-type: none"> adjusts volume and tone of voice, with teacher support asks questions to clarify ideas, with teacher support restates others' ideas, with teacher support | <ul style="list-style-type: none"> sometimes adjusts volume and tone of voice occasionally asks questions to clarify ideas and extend discussion restates main features of others' ideas | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 • uses simple, conversational language • speaks clearly and expressively, with teacher support • offers some opinions, with weak evidence • speaks clearly and expressively • offers opinions and provides reasonable evidence | <ul style="list-style-type: none"> includes minimal information and detail uses simple, conversational language speaks clearly and expressively, with teacher support offers some opinions, with weak evidence | <ul style="list-style-type: none"> includes some appropriate information and detail uses some language variety in expressions and discussions speaks clearly and expressively offers opinions, with limited evidence | <ul style="list-style-type: none"> includes appropriate information and detail experiments with impact of language and gestures speaks clearly and expressively offers opinions and provides reasonable evidence | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> recalls some events makes some predictions and connections, with teacher support | <ul style="list-style-type: none"> recalls most main events in order makes some reasonable predictions and connections | <ul style="list-style-type: none"> recalls main events in order and provides detail consistently makes reasonable predictions and connections | <ul style="list-style-type: none"> recalls main events in order; includes extensive detail makes insightful predictions and effective connections, and may use to extend conversation or debate |
| REFLECTION • identifies skills and strengths, with teacher support | <ul style="list-style-type: none"> identifies skills or strengths, with teacher support | <ul style="list-style-type: none"> identifies some skills and strengths | <ul style="list-style-type: none"> identifies speakers' skills and strengths | <ul style="list-style-type: none"> 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, expressive!



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.

6. Learning Resources

- Many current resources can continue to be used to support this curriculum
- The Ministry has recently updated the Grade Collections to include additional resources on Oral Language
- Some resources that are no longer valid have been removed the resource list
- Districts may want to review the many new resources on the market

www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm



D. How is the English Language Arts IRP organized?

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.

7. Glossary

The Glossary defines bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators.



D. How is the English Language Arts IRP organized?

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.

E. How will the ELA K to 7 IRP support and inform school practice?

The new ELA K to 7 curriculum is firmly rooted in current research. Many teachers will be familiar with the underlying concepts, such as the importance of teacher modelling, the teaching of learning strategies and metacognition.

This curriculum requires a strong, balanced literacy-based program in schools. Therefore, the degree of momentum created by its implementation will depend on the existing literacy practices in schools.



E. How will the ELA K to 7 IRP support and inform school practice?

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.

E. How will the ELA K to 7 IRP support and inform school practice?

for an understanding of the curriculum organizers

→ Introduction

for an understanding of the pedagogy, research and delivery

→ Considerations for Program Delivery

for a scope and sequence of PLOs across grades

→ Prescribed Learning Outcomes

for an overview of a hands-on approach to teaching

→ Student Achievement

for ideas of how to assess student learning of the PLOs

→ Classroom Assessment Model



E. How will the ELA K to 7 IRP support and inform school practice?

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.

FYI

- The English Language Arts K to 7 IRP and grade-specific packages are available at:
www.bced.gov.bc.ca/irp/irp_ela.htm
- One K to 7 IRP and a set of grade-specific packages will be distributed to each school commencing in March 2007
- Full Implementation is required beginning September 2007



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?

