ENGLISH LANGUAGE ARTS
GRADE 10

Integrated Resource Package 2007

Many people contributed their expertise to this document. The Project Manager was Gail Hughes-Adams of the Ministry of Education, working with other ministry personnel and our partners in education. We would like to thank all who participated in this process.

This document provides information teachers will require in order to implement the English Language Arts curriculum for Grade 10.

The information contained in this document, as well as the full English Language Arts K to 7 Integrated Resource Package (IRP), is available at www.bced.gov.bc.ca/irp/irp.htm

The following paragraphs provide brief descriptions of the components of the IRP.

INTRODUCTION

The Introduction provides general information about English Language Arts 8 to 12, including special features and requirements.

Included in this section are
- a graphic overview of the curriculum, including the curriculum aim and goals
- a rationale for teaching English Language Arts 8 to 12 in BC schools
- descriptions of the curriculum organizers – groupings for Prescribed Learning Outcomes that share a common focus
- key concepts, which are a framework of the foundational ideas underlying the Prescribed Learning Outcomes from K to 12
- a suggested timeframe for each curriculum organizer

CONSIDERATIONS FOR PROGRAM DELIVERY

This section of the IRP contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of all learners, including sections on the differences between this curriculum and its predecessor, and research and references underlying the curriculum.

PRESCRIBED LEARNING OUTCOMES

This section contains the Prescribed Learning Outcomes, the legally required content standards for the provincial education system. The Prescribed Learning Outcomes define the required knowledge, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do by the end of each grade.

This document contains the Prescribed Learning Outcomes for Grade 10. Also included for reference are the Prescribed Learning Outcomes for Grade 9 and Grade 11.

KEY ELEMENTS

The Key Elements provide an overview of the English Language Arts curriculum and the pedagogical understandings required for instruction and delivery.

STUDENT ACHIEVEMENT

This section of the IRP contains information about classroom assessment and measuring student achievement, including specific Suggested Achievement Indicators for each Prescribed Learning Outcome. Suggested Achievement Indicators are statements that describe what students are able to do in order to demonstrate that they fully meet the expectations set out by the Prescribed Learning Outcomes. Suggested Achievement Indicators are not mandatory; they are provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

GLOSSARY

The Glossary defines bolded terms as used in the Prescribed Learning Outcomes and Student Achievement sections of this curriculum.

English
Language
Arts

ORAL LANGUAGE • READING • WRITING

INTRODUCTION

English Language Arts Grade 10

ENGLISH LANGUAGE ARTS GRADES 8 TO 12: AT A GLANCE

Aim

The aim of English Language Arts is to provide students with opportunities for personal and intellectual growth through speaking, listening, reading, viewing, writing, and representing 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 articulately
- communicate ideas, information, and feelings critically, creatively, and articulately, using various media
- think critically and creatively, and reflect on and articulate their thinking and learning
- develop a continuously increasing understanding of self and others

Curriculum Organizers

Oral Language (Speaking and Listening)	Reading and Viewing	Writing and Representing
Purposes Use oral language to interact, present, question, explain, persuade, and listen.	**Purposes** Read and view to comprehend and respond to a variety of grade-appropriate texts.	**Purposes** Write and represent to create a variety of meaningful personal, informational, and imaginative texts.
Strategies Use strategies when interacting, presenting, and listening to improve speaking and listening.	**Strategies** Use strategies before, during, and after reading and viewing to increase comprehension and fluency.	**Strategies** Use strategies when writing and representing to increase success at creating meaningful texts.
Thinking - Use oral language to improve and extend thinking. - Analyse and explore multiple viewpoints through speaking and listening. - Use metacognition, self-assess, and set goals for improvement in oral language.	**Thinking** - Use reading and viewing to make meaningful connections, and to improve and extend thinking. - Analyse the influence of context through reading and writing. - Use metacognition, self-assess, and set goals for improvement in reading and viewing.	**Thinking** - Use writing and representing to express, extend, and analyse thinking. - Explore multiple perspectives through writing and representing. - Use metacognition, self-assess, and set goals for improvement in writing and representing.
Features Recognize and apply the features and patterns of oral language to convey and derive meaning.	**Features** Use the structures and features of text to derive meaning from texts.	**Features** Use the features and conventions of language to enhance meaning and artistry in writing and representing.

The complete Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for English Language Arts 8 to 12. The development of the IRP has been guided by the following principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.
- Learning is most effective when students reflect on the process of learning and set goals for improvement.

In addition to these principles, this document recognizes that British Columbia's schools include young people of varied backgrounds, interests, abilities, and needs. Wherever appropriate for the curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the Prescribed Learning Outcomes and Suggested Achievement Indicators.

RATIONALE

Language is fundamental to thinking, learning, and communicating in all cultures. The skilled use of language is associated with many opportunities in life, including further education, work, and social interaction. As students come to understand and use language more fully, they are able to enjoy the benefits and pleasures of language in all its forms, from reading and writing to literature, theatre, public speaking, film, and other media. They also come to understand language as a human system of communication – dynamic and evolving, but also systematic and governed by rules.

The English Language Arts 8 to 12 curriculum provides students with opportunities to experience the power of language by dealing with a range of texts and with the full range of contexts and purposes associated with the use of language:

- People use language to comprehend a wide range of literary and informational communications and to respond knowledgeably and critically to what they read, view, and hear. Students' ability to understand and draw conclusions from communications – whether written, spoken, or displayed visually – and to defend their conclusions rationally is a major goal of education and the particular focus of the English Language Arts 8 to 12 curriculum.
- People use language to communicate their ideas through a variety of print and non-print media. In both academic and business contexts, students need to be able to communicate with precision, clarity, and artistry; apply the conventions of language; gather and organize information and ideas; and use communication forms and styles that suit their abilities, specific purposes, and the needs of the audience.
- People use language as a fundamental part of their personal, work, and social lives – to establish and maintain relationships, for enjoyment and diversion, and to learn. Learning to interact successfully with others is essential for students' success in school, lifelong learning, and for maintaining productive, satisfying lives.

The development of literacy is a key focus of this curriculum. The rapid expansion in the use of technology and media has expanded the concept of what it is to be literate. Literacy today involves being able to understand and process oral, written, electronic, and multi-media forms of communication. This curriculum acknowledges that students learn and develop at different rates and that the timeframe for literacy development will vary.

Society expects graduates to think critically, solve problems, communicate clearly, and learn and work both independently and with others. The English Language Arts 8 to 12 curriculum contributes to this outcome by providing a framework to help students

- present and respond to ideas, feelings, and knowledge sensitively and creatively
- explore Canadian and world literature as a way of knowing, of developing personal values, and of understanding
- learn about Canada's cultural heritage as expressed in language
- use language confidently to understand and respond thoughtfully and critically to factual and imaginative communications in speech, print, and other media
- develop the reading and writing skills required of informed citizens prepared to face the challenges of further education and a changing workplace

- express themselves critically, creatively, and articulately for a variety of personal, social, and work-related purposes
- use language appropriate to the situation, audience, and purpose and become comfortable with a range of language styles, from public to personal, and from literary to standard business English
- realize their individual potential as communicators

REQUIREMENTS AND GRADUATION CREDITS

English 10, English 11, and English 12 are designated as four-credit courses, and must be reported as such to the Ministry of Education for transcript purposes. Letter grades and percentages must be reported for these courses. It is not possible to obtain partial credit for the courses.

Course codes connected with these courses are EN 10, EN 11, and EN 12.

GRADUATION PROGRAM EXAMINATIONS

According to the 2004 Graduation Requirements, students who wish to graduate are required to write five graduation exams. Graduation program exams are mandatory for Grade 10 Language Arts (this includes English 10 and Français langue première 10). Grade 10 exams count for 20% of the final mark in the course. Graduation program exams are mandatory for Grade 12 Language Arts (this includes English 12, Français langue première 12, English 12 First Peoples, or Communications 12). Grade 12 exams count for 40% of the final mark in the course. Provincial examination scores may be required for entrance qualifications to post-

secondary institutions, and may be used to determine provincial scholarships.

> For more information, refer to the Ministry of Education examinations web site:
> www.bced.gov.bc.ca/exams/

CURRICULUM ORGANIZERS

A curriculum organizer consists of a set of Prescribed Learning Outcomes that share a common focus. Clear and specific Prescribed Learning Outcomes guide assessment and instruction and should be shared with both students and parents to enable all stakeholders to have common vocabulary and understandings. The Prescribed Learning Outcomes for English Language Arts 8 to 12 are grouped under the curriculum organizers shown in the chart below. These three organizers and related suborganizers have been framed to highlight the important aspects of student learning in English Language Arts and as one means of presenting Prescribed Learning Outcomes in an organized manner. They are not intended to suggest a sequence of instruction or a linear approach to course delivery, nor do they suggest that organizers work in isolation from one another. (See section entitled "Considerations for Program Delivery: Integration of the Language Arts.")

Oral Language (Speaking and Listening)
"Oral language is the foundation of literacy learning. Talk is the bridge that helps students make connections between what they know and what they are coming to know" (Booth, 1994, p. 254). Students use language to monitor and reflect on experiences and to reason, plan, predict, and make connections both orally and in print.

English Language Arts 8 to 12		
ORAL LANGUAGE (SPEAKING AND LISTENING)	**READING AND VIEWING**	**WRITING AND REPRESENTING**
• Purposes • Strategies • Thinking • Features	• Purposes • Strategies • Thinking • Features	• Purposes • Strategies • Thinking • Features

The Oral Language section of the curriculum focusses on

- **Purposes** – providing opportunities for students to develop their capacity to interact effectively with peers and adults, to present material orally, to question, to explain, to persuade, and to listen attentively, respectfully, critically, and with purpose
- **Strategies** – increasing students' awareness of, engagement in, and development of the processes, skills, and techniques they can use to be more successful in their oral interactions and presentations
- **Thinking** – extending students' capacity to use oral language to make connections, develop ideas, consider multiple perspectives, increase vocabulary, and use metacognition to assess their strengths and set goals to scaffold improvement
- **Features** – increasing students' knowledge of the forms of oral expression and the expectations of various audiences, as well as their capacity to control syntax, diction, and other aspects of oral communication

Reading and Viewing

"As teachers of literacy, we must have as an instructional goal, regardless of age, grade, or achievement level, the development of students as purposeful, engaged, and ultimately independent comprehenders. No matter what grade level you teach, no matter what content you teach, no matter what texts you teach with, your goal is to improve students' comprehension and understanding" (Rasinksi et al., 2000, p. 1).

The Reading and Viewing section of the curriculum focusses on

- **Purposes** – providing opportunities for students to read and view various types of text (written and visual) for multiple purposes, including comprehension, fluency, and exploration of different perspectives
- **Strategies** – increasing students' repertoire of strategies and techniques they can use before, during, and after reading and viewing in order to comprehend and extend their understanding of texts

- **Thinking** – developing students' ability to make connections and analyse the influence of social and historical influences, and students' metacognitive capacity to identify and achieve goals for improvement
- **Features** – developing students' awareness of the different types of written and visual text, the characteristics that distinguish them, and the impact of the stylistic effects used (e.g., rhyme)

Writing and Representing

"Writing well is not just an option for young people – it is a necessity. Along with reading comprehension, writing still is a predictor of academic success and a basic requirement for participation in civic life and in global economy" (Graham & Perin, 2007, p. 3).

The Writing and Representing section of the curriculum focusses on

- **Purposes** – giving students opportunities to create various kinds of texts: personal, imaginative, informational, and visual texts
- **Strategies** – developing students' repertoire of approaches to creating text, including those that apply before (e.g., notetaking, brainstorming), during (e.g., experimenting with word choice), and after (e.g., editing, presenting) writing and representing
- **Thinking** – expanding students' capacity to extend thinking by using writing and representing to connect ideas, explore perspectives, and set and achieve goals to improve their writing and representing
- **Features** – developing students' ability to use features and conventions of language to enhance meaning and artistry in their reading and writing

KEY CONCEPTS

The Key Concepts are derived from Prescribed Learning Outcomes for English Language Arts K to 12. The information is provided as a quick overview and is designed to summarize the fundamental concepts of English Language Arts for each grade. This is not a list of Prescribed Learning Outcomes, but a framework of the key ideas that form the basis for English Language Arts.

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 12

	Kindergarten	Grade 1	Grade 2	Grade 3
ORAL LANGUAGE *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	*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	*Kindergarten 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 and 1 plus…* • staying on topic and sustaining concentration • making and sharing connections • comparing and contrasting • recognizing language patterns	*K to 2 plus...* • generating ideas • sharing ideas and opinions • recalling and summarizing in logical sequence • recognizing and using language features
READING AND VIEWING *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	• engaging in reading or reading-like behaviour • connecting with prior knowledge • developing printing concepts • developing familiarity with the alphabet, alphabetic sounds, and common 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 *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	• creating messages (e.g., using pictures, symbols, letters, and 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 responses to text material • 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 new vocabulary

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 12

	Grade 4	Grade 5	Grade 6	Grade 7
ORAL LANGUAGE *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	*K to 3 plus...* • providing details and examples to enhance meaning • summarizing and synthesizing • comparing and analysing 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 • analysing and evaluating ideas • analysing perspectives and considering alternatives • incorporating nonverbal elements • using techniques and aids to facilitate audience understanding
READING AND VIEWING *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	• 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 • analysing 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 • analysing, 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 *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	• 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 • analysing thinking by expressing opinions and alternatives • 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 depending on 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

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 12

	Grade 8	Grade 9
ORAL LANGUAGE *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	*K to 7 plus…* • determining roles and assuming responsibilities • narrating, exploring, and recollecting • responding to texts personally, critically, and creatively • demonstrating awareness of diversity • conveying and deriving meaning through oral language features	*K to 8 plus…* • determining roles and assuming responsibilities • describing, persuading, and explaining • responding to texts personally, critically, and creatively • acknowledging diversity • conveying and deriving meaning through oral language features
READING AND VIEWING *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	• examining and comparing ideas and elements among texts • comprehending, analysing, and responding to literary, informational, and visual texts • explaining and supporting personal connections to texts • constructing meaning using text structures and features	• making and supporting judgments about texts • analysing literary, informational, and visual texts • explaining and supporting personal connections to texts • constructing meaning using text structures and features
WRITING AND REPRESENTING *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	• creating a variety of personal, informational, and imaginative texts • creating thoughtful personal responses, comparing ideas, and synthesizing and extending thinking • using elements of style and form appropriate to purpose and audience • using conventions of language that enhance meaning and artistry	• creating a variety of personal, informational, and imaginative texts • creating thoughtful personal responses, comparing ideas, and synthesizing and extending thinking • using elements of style and form appropriate to purpose and audience • using conventions of language that enhance meaning and artistry

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 12

	Grade 10	Grade 11	Grade 12
ORAL LANGUAGE *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	*K to 9 plus…* • initiating and sharing responsibilities • explaining, arguing, and entertaining • responding to texts personally, critically, and creatively • demonstrating understanding of diversity • conveying and deriving meaning through oral language features	*K to 10 plus...* • initiating and sharing responsibilities • explaining, arguing, and entertaining • responding to texts personally, critically, and creatively • demonstrating understanding of diversity • conveying and deriving meaning through oral language features	*K to 11 plus...* • initiating and sharing responsibilities • explaining, arguing, and entertaining • responding to texts personally, critically, and creatively • demonstrating understanding of diversity • conveying and deriving meaning through oral language features
READING AND VIEWING *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	• identifying the influence of historical and cultural factors in texts and on texts • analysing and evaluating literary, informational, and visual texts • explaining and supporting personal connections to texts • constructing meaning using text structures and features	• identifying the influence of historical and social factors in texts and on texts • analysing and evaluating literary, informational, and visual texts • explaining and supporting personal connections to texts • appreciating the writer's craft by analysing text structures and features	• identifying and challenging bias, distortion, and contradictions in texts • analysing and evaluating literary, informational, and visual texts • explaining and supporting personal connections to texts • appreciating the writer's craft by analysing text structures and features
WRITING AND REPRESENTING *GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION*	• creating a variety of personal, informational, and imaginative texts • creating thoughtful personal responses, evaluating ideas, and synthesizing and extending thinking • using elements of style and form appropriate to purpose and audience • using conventions of language that enhance meaning and artistry	• creating a variety of personal, informational, and imaginative texts • creating thoughtful personal responses, evaluating ideas, and synthesizing and extending thinking • using elements of style and form appropriate to purpose and audience • using conventions of language that enhance meaning and artistry	• creating a variety of personal, informational, and imaginative texts • creating thoughtful personal responses, evaluating ideas, and synthesizing and extending thinking • using elements of style and form appropriate to purpose and audience • using conventions of language that enhance meaning and artistry

Learning Resources

For the current list of English Language Arts 8 to 12 recommended learning resources, please check the Learning Resource web site: www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm

The Grade Collection chart lists the recommended learning resources by media format, showing links to the curriculum organizers and sub-organizers. The chart is followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information.

Ministry policy concerning Learning Resources can be found on the ministry's policy web site: www.bced.gov.bc.ca/policy/policies

Suggested Timeframe

Although decisions concerning the allocation of instructional time are subject to teachers' professional judgment, the curriculum has been designed to create opportunities for greater balance and integration among the three aspects of learning in English Language Arts: oral language, reading and viewing, and writing and representing.

Since it is anticipated that instruction related to Prescribed Learning Outcomes in these three areas will frequently be integrated within instructional units (e.g., a unit focussed on the study of a particular text), teachers may not necessarily find it useful to correlate instructional time with curriculum organizers. It is consistent with the aim of this subject, however, for teachers to place the most emphasis on outcomes that address developmental needs, and specifically on instructional activities that further students' thinking skills rather than merely extending their knowledge. This emphasis should be reflected both in the allocation of time and in the weighting scheme for grading student performance.

The following table shows the average percentages of total time that could be devoted to delivering the Prescribed Learning Outcomes in each curriculum organizer at various grade levels.

Suggested Timeframe for English Language Arts 8 to 12		
Curriculum Organizer	**Suggested Time Allocation (average)**	
	Grades 8 and 9	**Grades 10 to 12**
Oral Language (Speaking and Listening)	25 - 35%	15 - 25%
Reading and Viewing	35 - 50%	35 - 45%
Writing and Representing	30 - 45%	40 - 50%

CONSIDERATIONS FOR PROGRAM DELIVERY

English Language Arts Grade 10

This section of the IRP contains additional information to help teachers develop their school practices and plan their program delivery to meet the needs of all learners. Included in this section is information about

- Alternative Delivery Policy
- Addressing Local Needs
- Involving Parents and Guardians
- Confidentiality
- Inclusion, Equity, and Accessibility for All Learners
- Working with the School and Community
- Working with the Aboriginal Community
- Information and Communications Technology
- Copyright and Responsibility
- Language Learning: A Shared Responsibility
- Expanded Definition of Text
- Expanded Range of Texts
- Grade-Appropriate Texts
- Integration of the Language Arts
- Highlights of the 2007 English Language Arts Curriculum
    - Literacy Learning
    - Organizing for Learning
    - Further Research into Language Processes
    - Beyond the Classroom
- References

ALTERNATIVE DELIVERY POLICY

The Alternative Delivery policy **does not** apply to English Language Arts 8 to 12.

The Alternative Delivery policy outlines how students, and their parents or guardians, in consultation with their local school authority, may choose means other than instruction by a teacher within the regular classroom setting for addressing Prescribed Learning Outcomes contained in the Health curriculum organizer of the following curriculum documents:

- Health and Career Education K to 7
- Health and Career Education 8 and 9
- Planning 10

The policy recognizes the family as the primary educator in the development of children's attitudes, standards, and values, but the policy still requires that all Prescribed Learning Outcomes be addressed and assessed in the agreed-upon alternative manner of delivery.

It is important to note the significance of the term "alternative delivery" as it relates to the Alternative Delivery policy. The policy does not permit schools to omit addressing or assessing any of the Prescribed Learning Outcomes within the health and career education curriculum. Neither does it allow students to be excused from meeting any Prescribed Learning Outcomes related to health. It is expected that students who arrange for alternative delivery will address the health-related Prescribed Learning Outcomes and will be able to demonstrate their understanding of these Prescribed Learning Outcomes.

For more information about policy relating to alternative delivery, refer to www.bced.gov.bc.ca/policy/

ADDRESSING LOCAL NEEDS

English Language Arts 8 to 12 includes opportunities for individual teacher and student choice in the exploration of topics to meet certain Prescribed Learning Outcomes. This flexibility enables educators to plan their programs by using topics and examples that are relevant to their local context and to the particular interests of their students. When selecting topics it may be appropriate to incorporate student input.

Where specific topics have been included in the Prescribed Learning Outcomes, the intent is for all students to have an opportunity to address these important issues. The inclusion of these topics is not intended to exclude any additional issues that may also be relevant for individual school communities.

INVOLVING PARENTS AND GUARDIANS

The family is the primary educator in the development of students' attitudes and values. The school plays a supportive role by focussing on the Prescribed Learning Outcomes in the English Language Arts 8 to 12 curriculum. Parents and guardians can support, enrich, and extend the curriculum at home.

An excellent way for parents to provide support for students' literacy success is by showing enjoyment of both reading and writing, encouraging and sustaining conversation, and demonstrating how to express viewpoints respectfully. Activities such as

family read-alouds, writing journals on vacations and sharing what has been written, playing vocabulary games, and making frequent trips to the library are ways for parents to support literacy at home.

It is highly recommended that schools inform parents and guardians about the English Language Arts 8 to 12 curriculum. Teachers (along with school and district administrators) may choose to do so by

- informing parents/guardians and students of the Prescribed Learning Outcomes for the course
- responding to parent and guardian requests to discuss the course, unit plans, and learning resources

CONFIDENTIALITY

The *Freedom of Information and Protection of Privacy Act* (FOIPPA) applies to students, to school districts, and to all curricula. Teachers, administrators, and district staff should consider the following:

- Be aware of district and school guidelines regarding the provisions of FOIPPA and how it applies to all subjects, including English Language Arts 8 to 12.
- Do not use students' Personal Education Numbers (PENs) on any assignments that students wish to keep confidential.
- Ensure students are aware that if they disclose personal information that indicates they are at risk for harm, then that information cannot be kept confidential.
- Inform students of their rights under FOIPPA, especially the right to have access to their own personal information in their school records. Inform parents of their rights to access their children's school records.
- Minimize the type and amount of personal information collected, and ensure that it is used only for purposes that relate directly to the reason for which it is collected.
- Inform students that they will be the only ones recording personal information about themselves unless they, or their parents, have consented to teachers collecting that information from other people (including parents).

- Provide students and their parents with the reason(s) they are being asked to provide personal information in the context of the English Language Arts 8 to 12 curriculum.
- Inform students and their parents that they can ask the school to correct or annotate any of the personal information held by the school, in accordance with Section 29 of FOIPPA.
- Ensure students are aware that their parents may have access to the schoolwork they create only insofar as it pertains to students' progress.
- Ensure that any information used in assessing students' progress is up-to-date, accurate, and complete.

For more information about confidentiality, refer to www.mser.gov.bc.ca/privacyaccess/

INCLUSION, EQUITY, AND ACCESSIBILITY FOR ALL LEARNERS

British Columbia's schools include young people of varied backgrounds, interests, and abilities. The Kindergarten to Grade 12 school system focusses on meeting the needs of all students. When selecting specific topics, activities, and resources to support the implementation of English Language Arts 8 to 12, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students for whom English is a second language and of students with special needs. Most of the Prescribed Learning Outcomes and Suggested Achievement Indicators in this IRP can be met by all students, including those with special needs and/or ESL needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the Prescribed Learning Outcomes. Where necessary, modifications can be made to the Prescribed Learning Outcomes for students with Individual Education Plans (IEPs).

For more information about resources and support for students with special needs, refer to www.bced.gov.bc.ca/specialed/

For more information about resources and support for ESL students, refer to www.bced.gov.bc.ca/esl/

WORKING WITH THE SCHOOL AND COMMUNITY

This curriculum addresses a wide range of skills and understandings that students are developing in other areas of their lives. It is important to recognize that learning related to this curriculum extends beyond the English Language Arts classroom.

School and district-wide programs – such as student government, active schools, work experience, and service clubs – support and extend learning in English Language Arts 8 to 12. Community organizations may also support the curriculum with locally developed learning resources, guest speakers, workshops, and field studies. Teachers may wish to draw on the expertise of these community organizations and members.

WORKING WITH THE ABORIGINAL COMMUNITY

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula. To address these topics in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. Aboriginal communities are diverse in terms of language, culture, and available resources, and each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as elders, chiefs, tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations.

In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource, *Shared Learnings.* This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site: www.bced.gov.bc.ca/abed/welcome.htm

INFORMATION AND COMMUNICATIONS TECHNOLOGY

The study of information and communications technology is increasingly important in our society. Students need to be able to acquire and analyse information, to reason and communicate, to make informed decisions, and to understand and use information and communications technology for a variety of purposes. Development of these skills is important for students in their education, their future careers, and their everyday lives.

Literacy in the area of information and communications technology can be defined as the ability to obtain and share knowledge through investigation, study, instruction, or transmission of information by means of media technology. Becoming literate in this area involves finding, gathering, assessing, and communicating information using electronic means, as well as developing the knowledge and skills to use and solve problems effectively with the technology. Literacy also involves a critical examination and understanding of the ethical and social issues related to the use of information and communications technology. When planning for instruction and assessment in English Language Arts 8 to 12, teachers should provide opportunities for students to develop literacy in relation to information and communications technology sources, and to reflect critically on the role of these technologies in society.

COPYRIGHT AND RESPONSIBILITY

Copyright is the legal protection of literary, dramatic, artistic, and musical works; sound recordings; performances; and communications

signals. Copyright provides creators with the legal right to be paid for their work and the right to say how their work is to be used. The law permits certain exceptions for schools (i.e., specific things permitted) but these are very limited, such as copying for private study or research. The copyright law determines how resources can be used in the classroom and by students at home.

In order to respect copyright it is necessary to understand the law. It is unlawful to do the following, unless permission has been given by a copyright owner or a collective that has the right to licence:

• photocopy copyrighted material to avoid purchasing the original resource for any reason
• photocopy or perform copyrighted material beyond a very small part – in some cases the copyright law considers it "fair" to copy whole works, such as an article in a journal or a photograph, for purposes of research and private study, criticism, and review
• show recorded television or radio programs to students in the classroom unless these are cleared for copyright for educational use (there are exceptions such as for news and news commentary taped within one year of broadcast that by law have record-keeping requirements – see the web site at the end of this section for more details)
• photocopy print music, workbooks, instructional materials, instruction manuals, teacher guides, and commercially available tests and examinations
• show video recordings at schools that are not cleared for public performance
• perform music or do performances of copyrighted material for entertainment (i.e., for purposes other than a specific educational objective)
• copy work from the Internet without an express message that the work can be copied

Permission from or on behalf of the copyright owner must be given in writing. Permission may also be given to copy or use all or some portion of copyrighted work through a licence or agreement. Many creators, publishers, and producers have formed groups or "collectives" to negotiate royalty

payments and copying conditions for educational institutions. It is important to know what licences are in place and how these affect the activities schools are involved in. Some licences may also require royalty payments that are determined by the quantity of photocopying or the length of performances. In these cases, it is important to assess the educational value and merits of copying or performing certain works to protect the school's financial exposure (i.e., only copy or use that portion that is absolutely necessary to meet an educational objective).

It is important for education professionals, parents, and students to respect the value of original thinking and the importance of not plagiarizing the work of others. The works of others should not be used without their permission.

For more information about copyright, refer to http://cmec.ca/copyright/indexe.stm

LANGUAGE LEARNING: A SHARED RESPONSIBILITY

Students, parents, teachers, and the community share responsibility for language learning. Students use language to examine new knowledge and experiences. They make choices about which texts to read, view, or listen to, and about their responses to such texts. Students need to take responsibility for their language learning.

Language development begins in the home. Parents, other caregivers, and family members can actively support language learning by encouraging their children to use the language arts of speaking, listening, reading, viewing, writing, and representing in real-life contexts.

Because of its universality, language allows students to make connections across many areas of study. Integration must occur between English Language Arts and other curriculum areas. Teachers who are subject-area specialists support language development when they teach the specialized language and forms of their subject.

English Language Arts teachers play a special role as they help students develop strategies for using and responding to oral language and texts. They provide explicit instruction where appropriate, and provide students with learning opportunities that integrate language processes and scaffold learning.

EXPANDED DEFINITION OF TEXT

In this document, the term "text" is used to describe oral, visual, or written language forms including electronic media. These varied forms of text are often used in combination with one another. The expanded definition of text acknowledges the diverse range of materials with which we interact and from which we construct meaning.

EXPANDED RANGE OF TEXTS

Wherever possible, Prescribed Learning Outcomes have been framed to allow teachers and students to address prescribed requirements using various types of texts. In addition to introducing texts in oral and visual forms, as well as written forms, teachers are encouraged to devote attention to a broad range of non-fiction texts, fiction, and poetry. Students need knowledge, skills, and strategies in the six language arts (i.e., speaking, listening, reading, viewing, writing, and representing) to compose, comprehend, and respond effectively to a range of texts. To promote a deeper cultural awareness among students, teachers are also encouraged to devote attention to texts by both Aboriginal and non-Aboriginal authors from Canada and to texts that embody a range of voices from around the world. Teacher-librarians are a tremendous resource who can provide assistance in selecting grade-appropriate texts, and may also offer other activities and suggestions to encourage the love of reading.
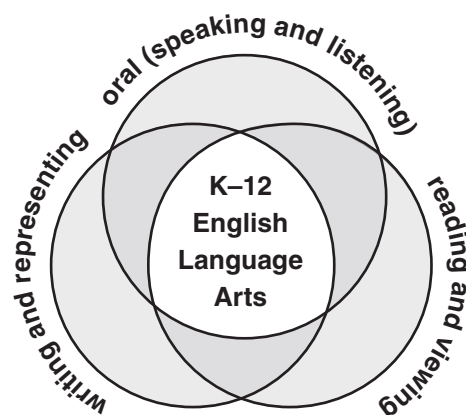
GRADE-APPROPRIATE TEXTS

The Prescribed Learning Outcomes require students who meet expectations to be able to read and comprehend "grade-appropriate texts." The determination of the range of texts appropriate at each grade will be the responsibility of each school district in British Columbia. There is expected to be a range of grade-appropriate texts at each grade level. Text appropriateness will vary depending on students' background knowledge of the content and of the text style. To determine whether a student is reading grade-appropriate texts with comprehension, consideration should be given to multiple performance snapshots of reading. Many characteristics of text may be used to determine the level of a text, including number of pages, type and size of font, sentence complexity, and sophistication of themes and ideas. A number of performance-based assessment tools and resources currently used throughout school districts in British Columbia are useful in providing information on reading achievement.

INTEGRATION OF THE LANGUAGE ARTS

All the language arts (i.e., speaking, listening, reading, viewing, writing, and representing) are interrelated and interdependent: facility in one strengthens and supports the others. Students become confident and competent users of all six language arts through having many opportunities to speak, listen, read, write, view, and represent in a variety of contexts.

Integration

oral (speaking and listening)

writing and representing

reading and viewing

K–12 English Language Arts

All language arts are integrated: facility in one strengthens and supports the others.

HIGHLIGHTS OF THE 2007 ENGLISH LANGUAGE ARTS 8 TO 12 CURRICULUM

This 2007 curriculum revision incorporates components from the 1996 English Language Arts curriculum, the contributions of many British Columbia educators, and current research-based principles and practices.

Research-based elements emphasized in this 2007 English Language Arts Curriculum include

Literacy Learning
1. The Link Between Literacy and Thinking
2. Metacognition in Literacy Learning
3. Multiple Literacies
4. Critical Literacy

Organizing for Learning
1. Formative Assessment, Student Self-assessment, and Summative Assessment
2. Organizing Curriculum Conceptually
3. Authentic and Challenging Learning Experiences
4. Gradual Release of Responsibility
5. Diversity of Learners and Differentiated Instruction

Further Research into Language Processes
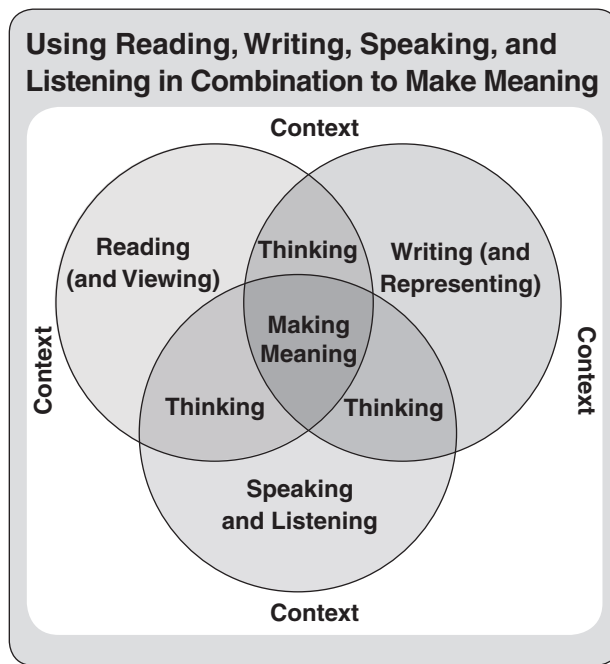1. Oral Language
2. Reading
3. Writing

Beyond the Classroom
1. Literacy Learning Across the Curriculum
2. Professional Learning Communities

LITERACY LEARNING

1. The Link Between Literacy and Thinking
Catherine Snow (2005) defines literacy as "the capacity to construct and express meaning through reading, writing, and talking about texts" (p. 1). As students move into secondary school, there is a growing emphasis on reading to gain ideas and information from literature, poetry, factual, and multimedia texts to make connections, form hypotheses, analyse, synthesize, and make judgments (Allington, 2006). "A literacy of thoughtfulness is primarily a process of making meaning (not just receiving it) and negotiating it with others (not just thinking alone). It is fundamentally constructive" (Brown, as cited in BC Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, 1991, p. 29).

Integration

K–12 English Language Arts

oral (speaking and listening)

writing and representing

reading and viewing

All language arts are integrated: facility in one strengthens and supports the others.

=

Using Reading, Writing, Speaking, and Listening in Combination to Make Meaning

Context

Reading (and Viewing)

Thinking

Writing (and Representing)

Making Meaning

Thinking

Thinking

Context

Context

Speaking and Listening

Context

Adapted from Ontario Ministry of Education, *Literacy for Learning: The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario,*. p. 32, Figure 5. © Queen's Printer for Ontario, 2004. Adapted and reproduced with permission.

The thinking processes of comprehending, interpreting, problem-solving, evaluating, responding, and composing each involve taking information and relating and combining it with other information in new and flexible ways. Our goal is to have students participate as "knowledgeable, reflective, creative and critical members of a variety of literacy communities" (NCTE/IRA, as cited in Smagorinsky, 1996, p. ix). In order to do this, students need to go beyond constructing meaning, which is pivotal in the earlier grades, to generating alternative interpretations based on contextual factors. Every new reading is also a writing: one's understanding takes the form of a new text. The act of sharing that text "doesn't simply reproduce an understanding that already exists" (Pirie, 1997, p. 67). Readers make interpretations and assumptions as they examine aspects of a text using their knowledge of other sources (e.g., print text, personal experiences, media, the world around them) to construct meaning.

Students develop as readers, writers, and thinkers through experiences with rich texts in different forms – poetry and prose; fiction and non-fiction; and print, oral, digital, and visual texts. They need opportunities to read, discuss, and respond to a wide range of texts, including texts of individual choice, across subject areas and for a variety of purposes. Over time, students learn to make increasingly insightful connections between their own and others' experiences, to inquire systematically into important matters, and to analyse and evaluate information and arguments. They learn to consider a variety of perspectives, and to express their own thoughts, ideas, feelings, and values with growing clarity and confidence. With modelling, practice, and support, students' thinking and understanding are deepened as they work with engaging content and participate in focussed conversations (Steineke, 2002).

This curriculum emphasizes the teaching of cognitive strategies that literate people use to make meaning as they speak, listen, read, view, write, and represent. These include specific strategies to use when interacting with and creating different kinds of text. To foster students' strategy

development, teachers craft experiences where students use and adapt cognitive strategies as they interact with diverse texts and write about significant topics.

2. Metacognition in Literacy Learning

This curriculum also emphasizes the teaching of metacognitive strategies for self-monitoring, self-correcting, reflecting, and goal-setting to improve learning. Metacognition is "thinking about thinking," which results in increased understanding of one's own learning processes; it involves the awareness and understanding of how one thinks and learns. Metacognitive knowledge has a significant effect on student learning and achievement (Daniels & Bizar, 2005; Graham & Perin, 2007). Researchers have also shown that "metacognitive practices…increase the degree to which students transfer [their learning] to new settings and events" (Bransford, Brown & Cocking, 2000, p. 19). Students need to be metacognitive about themselves as learners, about the demands of tasks, and about the cognitive strategies that can be used to analyse and successfully complete those tasks. When students become aware of their own thinking processes, their ability to take responsibility for and control over their own learning increases.

By thinking about how they think and learn, students gain control over the strategies they use when engaged in literacy activities. Students use metacognitive skills to monitor their learning, assess their strengths and weaknesses, and set goals for improvement to become independent, lifelong learners (Pressley, 2002). When teachers systematically explain, model, and help students practise talking and writing about their thinking, students develop metacognitive strategies and skills.

In order for students to understand how to successfully approach tasks, they need to be able to determine and describe what literacy tasks entail. Published work, student exemplars, and existing criteria can be used as referents in discussions about task demands and requirements. It is even more beneficial for students to be involved in the development of criteria for tasks, including the kinds of strategies that might be used in a task and descriptions of how to tell whether strategies have

been used effectively (Gregory, Cameron, & Davies, 1997; Rust, Price, & O'Donovan, 2003). By analysing tasks and the strategies needed for success, students construct an understanding of what is needed to fully meet expectations. Through this construction of meaning they are able to take ownership of their learning and to adapt and modify their strategies and approaches as a context requires (Zimmerman & Schunk, 2001).

3. Multiple Literacies

While traditional linear print-based texts remain centrally important within educational systems, multiple forms of literacy are becoming increasingly relevant to all aspects of our global societies, including education (Hargreaves, 2003; Kamil, 2003). Western education systems are faced with the dilemma of *increasing* students' academic literacy achievement while *extending* current conceptions of literacy.

One major influence on this expanded definition of literacy is the rise of the internet and consumerist culture. Multi-modal forms of literacy include print texts, spoken texts, visual texts and what are commonly referred to as *new literacies,* which are often based in technology (Mackey, 2002; McClay, 2002; New London Group, 1996). Jim Burke (2001) writes, "In our world of multiple texts – web sites, hypertexts, textbooks, and newspapers – many of which incorporate words, images, sounds, visual explanations (e.g., graphs and tables), and even video clips, our students need to graduate able to read these increasingly complicated texts in different media so they can have the textual power needed to be successful in their adult lives" (pp. 15-16). Each form of text has its own codes and conventions, which students need to learn to read, negotiate, and craft.

A further consideration is that multi-media materials often have a variety of texts embedded within them, requiring students to consider multiple text structures and contexts simultaneously. Students "need to be able to make meaning from the array of multi-media, complex visual imagery, music and sound, and virtual worlds that confront us each day in addition to spoken and written

words" (Tasmanian Department of Education, 2005, p. 2). By acknowledging that differing perspectives are embedded within or implied by visual and print texts and electronic media, we can study how our personal identities and popular culture are linked (de Castell, 1996; Siegel, 2006).

4. Critical Literacy

Texts are vehicles for students to reflect on the human condition by connecting to the experiences of others. Historically, literature has been created and read to explore and compare our individual experiences with those of others. Reading and creating always occur within a particular context, and critical readers and producers of text attend to these contextual factors. Context includes the circumstances and conditions that surround an event: the author's background, the intended purpose and audience, the setting of the text, and the reader's background. By background, we refer to the social realities of the time period, the author's and reader's life and circumstances, and corresponding dominant and non-dominant perspectives.

Readers who consider context look for inferential meanings and intended purposes both implicit and explicit (Keene & Zimmerman, 1997). Different lenses can be applied to interpret and analyse the text, including gender, religion, race, sexual orientation, politics, and class. Depending on which lens is used to deconstruct a text, different aspects are highlighted and different conclusions can be drawn.

Researchers are increasingly sensitive to how literacy experiences are not only dynamic, but are also shaped by historical, social, and cultural factors (Gee, 1999; Lankshear, 1997; Leggo, 2004). Critical literacy promotes the view that texts are not neutral in intention or effect. In fact, they represent specific points of view and by doing so, other points of view are silenced (Luke, 2003). Critical literacy also asks students to analyse and challenge the ways in which language and power are used in contemporary society by emphasizing that texts allow for multiple interpretations and meanings (Simon, 1992).

Critical literacy practices encourage students to discover how texts position them as readers and viewers and also to become more self-consciously aware of how their own textual practices work in the world to represent, position, and potentially silence others (Appleman, 2000; Moje, Young, Readence, & Moore, 2000). A common feature of related instructional strategies is that they require students to take up a critical stance toward the way they use language and representations in their own lives, as well as toward the diverse ways in which language and representations are used in society at large (Luke & Elkins, 1998). Just as readers need to be aware of how authors use language to persuade and promote their views, students need to recognize their personal power and learn how to use language and other text features to communicate a perspective and/or influence others (Heffernan, 2004; McLaughlin & DeVoogd, 2004).

ORGANIZING FOR LEARNING

1. Formative Assessment, Student Self-assessment, and Summative Assessment

A central role of assessment in the classroom is to inform teachers' and students' actions. The key to improved student performance is an increased attention to strategic applications of formative assessment methods, often referred to as "assessment for learning" (Davies, 2000; Earl & Katz, 2006; Stiggins, 2002). By formative assessment, we mean "any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning…[and is] used to adapt the teaching work to meet learning needs" (Black, Harrison, Lee, Marshall, & Wiliam, 2002, p. 10). Using formative assessment helps us to reconcile tensions between teaching diverse classes of students and using standards-based learning outcomes. While both formative and summative assessment are important, it is formative assessment practices that help students learn to analyse and critique their work and to set personalized goals in relation to shared criteria, thus advancing their learning and achievement (Belanger, Allingham, & Béchervaise, 2005; Marzano, Pickering, & Pollock, 2001).

The more students are actively and strategically involved in assessment practices, the more effective the outcome. Teachers can assist students to analyse their literacy practices and set individualized goals for improvement in relation to criteria. Developing and setting criteria with students is often referred to as assessment *as* learning. Davies (2000) writes, "involving students in assessment causes assessment to become instruction" (p. 43). Constructing goals and collaboratively analysing formative and summative data with students stimulates the selection, use, and adaptation of teaching and learning strategies that lead to increased student performance (Marzano et al., 2001). In "assessment *as* learning" activities, the focus is on teaching students how to "plan, monitor, and evaluate their own actions and thought processes" (Kowalke, as cited in Daniels & Bizar, 2005). Through such activities students take increasing responsibility for tracking and evaluating their progress.

With this increased focus on assessment for and as learning, teachers can engage in fewer summative assessments. Summative assessments, or "assessments *of* learning," should focus on skills, strategies, and concepts that students have had multiple opportunities to develop and practise (Earl, 2003). The criteria used for summative assessments should be consistent with the criteria used in assessment for and as learning activities. When students are familiar with the criteria, they have a much clearer understanding of the grades they receive and of how they can improve their future performance.

2. Organizing Curriculum Conceptually

Effective curriculum design begins with identifying key concepts or understandings and then working backwards to develop instruction. There are different ways to build students' increasingly sophisticated understandings of concepts (Egan, 1997; Vygotsky, 1978; Wiggins & McTighe, 1999). A Vygotskian perspective of concept development suggests that teachers introduce an abstract or academic concept and then work with students to extend their emergent understandings. Building on this work, Egan (1997) suggests that teachers introduce concepts that challenge students and require them to develop and use related cognitive tools. In so doing students use these cognitive tools (i.e., language processes) to better understand the world.

In their approach, Wiggins and McTighe (1998) suggest that formative assessment results should be considered so that teachers can make informed planning decisions using both student strengths and needs, and relevant concepts. Teachers create sequences of "instructional activities that start with students' current needs, interests and abilities and build from there to develop needed expertise" (Smith & Wilhelm, 2006, p. 56).

When we organize our curriculum conceptually around enduring understandings and/or inquiry questions, we create a context for learning about ideas, concepts, and interpretive literacy processes students need to become accomplished readers, writers, and thinkers. Units of study can be designed around themes or genres with overarching inquiry questions or "big ideas." Teachers then help students to demonstrate learning outcomes identified in the curriculum while exploring genres, themes, social issues, or other topics of interest to students. Smith and Wilhelm (2006) suggest that "inquiry makes English about something, and in so doing, it transforms skills and strategies and terms we teach into important tools for understanding a big idea or expressing new knowledge and personal insights about that important issue" (p. 56). By planning in this way, teachers can design units that address Prescribed Learning Outcomes across the strands of oral language, reading/viewing, and writing/representing.

Over the course of a unit planned in this way, students can examine and create various texts, and teachers can work with students to explore the concepts related to a "big idea" and/or inquiry questions and the thinking processes needed to study, understand, and apply what they learn. Often a performance task is used as a summative assessment for a unit, where students show both their conceptual and procedural knowledge (Case, 2007; Davies, 2000; Lewin & Shoemaker, 1998).

3. Authentic and Challenging Learning Experiences
As we design units of study, we want to provide students with authentic learning experiences that tap into students' interests and/or prior

knowledge. Smith and Wilhelm (2006) write, "an authentic task speaks to something that is of importance to humanity, something that we care about, something that is of great significance in our lives" (p. 58). Formative assessment information regarding students' literacy processes helps teachers create challenging learning opportunities. Challenging tasks enable students to make connections with topics that may at first seem unfamiliar and beyond their own experience. Authentic tasks are as diverse as conducting research using primary sources, debating a controversial issue, solving real world problems, interpreting literature, or purposefully writing for an audience (Ivey & Fisher, 2006). If the end task is challenging and engaging, the experiences that lead up to that understanding have purpose. These tasks require students to make meaning and employ skills and strategies with increasingly complex ideas or texts. Working toward competency in strategies or processes may require students to generate their own response, stake a claim about an issue or problem, develop approaches to further their study, create and share knowledge artifacts, and/or implement solutions through social action.

4. Gradual Release of Responsibility
In effective literacy instruction, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond students' independent level. This is called the "zone of proximal development" (Vygotsky, 1978), and it is where learning can be most effectively supported and extended with instruction. That is, students engage in activities that are new and challenging, but not so difficult that they become frustrated. Teachers introduce students to approaches, skills, and strategies to help them navigate these activities and tasks (i.e., creating texts, reading texts). As students become more proficient in using their new strategies through guided practice and interaction with one another, the teacher gradually releases responsibility for the use of strategies to students in order to encourage independence (Duke & Pearson, 2002; Pearson & Gallagher, 1983). This process is called the "gradual release of responsibility," or the gradual release of support. The ultimate goal is for students to make

the strategies their own, and to know how, when, and why to apply them when speaking, listening, reading, viewing, writing, representing, and thinking about their thinking (Miller, 2003).

Students need to be able to select, adapt, and apply strategies as tasks require. With this in mind, teachers select tasks and texts that require the deliberate and flexible use of strategies for speaking, listening, reading, viewing, writing, and representing (Cambourne, 2002; Duke & Pearson, 2002; Fisher & Frey, 2004). The steps of gradual release, according to Wilhelm (2004), are

- assess (identify students' needs)
- model (teacher does, students watch)
- scaffold (teacher does, students help)
- coach (students and teacher do together, sharing responsibility)
- peer coach (students do, teacher helps)
- explore (students do, teacher assesses and helps as needed)
- reflect (students consider and name what they have learned)

By explicitly addressing key literacy skills and strategies across tasks, teachers can help students understand that they are transferable and adaptable. Similarly, when teachers develop instructional sequences, they should strive to provide students with opportunities to personalize and adapt their approaches and methods.

5. Diversity of Learners and Differentiated Instruction

Today's classrooms are enriched by diverse groups of students. As teachers teach the curriculum, they aim to include all students, working toward common expectations with different amounts of support, different texts, different strategies, and a variety of class organizational patterns. The literacy needs of students in any classroom are likely to be complex and varied. Some students will be able to read challenging texts with insight, while others will need assistance to develop fluency and comprehension. Some students will be comfortable discussing ideas in small or large groups; at the same time, others will be learning the basic language of instruction and will need to develop confidence to express themselves orally and in writing.

Research literature shows that diverse learners benefit from classroom instruction where teachers use an apprenticeship approach to instruction (Allington, 2001; Greenleaf, Schoenbach, Cziko, & Mueller, 2001). To promote success for all learners, teachers must adapt their instruction to respond to the diverse literacy needs of their students, including those with special needs. Some approaches to curriculum and instruction are more naturally inclusive than others. When structures such as reader's/writer's workshop, literature circles, open-ended activities, inquiry, problem-based learning, cooperative learning, and using multiple intelligences are incorporated into classroom instruction, teachers can more effectively differentiate to meet students' needs. Tomlinson (2001) identifies three elements of curriculum that can be differentiated: content, process, and products. Similarly Rose et al. (2005) use the term "universal design for learning" to describe how using inclusive structures and differentiation provides all students more pathways to engaging with, receiving, processing, and communicating concepts and ideas. Differentiating instruction is one way to offer students multiple pathways to success.

Two critical elements in this kind of instruction are student voice (opportunities for students to participate in decisions about their learning) and choice (options from which students can select). Through these elements, students' individual growth is maximized by offering qualitatively different instruction or assessment feedback, based on their needs, interests, and skills. One aspect of addressing diversity and supporting voice and choice is appropriate text selection (Allington, 2001; Daniels, 2002). The curriculum requires students who meet expectations to be able to comprehend, respond to, and analyse texts. There is expected to be a range of age-appropriate texts available to students at each grade level. Text appropriateness will vary, depending on students' background knowledge of the content and of text style. Providing students with choices in writing and speaking topics, and in genres and styles is another way to differentiate instruction. When universally designing learning opportunities for students,

teachers can create a class profile that highlights the strengths and challenges and the types of accommodations that students may need. By incorporating these accommodations into assignments and ongoing classroom structures, many students – not only those with the greatest need – find increased success (Brownlie, 2005; Hall, Strangman, & Meyer, 2003).

The research literature clearly shows that struggling learners benefit from membership in heterogeneous classroom communities where subject experts use an apprenticeship approach to strategy instruction. Lenz and Deshler (2004), Alvermann (2002), and Allington (2001) have reviewed many failed efforts of remedial instruction for struggling readers. However, "even the most responsive efforts to weave literacy across subject matter units of study might not be enough to address the literacy needs of some struggling readers" (Moore & Hinchman, 2003, p. 107). A growing body of research supports the notion of offering accelerated reading classes in addition to English Language Arts programs (Deshler, Schumaker, & Woodruff, 2004; Joyce & Showers, 1998, 2001; Tovani, 2000). The research of Deshler, Lenz, Bulgren, Schumaker, and Marquis (2004) illustrates that "adolescents who lack literacy skills can learn these skills if they have intensive, focused and sustained instruction that helps them catch up with their peers; that these adolescents also need to participate in the general education curriculum so they do not fall behind their peers in content knowledge; and that a shared responsibility for literacy instruction is needed. Deliberate steps must be taken to coordinate instruction across teachers and classes" (p. 34).

FURTHER RESEARCH INTO LANGUAGE PROCESSES

1. Oral Language
"The primary mechanism available for learners to develop their individual understandings and knowledge is social interaction" (Cambourne, 2002, p. 29). Indeed, evidence is compelling that speaking and listening are important for the successful achievement of academic and social competence. Current language research not only confirms the need to integrate listening and speaking, but also defines competence in new ways, with an emphasis

"on the interactive nature of communication and on contextual factors that influence communication" (Pinnell & Jaggar, 2003, p. 887). Pinnell & Jaggar offer seven areas where research has been particularly fruitful in drawing attention to the need for focussed instruction in oral language skills:

- conversational discourse (Bloome, 2005; Christie, 2005; Gee, 2005)
- sensitivity to audience (Grice, 1975; Probst, 2004)
- arguing, persuading, and influencing others (Crowhurst, 1994; Graham, 1994)
- making requests and asking for information (Halliday, 1978; McTear, 1984)
- informing (Dickson, 1981, 1987)
- imagining (Galda, 1984)
- developing narrative discourse (Applebee et al., 2003; Tannen, 1985; Dyson & Genishi, 1994)

Research shows that, over time, students generally become increasingly sophisticated at using spoken language and that this communicative and interactional competence is closely related to the development of literacy itself and to students' responses to literature (Dickinson, 1987). If a student is doing poorly it may not be because she or he lacks the ability to make meaning. Rather, the student may lack experience using language appropriately in various social contexts. This experience can be gained by widening the kinds of opportunities for oral language use in the English Language Arts classroom and across the curriculum.

Students need many opportunities to engage in many different kinds of talk (McTear, 1985). Less teacher talk and more student talk can significantly increase competence in oral communication (Staab, 1991). Close, McClaren and Stickley (2002) report that "…structured talk deepens and integrates learning, and leads learners to make new connections….Structured partner talk is one of the best tools for maintaining engagement, building accountability and for sustaining learning" (p. 2). Students also need opportunities to practise different language functions in progressively more complex, planned situations so that they may increase their repertoire of strategies for using language differently in different situations (Allen,

Brown, & Yarvin, 1986; Rubin & Kantor, 1984). Students should come to see oral language as a tool for learning, as a way of constructing knowledge, and as a way of participating effectively in classroom conversations (Cazden, 1988; Probst, 2004; Steineke, 2002).

Teachers need to promote the classroom as a language-rich environment where students think aloud about their interpretations, hypotheses, and perspectives (Pirie, 1997). In this way the curriculum takes into account the existence of multiple perspectives in the classroom and hence makes provision for increasing students' engagement in different forms of discourse (Albright, 2000; Wilhelm, Baker, & Dube, 2001).

To assist students' oral language development, teachers could
- use a think-pair-share strategy and various small group configurations to encourage students to engage in sustained dialogue around a variety of tasks
- reinforce the need for and provide guided practice in the various roles and responsibilities that make up successful small group interactions
- create a variety of situations where students can use oral language to express ideas, information, and emotions (e.g., speeches, book talks, storytelling)
- teach listening strategies designed to focus attention on identifying the main purpose or theme in informational and literary texts
- create listening and speaking opportunities with the purpose of determining the diction appropriate for a particular purpose and audience
- create mini-lessons that address the importance of using vocal and nonverbal techniques, including visual aids, in both formal and informal communications
- model how making connections to prior knowledge, making predictions, and evaluating ideas are important listening skills
- provide opportunities for students to orally express initial responses to texts in small, large group, and whole class situations

To strategically develop students' oral language, teachers can structure their classrooms to give students time to think, problems that are worth thinking about, and other students with whom to think (Daniels & Bizar, 2005). Students need to be able to thoughtfully use language for a broad range of functions and to perceive the functions for which others use language. Oral language helps students build more sophisticated understandings, explore relationships among ideas, and explore questions in their reading and writing.

2. Reading
Reading is an interaction or transaction between the reader, the text, and context (Probst, 2004). Research recognizes that each reader has his or her own unique perspective and that this perspective will help to shape the meaning derived from a text (Rosenblatt, 1994). The text itself plays a role in the meaning-making process, offering avenues for possible interpretations and responses. In reading, comprehension is a process that involves interaction between readers as well as between an individual reader and the text itself.

Reading is understood to be a complex cognitive task. Strickland and Alvermann (2004) note that over the past twenty years, research related to adolescent readers has focussed on cognitive processes and teacher instructional practices. The strategies good readers use when reading print are the same cognitive strategies required to read any text (e.g., electronic, visual); however, they are used differently based on the purpose, content, and features of a text. As students encounter increasingly complex text (i.e., new genres, new vocabulary, dense prose, abstract concepts in poetry), they must employ their cognitive strategies with increasing skill. As such, reading is a problem-solving process and, depending on students' engagement, prior knowledge, and self-regulated use of strategies, students tailor their strategy use to comprehend, analyse, and/or critique texts.

When teachers plan and engage students in reading activities, they should consider multiple factors such as students' background knowledge, contextual factors related to a text, and activity-specific challenges. With these notions in mind,

researchers have identified the following key ideas related to reading instruction. Effective teachers

- focus on passion, purpose, partnership, and plans (Allen, 1995; Moore & Hinchman, 2003)
- think of adolescent learners as active constructors of meaning (Duke & Pearson, 2002; Pressley, 2002)
- increase the volume of reading students engage in to increase their fluency and develop their skills as thoughtful and strategic readers (Allington 2001; Shanahan, 2002; Samuels & Farstrup, 2006)
- model and acculturate students into literacy (Allington, 2001; Moore & Hinchman, 2003; Wilhelm, 2001)
- frame units with essential learning outcomes in mind, weaving literacy through units of instruction (Harvey, 1998; Smith & Wilhelm, 2006)
- gradually release responsibility for thoughtful literacy practices by requiring that students think about what they have just read and that they explain or describe their thinking (Gallagher & Pearson, 1983; Harvey & Goudvis, 2000; Wilhelm, Baker, & Dube, 2001)

Readers learn best when they have adequate background knowledge, approach reading as a constructive process, and transform and personalize what they have read (Duke & Pearson, 2002; Palinscar & Klenk, 1992; Pressley, 2000). Tovani (2000) characterizes this process as helping students understand that good readers interact with or have a conversation with the text. Many teaching strategies can help students as they learn to interact purposefully and successfully with text (e.g., Beers, 2003; Brownlie, Close, & Wingren, 1990; Buehl, 2001; Daniels & Zemelman, 2004; Harvey & Goudvis, 2000; Tovani, 2004).

Research indicates that effective readers purposefully use a variety of comprehension strategies before, during, and after reading to construct meaning from text. One possible way to group *cognitive strategies* by their purpose is as follows:

- *Connecting strategies* used before reading, such as accessing prior knowledge, asking questions about the text, and setting a goal for reading

- *Processing strategies* used during reading, such as making new connections and revising former understandings through interaction with the text
- *Transforming and personalizing strategies* used after reading, such as summarizing, synthesizing, evaluating, and applying new information so that it is retained for future use (Brownlie, Feniak, & Schnellert, 2006; Close, McClaren, & Stickley, 2002)

Students need explicit instruction in their development and use of strategies. Moore and Hinchman (2003) report that even students who are successful in using cognitive strategies are often not aware of the strategies they use or are inefficient in their use of these strategies. Therefore, teachers should make invisible cognitive and metacognitive reading strategies explicit through guided instruction. Sustained teaching of reading comprehension strategies enables readers to engage more actively with text, to monitor their comprehension, and to try alternative strategies when understanding breaks down. As students learn and practise comprehension strategies and critical reading skills, they become more proficient at reading independently, and are able to read more and more complex texts (ACT, 2006). Some examples of *teaching strategies* teachers might select from are as follows:

- *Before reading:* activate students' prior knowledge, set a purpose for reading, pose an inquiry question, brainstorm related questions, use text features to make predictions, distribute and preview a graphic organizer to locate key information
- *During reading:* model thinking while reading, divide the text into sections and stop to paraphrase each section before going on, make and monitor predictions, question the author's intent or point of view, have students read text in pairs to practise a targeted reading comprehension skill, pause to discuss their ideas as they go
- *After reading:* have students collaboratively summarize what they have read, offer students a choice of ways to demonstrate their understanding, ask students to compare pre-reading and post-reading predictions

Many researchers suggest building in metacognitive opportunities to help students better understand the strategies they use. When students are given opportunities to analyse task demands and reflect on the success of the strategies they have used, they can more consciously adapt and personalize their methods (Pressley, 2002; Butler & Cartier, 2004).

It is only in the last few years that a body of research has focussed on the complex intersections between adolescent learners, texts, and their contexts. This research describes the importance of multiple literacies and societal trends on literacy development and the ways that those from non-dominant groups need to have opportunities to learn dominant (i.e., Western) literacy practices while still having opportunities to develop and maintain their indigenous and/or culturally-specific literacies (Alvermann, 2001; Gee, 2001). This research reinforces an ongoing adaptation of teaching practices that help students to learn the invisible processes of reading (cognitive and social), use their out-of-school literacies, and provide students choices in how to demonstrate their response to and understanding of text. In particular, diverse social influences on readers and texts become a significant focus when engaging in interpretative, analytical, and evaluative processes (Appleman, 2000; Vinz, 2000). With this in mind, teachers might

- develop text sets by topic, issue, or genre including different forms of texts (i.e., fiction and non-fiction, multicultural, electronic and visual, graphic novels) so that students have an opportunity to choose and compare texts of varying formats, content, and reading levels
- design opportunities for students to use texts which create links to reading outside of school
- apprentice students to identify and analyse bias in a text
- engage students in examinations of the historical, cultural, and political influences on self, texts, and the meaning making process
- support students in considering multiple perspectives related to a text
- help students to identify and consider non-represented perspectives in contexts and texts

Struggling adolescent readers
The extensive research regarding struggling adolescent readers is clear in its message: every student can become a better reader. "Adolescents who struggle as readers are not in a class by themselves. They benefit as much as adolescents who excel with reading by being in meaningful, print-rich situations" (Moore & Hinchman, 2003, p. 13). Teachers who build a classroom community of learners where each student is apprenticed into thoughtful literacy practice can address the needs of these learners by focussing on what good readers do and by explicitly modelling reading strategies in context.

Lastly, accelerated or "second shot" approaches for struggling readers can complement classroom instruction by reinforcing the strategies and approaches used in English Language Arts and other content-area classrooms. Accelerated experiences should offer students the same opportunities for access to explicit and guided instruction, but differ in that students should be consistently reading text at their reading level as they build fluency, self-monitoring strategies, and self-confidence (Allington, 2001; Shanahan, 2004). Moore and Hinchman (2003) clarify that teachers of specialized interventions should

- establish positive relationships with students
- negotiate a shared agenda with students
- plan instruction that begins with existing literacies in mind
- provide models of proficient performance
- foster engaged, extended reading and writing
- offer adolescents choices in the manner of investigation, groups to work with, texts to read, perspectives to explore, written pieces to produce or projects to complete
- consider having students keep a reading/writing journal to record the reading and writing they do each day
- use visually oriented, shorter texts, and smaller chunks of texts, linked to popular culture and the world "outside" the classroom

Across contexts, backgrounds and experiences, research regarding the teaching of adolescent readers has several distinct themes: students

need the opportunity to be mentored into literacy practices that nurture the use of cognitive and metacognitive practices; students' meaning-making is both a personal and a social process; and response and analysis experiences will look different from classroom to classroom based on the readers' experiences and perspectives.

3. Writing

Contemporary approaches to writing instruction have been influenced by the findings of several different, though complementary and interconnected, programs of research:

- the *process* approach considers not only the stages through which a given piece of writing may move (drafting, revising, editing, publishing) but also is aware of its *recursive* nature (the process is dynamic and not the same for all writers)
- the *genre* approach is based on introducing students to the structural features of various kinds of writing (narration, exposition, persuasion, etc.) and entails guided practice to increase students' ability to select among and to produce a specific genre depending on purpose and audience
- the *metacognitive* approach seeks to expand students' ability to stand back and reflect critically on his or her ideas, understandings, strengths and weaknesses as a writer and to set appropriate goals for improvement

The process approach, popularized by Atwell (1998), is currently a common way of teaching students to write. Attention to the metacognitive and genre approaches as well as the process approach can create a well-rounded and in-depth writing program. Graves's (1983) research influenced writing pedagogy by suggesting that writing can be divided into a number of distinct stages, from initial brainstorming through drafting, revising and editing, to publishing. This process is not necessarily linear; writing is a recursive process that is different for every writer. For Graves, teachers play a crucial role in each of these stages by scaffolding students' writing and by engaging in writing conferences where they can check on student progress.

By coming to see students as developing authors writing for real purposes and real audiences, the classroom becomes a writer's workshop. Using the workshop approach, teachers encourage students to adopt the kind of behaviours appropriate for each stage in the writing process rather than developing specific skills in isolation from authentic writing tasks (Bullock, 1998). When teachers organize their classrooms around process writing, they give students a greater sense of ownership and control of their writing, invite them into an apprenticeship in the craft of writing, and help them to use writing as a way to learn.

Britton et al.'s (1975) genre model suggests that writing falls into three categories:

- *expressive writing* used to explore ideas, feelings, and intentions and relate these to other knowledge
- *transactional writing* used to communicate information
- *poetic writing* used to create literary artifacts like stories and poems

These categories are often interrelated. Within expressive, transactional, and poetic writing, the use of techniques and structures helps an author communicate effectively.

Another important finding from research into the cognitive processes underlying students' writing development is that students' ability to become more metacognitively aware of their own processes as writers substantially increases both the fluency and control of their writing (Flower & Hayes, 1981). Bereiter and Scardamalia (1987) outline two different but complementary approaches which develop metacognitive awareness: knowledge telling and knowledge transforming. Knowledge-telling strategies enable students to "tell what they know" about a topic, an approach, or the specifics of a particular genre; knowledge-transforming strategies go beyond telling and allow for the development of new ideas as students re-think previous knowledge and their attitudes towards it and experiment with different ways of presenting the new ideas (Graham & Perin, 2007). Langer's (1986) research found that students could use these metacognitive strategies across different writing tasks.

Carnegie Corporation of New York commissioned a report called "Writing Next: Effective strategies to improve writing of adolescents in middle and high schools" (2007). The report summarizes the results of a large-scale meta-analysis of research into the effects of specific types of writing instruction on adolescents' writing proficiency. The following excerpt describes the 11 key elements of effective adolescent writing instruction.

The 11 Key Elements of Effective Adolescent Writing Instruction

1. Writing Strategies
Teaching adolescents strategies for planning, revising, and editing their compositions has shown a dramatic effect on the quality of students' writing. Strategy instruction involves explicitly and systematically teaching steps necessary for planning, revising, and/or editing text (Graham, 2006). The ultimate goal is to teach students to use these strategies independently.

2. Summarization
Writing instruction often involves explicitly and systematically teaching students how to summarize texts. The summarization approaches studied ranged from explicitly teaching summarization strategies to enhancing summarization by progressively "fading" models of a good summary. ... Overall, teaching adolescents to summarize text had a consistent, strong, positive effect on their ability to write good summaries.

3. Collaborative Writing
Collaborative writing involves developing instructional arrangements whereby adolescents work together to plan, draft, revise, and edit their compositions. It shows a strong impact on improving the quality of students' writing.

4. Word Processing
The use of word-processing equipment can be particularly helpful for low-achieving writers. In this type of instruction, students might work collaboratively on writing assignments using personal laptop computers, or they might learn to word-process a composition under teacher guidance.

5. Specific Product Goals
Setting product goals involves assigning students specific, reachable goals for the writing they are to complete. It includes identifying the purpose of the assignment (e.g., to persuade) as well as characteristics of the final product.

6. Sentence Combining
Teaching adolescents how to write increasingly complex sentences in this way enhances the quality of their writing. Studies establishing the effectiveness of sentence combining primarily compared it with more traditional grammar instruction.

7. Pre-writing
Pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging adolescents in such activities before they write a first draft improves the quality of their writing. Pre-writing activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write.

8. Inquiry Activities
Involving adolescents in writing activities designed to sharpen their inquiry skills improves the quality of their writing. Effective inquiry activities in writing are characterized by a clearly specified goal (e.g., describe the actions of people), analysis of concrete and immediate data (observe one or more peers during specific activities), use of specific strategies to conduct the analysis (retrospectively ask the person being observed the reason for a particular action), and applying what was learned (assign the writing of a story incorporating insights from the inquiry process).

9. Process Writing Approach
The process writing approach involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction.

10. Study of Models
The study of models provides adolescents with good models for each type of writing that is the focus of instruction. Students are encouraged to analyze these examples and to emulate the critical elements, patterns, and forms embodied in the models in their own writing.

11. Writing for Content Area Learning
Writing has been shown to be an effective tool for enhancing students' learning of content material.

A Note About Grammar Instruction
Grammar instruction in the studies reviewed in this report involved the explicit and systematic teaching of the parts of speech and structure of sentence; i.e. a traditional teaching of grammar as an independent activity. The meta-analysis found a negative effect for this type of traditional grammar instruction for students across the full range of ability, indicating that traditional grammar instruction is unlikely to improve the quality of students' writing. However, other instructional methods, such as sentence combining, provide an effective alternative to traditional grammar instruction, as this approach improves students' writing quality while at the same time enhancing syntactic skills.

Excepted from Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high school – A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education. For more information on adolescent literacy, see www.carnegie.org/literacy.

Writing Next notes that "*flexibility* is now perhaps the most prized goal of writing instruction because the fully proficient writer can adapt to different contexts, formats, and purposes for writing" (Graham & Perin, 2007, p. 30). Many teachers still concentrate on the five-paragraph essay, but "[e]xcellent instruction in writing not only emphasizes correctness of forms and conventions, but also instills in writers the command of a wide variety of forms, genres, styles, and tones, and the ability to adapt to different contexts and purposes" (Graham & Perin, 2007, p. 30).

In assisting to develop their students' writing abilities, teachers can
- organize their classrooms as a writer's workshop, while remaining aware that writing is recursive and the writing process is not the same for all students all the time
- create opportunities for teacher-student and peer conferences around specific moments in the writing process (drafting, composing, revising, etc.), looking at these as opportunities for students to tell their knowledge and to transform their knowledge
- include moments for critical reflection on both the process and structural aspects of writing and also on its content
- provide models of various genres of writing, discuss their features and provide guidance and support for students' experiments in these genres
- use strategies that will build students' awareness of writing as a social practice rather than as a collection of de-contextualized skills (e.g., develop a range of real audiences and real purposes linked to the world outside the classroom)
- plan and organize their teaching based on teacher-constructed, teacher- and student-constructed and/or external criteria, which may include certain writing traits such as ideas, organization, voice, word choice, sentence fluency and conventions, or other criteria
- model and encourage the use of metacognitive strategies as a way of setting insightful goals around building on strengths and on identifying areas for improvement

- create and use highly specific mini-lessons in context around the conventions of organizing and presenting their writing (e.g., punctuation, transitions, conclusions, layout)

Teaching grammar outside of the students' writing experiences, such as using grammar worksheets, does not result in a transfer of skills or learning to the next writing experience. Grammar skills should be taught in the context of the writing experience, using students' and teachers' own writing.

Assessment of students' writing can also assist in the development of their writing skills. While creating criteria with students for specific writing tasks is more beneficial than using ready-made rubrics (Gregory, Cameron, & Davies, 1997), the BC Performance Standards for Writing offer helpful criteria for personal and impromptu writing, writing poems and stories, and writing to communicate ideas and information. Within each type of writing, different aspects can be examined in greater depth and detail, depending on students' needs and the focus of the lesson or task.

To support students' development in each type of writing, teachers may use one of the Performance Standards scales to develop criteria for quality writing with students. They may show students how to use these criteria in the process of drafting, editing, and proofreading, perhaps by modelling with their own writing or an anonymous writing sample. Teachers may also use the Performance Standards as an assessment tool when they evaluate students' writing. By creating a profile showing a student's level of development in each aspect of writing, the teacher can provide meaningful feedback to students and plan for focussed instruction where needed. Students learn to write in safe environments where teachers model writing, co-establish criteria for writing, sit alongside students to encourage and give feedback as they write, celebrate successes, and help students set goals for future writing development.
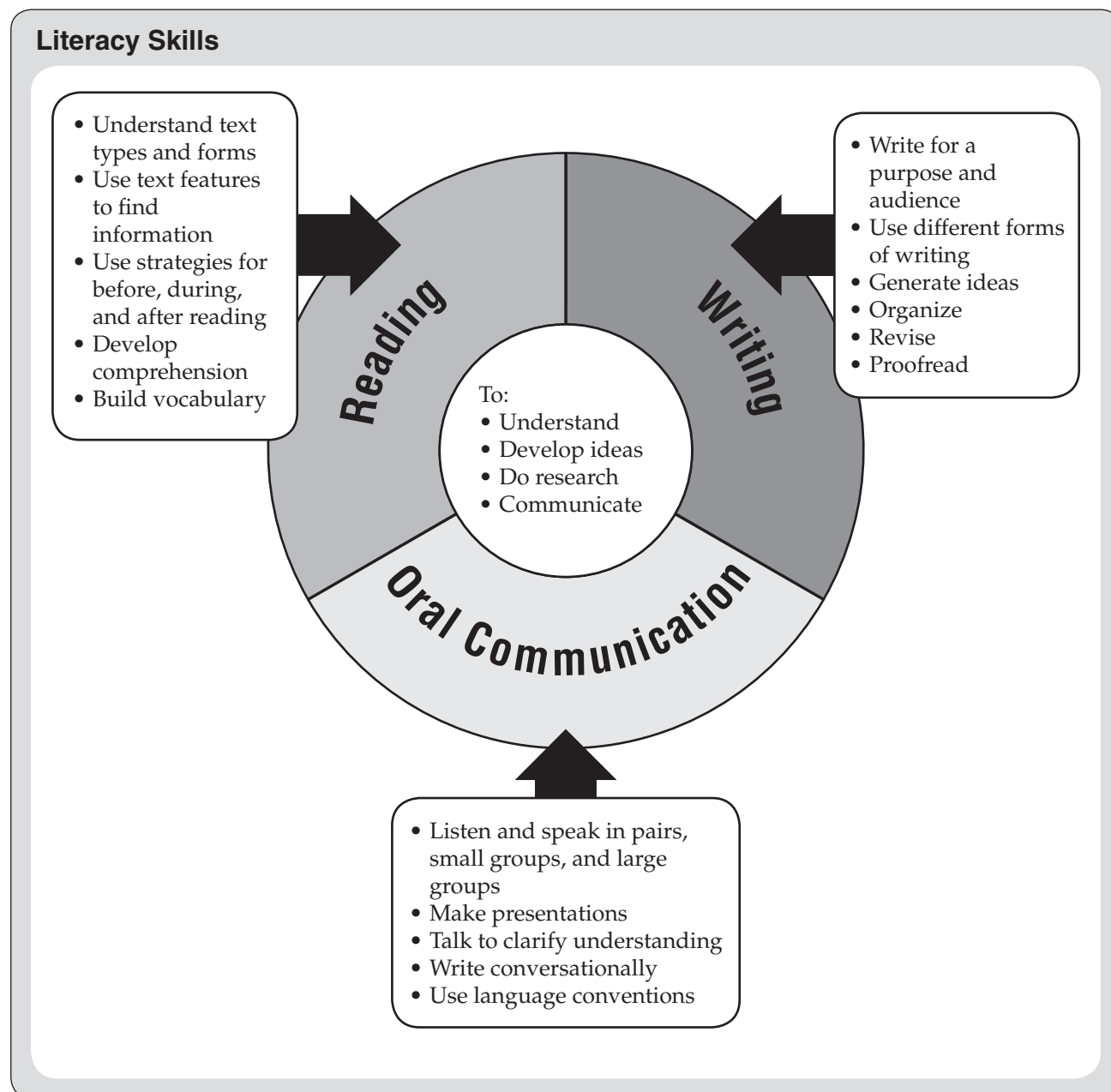
BEYOND THE CLASSROOM

1. Literacy Learning Across the Curriculum
Student learning is enhanced when teachers at all grades, teaching all subjects, see themselves as

teachers of literacy. Learning in all curricular areas requires students to use and interpret language, analyse and evaluate information, and connect what they are learning to what they already know. More time for literacy learning does not mean less time for learning other subjects; in fact, literacy learning provides a way into the increasingly complex ideas and texts that students encounter in all subjects as they advance through the grades. By integrating literacy learning into all disciplines,

teachers prepare their students to better read, view, write, and represent subject-specific material; help them become strategic thinkers and problem solvers; and provide them with opportunities to apply skills and strategies in many different meaningful contexts.

When teachers provide planned and cohesive literacy instruction across the curriculum, perhaps by choosing a common set of strategies to use across a grade, the strategies students learn become

Literacy Skills

- Understand text types and forms
- Use text features to find information
- Use strategies for before, during, and after reading
- Develop comprehension
- Build vocabulary

Reading

- Write for a purpose and audience
- Use different forms of writing
- Generate ideas
- Organize
- Revise
- Proofread

Writing

To:
- Understand
- Develop ideas
- Do research
- Communicate

Oral Communication

- Listen and speak in pairs, small groups, and large groups
- Make presentations
- Talk to clarify understanding
- Write conversationally
- Use language conventions

transportable and transparent (Lenz & Deshler, 2004). Ivey and Fisher (2006) suggest that "students need lots of rich, literacy-based learning *experiences* across the school day, and sometimes those experiences require specific instruction in reading, but *all have the ultimate goal of learning and thinking*"(p. xv). When subject-area teachers introduce, model, and coach students in the use of strategies, students can understand and integrate them in the context of the discipline in which they are taught. The more skilled students become at selecting, adapting, and applying strategies, the more efficiently they can learn and interact with content (Duke & Pearson, 2002; Pressley, 2002).

"Learning consists of gradually discovering the meaning of a discipline – that is, coming to understand the questions the discipline asks

about the world, the methods it uses, and the main theories it constructs" (Develay, 1996, p. 106). One approach that provides students with opportunities to apply a wide range of reading, writing, listening, speaking, and thinking strategies in all curriculum subjects is an inquiry approach (Daniels & Bizar, 2005; Wilhelm, 2007). The foundation of inquiry is the asking of thoughtful questions. Teachers help students pose questions and design tasks for seeking answers to their questions. This builds literacy skills in action and simultaneously deepens the students' thinking processes and ability to find solutions. By designing learning tasks that have a degree of open-endedness, uncertainty, and challenge, teachers encourage students to make deep, personal meaning, and to arrive at a variety of solutions with increasing independence.

Learning Processes and the Learning Environment
- Understanding learning styles, and the at-risk learner
- Gathering and interpreting assessment data
- Providing differentiated instruction
- Engaging the reluctant learner
- Involving families and communities to support student learning
- Creating a safe, orderly, supportive learning environment that invites risk-taking
- Using innovative school and classroom structures (such as modified timetables)
- Choosing literacy resources that interest students, link to the curriculum, and improve learning
- Using technology to develop literacy skills

Oral Language
- Developing oral communication skills for the subject area, including:
  - presentation skills
  - active listening
- Using speaking and listening skills to support reading, writing, advanced reasoning, and positive interaction with others
- Exploring subject-specific vocabulary and language

Writing
- Writing in different forms for the subject area (e.g., lab reports, persuasive essays, procedures, narratives, recounts)
- Using the writing process in the subject area
- Improving writing through strategies for before, during, and after writing
- Using templates and graphic organizers to help with complex writing tasks
- Using writing to support advanced reasoning in the subject
- Exploring subject-specific vocabulary and language

Reading
- Understanding features of text in subject-specific materials
- Reading aloud, shared reading, and guided reading
- Improving reading with strategies for before, during, and after reading
- Using graphic organizers and advanced reasoning skills to understand subject content and develop critical thinking
- Understanding subject-specific vocabulary and language

Students must see speaking, listening, reading, viewing, writing, and representing as purposeful and reciprocal processes and must see themselves as successful literacy learners across all subject areas. Students develop these skills, strategies, and dispositions toward literacy learning from working with knowledgeable teachers, parents, and peers.

2. Professional learning communities support a comprehensive and co-ordinated curriculum

Cohesive learning experiences for students see all teachers across subject and grade levels co-ordinating their instruction to reinforce important strategies and concepts. 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.

Professional learning communities can support school goals and the development of individualized practices that use generalizable research and context-specific student data. When there are shared goals related to student learning, teachers can work together in subject-area and cross-curricular groups to develop instructional approaches that address the content and literacy needs of students. "Leadership is important because it provides a sense of stability and continuity" (Shanahan, 2004, p. 46). Research on effective schools documents the integral role of distributed leadership working to achieve shared goals. Researchers have documented that schools with cross-curricular literacy teams have achieved significant, meaningful gains for teachers and students (Dufour & Eaker, 1998; Fisher & Frey, 2004; Marzano, 2001; Shanahan, 2004). "Teacher teams that meet regularly allow teachers to plan for consistency in instruction across subject areas, which is an important step toward a comprehensive and coordinated literacy program" (Biancarosa & Snow, 2004, p. 21).

In secondary grades where students are taught by a variety of teachers, co-ordinated literacy instruction across content areas is essential to strengthen and support learning. Furthermore, communication between teachers results in a holistic view of

students' learning. 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. Taylor and Richardson (2001) note that effective professional learning communities:

- reflect and dialogue on practice
- implement new teaching strategies
- use relevant data to inform deliberations
- sustain focus on a topic of study
- maintain participant control over group procedures and content, ensuring that all viewpoints are valued, and
- create time for teachers to study together

SUMMARY

Effective teachers make instructional decisions based on their knowledge of literacy learning (connected to sound research), the Prescribed Learning Outcomes, and individual students' strengths and needs. High standards, rich, meaningful, and engaging content, varied instructional strategies, and assessment that supports learning work together to scaffold successful language arts instruction.

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English
Language
Arts

PRESCRIBED LEARNING OUTCOMES

English Language Arts Grade 10

Prescribed Learning Outcomes are content standards for the provincial education system; they are the prescribed curriculum. Clearly stated and expressed in measurable and observable terms, Prescribed Learning Outcomes set out the required knowledge, skills, and attitudes – what students are expected to know and be able to do – by the end of the specified course.

UNDERSTANDING THE PRESCRIBED LEARNING OUTCOMES

Schools have the responsibility to ensure that all Prescribed Learning Outcomes in this curriculum are met; however, schools have flexibility in determining how delivery of the curriculum can best take place.

It is expected that student achievement will vary in relation to the Prescribed Learning Outcomes. Evaluation, reporting, and student placement with respect to these outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

Prescribed Learning Outcomes for English Language Arts 8 to 12 are presented by curriculum organizer and suborganizer, and are coded alphanumerically for ease of reference; however, this arrangement is not intended to imply a required instructional sequence.

This document contains the Prescribed Learning Outcomes for Grade 10. Also included for reference are the Prescribed Learning Outcomes for Grade 9 and Grade 11.

Wording of the Prescribed Learning Outcomes

All Prescribed Learning Outcomes complete the stem, "It is expected that students will…."

When used in a Prescribed Learning Outcome, the word "including" indicates that any ensuing item must be addressed. Lists of items introduced by the word "including" represent a set of minimum requirements associated with the general requirement set out by the outcome. The lists are not necessarily exhaustive, however, and teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

Conversely, the abbreviation "e.g." (for example) in a Prescribed Learning Outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are not required. Presented in parentheses, the list of items introduced by "e.g." is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the Prescribed Learning Outcome.

DOMAINS OF LEARNING

Prescribed Learning Outcomes in BC curricula identify required learning in relation to one or more of the three domains of learning: cognitive, psychomotor, and affective. The following definitions of the three domains are based on Bloom's taxonomy.

The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities. The cognitive domain can be further specified as including three cognitive levels: knowledge, understanding and application, and higher mental processes. These levels are determined by the verb used in the Prescribed Learning Outcome, and illustrate how student learning develops over time.
- *Knowledge* includes those behaviours that emphasize the recognition or recall of ideas, material, or phenomena.
- *Understanding and application* represents a comprehension of the literal message contained in a communication, and the ability to apply an appropriate theory, principle, idea, or method to a new situation.
- *Higher mental processes* include analysis, synthesis, and evaluation. The higher mental processes level subsumes both the knowledge and the understanding and application levels.

The **affective domain** concerns attitudes, beliefs, and the spectrum of values and value systems.

The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

English
Language
Arts

ORAL LANGUAGE · READING · WRITING

PRESCRIBED LEARNING OUTCOMES

By Grade

GRADE 9

Prescribed Learning Outcomes: English Language Arts

It is expected that students will:

ORAL LANGUAGE (SPEAKING AND LISTENING)

Purposes (Oral Language)

A1   interact and collaborate in pairs and groups to
  – support the learning of self and others
  – explore experiences, ideas, and information
  – understand the perspectives of others
  – comprehend and respond to a variety of **texts**
  – create a variety of **texts**
A2   express ideas and information in a variety of situations and **forms** to
  – explore and respond
  – recall and describe
  – narrate and explain
  – persuade and support
  – engage and entertain
A3   listen to comprehend, interpret, and **evaluate** ideas and information from a variety of **texts**, considering
  – purpose
  – messages
  – **tone**
  – **structure**
  – effects and impact
  – bias

GRADE 9, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Oral Language)

A4 select and use a range of **strategies** to interact and collaborate with others in pairs and groups, including
   – selecting methods for working together effectively
   – listening actively
   – contributing ideas and encouraging the ideas of others
   – demonstrating awareness of diverse **points of view**
   – reaching consensus or agreeing to differ

A5 select and use a range of **strategies** to prepare oral communications, including
   – interpreting a task and setting a purpose
   – considering audience
   – generating ideas
   – making connections among relevant knowledge and experiences
   – planning and rehearsing presentations

A6 select and use a range of **strategies** to express ideas and information in oral communications, including
   – vocal techniques
   – **style** and **tone**
   – **nonverbal techniques**
   – visual aids
   – organizational and memory aids
   – monitoring methods

A7 use listening **strategies** to understand, recall, and **analyse** a variety of **texts**, including
   – connecting to prior knowledge
   – making reasonable predictions
   – identifying main points
   – generating thoughtful questions
   – clarifying and confirming meaning

Thinking (Oral Language)

A8 speak and listen to make personal responses to **texts**, by
   – making connections with prior knowledge and experiences
   – describing reactions and emotions
   – generating thoughtful questions
   – developing opinions with reasons

A9 speak and listen to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
   – making and supporting judgments
   – examining and comparing ideas and elements within and among **texts**
   – describing perspectives
   – identifying bias, contradictions, and non-represented perspectives

A10 speak and listen to **synthesize** and extend thinking, by
   – personalizing ideas and information
   – explaining relationships among ideas and information
   – applying new ideas and information
   – **transforming** existing ideas and information

A11 use **metacognitive strategies** to reflect on and assess their speaking and listening, by
   – referring to criteria
   – setting goals for improvement
   – creating a plan for achieving goals
   – **evaluating** progress and setting new goals

GRADE 9, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Features (Oral Language)

A12 recognize and apply the structures and **features** of **oral language** to convey and derive meaning, including
  – **context**
  – **text structures**
  – **syntax**
  – **diction**
  – usage **conventions**
  – **rhetorical devices**
  – vocal techniques
  – **nonverbal techniques**

READING AND VIEWING

Purposes (Reading and Viewing)

B1 read, both collaboratively and independently, to comprehend a variety of literary **texts**, including
  – literature reflecting a variety of times, places, and perspectives
  – literature reflecting a variety of prose **forms**
  – poetry in a variety of narrative and lyric **forms**
  – significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels)
  – traditional **forms** from Aboriginal and other cultures
  – student-generated material

B2 read, both collaboratively and independently, to comprehend a variety of **information** and persuasive **texts** with increasing complexity of ideas and **form**, such as
  – articles and reports
  – biographies and autobiographies
  – textbooks, magazines, and newspapers
  – print and electronic reference material
  – advertising and promotional material
  – opinion-based material
  – student-generated material

B3 view, both collaboratively and independently, to comprehend a variety of visual **texts**, such as
  – broadcast media
  – web sites
  – **graphic novels**
  – film and video
  – photographs
  – art
  – visual components of print media
  – student-generated material

B4 independently select and read, for sustained periods of time, **texts** for enjoyment and to increase **fluency**

GRADE 9, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Reading and Viewing)

B5   before reading and viewing, select and use a range of **strategies** to anticipate content and construct meaning, including
   – interpreting a task
   – setting a purpose
   – accessing prior knowledge
   – making logical predictions
   – generating guiding questions

B6   during reading and viewing, select and use a range of **strategies** to construct, monitor, and confirm meaning, including
   – predicting, questioning, visualizing, and making connections
   – making inferences and drawing conclusions
   – differentiating main ideas and supporting details
   – summarizing
   – using **text features**
   – determining the meaning of unknown words and phrases
   – self-monitoring and self-correcting

B7   after reading and viewing, select and use a range of **strategies** to extend and confirm meaning, including
   – responding to **text**
   – asking questions
   – reviewing **text** and purpose for reading
   – making inferences and drawing conclusions
   – summarizing, **synthesizing**, and applying ideas

Thinking (Reading and Viewing)

B8   explain and support personal responses to **texts,** by
   – making connections with prior knowledge and experiences
   – describing reactions and emotions
   – generating thoughtful questions
   – offering and supporting opinions using evidence

B9   interpret, **analyse**, and **evaluate** ideas and information from **texts,** by
   – making and supporting judgments
   – examining and comparing ideas and elements within and among **texts**
   – beginning to identify **diverse voices**
   – identifying bias, contradictions, and non-represented perspectives

B10   **synthesize** and extend thinking about **texts**, by
   – personalizing ideas and information
   – explaining relationships among ideas and information
   – applying new ideas and information
   – **transforming** existing ideas and information

B11   use **metacognitive strategies** to reflect on and assess their reading and viewing, by
   – referring to criteria
   – setting goals for improvement
   – creating a plan for achieving goals
   – **evaluating** progress and setting new goals

GRADE 9, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Features (Reading and Viewing)

B12 recognize and explain how **structures** and **features** of **text** shape readers' and viewers' construction of meaning, including
- **form** and **genre**
- functions of **text**
- **literary elements**
- **literary devices**
- use of language
- non-fiction elements
- **visual/artistic devices**

B13 demonstrate increasing word skills and vocabulary knowledge, by
- **analysing** the origins and roots of words
- determining meanings and uses of words based on **context**
- identifying, selecting, and using appropriate academic and technical language
- using vocabulary appropriate to audience and purpose

WRITING AND REPRESENTING

Purposes (Writing and Representing)

C1 write meaningful **personal texts** that explore ideas and information to
- experiment
- express self
- make connections
- reflect and respond
- remember and recall

C2 write purposeful **information texts** that express ideas and information to
- explore and respond
- record and describe
- **analyse** and explain
- persuade
- engage

C3 write effective **imaginative texts** to explore ideas and information to
- make connections and develop insights
- explore literary **forms** and techniques
- experiment with language and **style**
- engage and entertain

C4 create thoughtful **representations** that communicate ideas and information to
- explore and respond
- record and describe
- explain and persuade
- engage

GRADE 9, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Writing and Representing)

C5   select and use a range of **strategies** to generate, develop, and organize ideas for writing and **representing**, including
  – making connections
  – setting a purpose and considering audience
  – gathering and summarizing ideas from personal interest, knowledge, and inquiry
  – **analysing** writing samples or models
  – setting class-generated criteria

C6   select and use a range of drafting and composing **strategies** while writing and **representing**, including
  – using a variety of sources to collect ideas and information
  – generating **text**
  – organizing ideas and information
  – **analysing** writing samples or models
  – creating and consulting criteria

C7   select and use a range of **strategies** to **revise**, **edit**, and **publish** writing and **representing**, including
  – checking work against established criteria
  – enhancing supporting details and examples
  – refining specific aspects and **features** of **text**
  – **proofreading**

Thinking (Writing and Representing)

C8   write and **represent** to explain and support personal responses to **texts**, by
  – making connections with prior knowledge and experiences
  – describing reactions and emotions
  – generating thoughtful questions
  – developing opinions using evidence

C9   write and **represent** to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
  – making and supporting judgments
  – examining and comparing ideas and elements within and among **texts**
  – identifying diverse **points of view**
  – identifying bias, contradictions, and non-represented perspectives

C10 write and **represent** to **synthesize** and extend thinking, by
  – personalizing ideas and information
  – explaining relationships among ideas and information
  – applying new ideas and information
  – **transforming** existing ideas and information

C11 use **metacognitive strategies** to reflect on and assess their writing and **representing**, by
  – relating their work to criteria
  – setting goals for improvement
  – creating a plan for achieving goals
  – **evaluating** progress and setting new goals

GRADE 9, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Features (Writing and Representing)

C12 use and experiment with elements of **style** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including
  – **syntax** and **sentence fluency**
  – **diction**
  – **point of view**
  – **literary devices**
  – **visual/artistic devices**

C13 use and experiment with elements of **form** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including
  – organization of ideas and information
  – **text features** and **visual/artistic devices**

C14 use **conventions** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including
  – grammar and usage
  – punctuation, capitalization, and Canadian spelling
  – **copyright** and citation of references
  – **presentation**/layout

GRADE 10

Prescribed Learning Outcomes: English Language Arts

It is expected that students will:

ORAL LANGUAGE (SPEAKING AND LISTENING)

Purposes (Oral Language)

A1 interact and collaborate in pairs and groups to
- support and extend the learning of self and others
- explore experiences, ideas, and information
- gain insight into others' perspectives
- respond to and **analyse** a variety of **texts**
- create a variety of **texts**

A2 express ideas and information in a variety of situations and **forms** to
- explore and respond
- recall and describe
- narrate and explain
- argue, persuade, and support
- engage and entertain

A3 listen to comprehend, interpret, and **evaluate** ideas and information from a variety of **texts**, considering
- purpose
- messages
- **tone**
- **structure**
- effects and impact
- bias
- **context**, including historical and cultural influences

GRADE 10, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Oral Language)

A4   select, adapt, and apply a range of **strategies** to interact and collaborate with others in pairs and groups, including
– initiating and sharing responsibilities
– listening actively
– contributing ideas and supporting the ideas of others
– acknowledging and discussing diverse **points of view**
– reaching consensus or agreeing to differ

A5   select, adapt, and apply a range of **strategies** to prepare oral communications, including
– interpreting a task and setting a purpose
– generating ideas
– considering multiple perspectives
– **synthesizing** relevant knowledge and experiences
– planning and rehearsing presentations

A6   select, adapt, and apply a range of **strategies** to express ideas and information in oral communications, including
– vocal techniques
– **style** and **tone**
– **nonverbal techniques**
– visual aids
– organizational and memory aids
– monitoring methods

A7   use listening **strategies** to understand, recall, and **analyse** a variety of **texts**, including
– extending understanding by accessing prior knowledge
– making plausible predictions
– summarizing main points
– generating thoughtful questions
– clarifying and confirming meaning

GRADE 10, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Thinking (Oral Language)

A8   speak and listen to make personal responses to **texts**, by
   – making connections with prior knowledge and experiences
   – relating reactions and emotions to understanding of the **text**
   – generating thoughtful questions
   – making inferences
   – explaining opinions using reasons and evidence

A9   speak and listen to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
   – making and supporting reasoned judgments
   – examining and comparing ideas and elements among **texts**
   – describing and comparing perspectives
   – describing bias, contradictions, and non-represented perspectives
   – identifying the importance and impact of historical and cultural **context**s

A10 speak and listen to **synthesize** and extend thinking, by
   – personalizing ideas and information
   – explaining relationships among ideas and information
   – applying new ideas and information
   – **transforming** existing ideas and information
   – **contextualizing** ideas and information

A11 use **metacognitive strategies** to reflect on and assess their speaking and listening, by
   – referring to criteria
   – setting goals for improvement
   – creating a plan for achieving goals
   – **evaluating** progress and setting new goals

Features (Oral Language)

A12 recognize and apply the structures and **features** of **oral language** to convey and derive meaning, including
   – **context**
   – **text structures**
   – **syntax**
   – **diction**
   – usage **conventions**
   – **rhetorical devices**
   – vocal techniques
   – **nonverbal techniques**
   – **idiomatic expressions**

GRADE 10, CONTINUED

Prescribed Learning Outcomes: English Language Arts

READING AND VIEWING

Purposes (Reading and Viewing)

B1 read, both collaboratively and independently, to comprehend a variety of literary **texts**, including
– literature reflecting a variety of times, places, and perspectives
– literature reflecting a variety of prose **forms**
– poetry in a variety of narrative and lyric **forms**
– significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels)
– traditional **forms** from Aboriginal and other cultures
– student-generated material

B2 read, both collaboratively and independently, to comprehend a variety of **information** and persuasive **texts** with increasing complexity of ideas and **form**, such as
– articles and reports
– biographies and autobiographies
– textbooks, magazines, and newspapers
– print and electronic reference material
– advertising and promotional material
– opinion-based material
– student-generated material

B3 view, both collaboratively and independently, to comprehend a variety of visual **texts**, such as
– broadcast media
– web sites
– **graphic novels**
– film and video
– photographs
– art
– visual components of print media
– student-generated material

B4 independently select and read, for sustained periods of time, **texts** for enjoyment and to increase **fluency**

GRADE 10, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Reading and Viewing)

B5   before reading and viewing, select, adapt, and apply a range of **strategies** to anticipate content and construct meaning, including
   – interpreting a task
   – setting a purpose or multiple purposes
   – accessing prior knowledge, including knowledge of **genre**, **form**, and **context**
   – making logical, detailed predictions
   – generating guiding or speculative questions

B6   during reading and viewing, select, adapt, and apply a range of **strategies** to construct, monitor, and confirm meaning, including
   – comparing and refining predictions, questions, images, and connections
   – making inferences and drawing conclusions
   – summarizing and paraphrasing
   – using **text features**
   – determining the meaning of unknown words and phrases
   – clarifying meaning

B7   after reading and viewing, select, adapt, and apply a range of **strategies** to extend and confirm meaning and to consider **author's** craft, including
   – reflecting on predictions, questions, images, and connections made during reading
   – reviewing **text** and purpose for reading
   – making inferences and drawing conclusions
   – summarizing, **synthesizing**, and applying ideas
   – identifying stylistic techniques

Thinking (Reading and Viewing)

B8   explain and support personal responses to **texts**, by
   – making comparisons to other ideas and concepts
   – relating reactions and emotions to understanding of the **text**
   – explaining opinions using reasons and evidence
   – suggesting **contextual** influences

B9   interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
   – making and supporting reasoned judgments
   – comparing ideas and elements among **texts**
   – identifying and describing **diverse voices**
   – describing bias, contradictions, and non-represented perspectives
   – identifying the importance and impact of historical and cultural **context**s

B10 **synthesize** and extend thinking about **texts**, by
   – personalizing ideas and information
   – explaining relationships among ideas and information
   – applying new ideas and information
   – **transforming** existing ideas and information
   – **contextualizing** ideas and information

B11 use **metacognitive strategies** to reflect on and assess their reading and viewing, by
   – referring to criteria
   – setting goals for improvement
   – creating a plan for achieving goals
   – **evaluating** progress and setting new goals

GRADE 10, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Features (Reading and Viewing)

B12 recognize and explain how **structures** and **features** of **text** shape readers' and viewers' construction of meaning, including
– **form** and **genre**
– functions of **text**
– **literary elements**
– **literary devices**
– use of language
– **non-fiction elements**
– **visual/artistic devices**

B13 demonstrate increasing word skills and vocabulary knowledge, by
– **analysing** the origins and roots of words
– determining meanings and uses of words based on **context**
– identifying, selecting, and using appropriate academic and technical language
– using vocabulary appropriate to audience and purpose
– discerning nuances in meaning of words considering historical, cultural, and literary **contexts**

WRITING AND REPRESENTING

Purposes (Writing and Representing)

C1 write meaningful **personal texts** that elaborate on ideas and information to
– experiment
– express self
– make connections
– reflect and respond
– remember and recall

C2 write purposeful **information texts** that express ideas and information to
– explore and respond
– record and describe
– **analyse** and explain
– speculate and consider
– argue and persuade
– engage

C3 write effective **imaginative texts** to develop ideas and information to
– strengthen connections and insights
– explore and adapt literary **forms** and techniques
– experiment with increasingly sophisticated language and style
– engage and entertain

C4 create thoughtful **representations** that communicate ideas and information to
– explore and respond
– record and describe
– explain and persuade
– engage

GRADE 10, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Writing and Representing)

C5 select, adapt, and apply a range of **strategies** to generate, develop, and organize ideas for writing and **representing**, including
  – making connections
  – setting a purpose and considering audience
  – gathering and summarizing ideas from personal interest, knowledge, and inquiry
  – **analysing** writing samples or models
  – setting class-generated criteria

C6 select, adapt, and apply a range of drafting and composing **strategies** while writing and **representing**, including
  – using a variety of sources to collect ideas and information
  – generating **text**
  – organizing and **synthesizing** ideas and information
  – **analysing** writing samples or models
  – creating and consulting criteria

C7 select, adapt, and apply a range of **strategies** to **revise**, **edit**, and **publish** writing and **representing**, including
  – checking work against established criteria
  – enhancing supporting details and examples
  – refining specific aspects and **features** of **text**
  – **proofreading**

Thinking (Writing and Representing)

C8 write and **represent** to explain and support personal responses to **texts**, by
  – making comparisons to other ideas and concepts
  – relating reactions and emotions to understanding of the **text**
  – developing opinions using reasons and evidence
  – suggesting **contextual** influences

C9 write and **represent** to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
  – making and supporting reasoned judgments
  – describing and comparing perspectives
  – describing bias, contradictions, and non-represented perspectives
  – identifying the importance and impact of historical and cultural **context**s

C10 write and **represent** to **synthesize** and extend thinking, by
  – personalizing ideas and information
  – explaining relationships among ideas and information
  – applying new ideas and information
  – **transforming** existing ideas and information
  – **contextualizing** ideas and information

C11 use **metacognitive strategies** to reflect on and assess their writing and **representing**, by
  – relating their work to criteria
  – setting goals for improvement
  – creating a plan for achieving goals
  – **evaluating** progress and setting new goals

GRADE 10, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Features (Writing and Representing)

C12 use and experiment with elements of **style** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including
  – **syntax** and **sentence fluency**
  – **diction**
  – **point of view**
  – **literary devices**
  – **visual/artistic devices**

C13 use and experiment with elements of **form** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including
  – organization of ideas and information
  – **text features** and **visual/artistic devices**

C14 use **conventions** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including
  – grammar and usage
  – punctuation, capitalization, and Canadian spelling
  – **copyright** and citation of references
  – **presentation**/layout

GRADE 11

Prescribed Learning Outcomes: English Language Arts

It is expected that students will:

ORAL LANGUAGE (SPEAKING AND LISTENING)

Purposes (Oral Language)

A1 interact and collaborate in pairs and groups to
- support and extend the learning of self and others
- explore experiences, ideas, and information
- incorporate new perspectives into own thinking
- respond to and **critique** a variety of **texts**
- create a variety of **texts**

A2 express ideas and information in a variety of situations and **forms** to
- explore and respond
- recall and describe
- narrate and explain
- argue, persuade, and **critique**
- support and extend
- engage and entertain

A3 listen to comprehend, interpret, and **evaluate** ideas and information from a variety of **texts**, considering
- purpose
- messages
- **tone**
- **structure**
- effects and impact
- bias
- **context**, including historical, social, and political influences

GRADE 11, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Oral Language)

A4 select, adapt, and apply a range of **strategies** to interact and collaborate with others in pairs and groups, including
  – initiating and sharing responsibilities
  – listening actively
  – contributing ideas and supporting the ideas of others
  – seeking out diverse perspectives
  – reaching consensus or agreeing to differ

A5 select, adapt, and apply a range of **strategies** to prepare oral communications, including
  – interpreting a task and setting a purpose
  – generating ideas
  – considering multiple perspectives
  – **synthesizing** relevant knowledge and experiences
  – planning and rehearsing presentations

A6 select, adapt, and apply a range of **strategies** to express ideas and information in oral communications, including
  – vocal techniques
  – **style** and **tone**
  – **nonverbal techniques**
  – visual aids
  – organizational and memory aids
  – monitoring methods

A7 use listening **strategies** to understand, recall, and **analyse** a variety of **texts**, including
  – extending understanding by accessing prior knowledge
  – making plausible predictions
  – **synthesizing** main points
  – generating critical questions
  – clarifying and confirming meaning

GRADE 11, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Thinking (Oral Language)

A8 speak and listen to make personal responses to **texts**, by
  – relating reactions and emotions to understanding of the **text**
  – generating thoughtful questions
  – making inferences
  – explaining opinions using reasons and evidence
  – suggesting **contextual** influences and relationships

A9 speak and listen to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
  – examining and comparing ideas and concepts among **texts**
  – **critiquing** the **author's** logic and quality of evidence
  – describing and **critiquing** perspectives
  – identifying and challenging bias, contradictions, and distortions
  – identifying the importance and impact of historical, social, and political **context**s

A10 speak and listen to **synthesize** and extend thinking, by
  – personalizing ideas and information
  – explaining relationships among ideas and information
  – applying new ideas and information
  – **transforming** existing ideas and information
  – **contextualizing** ideas and information

A11 use **metacognitive strategies** to reflect on and assess their speaking and listening, by
  – referring to criteria
  – setting goals for improvement
  – creating a plan for achieving goals
  – **evaluating** progress and setting new goals

Features (Oral Language)

A12 recognize and apply the structures and **features** of **oral language** to convey and derive meaning, including
  – **context**
  – **text structures**
  – **syntax**
  – **diction**
  – usage **conventions**
  – **rhetorical devices**
  – vocal techniques
  – **nonverbal techniques**

GRADE 11, CONTINUED

Prescribed Learning Outcomes: English Language Arts

READING AND VIEWING

Purposes (Reading and Viewing)

B1   read, both collaboratively and independently, to comprehend a wide variety of literary **texts**, including
  – literature reflecting a variety of times, places, and perspectives
  – literature reflecting a variety of prose **forms**
  – poetry in a variety of **forms**
  – significant works of Canadian literature (e.g., the study of plays short stories, poetry, or novels)
  – traditional **forms** from Aboriginal and other cultures
  – student-generated material

B2   read, both collaboratively and independently, to comprehend a wide variety of **information** and persuasive **texts** with increasing complexity and subtlety of ideas and **form**, such as
  – articles and reports
  – biographies and autobiographies
  – textbooks, magazines, and newspapers
  – print and electronic reference material
  – advertising and promotional material
  – opinion-based material
  – student-generated material

B3   view, both collaboratively and independently, to comprehend a variety of visual **texts**, with increasing complexity of ideas and **form**, such as
  – broadcast media
  – web sites
  – **graphic novels**
  – film and video
  – photographs
  – art
  – visual components of print media
  – student-generated material

B4   independently select and read, for sustained periods of time, **texts** for enjoyment and to increase **fluency**

GRADE 11, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Reading and Viewing)

B5   before reading and viewing, select, adapt, and apply a range of **strategies** to anticipate content and construct meaning, including
  – interpreting a task
  – setting a purpose or multiple purposes
  – accessing prior knowledge, including knowledge of **genre**, **form**, and **context**
  – making logical, detailed predictions
  – generating guiding or speculative questions

B6   during reading and viewing, select, adapt, and apply a range of **strategies** to construct, monitor, and confirm meaning, including
  – comparing and refining predictions, questions, images, and connections
  – making inferences and drawing conclusions
  – summarizing and paraphrasing
  – using **text features**
  – determining the meaning of unknown words and phrases
  – clarifying meaning

B7   after reading and viewing, select, adapt, and apply a range of **strategies** to extend and confirm meaning, and to consider **author's** craft, including
  – reflecting on predictions, questions, images, and connections made during reading
  – reviewing **text** and purpose for reading
  – making inferences and drawing conclusions
  – summarizing, **synthesizing**, and applying ideas
  – identifying stylistic techniques

Thinking (Reading and Viewing)

B8   explain and support personal responses to **texts**, by
  – making comparisons to other ideas and concepts
  – relating reactions and emotions to understanding of the **text**
  – developing opinions using reasons and evidence
  – suggesting **contextual** influences and relationships

B9   interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
  – **critiquing** logic and quality of evidence
  – identifying and describing **diverse voices**
  – **critiquing** perspectives
  – identifying and challenging bias, contradictions, and distortions
  – identifying the importance and impact of social, political, and historical **contexts**

B10 **synthesize** and extend thinking about **texts**, by
  – personalizing ideas and information
  – explaining relationships among ideas and information
  – applying new ideas and information
  – **transforming** existing ideas and information
  – **contextualizing** ideas and information

B11 use **metacognitive strategies** to reflect on and assess their reading and viewing, by
  – referring to criteria
  – setting goals for improvement
  – creating a plan for achieving goals
  – **evaluating** progress and setting new goals

GRADE 11, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Features (Reading and Viewing)

B12 recognize and explain how **structures** and **features** of **text** shape readers' and viewers' construction of meaning and appreciation of **author's** craft, including
  – **form** and **genre**
  – functions of **text**
  – **literary elements**
  – **literary devices**
  – use of language
  – non-fiction elements
  – **visual/artistic devices**

B13 demonstrate increasing word skills and vocabulary knowledge, by
  – **analysing** the origins and roots of words
  – determining meanings and uses of words based on **context**
  – identifying, selecting, and using appropriate academic and technical language
  – using vocabulary appropriate to audience and purpose
  – discerning nuances in meaning of words considering social, political, historical, and literary **contexts**

WRITING AND REPRESENTING

Purposes (Writing and Representing)

C1 write meaningful **personal texts** that elaborate on ideas and information to
  – experiment
  – express self
  – make connections
  – reflect and respond
  – remember and recall

C2 write purposeful **information texts** that express ideas and information to
  – explore and respond
  – record and describe
  – speculate and consider
  – argue and persuade
  – **analyse** and **critique**
  – engage

C3 write effective **imaginative texts** to develop ideas and information to
  – strengthen connections and insights
  – explore and adapt literary **forms** and techniques
  – experiment with increasingly sophisticated language and **style**
  – engage and entertain

C4 create thoughtful **representations** that communicate ideas and information to
  – explore and respond
  – record and describe
  – explain and persuade
  – engage

GRADE 11, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Strategies (Writing and Representing)

C5 select, adapt, and apply a range of **strategies** to generate, develop, and organize ideas for writing and **representing**, including
– making connections
– setting a purpose and considering audience
– gathering and summarizing ideas from personal interest, knowledge, and inquiry
– **analysing** writing samples or models
– setting class-generated criteria

C6 select, adapt, and apply a range of drafting and composing **strategies** while writing and **representing**, including
– using a variety of sources to collect ideas and information
– generating **text**
– organizing and **synthesizing** ideas and information
– **analysing** writing samples or models
– creating and consulting criteria

C7 select, adapt, and apply a range of **strategies** to **revise**, **edit**, and **publish** writing and **representing**, including
– checking work against established criteria
– enhancing supporting details and examples
– refining specific aspects and **features** of **text**
– **proofreading**

Thinking (Writing and Representing)

C8 write and **represent** to explain and support personal responses to **texts**, by
– making comparisons to other ideas and concepts
– relating reactions and emotions to understanding of the **text**
– developing opinions using reasons and evidence
– suggesting **contextual** influences and relationships

C9 write and **represent** to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
– **critiquing** logic and quality of evidence
– relating and **critiquing** perspectives
– identifying and challenging bias, contradictions, and distortions
– identifying the importance and impact of social, political, and historical **contexts**

C10 write and **represent** to **synthesize** and extend thinking, by
– personalizing ideas and information
– explaining relationships among ideas and information
– applying new ideas and information
– **transforming** existing ideas and information
– **contextualizing** ideas and information

C11 use **metacognitive strategies** to reflect on and assess their writing and **representing**, by
– relating their work to criteria
– setting goals for improvement
– creating a plan for achieving goals
– **evaluating** progress and setting new goals

GRADE 11, CONTINUED

Prescribed Learning Outcomes: English Language Arts

Features (Writing and Representing)

C12 use and experiment with elements of **style** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including
  – **syntax** and **sentence fluency**
  – **diction**
  – **point of view**
  – **literary devices**
  – **visual/artistic devices**

C13 use and experiment with elements of **form** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including
  – organization of ideas and information
  – **text features** and **visual/artistic devices**

C14 use **conventions** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including
  – grammar and usage
  – punctuation, capitalization, and Canadian spelling
  – **copyright** and citation of references
  – **presentation**/layout

KEY ELEMENTS

English Language Arts Grade 10

The Key Elements section provides an overview of the important elements of the English Language Arts 8 to 12 document. It is divided into two parts:

- Overview
- Pedagogical Understandings for English Language Arts Instruction

Overview

The Overview includes examples of Enduring Understandings for a cluster of grades. These Enduring Understandings are the "big ideas" of the curriculum. They are more than goals for a unit or grade; they are the rationale for engaging in English Language Arts. Students use the knowledge, skills, and attitudes described in the Prescribed Learning Outcomes in their ongoing investigation of these ideas.

In addition, the Overview includes a Snapshot which is derived from the Prescribed Learning Outcomes for each grade. The Snapshot offers a brief summary of what students who fully meet expectations should know and be able to do upon completion of the course. The Snapshot does not replace the Prescribed Learning Outcomes, but is included to give teachers an overview of expectations at each grade level. It also demonstrates how the learning outcomes across the three organizers and four sub-organizers are connected and interrelated.

Pedagogical Understandings for English Language Arts

Five interrelated components comprise the Pedagogical Understandings section. Foundational to the English Language Arts curriculum is the gradual release of responsibility framework, whereby students gradually assume responsibility for understanding a particular strategy or concept through teacher modelling, guided practice, and independent practice.

Secondly, a specific focus on metacognition is included in this section. Like the gradual release of responsibility, metacognition is a concept that runs through the organizers and sub-organizers of this English Language Arts document. Overt and explicit modelling, guiding, and supporting of students to "think about their thinking" is integral to English Language Arts.

Finally, this section contains specific information regarding the three organizers of this curriculum: Oral Language, Reading and Viewing, and Writing and Representing. Each organizer includes research-based descriptions of teaching practices related to it, and criteria that can be used to guide the assessment of student performance. Cutting across the organizers is the pedagogical understanding that student metacognition and performance increases when teachers use an apprentice model to develop literacy strategies and behaviors in all learners.

USING THE KEY ELEMENTS SECTION

OVERVIEW

Enduring Understandings
The overarching ideas of English Language Arts

Prescribed Learning Outcomes
See the Prescribed Learning Outcomes specific to each grade

Snapshot
A summary of the Prescribed Learning Outcomes for a specific grade

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS

Gradual Release of Responsibility

Metacognition

Oral Language

Reading and Viewing

Writing and Representing

GRADE 10 OVERVIEW

Enduring Understandings

- Text is a broad term that can encompass all forms of media, people, and art; we can apply similar strategies in our reading of each.
- An understanding of literature is key to an understanding of oneself, one's community, and the world.
- Text can be experienced for pleasure and/or for a purpose.
- Speaking and listening, reading and viewing, and writing and representing are recursive/ iterative processes.
- Meaning making is a constructive and creative process; the quest for meaning is never complete.
- We use dialogue and discussion to develop, synthesize, and clarify ideas.
- Language is a powerful social medium that we need to use responsibly and with care.

- Effective communicators choose and generate strategies depending on purpose and audience.
- Our cultural, historical, political, and social backgrounds influence our attitudes.
- A good thinker uses interpretations, analysis, synthesis, and evaluation to deepen and enhance understanding.
- Critical thinkers consider points of view, examine bias, question the author's intent, and take into account context.
- We need to reflect on, monitor, and regulate our own learning in order to improve.
- Expression requires a form determined by purpose, medium, convention, and style.
- Playing and experimenting with language and creating original texts help us to appreciate the artistry of language.
- In revision, authors attend to elements of craft while considering the text in its entirety.

What students should know and be able to do
Refer to the Prescribed Learning Outcomes

Snapshot

Summary derived from the Prescribed Learning Outcomes for Grade 10

- interact with others to explore, understand, and create ideas and texts and deepen understanding
- select and read a variety of texts for enjoyment and to increase fluency
- listen, read, and view literary, information, and visual texts to comprehend, analyse, synthesize, and evaluate ideas, attending to bias, perspectives, voice, and context
- create personal oral and written communications and representations with clearly developed ideas that connect experiences, ideas, opinions, and feelings
- speak, write, and represent information, persuasive, narrative, poetic, and descriptive texts to communicate ideas and information with a clear purpose and form
- speak, write, and represent to interpret, analyse, evaluate, and synthesize ideas and information, attending to bias, perspectives, voice, and context

- collect, refine, and use evidence to explain and support responses, analyses, and interpretations of texts
- select and apply strategies to construct, monitor, extend, and confirm meaning before, during, and after listening, reading, and viewing
- select and apply strategies to develop, organize, revise, and publish written, visual, and oral communications
- use metacognitive strategies to reflect on and assess speaking and listening, reading and viewing, and writing and representing
- use the features, structures, patterns, and context of language to make meaning from what is heard, read, and viewed
- use features, structures, and conventions of language to enhance meaning, artistry, and coherence in written and spoken communications

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY

Adolescents need apprenticeship to gain both an understanding of and increased competence in thinking strategies and literacy behaviours. In literacy apprenticeship, teachers model and acculturate students into literacy practices (Moore and Hinchman, 2002). Teachers need to make the strategies they teach explicit by uncovering the various steps they go through to achieve a task. This involves explaining, modelling, and discussing each step so that all students have the opportunity to be successful. The purpose, exploration, and application of cognitive strategies are typically introduced to the entire classroom community. The apprenticeship approach helps struggling students achieve some control and competence in their understanding, use, and development of strategic approaches to learning in English Language Arts. Since learning is a recursive process, even the most advanced students can gain insight into and further develop the thinking strategies necessary to interact with texts.

Gradual release of responsibility is an instructional process whereby a teacher models a concept or strategy and makes explicit the thinking one engages in when choosing and applying that strategy in a specific context. Gradually students are given more independence with the goal of being able to use the strategy on their own. Key to this process is that teachers first engage in formative assessment to select a target strategy, and then match the pace of the gradual release process to the pace of students' understanding and use of the strategy. During the Guided Practice and Independent Practice phases (see chart on following page), as teachers gradually release responsibility for the use of a strategy, and as students gradually take on that responsibility, teachers have more opportunity to differentiate their instruction. Students need to have multiple guided experiences with a targetted cognitive strategy to learn about its purpose and use, and to apply and personalize it in other contexts.

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: GRADUAL RELEASE OF RESPONSIBILITY, CONTINUED

Gradual Release of Responsibility

Teacher Modelling
- explain purpose
- describe process/strategy
- think aloud while demonstrating

Guided Practice

Teacher-led
- demonstrate with student input
- take turns with students
- teacher and students discuss thinking processes using student-generated examples

Student-led
- students practise in pairs and small groups
- students give one another feedback
- teacher tailors support in interactions with pairs and groups

Independent Practice
- students apply strategy to experiences and tasks
- teacher provides multiple opportunities for students to practise
- teacher tailors support in interactions with individuals
- students use feedback to improve

Application of Strategy
- teacher models strategy in new contexts
- students analyse use and function of strategy
- students practise using the strategy with teacher and peer support
- students select, adapt, and apply strategies to new situations

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: METACOGNITION

Metacognitive strategies are woven throughout the organizers and sub-organizers of the English Language Arts curriculum document. Metacognition is "thinking about thinking" that results in students' individual understanding of their own learning processes. It involves the awareness and understanding of how one thinks and learns.

Because metacognitive knowledge has a significant effect on student development and achievement, students need to be metacognitive about themselves as learners, about the demands of tasks, and about the cognitive strategies that can be used to achieve those tasks. When students become aware of their own thinking processes, their ability to take responsibility for and control over their own learning increases. Metacognition involves analysing and reflecting on tasks, monitoring one's own learning, and adjusting processes and strategies accordingly.

In order for students to understand how they think about and approach tasks, they need to be able to describe the skills and strategies involved. Published work, student exemplars, and existing criteria (e.g., BC Performance Standards for Reading and Writing) can be used as referents in discussions about task demands and requirements. It is even more beneficial for students to be involved in the development of criteria for tasks, including the kinds of strategies that might be used and descriptions of how to tell whether strategies have been used effectively. By analysing tasks and the strategies needed for success, students are constructing an understanding of what is needed to fully meet expectations. Through this construction of meaning they are able to take ownership of their learning and to adapt and modify their strategies and approaches as a context requires.

Criteria for a Good Thinker (Grades 8 to 12)

A good thinker
- bases judgments on evidence
- is honest with self
- listens to understand before drawing conclusions
- can tolerate ambiguity
- asks questions
- is open-minded and flexible
- is able to think independently
- identifies and explains personal points of view
- looks for connections among ideas
- extends personal thinking by assimilating new ideas and information
- is self-directed, self-disciplined, self-monitoring, and self-correcting

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE (SPEAKING AND LISTENING)

Students use oral language to comprehend, talk about, and think about ideas and information. They use oral language to interact and communicate with others in informal and formal groups for various purposes. Speaking and listening are oral language processes that are important for both communication and learning. For students to become more competent communicators, they need to receive deliberate teaching and formative assessment of oral skills. At the same time, oral language is a tool for learning and students need to be provided with many opportunities to use talk for learning in partners, small groups, and large class discussions. This curriculum also highlights the need for teachers to teach and assess language strategies in both informal and formal settings.

Throughout English Language Arts 8 to 12, students have opportunities to become more sophisticated at using oral language in progressively more complex ways. Speaking and listening effectively, in a variety of situations, and for various purposes are goals in themselves, but also allow students to access text, explore ideas with others, and respond to literature.

Focussed instruction in the following areas supports students in acquiring the skills, and understanding the functions of oral language.

asking for and clarifying information

arguing, persuading, and influencing others

conversing, discussing, and exploring

Oral Language Skills and Functions

imagining

demonstrating sensitivity to, and awareness of, audience

relating stories, events, and experiences

informing

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

The criteria below could be used to describe a good speaker and listener at the secondary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment.

Criteria for a Good Speaker and Listener (Grades 8 to 12)

A good speaker and listener

- speaks and listens for a variety of purposes
- maintains concentration during listening and speaking
- listens carefully to understand and respond to others' messages
- communicates ideas and information clearly
- organizes ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, and volume that are appropriate for the situation
- sustains short conversations by encouraging the speaker and contributing ideas
- is attentive and respectful to others in conversation
- uses language effectively for a variety of purposes
- monitors presentation and is sensitive to audience response
- uses some strategies to overcome difficulties in communication (e.g., unfamiliar vocabulary, noisy environment, distractions)

- self-evaluates and sets goals for improvement
- refrains from sarcasm or insults that silence others and tolerates digressions from his or her own point of view
- tolerates the missteps, meanderings, and recursiveness typical of discussion and explores the possibilities in ideas offered
- prepares for discussions by completing required activities
- probes and questions to speculate and take risks
- builds upon and extends the ideas of others
- looks for and expresses connections between texts, the ideas offered by other students, and experiences outside the classroom
- acknowledges the structure of the discussion and abides by the patterns implicit within it

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: ORAL LANGUAGE, CONTINUED

Research Findings Related to Oral Language

We learn to talk by talking. We learn to listen by listening. The more we talk and listen to others talking, the better our ability to manipulate language, the better our ability to think and therefore to read and write, for both of these are thinking activities (Moore, 1991, cited in McCusker, 2007).

Talk is not only a medium for thinking, it is also an important means by which we learn how to think. From a Vygotskian perspective thinking is an internal dialogue, an internalization of dialogues we've had with others. Our ability to think depends upon the many previous dialogues we have taken part in – we learn to think by participating in dialogues (Dudley-Marling & Searle, 1991, p. 60).

Talk...provides a bridge between literature and the social world of readers. Through classroom conversations, we enable students to develop social and literary awareness; our shared talk creates a comfortable place within which to explore and negotiate our interpretations of literary texts and the world in which we live (Hynds, 1990, p. 177).

As language arts teachers, one of the most important things we can do for our students is to give them the belief that they can use language to influence the world around them....If students develop that belief, they will attempt to use language to attain goals more readily, they will be less reluctant to participate in classroom activities, and they will improve their behaviour in other aspects of their education and in aspects of their social life (Backlund, 1988, p. 228).

The primacy of the spoken word in human intercourse cannot be too strongly emphasized. Important though the written word is, most communication takes place in speech; and those who do not listen with attention and cannot speak with clarity, articulateness and confidence are at a disadvantage in almost every aspect of their personal, social and working lives (Jones, 1988, p. 26).

The ELA curriculum should provide students with opportunities to engage in talk and in many different kinds of talk (McTear, 1985). There should be less teacher talk and more student talk to help increase competence in oral communication (Staab, 1991). Students of all ages use language more creatively and productively when they are encouraged to interact with both peers and with the teacher (Barnes, 1976; Cazden, 1988; Mallet & Newsome, 1977), and as a way of coping successfully with the increasing academic demands of the classroom (Edwards & Mercer, 1987).

The ELA curriculum should provide students with opportunities to practice different language functions in progressively more complex, planned situations so that students increase their repertoire of strategies for using language differently in different situations (Allen, Brown & Yatvin, 1986; Rubin & Kantor, 1984). Students should come to see oral language as a tool for learning, as a way of constructing knowledge, and as a way of participating effectively in classroom conversations (Cazden, 1988; Christie, 1985; Dillon, 1984).

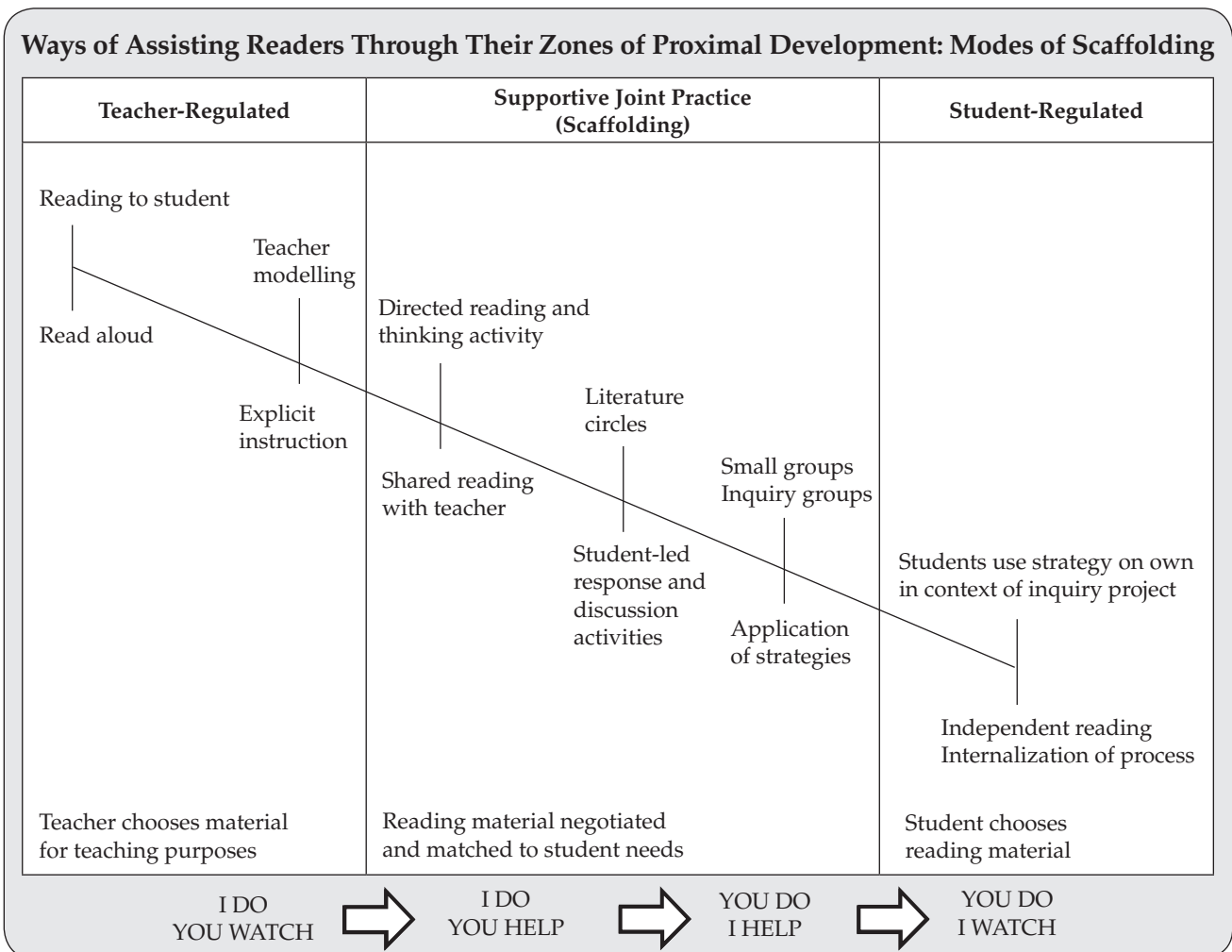The ELA curriculum should recognize the importance of promoting the notion of the classroom as a 'language rich environment' (Platt, 1984) and of the teacher and peers as 'conversational partners' (Edwards, 1979; Edwards & Westgate, 1987). In this way the curriculum takes into account the existence of multiple perspectives in the classroom and hence makes provision for increasing students' engagement in different forms of discourse.

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING

Reading is an active, meaning-making process. Effective readers of any type of text construct meaning using a variety of cognitive strategies. In order for students to become better readers, teachers create learning experiences that require students to read a variety of increasingly complex texts and to develop competence in the application of cognitive strategies.

Given that reading is a constructive process, readers use their background knowledge and experience to interact with a text, other individuals, and other texts to develop possible meanings and interpretations. Classroom structures that support reading as a meaning-making process include teacher modelling, literature circles, inquiry groups, and readers' workshop.

Complex reading and thinking processes such as response, analysis, and synthesis need to be "unpacked" for students. Teachers need to model methods and strategies, and as students become more knowledgeable and confident in these various strategies and approaches, teachers need to encourage and support them to select, adapt, and apply various approaches in small groups, with partners, and individually. The following diagram applies gradual release of responsibility to reading and viewing.

Ways of Assisting Readers Through Their Zones of Proximal Development: Modes of Scaffolding

Teacher-Regulated	Supportive Joint Practice (Scaffolding)		Student-Regulated
Reading to student			
	Teacher modelling		
Read aloud			
		Directed reading and thinking activity	
	Explicit instruction		
		Literature circles	
	Shared reading with teacher		Small groups Inquiry groups
		Student-led response and discussion activities	Students use strategy on own in context of inquiry project
		Application of strategies	
			Independent reading Internalization of process
Teacher chooses material for teaching purposes	Reading material negotiated and matched to student needs		Student chooses reading material

I DO
YOU WATCH → I DO
YOU HELP → YOU DO
I HELP → YOU DO
I WATCH

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

When planning reading and viewing instruction, teachers can help students connect to, process, and reflect on what they read and view by strategically preparing students for reading/viewing: modelling how to interact with text, and supporting students to integrate and apply what they have learned (Buehl, 2001). The following chart gives examples of what teachers can do at each of these stages.

Stage of Reading	Teachers…
Before reading	- determine essential concepts - select appropriate text - activate appropriate background knowledge - provide background or context when needed - model the use of text features and organization in previewing content - focus interest and set purpose - discuss nature of task
During reading	Guide students to: - check predictions - compare information with prior knowledge - clarify questions - summarize segments of text - ask questions about content - self-correct - identify contradictions or gaps in knowledge
After reading	Guide integration and/or organization of meaning as a whole: - use organizational patterns for restructuring information - assess achievement of purpose - correct misconceptions - provide opportunities for questions and extension - provide opportunities to apply new information - transition to new learning

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: READING AND VIEWING, CONTINUED

The criteria below could be used to describe a good reader and viewer at the secondary grades. These criteria can be used to guide and assess student performance and may be translated into language for self-assessment.

Criteria for a Good Reader and Viewer (Grades 8 to 12)

A good reader and viewer

- accesses prior knowledge
- asks questions
- makes predictions
- self-monitors and recognizes when text is not making sense
- uses fix-up strategies to repair meaning during reading and viewing
- makes connections before, during, and after reading and viewing
- uses mental images to deepen and extend meaning
- distinguishes the main ideas and their supporting details
- infers
- determines literal and inferential meanings
- synthesizes and extends meanings
- evaluates the text and considers its relevance to broader questions and issues
- responds personally
- organizes information to aid memory
- paraphrases and/or summarizes
- self-evaluates and sets goals for improvement

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS:
READING AND VIEWING, CONTINUED

Research Findings Related to Reading

"The Six Ts of Effective Literacy Instruction" from Richard Allington

1. **Time**. Effective teachers have students do more guided reading, more independent reading, and more reading in social studies and science. In many exemplary classrooms, children are reading and writing for half the day.

2. **Texts**. Students have books they can actually read with a high level of accuracy, fluency, and comprehension. All students, then, rarely have the same book. Students engage in enormous quantities of successful reading and become independent, good readers. Motivation for reading is dramatically influenced by reading success.

3. **Teaching**. Effective teachers don't simply "assign and assess"; they are involved in active instruction. Explicit demonstrations of cognitive strategies are modelled; instruction is offered in a balance of side-by-side lessons, small group lessons, and whole group lessons. But whole group lessons are brief and focused.

4. **Talk**. There's more of it, and it's more conversational than interrogational. Discussion is purposeful and personalized, not scripted or packaged. Thoughtful classroom talk focuses on making students' thinking visible and building understanding.

5. **Tasks**. Leaving behind low-level worksheet tasks, effective teachers demonstrate greater use of longer assignments, tasks that integrate several content areas and substantive work with more complexity. Exemplary teachers provide students similar but different tasks.

6. **Testing Students**. Rubrics shift responsibility for improvement to the students, so "luck" doesn't play a part. Most effective teachers use almost no test-preparation materials, feeling that good instruction is what makes the difference.

From R.L. Allington (June 2002). *Phi Delta Kappan.*

Core Understandings from Reading Research

Through the analysis of current research the following fundamental, or core, understandings relating to reading were identified:

1. Reading is a construction of meaning from text. It is an active, cognitive, and affective process.

2. Background knowledge and prior experience are critical to the reading process.

3. Social interaction is essential at all stages of reading development.

4. Reading and writing are reciprocal processes; development of one enhances the other.

5. Reading involves complex thinking.

6. Environments rich in literacy experiences, resources, and models facilitate reading development.

7. Engagement in the reading task is key in successfully learning to read and developing as a reader.

8. Students' understandings of print are not adults' understandings.

9. Readers learn productive strategies in the context of real reading.

10. Students learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.

11. Students need many opportunities to read, read, read.

12. Monitoring the development of reading processes is vital to student success.

Adapted from Braunger, J., & Lewis, J.P. (2006). *Building a Knowledge Base in Reading* (2nd ed.). Copyright 2006 by the International Reading Association. Used with permission.

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING

Graves' (1983) research influenced writing pedagogy by suggesting that writing can be divided into a number of distinct stages, from initial brainstorming, through drafting, revising, and editing, to publishing. Although writing and representing can be broken down into steps – often practical for teaching purposes – writing and representing remain recursive processes: the progression is not always linear. Students will likely revisit various stages as they create texts. Teachers play a crucial role in each of these stages by scaffolding students' writing and by engaging in writing conferences where they can check on a student's progress. By seeing students as apprentice authors writing for real purposes and real audiences, the classroom becomes a writer's workshop where teachers encourage students to adopt the kind of behaviours appropriate for each stage in the writing process, rather than focus on developing specific skills in isolation from authentic writing tasks. Teachers need to provide multiple and varied opportunities for students to write and represent. Teachers model, coach, and support students in examining texts, generating criteria, and creating texts. The gradual release of responsibility frames this entire process from the generation of ideas, to the creation and revision of drafts, to editing, publishing, and presenting final products.

Writing in Grades 8 to 12

Prewriting
- Students prepare for writing and representing by reading and viewing texts, engaging in discussions, interacting with others, and participating in activities such as brainstorming and pair/share to gather information before beginning their work.
- Students identify topic, purpose, and audience.
- Students participate in developing class-generated criteria.
- Students gather necessary data and information (e.g., using text or Internet, accessing prior experiences, using genre models, interviewing others, writing letters requesting information).
- Students use various organizers to sort and manage the quantity of material they collect (e.g., frames, outlines, clusters, concept maps).

Drafting
- Students work with ideas, thoughts, and information to draft and enhance preliminary texts (e.g., check back to planning, reread and revise, pay attention to style and conventions).
- Students refer to class-generated criteria.
- Students examine models of writing and representing.
- Students combine multiple sources of information and consult reference material.
- Students consider and apply feedback from conferences to revise their work.
- Students engage in ongoing editing.

Revising
- Students share their work and check against class-generated criteria.
- Students consider and apply feedback and revise trait(s) to enhance clarity.
- Students self-assess using class-generated criteria and reflect on their success.

Editing
- Students edit by rereading and reflecting on their own writing, and conferencing with peers and the teacher.
- Students edit for accuracy in spelling, punctuation, grammar, and usage, and may use a self-editing checklist.

Publishing and Presenting
- Students publish and present their texts for real audiences and learn from example.
- Students come to see themselves as writers.
- Students create portfolios, newsletters, poems, memoirs, web pages, diaries, essays, informational reports, stories, montages, collages, symbols, timelines, illustrations, tableaus, images, scenes, multimedia presentations.

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

What teachers do

Prewriting
- select appropriate sample texts and model how to examine for ideas, and elements of form and style
- build students' background knowledge before they write and represent through shared experiences and explorations of texts
- introduce and practise strategies to generate ideas including brainstorming, discussion, quickwrites, prewrites, visualizations, mapping, and diagramming
- assist students with selection of appropriate topics
- set-up and model inquiry processes for students
- introduce and make explicit the conventions and traits of a specific form
- lead students in the development of criteria
- model and assist students with selecting, adapting, creating, and using appropriate organizers

Drafting
- model the drafting process, including the creation of a first draft
- provide time and guided opportunities to create multiple drafts
- build in opportunities for students to generate multiple aspects of a text (e.g., leads, conclusions, transitions)
- assist students in the use of criteria to assess their own work
- examine works in progress to determine possible next steps
- conduct mini-lessons to address various aspects of form and emerging needs

Revising
- assist students in checking their work according to class-generated criteria
- model the revision of targetted aspects of texts according to criteria, focussing particularly on aspects of content, style, and form
- create a structure for and provide time for peer editing and review
- model and practise revision discussions
- create and model the goal-setting and planning steps

Editing
- model editing techniques
- assist students to develop editing checklists
- conduct mini-lessons on conventions

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS: WRITING AND REPRESENTING, CONTINUED

The criteria below could be used to describe a good writer and representer at the secondary grades. These criteria can be used to guide and assess student performance, and may be translated into language for self-assessment.

Criteria for a Good Writer and Representer (Grades 8 to 12)

A good writer and representer
- generates ideas
- organizes information
- identifies a purpose
- defines an audience and considers its characteristics
- develops a "voice" and style suitable to the purpose, content, and audience
- controls word choice and sentence construction
- conveys meaning clearly
- demonstrates fluency and coherence in flow of ideas
- recognizes the value of feedback
- revises and rewrites
- adheres to conventions
- finds satisfaction in writing
- self-evaluates and sets goals for improvement

PEDAGOGICAL UNDERSTANDINGS FOR ENGLISH LANGUAGE ARTS:
WRITING AND REPRESENTING, continued

Research Findings Related to Writing

"12 Writing Essentials for All Grades" from Regie Routman

Teach these essentials well in connection with any purposeful writing, and, with guidance, students will be able to use them in whatever form of writing they do:

1. **Write for a specific reader and a meaningful purpose**. Write with a particular audience in mind (this may be the author herself or himself) and define the writing task.

2. **Determine an appropriate topic**. Plan the writing, do the necessary research, narrow the focus, decide what's most important to include.

3. **Present ideas clearly, with a logical, well-organized flow**. Structure the writing in an easy-to-follow style and format using words, sentences, and paragraphs; put like information together; stay on the topic; know when and what to add or delete; incorporate transitions.

4. **Elaborate on ideas**. Include details and facts appropriate to stated main ideas; explain key concepts; support judgments; create descriptions that evoke mood, time, and place; and develop characters.

5. **Embrace language**. "Fool with words" – experiment with nouns, verbs, adjectives, literary language, sensory details, dialogue, rhythm, sentence length, paragraphs – to craft specific, lively writing for the reader.

6. **Create engaging leads**. Attract the reader's interest right from the start.

7. **Compose satisfying endings**. Develop original endings that bring a sense of closure.

8. **Craft authentic voice**. Write in a style that illuminates the writer's personality – this may include dialogue, humour, point of view, a unique form.

9. **Reread, rethink, and revise while composing**. Access, analyse, reflect, evaluate, plan, redraft, and edit as one goes – all part of the recursive, non-linear nature of writing.

10. **Apply correct conventions and form**. Produce legible letters and words; employ editing and proofreading skills; use accurate spelling, punctuation, capitalization, and grammar; adhere to the formal rules of the genre.

11. **Read widely and deeply – and with a writer's perspective.** Read avidly; notice what authors – and illustrators, do; develop an awareness of the characteristics of various genres (fiction, poetry, persuasive pieces) and how those genres work, and apply that knowledge and craft to one's own writing.

12. **Take responsibility for producing effective writing.** Consider relevant responses and suggestions and willingly revise; sustain writing effort; monitor and evaluate one's own work and set goals; publish, when possible and appropriate, in a suitable and pleasing presentation style and format; do whatever is necessary to ensure the text is meaningful and clear to the reader as well as accurate, legible, and engaging.

These writing essentials are applicable from Kindergarten through high school and beyond. The factors that change are:

* The amount of excellent support the student needs (demonstrations and explicit teaching).

* The complexity of texts the student composes.

* The variety of forms or genres the author attempts.

* The learner's level of independence.

Adapted from Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching* (pp.13-14). Portsmouth, NH: Heinemann.

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ORAL LANGUAGE • READING • WRITING

STUDENT ACHIEVEMENT
English Language Arts Grade 10

This section of the IRP contains information about classroom assessment and student achievement, including specific Achievement Indicators to assist in the assessment of student achievement in relation to each Prescribed Learning Outcome.

UNDERSTANDING THE ACHIEVEMENT INDICATORS

To support the assessment of provincially prescribed curricula, this IRP includes sets of Achievement Indicators in relation to each Prescribed Learning Outcome. The Achievement Indicators are arranged by curriculum organizer and suborganizer for each grade; however, this order is not intended to imply a required sequence of instruction and assessment.

Achievement Indicators define the specific level of knowledge acquired, skills applied, or attitudes demonstrated by the student in relation to a corresponding Prescribed Learning Outcome. They describe what evidence to look for to determine whether or not a student has fully met the intent of the learning outcome. Each Achievement Indicator defines only one aspect of the corresponding Prescribed Learning Outcome. It should be noted that the Achievement Indicators are designed to be considered as an entire set when determining whether students have fully met the Prescribed Learning Outcome.

In some cases, Achievement Indicators may also include suggestions as to the type of task that would provide evidence of having met the learning outcome (e.g., problem solving; a constructed response such as a list, comparison, analysis, or chart; a product created and presented such as a report, poster, or model; a particular skill demonstrated).

Achievement Indicators support the principles of assessment *for* learning, assessment *as* learning, and assessment *of* learning. They provide teachers and parents with tools that can be used to reflect on what students are learning, as well as provide students with a means of self-assessment and ways of defining how they can improve their own achievement.

Achievement Indicators are not mandatory; they are suggestions only, provided to assist in the assessment of how well students achieve the Prescribed Learning Outcomes.

Achievement Indicators may be useful to provincial examination development teams and inform the development of exam items. However, examination questions, item formats, exemplars, rubrics, or scoring guides will not necessarily be limited to the Achievement Indicators included in the Integrated Resource Packages.

Specifications for provincial examinations are available online at
www.bced.gov.bc.ca/exams/specs/

CLASSROOM ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward. Assessment evidence can be collected using a wide variety of methods, such as

- observation
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects and presentations
- oral and written reports
- journals and learning logs
- performance reviews
- portfolio assessments

Assessment of student performance is based on the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to Prescribed Learning Outcomes.

Three major types of assessment can be used in conjunction to support student achievement.
- Assessment for learning is assessment for the purpose of greater learning achievement.
- Assessment as learning is assessment as a process of developing and supporting students' active participation in their own learning.
- Assessment of learning is assessment for the purpose of providing evidence of achievement for reporting.

Assessment for Learning

Classroom assessment for learning provides ways to engage and encourage students to become involved in their own day-to-day assessment – to acquire the skills of thoughtful self-assessment and to promote their own achievement.

This type of assessment serves to answer the following questions:
- What do students need to learn to be successful?
- What does the evidence of this learning look like?

Assessment for learning is criterion-referenced, in which a student's achievement is compared to established criteria rather than to the performance of other students. Criteria are based on Prescribed Learning Outcomes, as well as on Suggested Achievement Indicators or other learning expectations.

Students benefit most when assessment feedback is provided on a regular, ongoing basis. When assessment is seen as an opportunity to promote learning rather than as a final judgment, it shows students their strengths and suggests how they can develop further. Students can use this information to redirect their efforts, make plans, communicate with others (e.g., peers, teachers, parents) about their growth, and set future learning goals.

Assessment for learning also provides an opportunity for teachers to review what their students are learning and what areas need further attention. This information can be used to inform teaching and create a direct link between assessment and instruction. Using assessment as a way of obtaining feedback on instruction supports student achievement by informing teacher planning and classroom practice.

Assessment as Learning

Assessment as learning actively involves students in their own learning processes. With support and guidance from their teacher, students take responsibility for their own learning, constructing meaning for themselves. Through a process of continuous self-assessment, students develop the ability to take stock of what they have already learned, determine what they have not yet learned, and decide how they can best improve their own achievement.

Although assessment as learning is student-driven, teachers can play a key role in facilitating how this assessment takes place. By providing regular opportunities for reflection and self-assessment, teachers can help students develop, practise, and become comfortable with critical analysis of their own learning.

Assessment of Learning

Assessment of learning can be addressed through summative assessment, including large-scale assessments and teacher assessments. These summative assessments can occur at the end of the year or at periodic stages in the instructional process.

Large-scale assessments, such as Foundation Skills Assessment (FSA) and Graduation Program exams, gather information on student performance throughout the province and provide information for the development and revision of curriculum. These assessments are used to make judgments about students' achievement in relation to provincial and national standards.

Assessment of learning is also used to inform formal reporting of student achievement.

For Ministry of Education reporting policy, refer to www.bced.gov.bc.ca/policy/policies/student_reporting.htm

For more information about assessment for, as, and of learning, refer to *Rethinking Assessment with Purpose in Mind,* developed by the Western and Northern Canadian Protocol (WNCP).

This resource is available online at www.wncp.ca/

Criterion-Referenced Assessment and Evaluation

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation in relation to prescribed curriculum requires that criteria be established based on the Prescribed Learning Outcomes.

Assessment *for* Learning	Assessment *as* Learning	Assessment *of* Learning
Formative assessment is *ongoing in the classroom*	**Formative assessment is** *ongoing in the classroom*	**Summative assessment occurs** *at end of year or at key stages*
• teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced – criteria based on Prescribed Learning Outcomes identified in the provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review about progress • teachers adjust their plans and engage in corrective teaching in response to formative assessment	• self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings	• teacher assessment • may be either criterion-referenced (based on Prescribed Learning Outcomes) or norm-referenced (comparing student achievement to that of others) • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards

Criteria are the basis for evaluating student progress. They identify, in specific terms, the critical aspects of a performance or a product that indicate how well the student is meeting the Prescribed Learning Outcomes. For example, weighted criteria, rating scales, or scoring guides (reference sets) are ways that student performance can be evaluated using criteria.

Wherever possible, students should be involved in setting the assessment criteria. This helps students develop an understanding of what high-quality work or performance looks like.

Criterion-referenced assessment and evaluation may involve these steps:	
Step 1	Identify the Prescribed Learning Outcomes and Suggested Achievement Indicators (as articulated in this IRP) that will be used as the basis for assessment.
Step 2	Establish criteria. When appropriate, involve students in establishing criteria.
Step 3	Plan learning activities that will help students gain the knowledge, skills, or attitudes outlined in the criteria.
Step 4	Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
Step 5	Provide examples of the desired levels of performance.
Step 6	Conduct the learning activities.
Step 7	Use appropriate assessment instruments (e.g., rating scale, checklist, scoring guide) and methods (e.g., observation, collection, self-assessment) based on the particular assignment and student.
Step 8	Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
Step 9	Where appropriate, provide feedback and/or a letter grade to indicate how well the criteria are met.
Step 10	Communicate the results of the assessment and evaluation to students and parents/guardians.

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ORAL LANGUAGE • READING • WRITING

STUDENT ACHIEVEMENT

Grade 10

QUICK NAVIGATION TIPS

- Prescribed Learning Outcomes are mandated by the *School Act;* they are legally required, not optional.
- The Prescribed Learning Outcomes are numbered for ease of use and do not indicate a linear delivery.
- General Learning Expectations are summaries of the Prescribed Learning Outcomes in the relevant organizer (they are not legally required).
- Achievement Indicators are a comprehensive range of indicators of what the learning might look like for each Prescribed Learning Outcome. They may also be used as assessment criteria. They are suggested, and teachers may substitute, adapt, or add to these indicators.
- Bolded terms in the Prescribed Learning Outcomes and Suggested Achievement Indicators are defined in the Glossary section.
- See the Considerations for Program Delivery section and Key Elements for essential understandings underlying the curriculum.

ORAL LANGUAGE (SPEAKING AND LISTENING)

PURPOSES (ORAL LANGUAGE)

General Learning Expectation: Students use oral language to collaborate effectively with others, to speak and listen for a variety of purposes, and to consider historical and cultural context (e.g., gain insight into others' perspectives, consider tone and structure).

Prescribed Learning Outcomes	Suggested Achievement Indicators
	The following suggested indicators may be used to assess student achievement for each corresponding Prescribed Learning Outcome. *By the end of Grade 10, students who have fully met the Prescribed Learning Outcome are able to:*
It is expected that students will:	
A1 interact and collaborate in pairs and groups to – support and extend the learning of self and others – explore experiences, ideas, and information – gain insight into others' perspectives – respond to and **analyse** a variety of **texts** – create a variety of **texts**	❑ collaborate with members of a group (e.g., listen and speak respectfully, ask questions, take turns, cooperate, disagree courteously) to achieve a common purpose (e.g., organize information from web search, discuss cultural influences) ❑ share and support group roles and responsibilities to achieve purpose and goals (e.g., **analyse** tasks, generate a plan, designate roles) ❑ adjust group roles and responsibilities if necessary to achieve purpose and goals (e.g., solve problems, redistribute tasks, refine approach) ❑ express opinions and ideas and encourage the opinions and ideas of others (e.g., invite participation, acknowledge other perspectives, build on the ideas of others) ❑ demonstrate active nonverbal participation in group activities (e.g., physical proximity to group, eye contact, facial expression)

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
A2 express ideas and information in a variety of situations and **forms** to – explore and respond – recall and describe – narrate and explain – argue, persuade, and support – engage and entertain	❑ articulate the purpose for speaking ❑ sustain group and class discussions through relevant and thoughtful contributions (e.g., offer additional examples) ❑ provide clear organizational cues when presenting or discussing (e.g., use comparative language) ❑ modify language, ideas, and information in relation to the needs and interests of the audience ❑ present ideas, information, and emotions in an engaging and relevant way (e.g., illustration, figurative language)
A3 listen to comprehend, interpret, and **evaluate** ideas and information from a variety of **texts**, considering – purpose – messages – **tone** – **structure** – effects and impact – bias – **context**, including historical and cultural influences	❑ identify the purpose of the **text**, and the evidence used to support that purpose ❑ identify persuasive techniques (e.g., analogy, appeal to emotion) ❑ paraphrase and question ideas and information (e.g., paraphrase a contention within a debate, formulate relevant questions while listening) ❑ describe the effects and impact of **tone** (e.g., describe how sarcasm influenced the audience) ❑ recognize **text**-specific devices and elements (e.g., figurative language, **mood**) ❑ make judgments about the effectiveness of the **text** (e.g., in relation to purpose, ideas, techniques, consistent **tone**) ❑ identify and explain possible bias (e.g., "The voice of the narrator is clearly sympathetic because…") ❑ relate what is heard to historical and cultural references or sources (e.g., identify majority and minority perspectives)

Oral language, reading, and writing need to be taught and learned in an integrated way.

STRATEGIES (ORAL LANGUAGE)

General Learning Expectation: Students adapt and apply strategies to increase success at speaking and listening, including initiating and sharing responsibilities and synthesizing relevant ideas and information (e.g., acknowledging diverse viewpoints, summarizing).

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.* *By the end of Grade 10, students who have fully met the Prescribed Learning Outcome are able to:*
A4 select, adapt, and apply a range of **strategies** to interact and collaborate with others in pairs and groups, including – initiating and sharing responsibilities – listening actively – contributing ideas and supporting the ideas of others – acknowledging and discussing diverse **points of view** – reaching consensus or agreeing to differ	❑ create ways for group members to achieve task requirements (e.g., project plan, meeting agenda) ❑ create and follow classroom guidelines for interacting (e.g., listen and speak respectfully, take turns, cooperate, disagree courteously) ❑ ask questions to clarify views or ideas of others ❑ encourage and extend ideas stated by others ❑ elicit and examine different **points of view** (e.g., brainstorm non-represented perspectives on the topic)
A5 select, adapt, and apply a range of **strategies** to prepare oral communications, including – interpreting a task and setting a purpose – generating ideas – considering multiple perspectives – **synthesizing** relevant knowledge and experiences – planning and rehearsing presentations	❑ identify purpose and audience (e.g., choose **register** and **diction** appropriate to task and audience) ❑ brainstorm or list topics or ideas ❑ compare and select relevant ideas and information ❑ describe varying perspectives related to the topic ❑ organize information around key ideas or questions ❑ combine own and others' ideas on topic ❑ choose techniques for presenting ❑ prepare visual aids, materials, and equipment for presentations ❑ seek out and act on suggestions of others

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators

A6 select, adapt, and apply a range of **strategies** to express ideas and information in oral communications, including
  – vocal techniques
  – **style** and **tone**
  – **nonverbal techniques**
  – visual aids
  – organizational and memory aids
  – monitoring methods
	❑ use and adjust vocal techniques to make presentations effective and appropriate to audience (e.g., inflection, pitch, enunciation)
	❑ use and adjust **nonverbal techniques** to make presentations effective and appropriate to audience (e.g., eye contact, body language, proximity)
	❑ use props, diagrams, computer presentations, and artifacts to enhance delivery
	❑ use organizational and memory prompts to aid effective delivery (e.g., notes, index cards, outlines)
	❑ monitor listeners' reactions (e.g., watch nonverbal cues) and make adjustments accordingly (e.g., have audience actively participate)

A7 use listening **strategies** to understand, recall, and **analyse** a variety of **texts**, including
  – extending understanding by accessing prior knowledge
  – making plausible predictions
  – summarizing main points
  – generating thoughtful questions
  – clarifying and confirming meaning
	❑ explain predictions (e.g., how reached, evidence)
	❑ identify and restate important points (e.g., sketch images, take notes, summarize)
	❑ use examples beyond the **text** when making connections (e.g., **text**-to-**text**, **text**-to-self, **text**-to-world)
	❑ consider and suggest a main idea or **theme** and provide support
	❑ distinguish between fact and opinion
	❑ identify **point of view**, speaker bias, and implicit perspectives
	❑ identify when and describe why understanding failed (e.g., "The speaker wasn't clear," "The speaker's pace was too fast.")
	❑ act to re-establish meaning (e.g., ask for a definition or background information)

Oral language, reading, and writing need to be taught and learned in an integrated way.

THINKING (ORAL LANGUAGE)

General Learning Expectation: Students use oral language with increasing sophistication to make personal connections, interpretations, and analyses of texts (e.g., contextualizing ideas and information). Students reflect on and assess their oral language skills and set and pursue goals 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.* *By the end of Grade 10, students who have fully met the Prescribed Learning Outcome are able to:*
A8 speak and listen to make personal responses to **texts**, by – making connections with prior knowledge and experiences – relating reactions and emotions to understanding of the **text** – generating thoughtful questions – making inferences – explaining opinions using reasons and evidence	❑ use oral modes to express response to **text** (e.g., questions, class discussion, interview, speech, drama, poetry) ❑ describe and explain connections, reactions, and emotional responses (e.g., "This reminds me of...") ❑ explain how reaction to the **text** reinforces the message (e.g., "I shuddered when I learned about the genocide...") ❑ ask questions that deepen personal response (e.g., "Would I have done the same thing?," "What is my reaction to/feeling about...?") ❑ form inferences that connect experiences and perceptions to the **text** (e.g., "An older person wouldn't have been treated this way.") ❑ give reasons for personal opinion using evidence from **text** (e.g., "The argument in the presentation was ineffective because...") ❑ demonstrate listening to oral **texts** to express a personal response through a variety of modes (e.g., journal, speech, drama, poetry, visual **representation**, multimedia, song)
A9 speak and listen to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by – making and supporting reasoned judgments – examining and comparing ideas and elements among **texts** – describing and comparing perspectives – describing bias, contradictions, and non-represented perspectives – identifying the importance and impact of historical and cultural **contexts**	❑ restate/paraphrase purpose and main ideas, and identify supporting evidence ❑ describe the effectiveness of content, **presentation**, and style in achieving the speaker's intended purpose ❑ apply self-, class- or teacher-generated criteria for assessing the quality of ideas and information presented ❑ express and explain feelings, judgments, or opinions evoked by the **text** ❑ identify words, elements, and techniques that influence the audience's feelings and attitudes (e.g., **sound devices**, **imagery**, suspense, dialogue, character) ❑ discuss the **point of view** presented and any inconsistencies, and suggest other possible **points of view** ❑ hypothesize about historical or cultural influences

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
A10 speak and listen to **synthesize** and extend thinking, by – personalizing ideas and information – explaining relationships among ideas and information – applying new ideas and information – **transforming** existing ideas and information – **contextualizing** ideas and information	❑ combine prior knowledge with newly acquired information and ideas ❑ trace the development of own changing opinions ❑ generate questions to enhance understanding, explore possibilities, and lead to further inquiry ❑ defend a new idea with support ❑ consider and suggest other outcomes or solutions ❑ compile, compare, and build on the ideas of others and voice new understandings (e.g., present multiple interpretations) ❑ apply a newly acquired idea, piece of information, or strategy to a new situation or task ❑ present alternative viewpoints ❑ explain how historical and cultural factors influence ideas in the **text**
A11 use **metacognitive strategies** to reflect on and assess their speaking and listening, by – referring to criteria – setting goals for improvement – creating a plan for achieving goals – **evaluating** progress and setting new goals	❑ contribute relevant ideas and opinions to discussions about effective speaking and listening ❑ generate and select criteria for speaking and listening ❑ identify and support choice of **strategies** used to increase success in speaking and listening ❑ **evaluate** speaking and listening through meaningful self-assessment (e.g., "I successfully communicated the feeling of the poem," "My explanations were confusing," "I asked good questions.") ❑ set new goals and create a plan for implementation (e.g., "I need to be more clear in getting my point across, so next time I will select examples carefully.") ❑ periodically review goals and assess progress (e.g., "I'm getting better at...," "I need to continue to work on...")

Oral language, reading, and writing need to be taught and learned in an integrated way.

FEATURES (ORAL LANGUAGE)

General Learning Expectation: Students recognize and purposefully apply specific oral language structures and features (e.g., nonverbal techniques, idiomatic expressions) to convey and derive meaning.

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.* *By the end of Grade 10, students who have fully met the Prescribed Learning Outcome are able to:*
A12 recognize and apply the structures and **features** of **oral language** to convey and derive meaning, including – **context** – **text structures** – **syntax** – **diction** – usage **conventions** – **rhetorical devices** – vocal techniques – **nonverbal techniques** – **idiomatic expressions**	❏ identify **context** (e.g., audience, purpose, situation) ❏ select appropriate **tone** (e.g., formal, informal) and **diction** (e.g., vocabulary, appropriate use of jargon) ❏ when listening, identify **context** and demonstrate behaviours that contribute to successful listening (e.g., respectful attention and appropriate response) ❏ identify and use some typical **text structures** (e.g., foreshadowing, order of importance) and **rhetorical devices** (e.g., repetition, questions) to shape meaning in **texts** ❏ use varied **syntax** (e.g., variety of sentence types, subordination) and accepted **conventions** of usage (e.g., consistent verb tenses, correct modifier placement) ❏ avoid repetitive "filler" words and expressions (e.g., like, you know, right, um) ❏ in formal situations, speak with clarity, appropriate pace, timing, and volume, and with some purposeful inflection ❏ when speaking, use body language and gestures to convey and clarify meaning or for emphasis ❏ when listening, identify when a speaker's gestures, body language, or emphasis suggests important information

Oral language, reading, and writing need to be taught and learned in an integrated way.

READING AND VIEWING

PURPOSES (READING AND VIEWING)

General Learning Expectation: Students independently and collaboratively read and view a variety of grade-appropriate literary, information, persuasive, and visual texts, with increasing complexity of ideas and form (e.g., graphic novels, traditional literary forms). Students read for enjoyment and to increase fluency.

Prescribed Learning Outcomes	Suggested Achievement Indicators
	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 Reading. *By the end of Grade 10, students who have fully met the Prescribed Learning Outcome are able to:*
It is expected that students will:	
B1 read, both collaboratively and independently, to comprehend a variety of literary **texts**, including – literature reflecting a variety of times, places, and perspectives – literature reflecting a variety of prose **forms** – poetry in a variety of narrative and lyric **forms** – significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels) – traditional **forms** from Aboriginal and other cultures – student-generated material	❑ identify how the key elements of a story (e.g., setting, plot, character, **tone**, and **theme**) influence each other (e.g., elements of setting develop **atmosphere**, plot events contribute to **theme**, surprise ending may contribute to **tone**) ❑ identify how elements of poetry (e.g., rhythm, figurative language, **tone**, **form**, **sound devices**) contribute to construction of meaning (e.g., alliteration reinforces **imagery**, the sonnet structure creates contrast) ❑ make and explain inferences about the **text** (e.g., "Sophie's isolation has shielded her from prejudice because…," "Tom Robinson knows he has no chance of justice because…") ❑ offer relevant insights regarding the **text** and/or **author** (e.g., "Farley Mowat has a somewhat jaded view towards government control," "I wonder if the poet is using sleep as a metaphor for death.") ❑ make and support connections between the **text** and personal experience (e.g., "The villagers' actions made me uncomfortable about how easily how I can follow the group," "The memoir about you and your dad on the fishing trip reminded me of when my dad and I went to Whistler.") ❑ make and support connections to other **texts** (e.g., "Romeo and Juliet are just like Ponyboy and Cherry because…") ❑ explain how descriptive language helps to create meaning (e.g., "I think that 'heart in your throat' means you are afraid.") ❑ make reasoned judgments about aspects of the **text** and/or the **text** as a whole (e.g., "That character's motivation is believable because it's based on trauma from childhood experiences," "The conflict in Goobie's *The Lottery* is more effective than Jackson's "The Lottery" because…")

Prescribed Learning Outcomes	Suggested Achievement Indicators
B2 read, both collaboratively and independently, to comprehend a variety of **information** and persuasive **texts** with increasing complexity of ideas and **form**, such as – articles and reports – biographies and autobiographies – textbooks, magazines, and newspapers – print and electronic reference material – advertising and promotional material – opinion-based material – student-generated material	❑ determine and state a purpose for reading (e.g., "I want to find out why…," "We need to compare the opinions...") ❑ indicate purposes for re-reading (e.g., "I need to confirm…," "I have to find evidence to support my opinion.") ❑ paraphrase main ideas ❑ locate details relevant to reader's purpose, including those provided in visual or graphic materials ❑ make notes that distinguish between key ideas and supporting details ❑ support inferences or interpretations with specific evidence from the **text** (e.g., "In *The Geography of Hope*, Chris Turner finds hope for a sustainable future.") ❑ use glossaries, tables of contents, indices, appendices, navigation bars, and search engines to locate specific information ❑ compare information from a variety of sources, including magazines, newspapers, web sites, electronic media, and anthologies ❑ make judgments about accuracy of information in **texts** (e.g., "This chapter on genetics is inaccurate because it was written in 1999. A more recent article indicates...")
B3 view, both collaboratively and independently, to comprehend a variety of visual **texts**, such as – broadcast media – web sites – **graphic novels** – film and video – photographs – art – visual components of print media – student-generated material	❑ set a purpose for viewing (e.g., "For my comparison report, I need to watch two television programs and document signs of wealth," "I need to decide if the images on the two weightlifting web sites have been manipulated." ❑ explain how **visual/artistic devices** (e.g., line, texture, formatting, layout, colour) create meaning (e.g., "The mixture of fonts and font sizes helped me follow the development of the topic.") ❑ compare visual **texts** on the same topic (e.g., flowchart and pie graph; two film versions of *Romeo and Juliet*) ❑ offer reasonable interpretations of the purpose of the visual **text** (e.g., "The cartoonist wants to open up debate regarding Canadian attitudes toward…," "The web site provides a forum for discussion among parents of...") ❑ identify visual content that affects the viewer's response (e.g., "Ted Harrison's vivid colours captured my attention and reminded me of…," "The graphic images in the photographs made me want to look away, but my curiosity...") ❑ make and justify inferences and predictions about visual **text** and about material that is implicit or absent (e.g., statistics missing from a chart, assumptions that have been made by the artist or director)

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
B4 independently select and read, for sustained periods of time, **texts** for enjoyment and to increase **fluency**	❑ choose **text** of appropriate difficulty (e.g., vocabulary preview, paraphrase a paragraph) ❑ select **texts** based on personal interest or topic of study (e.g., preview table of contents, choose by **genre** and/or **author**, choose resource from a **text** set) ❑ read independently every day (e.g., 15-20 minutes in class, 30-45 minutes on own time) ❑ track and/or describe independent reading (e.g., home reading logs, literary journals, book reviews, partner talk) ❑ offer to read aloud to various audiences (e.g., family members, a partner, information circle, research group) ❑ use knowledge of **genre** and **text structure** to improve **fluency** and expression when reading aloud ❑ talk about independent reading as an enjoyable and shared experience (e.g., "I really loved the descriptions of the kitchen in *Crow Lake*. They show how hard it was for the kids to manage on their own.") ❑ describe **text**, **author**, and/or **genre** preferences (e.g., "*The Curious Incident of the Dog in the Night-time* is an incredible book because…I want all my friends to read it.")

Oral language, reading, and writing need to be taught and learned in an integrated way.

STRATEGIES (READING AND VIEWING)

General Learning Expectation: Students select, adapt, and apply strategies before, during, and after reading and viewing (e.g., asking questions, reviewing) to anticipate content, and to construct, confirm, and extend meaning, including attending to the author's craft.

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 Reading.* *By the end of Grade 10, students who have fully met the Prescribed Learning Outcome are able to:*
B5 before reading and viewing, select, adapt, and apply a range of **strategies** to anticipate content and construct meaning, including – interpreting a task – setting a purpose or multiple purposes – accessing prior knowledge, including knowledge of **genre**, **form**, and **context** – making logical, detailed predictions – generating guiding or speculative questions	❑ articulate/discuss a purpose for reading and viewing ❑ brainstorm/explain what is already known about the topic and **genre**/**form** ❑ use a variety of alternative sources to locate information and expand background knowledge about the topic (e.g., encyclopedia, Internet, books, articles) ❑ sort and categorize vocabulary/key terms/images provided ❑ state and support predictions based on prior knowledge and preview of the **text** ❑ generate and ask questions to guide reading and viewing ❑ revise or generate a **graphic organizer** based on purpose for reading (e.g., for collecting ideas) ❑ explain how a selected note-taking approach assists in summarizing the **text**
B6 during reading and viewing, select, adapt, and apply a range of **strategies** to construct, monitor, and confirm meaning, including – comparing and refining predictions, questions, images, and connections – making inferences and drawing conclusions – summarizing and paraphrasing – using **text features** – determining the meaning of unknown words and phrases – clarifying meaning	❑ discuss, explain, and compare predictions (e.g., revise predictions based on new information) ❑ share, record, and revise questions and inferences ❑ describe, sketch, or use **graphic organizers** to record mental images ❑ identify and communicate connections (e.g., **text**-to-**text**, **text**-to-self, **text**-to-world) made while reading (e.g., concept map, journal response, **coding text**, partner chats) ❑ identify graphic and visual cues used to find information and clarify understanding (e.g., glossaries, summaries, questions in **text**, outlines, sidebars, navigation bars, and hyperlinks) ❑ make notes using multiple levels of hierarchy (e.g., outlines, mind maps, critical timelines) ❑ restate main ideas/events in own words ❑ use **context** cues, word structure, illustrations, and classroom resources to figure out unfamiliar vocabulary ❑ identify when meaning-making is breaking down and apply appropriate **strategies** to make sense of the **text**

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators

B7 after reading and viewing, select, adapt, and apply a range of **strategies** to extend and confirm meaning and to consider **author's** craft, including
  – reflecting on predictions, questions, images, and connections made during reading
  – reviewing **text** and purpose for reading
  – making inferences and drawing conclusions
  – summarizing, **synthesizing**, and applying ideas
  – identifying stylistic techniques
	❑ consider and express initial response (e.g., journal entry, partner talk, whole-group discussion)
	❑ generate and communicate questions related to and going beyond the **text**
	❑ re-state the main ideas and provide supporting details
	❑ suggest inferences and conclusions supported by evidence from the **text**
	❑ consider and express alternative interpretations
	❑ compare the ideas expressed in the **text** to ideas from other sources (e.g., prior knowledge, partner talk, class discussions, secondary **texts**, media sources)
	❑ generate and integrate new ideas (e.g., suggest an alternative approach; articulate personal change; based on new understanding/information, suggest what is missing in other **texts**)
	❑ discuss elements of **style** used by the **author** (e.g., use of **literary devices**)

Oral language, reading, and writing need to be taught and learned in an integrated way.

THINKING (READING AND VIEWING)

General Learning Expectation: Students describe personal connections to text, and evaluate ideas and information presented in texts. They extend their thinking through their abilities to personalize what they have read and viewed. Students reflect on and assess their reading and viewing skills and set and pursue goals 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 Reading.* *By the end of Grade 10, students who have fully met the Prescribed Learning Outcome are able to:*

B8 explain and support personal responses to **texts**, by
  – making comparisons to other ideas and concepts
  – relating reactions and emotions to understanding of the **text**
  – explaining opinions using reasons and evidence
  – suggesting **contextual** influences
	❑ make and explain comparisons between a **text** and own ideas, beliefs, experiences, and feelings (e.g., "The character's dilemma is similar to ...")
	❑ make and support connections to reading and viewing selections (e.g., "Baz Luhrman's film helped me visualize what Romeo and Juliet's situation might be like today. I hadn't really thought about the way Romeo's friends would see Juliet until I saw it with my own eyes...")
	❑ describe and discuss emotions evoked by a **text** supported by reasons, questions, explanations, and evidence (e.g., "The sadness of the speaker grows stronger as the poem reaches its climax. The image of the dark rain made me feel...")
	❑ express opinions regarding a **text** supported by reasons, explanations, and evidence (e.g., "When I read the article about climate change, it made me reconsider...")
	❑ show how personal **context** affects response to a **text** (e.g., "Even though this book is set in a different culture, I was surprised how much...")

Prescribed Learning Outcomes	Suggested Achievement Indicators
B9 interpret, **analyse**, and **evaluate** ideas and information from **texts**, by – making and supporting reasoned judgments – comparing ideas and elements among **texts** – identifying and describing **diverse voices** – describing bias, contradictions, and non-represented perspectives – identifying the importance and impact of historical and cultural **contexts**	❑ make reasoned judgments about the **text** based on evidence (e.g., "This story must take place a long time ago because nobody is divorced and none of the women work outside the home.") ❑ examine and compare ideas and information between **texts** (e.g., "Both of these pieces are about teenagers in the workforce.") ❑ identify more than one voice or perspective in a **text** (e.g., "The poet describes the student in two ways: one speaking fluently in her first language, the other struggling to communicate in English.") ❑ recognize and account for the presence of bias (e.g., "This film is full of product placement. I wonder how much the manufacturers paid?") ❑ identify and describe contradiction(s) within **texts** (e.g., "In her essay, Jasmeen contradicts herself. On one hand...") ❑ identify and **evaluate** assumptions implicit within **texts** (e.g., "That writer seems to think all single-parent families are poor, but I know...") ❑ identify missing perspectives (e.g., "In 'Boys and Girls', we know very little about Laird's feelings.") ❑ identify the importance and impact of historical and cultural **contexts** (e.g., "Orwell wrote *Animal Farm* as a fable to represent government corruption. In the movie *Stalin*, government corruption...")
B10 **synthesize** and extend thinking about **texts**, by – personalizing ideas and information – explaining relationships among ideas and information – applying new ideas and information – **transforming** existing ideas and information – **contextualizing** ideas and information	❑ integrate new information into existing knowledge and beliefs (e.g., acknowledge, explain, and recognize the legitimacy of a position different from the reader's) ❑ combine perspectives from multiple **texts** ❑ juxtapose and merge related ideas (e.g., compare and contrast **themes** within and between **texts**) ❑ consider shifts in meaning based on different **contexts** (e.g., contrast universal theme in a **text** to **contextual** influences on characters) ❑ use key ideas and relevant details from **texts** to create **representations**/responses/artifacts (e.g., apply issues, themes, and stylistic devices from **texts** in own writing or **representing**) ❑ consider developments extending beyond the **text** (e.g., extend the argument)

Prescribed Learning Outcomes	Suggested Achievement Indicators

B11 use **metacognitive strategies** to reflect on and assess their reading and viewing, by
  – referring to criteria
  – setting goals for improvement
  – creating a plan for achieving goals
  – **evaluating** progress and setting new goals
	❑ contribute relevant ideas and opinions to discussions about effective reading and viewing
	❑ generate and select criteria for reading and viewing
	❑ identify strengths as readers and viewers using vocabulary from class-developed criteria and/or other criteria
	❑ demonstrate understanding of **strategies** available to increase success in reading and viewing
	❑ **evaluate** reading and viewing through meaningful self-assessment (e.g., "I found evidence to support my analysis of the **theme**.")
	❑ set new goals and create a plan for implementation (e.g., "I'm going to stop after reading several paragraphs and pose a question to myself.")
	❑ periodically review goals and assess progress (e.g., "I'm getting better at...," "I need to continue to work on...")

Oral language, reading, and writing need to be taught and learned in an integrated way.

FEATURES (READING AND VIEWING)

General Learning Expectation: Students recognize and explain how text structures and features (e.g., literary devices) enhance understanding of text. They continue to demonstrate increased skill in the use of vocabulary specific to task and purpose.

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 Reading.* *By the end of Grade 10, students who have fully met the Prescribed Learning Outcome are able to:*
B12 recognize and explain how **structures** and **features** of **text** shape readers' and viewers' construction of meaning, including – **form** and **genre** – functions of **text** – **literary elements** – **literary devices** – use of language – **non-fiction elements** – **visual/artistic devices**	❑ identify **structures** of **text** (e.g., body, transition, rebuttal) ❑ explain the function of a **text** (e.g., to entertain, provoke, speculate) ❑ explain how literary elements contribute to understanding (e.g., setting creates **context**) ❑ explain how **literary devices** contribute to understanding (e.g., irony is used to develop contrast) ❑ describe how the **author's** use of language contributes to understanding (e.g., use of formal language gives **text** a sense of authority) ❑ explain the function of non-fiction elements (e.g., slogans identify **text** as propaganda) ❑ explain the function of **visual/artistic devices** (e.g., hyperlinks provide link to further information)
B13 demonstrate increasing word skills and vocabulary knowledge, by – **analysing** the origins and roots of words – determining meanings and uses of words based on **context** – identifying, selecting, and using appropriate academic and technical language – using vocabulary appropriate to audience and purpose – discerning nuances in meaning of words considering historical, cultural, and literary **contexts**	❑ apply knowledge of word origins (e.g., Greek and Latin root words) and word relationships (e.g., word families) to determine meaning ❑ derive word meanings from context and verify those meanings (e.g., substitute synonyms to figure out unfamiliar or challenging words) ❑ identify misused words and phrases (e.g., affect/effect, lay/lie, then/than, "might of" vs. "might have") ❑ identify words that an **author** may have chosen for a particular effect (e.g., emotional appeal) ❑ identify new vocabulary introduced in **texts**, including academic and technical terms related to English Language Arts and other subject areas ❑ use newly acquired vocabulary in their speaking and writing experiences ❑ identify and choose to use or avoid colloquialisms ❑ discern multiple meanings of words based on **context** (e.g., "Shakespeare's use of the word 'star' relates to Elizabethan advances in navigation.")

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WRITING AND REPRESENTING

PURPOSES (WRITING AND REPRESENTING)

General Learning Expectation: Students create a variety of texts, including meaningful personal texts, purposeful information texts, and effective imaginative texts, for a variety of purposes (e.g., argue and persuade, strengthen connections and insights).

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 10, students who have fully met the Prescribed Learning Outcome are able to:*

C1   write meaningful **personal texts** that elaborate on ideas and information to
  – experiment
  – express self
  – make connections
  – reflect and respond
  – remember and recall
	❑ experiment with various forms of **personal writing**, including **impromptu**, to explore ideas, feelings, and opinions (e.g., experiment with various views and voices)
	❑ express ideas, feelings, insights, and personal views through sustained writing
	❑ make connections between experiences and/or **texts** (e.g., integrate new ideas and opinions)
	❑ reflect on and respond to a topic/issue/**theme** to develop an opinion
	❑ remember and recall relevant details from **texts** and prior experiences

C2   write purposeful **information texts** that express ideas and information to
  – explore and respond
  – record and describe
  – **analyse** and explain
  – speculate and consider
  – argue and persuade
  – engage
	❑ explore and respond to ideas and information through various forms of **informational writing**, including **impromptu**
	❑ write **information text** that accomplishes a clearly stated purpose (e.g., instructions to be followed; includes details to support a thesis)
	❑ use relevant details to express and justify a viewpoint
	❑ include details that anticipate and answer some of the reader's questions
	❑ speculate possible new directions regarding a topic or issue
	❑ modify language in relation to the needs and interests of the audience
	❑ present ideas and information in a purposeful and relevant way (e.g., description, narration)
	
	See "Features" section for additional criteria relating to features and conventions.

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Prescribed Learning Outcomes	Suggested Achievement Indicators
C3 write effective **imaginative texts** to develop ideas and information to – strengthen connections and insights – explore and adapt literary **forms** and techniques – experiment with increasingly sophisticated language and style – engage and entertain	❑ relate ideas, feelings, insights, and personal views through sustained writing ❑ create various **forms** or **genres** of imaginative writing, including **impromptu**, that develop ideas through details, images, and emotions ❑ develop ideas and emotions indirectly (e.g., dialogue, showing characters through their actions) ❑ craft figurative language to enhance meaning and emotion ❑ write purposeful, creative **texts** that have an impact on audience
C4 create thoughtful **representations** that communicate ideas and information to – explore and respond – record and describe – explain and persuade – engage	❑ demonstrate imaginative connections to personal feelings, experiences, and opinions ❑ create **representations** that convey information and/or emotion for a specific purpose and audience ❑ develop key ideas through details, images, and emotions ❑ select **visual/artistic devices** and **forms** to create impact and enhance communication *See "Features" section for additional criteria relating to features and conventions.*

Oral language, reading, and writing need to be taught and learned in an integrated way.

STRATEGIES (WRITING AND REPRESENTING)

General Learning Expectation: Students select, adapt, and apply a range of strategies (e.g., setting and consulting criteria) to increase success at writing and representing.

Prescribed Learning Outcomes	Suggested Achievement Indicators
	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 10, students who have fully met the Prescribed Learning Outcome are able to:*
It is expected that students will:	
C5 select, adapt, and apply a range of **strategies** to generate, develop, and organize ideas for writing and **representing**, including – making connections – setting a purpose and considering audience – gathering and summarizing ideas from personal interest, knowledge, and inquiry – **analysing** writing samples or models – setting class-generated criteria	❑ consider prior knowledge and other sources (e.g., writing about what they know and care about, building on others' ideas, research from a variety of sources) ❑ discuss purpose and identify an audience for writing or **representing** ❑ generate, collect, and develop ideas in a variety of ways (e.g., brainstorming, free-writing, interviewing) ❑ categorize and organize ideas and information using outlines and **graphic organizers** before and during writing/**representing** ❑ record sources for citation during research and note taking ❑ conceptualize the final product and plan the steps to achieve it ❑ examine models of the **genre** and **form**, and identify and **analyse** characteristics ❑ generate class criteria for writing and **representing** (e.g., variety of sentence types and lengths, elements specific to **genre** and/or **form**)
C6 select, adapt, and apply a range of drafting and composing **strategies** while writing and **representing**, including – using a variety of sources to collect ideas and information – generating **text** – organizing and **synthesizing** ideas and information – **analysing** writing samples or models – creating and consulting criteria	❑ expand ideas from prewriting to writing/**representing** (e.g., refer to notes for additional ideas, ask for and incorporate feedback from others) ❑ consult a variety of **texts** for ideas and information and as models ❑ compose and share work in progress (e.g., peer and teacher conferences, **PQP**) ❑ identify and restate main points in order to clarify meaning ❑ **synthesize** ideas and information from various sources to develop and support a thesis or **theme** ❑ use models to assist in understanding **form** (e.g., short story, essay, ad) and **features** (e.g., use of dialogue, provocative introduction, visual elements such as font and colour) ❑ use print and electronic references and tools while drafting (e.g., dictionaries, graphics programs, cut/paste) ❑ refer to self-generated, class, school, and provincial criteria

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
C7 select, adapt, and apply a range of **strategies** to **revise**, **edit**, and **publish** writing and **representing**, including – checking work against established criteria – enhancing supporting details and examples – refining specific aspects and **features** of **text** – **proofreading**	❑ persevere through the **revision** process until a satisfactory product is achieved ❑ reconsider or review for specific **features** or established criteria (e.g., supporting details, sentence variety, effectiveness of visual elements) ❑ select areas for **revision** and **revise** to enhance work ❑ review and confirm **organization** (e.g., sequencing, transitions, development of ideas) ❑ accept and incorporate some **revision** suggestions from peers and teacher (e.g., more descriptive language, add detail to illustration) ❑ **edit** and **proofread** for clarity, spelling, and punctuation, and overall appearance ❑ attend to **presentation** details appropriate to medium (e.g., legibility, visual impact, spatial organization)

Oral language, reading, and writing need to be taught and learned in an integrated way.

THINKING (WRITING AND REPRESENTING)

General Learning Expectation: Students use writing and representing to articulate personal responses, evaluate ideas and information, and synthesize and extend their thinking. They reflect on and assess their writing and representing skills and set and pursue goals for improvement.

Prescribed Learning Outcomes	Suggested Achievement Indicators
	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 10, students who have fully met the Prescribed Learning Outcome are able to:*
It is expected that students will:	
C8 write and **represent** to explain and support personal responses to **texts**, by – making comparisons to other ideas and concepts – relating reactions and emotions to understanding of the **text** – developing opinions using reasons and evidence – suggesting **contextual** influences	❑ draw comparisons between own ideas, beliefs, experiences, feelings, and those in **texts** (e.g., Student writes, "There are several similarities between my beliefs and those of the artist, for example...") ❑ express feelings or thoughts with increasing subtlety and specificity about an experience or **text** ❑ express opinions regarding a **text** supported by reasons, explanations, and evidence (e.g., Student writes, "I was surprised by the bias expressed by other members of my **literature circle**. They did not seem to...") ❑ explain the influence of **context** on **text** (e.g., the impact of culture and religion on a character's behaviour) ❑ respond in various forms (e.g., written, visual, kinesthetic, electronic) ❑ use vocabulary that expresses a depth and range of response

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Prescribed Learning Outcomes	Suggested Achievement Indicators
C9 write and **represent** to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by – making and supporting reasoned judgments – describing and comparing perspectives – describing bias, contradictions, and non-represented perspectives – identifying the importance and impact of historical and cultural **context**s	❑ make judgments based on evidence (e.g., write an opinion paper on a social justice issue) ❑ assess the effectiveness of ideas and information (e.g., identify and provide evidence of bias, trace the logic of an argument) ❑ examine and compare ideas and information (e.g., create a comparison chart examining events in *Animal Farm* and the Russian Revolution) ❑ compare diverse perspectives (e.g., Student writes, "When I watched the debate, the politician did not address the voters' concerns.") ❑ describe bias in others' thinking (e.g., Student writes, "In 'The Insect Play' it is clear that each group has a different value system; the beetles...") ❑ describe contradictions (e.g., Student writes, "The **author** first states that boys don't read enough, but then goes on to describe all the web sites and manuals they read.") ❑ identify missing perspectives (e.g., Student writes, "This article is written as though all Aboriginal Peoples have the same perspective.") ❑ describe the importance and impact of historical and cultural **contexts** (e.g., Student writes, "The Japanese definition of honour as shown in *Hiroshima* is...")
C10 write and **represent** to **synthesize** and extend thinking, by – personalizing ideas and information – explaining relationships among ideas and information – applying new ideas and information – **transforming** existing ideas and information – **contextualizing** ideas and information	❑ integrate new information into existing knowledge and beliefs (e.g., acknowledge, explain, and recognize the legitimacy of a position different from the reader's) ❑ combine perspectives from multiple **texts** (e.g., **synthesize** a variety of critical perspectives into a new understanding) ❑ juxtapose and merge related ideas (e.g., compare and contrast **themes** within and between **texts**) ❑ consider shifts in meaning based on different **contexts** (e.g., contrast universal theme in a **text** to **contextual** influences on characters) ❑ use key ideas and relevant details from **texts** to create **representations**/responses (e.g., apply issues, **themes**, and stylistic devices from **texts** in own writing or **representing**) ❑ develop extensions or revisions of **texts** (e.g., suggest alternative and/or creative outcomes, integrate a different perspective)

Oral language, reading, and writing need to be taught and learned in an integrated way.

Prescribed Learning Outcomes	Suggested Achievement Indicators
C11 use **metacognitive strategies** to reflect on and assess their writing and **representing**, by – relating their work to criteria – setting goals for improvement – creating a plan for achieving goals – **evaluating** progress and setting new goals	❑ contribute relevant ideas and opinions to discussions about effective writing and **representing** (e.g., "The bar graph is easier to understand than the pie chart.") ❑ generate and select criteria specific to writing tasks ❑ identify strengths and areas for growth as **authors** using vocabulary from class-developed and/or other criteria (e.g., I'm good at finding evidence, but I need to work on incorporating it effectively.") ❑ identify and assess **strategies** used in writing/**representing** ❑ set personal goals for writing and **representing** (e.g., "I will make all my paragraphs relate to my thesis statement.") ❑ develop and implement a plan to achieve the goals ❑ periodically review goals and assess progress (e.g., "I'm getting better at...," "I need to continue to work on...")

Oral language, reading, and writing need to be taught and learned in an integrated way.

FEATURES (WRITING AND REPRESENTING)

General Learning Expectation: Students use elements of style, form, and convention, appropriate to purpose and audience, to enhance writing and representing (e.g., text features).

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 10, students who have fully met the Prescribed Learning Outcome are able to:*
C12 use and experiment with elements of **style** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including – **syntax** and **sentence fluency** – **diction** – **point of view** – **literary devices** – **visual/artistic devices**	**Syntax/Sentence Fluency** ❑ use a variety of sentence lengths and structures ❑ use a variety of sentence types for effect ❑ deliberately use sentence fragments and run-on sentences for effect ❑ combine sentences using subordinate and independent clauses ❑ use transitional words/phrases within and between sentences and paragraphs **Diction** ❑ apply increasingly sophisticated vocabulary ❑ use clear language and content words effectively ❑ demonstrate increasing specificity of language ❑ experiment with **word choice** and phrasing based on audience and purpose (e.g., use terms specific to persuasion) **Point of View** ❑ incorporate appropriate **register** based on audience and purpose ❑ maintain consistent **tone** ❑ maintain a consistent **point of view** ❑ reveal individual perspective when **representing** (e.g., video compares personal opinion with that of an **author**) **Literary Devices** ❑ use descriptive/**sensory details** to enhance/refine ideas ❑ create effective images through figurative and evocative language ❑ incorporate **literary devices** to enhance meaning **Visual/Artistic Devices** ❑ choose a **form** appropriate to purpose ❑ show attention to detail and some control of **form** ❑ integrate visual elements and language to develop meaning (e.g., shadow, sound)

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Prescribed Learning Outcomes	Suggested Achievement Indicators
C13 use and experiment with elements of **form** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including – organization of ideas and information – **text features** and **visual/ artistic devices**	**Organization of Ideas and Information** ❑ follow "rules" of a specific **form** or **genre** to match the writing task ❑ use internal elements**/text structures** (e.g., salutation in letter, "hook" in paragraph) appropriate to purpose and audience ❑ unify writing with a controlling purpose ❑ begin with an effective introduction/engaging opening (e.g., clearly indicates purpose, grabs reader's attention) ❑ develop a sequence of ideas with helpful transitions ❑ finish with a logical conclusion/effective ending **Text Features and Visual/Artistic Devices** ❑ include **text features** when appropriate (e.g., diagrams, graphics) ❑ include **visual/artistic devices** when appropriate (e.g., labels, colour, space) clearly and effectively to enhance meaning ❑ integrate **visual/artistic devices** and language to develop meaning

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Prescribed Learning Outcomes	Suggested Achievement Indicators
C14 use **conventions** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including – grammar and usage – punctuation, capitalization, and Canadian spelling – **copyright** and citation of references – **presentation**/layout	**Grammar and Usage** ❑ use coordinating and subordinating conjunctions to create compound, complex, and compound-complex sentence structures ❑ maintain subject-verb agreement and pronoun-antecedent agreement ❑ properly place modifiers ❑ maintain consistent verb tense ❑ use active and passive voice to suit purpose and audience (e.g., active voice for clarity of expression; recognize use of the passive voice in history and sciences) **Punctuation/Capitalization/Spelling** ❑ use standard punctuation, including commas, semi-colons, and quotation marks, and capitalization to communicate clearly ❑ use punctuation and capitalization correctly in special situations, including direct quotations, scripts, dialogue, and poetry ❑ employ knowledge of spelling rules and word patterns to correct spelling errors ❑ use reference materials to confirm spellings and to solve spelling problems when **editing** (e.g., dictionaries, spell-checkers, personal word list) **Copyright/Citation of References** ❑ define and explain **copyright** and **plagiarism** in **context** ❑ acknowledge sources of information when creating **texts** (e.g., print, web-based) ❑ respect and acknowledge **copyright** ❑ embed quotations within sentences ❑ cite research information, ideas, and quotations in a consistent and ethical manner **Presentation/Layout** ❑ write legibly or word-process in a readable format ❑ use headings, titles, graphics, and illustrations appropriate to **context** and purpose ❑ attend to aspects of **presentation** appropriate to medium (e.g., visual impact, spatial organization)

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English
Language
Arts

GLOSSARY

English Language Arts Grade 10

T his glossary defines selected terms that are used in the Prescribed Learning Outcomes and the Achievement Indicators in the English Language Arts 8 to 12 Integrated Resource Package. All bolded terms in the Prescribed Learning Outcomes and Achievement Indicators have been defined in the glossary along with other terms the Integrated Resource Package writing team considered useful to define in the context of English Language Arts.

A

analyse/analysis/analysing
To separate into parts for close scrutiny. In English Language Arts, this can involve separating a **text**, concept, or word into its component parts so that an organizational structure can be understood, or compared to another (e.g., examining a sonnet, extended metaphor, or unfamiliar word). Analysis also includes deducing how one part of a **text** or concept relates to another and to an overall structure or purpose. Words associated with analysis include: compare, diagram, deconstruct, separate, distinguish.

Sample stems to access analysis include:
What was the motivation behind…?
What are the themes found in…?
Compare…with...
How is…similar to/different from…?

artistic devices
See *visual/artistic devices.*

atmosphere
See *tone.*

author
An author is the person who originates a **text**. In the English Language Arts 8 to 12 curriculum, the word "author" is used in a context larger than the creator of a written work, and extends to the creator of any piece of **text**, including oral and visual.

C

characterization
Characterization is the process of revealing personality traits through how the character is developed in the **text** (e.g., what the character says, what other characters say about the character, what the narrator says, how the character is dressed). Direct characterization tells the audience about the personality of the character. In contrast, indirect characterization shows things that reveal the personality of a character. It can be helpful to consider these five different methods of indirect characterization:

S	*Speech* –	What does the character say? How does the character speak?
T	*Thoughts* –	What is revealed through the character's private thoughts and feelings?
E	*Effect on others* –	What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?
A	*Actions* –	What does the character do? How does the character behave?
L	*Looks* –	What does the character look like? How does the character dress?

context/ contextual/ contextualize

The immediate environment, circumstances, or conditions in which something occurs. In English Language Arts, understanding the context in which a **text** was created (e.g., time period, social conditions, political situations) as well as the context of the **author** (e.g., ethnicity, gender, beliefs, class) can have a profound impact on a student's understanding of a **text** or **author's** particular perspective.

conventions

Conventions are generally accepted or agreed-upon rules or practices to facilitate meaning-making. It is one of the seven writing traits, along with **Ideas**, **Organization**, **Voice**, **Word Choice**, **Sentence Fluency**, and **Presentation**.

In written English, there are conventions pertaining to aspects of **text**, including
- the order in which one reads or writes (i.e., movement from left to right and top to bottom)
- how letters and words should be formed to facilitate legibility
- sentence construction (e.g., grammar and syntax)
- punctuation
- spelling
- structure and format (e.g., paragraphing, formatting of a business letter or web page)

Oral **text** also has conventions for language and procedures used (e.g., in formal debates, welcome speeches). Visual **text** likewise has conventions (e.g., for documentary films, theatrical performance, television news reports, magazine covers).

copyright

The protection granted by law to creators to control their work for a certain number of years, including the right to receive economic benefit from others using the work.

critique/critiquing

To examine a **text** using criteria to make a judgment or form an opinion. In English Language Arts, students can critique a **text** or idea through commentary or review. A critique goes beyond a summary (e.g., What did the author say? What is this chapter about?) to explore the questions "Why?," "How?," and "How well?" using evidence from the **text**. Critiquing involves the skills of **analysis**, interpretation, and **evaluation**.

D

diction

Diction, also known as **word choice**, refers to choice and arrangement of words within a **text**. Because words have connotations as well as specified denotations, decisions with respect to diction can affect a writer's or speaker's meaning and impact upon a reader or listener. Diction is an important aspect of **style** and includes an awareness of purpose, **register**, and audience.

diverse voices

Students come to the Language Arts classroom with varied backgrounds, interests, abilities, and needs. Choosing **texts** that reflect diverse backgrounds and voices allows all students to explore different perspectives. Specifically in **text**, diverse voices refer to the perspectives that are implicit and explicit, and the multiple understandings that exist depending on the viewpoint(s) that are represented or not represented.

E

edit/editing
Editing refers to the process of reviewing one's own or another's work, specifically addressing the **conventions** of language, such as capitalization, spelling, punctuation, paragraphing, and grammar. The final stage of editing is often referred to as **proofreading**. See *revision.*

evaluate/evaluation
To study carefully and make a judgment supported by evidence. In English Language Arts, evaluation encourages students to defend positions, judge the quality of ideas based on criteria, and question the validity of ideas. Words associated with evaluation include: assess, rank, judge, conclude, explain.

Sample stems to access evaluation include
    Judge the value of…
    Defend the author's position on…using evidence.
    Do you believe that…?
    Can you defend your opinion that…?

F

features
In the English Language Arts curriculum, features refer to the individual characteristics of a specific piece of **text**. Features are the most significant aspects of a **text** or author's **style**, and are what makes it different from other **texts**. Features can also refer to specific aspects of different **genres**. See *text features.*

five-finger rule
The "five-finger rule" is a strategy by which students can gauge if a book is going to be too difficult for them to read independently. The students choose a 100-word passage from the **text**, and if they come across five or more words they do not understand, then the chosen **text** is likely too difficult for them to attempt at this time.

fluent/fluency
Fluency in reading, writing, and speaking is characterized by smoothness and ease of expression. Fluency should include comprehension.

form
For purposes of the English Language Arts Curriculum, form refers to the **structure** or organization of a **text**. However, form and content are complementary. Form could be discussed when teaching, for example, a sonnet, business letter, advertisement, or debate.

G

genre
Genre refers to types or categories of **text** recognized by **form** and/or **style**. Genres have particular recognizable characteristics and features which distinguish them from other genres. Examples of genres include essay, article, documentary, web page, short story, graphic novel, and poem. Within each of these broad categories are contained more specific categories (e.g., haiku as a subcategory of poetry). Many works cross into multiple genres by borrowing or recombining these characteristics.

graphic novel
A narrative medium characterized by sequential art with or without **text**.

graphic organizer
A graphic organizer is a visual by which the relationships between and among ideas are portrayed. A graphic organizer (e.g., Venn diagram, T-chart) can serve many purposes including identifying prior knowledge, connecting main ideas with details, describing stages or steps in a procedure, and comparing and contrasting.

I

ideas
Ideas are one of the seven writing traits described in the Prescribed Learning Outcomes and Achievement Indicators sections of the curriculum. In the context of the assessment of writing, ideas are the heart of a writer's message – the detail, development, and focus of a piece of writing. The other writing traits are **Organization**, **Voice**, **Word Choice**, **Sentence Fluency**, **Conventions**, and **Presentation**.

idiomatic expressions
An idiomatic expression is one whose meaning cannot be deduced from the literal definition and the arrangement of its parts, but refers instead to a figurative meaning that is known only through conventional use. For example, in the expression "that was a piece of cake," a listener knowing only the literal meaning (a non-native speaker, for example) might not necessarily be able to deduce the expression's actual meaning.

imaginative text (also known as literary or expressive text)
Imaginative texts are crafted to create particular effects through the use of powerful language (e.g., **sensory detail**, **imagery**, **metaphor**, simile). Students create imaginative texts through a variety of oral, visual, and written media, including stories, plays, legends, and poems. As in the creation of information and personal texts, imaginative texts may be **impromptu** or carefully **revised** and **edited**. See *information text* and *personal text*.

imagery
Imagery in **text** is the use of sensory detail to evoke a mental picture.

impromptu

Impromptu writing is writing done "on the spot" and may be as informal as a quick-write or as formal as an in-class essay. It can be used both to generate ideas and to solidify thinking. Impromptu writing may be a beginning step in the writing process or it may be an end result that could be evaluated. When evaluating impromptu writing, one must consider that this writing is "first-draft." See *imaginative text*, *information text*, and *personal text.*

information text/informational writing

Information texts are intended to communicate information (e.g., articles, reports), outline procedures (e.g., instructions), and/or persuade others (e.g., editorials, debates). As with personal and imaginative texts, information texts may be **impromptu** or carefully **revised** and **edited**. Information texts can be written, oral, or visual, or a combination of the three. In the BC Performance Standards, informational writing is referred to as "Writing to Communicate Ideas and Information." See *personal text* and *imaginative text.*

L

literary devices

Literary devices are the deliberate use of language to create a particular effect. They are focussed and precise devices used to extend, enrich, or qualify the literal meaning of a **text**. Literary devices include allusion, flashback, foreshadowing, **imagery**, symbolism, **metaphor**, and simile as well as **sound devices.** See *literary elements.*

For the purpose of clarity in the English Language Arts curriculum, only the terms literary devices and **literary elements** are used to discuss facets of **text**. Although distinctions may be made among literary devices, poetic devices, literary techniques, figures of speech, figurative language, and other terms, many of these have overlapping applications and there is no generally accepted distinction between these terms.

literary elements

Literary elements are integral components of a piece of literature, and include such things as character, plot, setting, **point of view**, **style**, conflict, **voice**, and **theme**. Literary elements can be identified, interpreted, and **analysed** as a way of examining and comparing the foundational structure of works of literature. Some combination of literary elements exists in all fiction, poetry, and drama. See *literary devices.*

literature circle

Literature circles are small-group discussions about **text**. Typically, groups of students who are reading the same **text** meet together over a period of time for discussion. Literature circles offer students motivation through the opportunity to choose from a selection of books and to engage in detailed discussions with their peers.

M

metacognitive/metacognitive strategies

Metacognition is "thinking about thinking," which results in students' individual knowledge of their own learning processes. In the English Language Arts curriculum, the successful use of metacognitive strategies involves reflection, self-assessment, setting goals, and creating a plan for achieving those goals. See the Key Elements section for more information on metacognition.

metaphor
A metaphor is a direct comparison of one thing to another, which is generally thought of as unrelated. The first thing is not merely "like" or similar to the second, but is wholly identified with it (e.g., "the fog crept in on little cat feet"). A metaphor may be specific to a single phrase or sentence, or developed over the course of an entire **text**, becoming an "extended metaphor."

mood
See *tone.*

N

nonverbal techniques
Nonverbal communication is anything, other than words themselves, that communicates the message contained in the words. The term nonverbal techniques includes the body language, silence, facial expressions, and gestures that are used to convey and derive meaning from what is heard. The nonverbal techniques used can have a powerful influence on intended or unintended meaning.

O

oral language
Oral language is the use of speaking and listening to convey and derive meaning. In the English Language Arts, oral language is a powerful tool for students to explore ideas, hear the ideas and views of others, and to **synthesize** and extend learning. Oral language is an essential component of English Language Arts on its own, but can also be used to explore reading and writing as students articulate their thinking and explore how others have made meaning from what was read or written. See the Key Elements section for more information on oral language.

organization
Organization is one of the seven writing traits described in the Prescribed Learning Outcomes and Achievement Indicators sections of the curriculum. In assessing the organization of a **text**, the focus is on the internal structure of the piece. Some common organizational structures include comparison and contrast, deduction, development of a theme, or the chronology of an event. The other writing traits are **Ideas**, **Voice**, **Word Choice**, **Sentence Fluency**, **Conventions,** and **Presentation**.

P

PQP (Praise-Question-Polish)
PQP is a beginning peer-editing strategy used during the writing process. Its purpose is to assist the student editor by focussing feedback under three headings: Praise, Question, and Polish.

personal text/personal writing
Personal writing is rooted, both substantively and in terms of **voice** and **tone**, in students' personal experiences and responses. The goal of personal writing is to give students the opportunity to sustain writing as a way of discovering what they think. Personal writing can include **impromptu** writing or crafted pieces, when the focus is exploring the personal. See *imaginative text* and *information text.*

plagiarism
Plagiarism is claiming or implying original authorship of someone else's written or creative work, either in whole or part, without adequate acknowledgement.

point of view
The point of view of a story is the point, or the distance, from which a story is told. Three principle points of view are most commonly employed: the omniscient (writers can present inner thoughts of any or all of their characters, a god-like perspective that allows writers total access to their characters); limited omniscient (writers can present inner thoughts of only one character, and the story is told in third-person pronouns); and first-person (limited to only the view of the character narrating the story, and this character adopts the first person pronoun).

Point of view can also mean opinion, bias, or viewpoint. It is important for students to discern between fact and opinion, and to identify perspectives that are included, as well as perspectives that may be omitted.

presentation
Presentation is one of the seven writing traits described in the Prescribed Learning Outcomes and Achievement Indicators sections of the curriculum. Presentation is the way the message is presented on paper, and may include graphics such as maps, graphs, and illustrations. More specifically, presentation includes legibility if hand-written, the appropriate use of font and font size if word-processed, appropriate spacing and margins, and consistent use of headings, bullets, and style. The other writing traits are **Ideas**, **Organization**, **Voice**, **Word Choice**, **Sentence Fluency**, and **Conventions**.

publish
When students publish their work, they make it public by sharing it. Therefore, publishing can be a useful way to motivate students to put the final touches on a piece of writing or a **representation**. Examples of publishing include handing it in to the teacher, sharing with the intended audience (e.g., sending a letter to the editor of a newspaper), posting on a bulletin board, or including it in a class compilation or newsletter.

proofread/proofreading
Proofreading is the review of **text** in order to detect and correct any errors. It is one of the final tasks before publishing a work. Proofreading is different from **revising** in that in the **revision** stage, large sections of **text** may be reworked or rethought, while proofreading is a final check to correct errors such as typos or formatting inconsistencies.

R

recursive/recursively

In the English Language Arts curriculum, the term "recursive" is used to mean the revisiting of steps or strategies used in language that may otherwise be thought of as a chronological process. For example, the "Strategies" sections in the Prescribed Learning Outcomes are divided into "before," "during," and "after." However, predicting, for example, is a reading strategy that can be used recursively; that is, students may make predictions about a text before reading, and revisit those predictions during reading to confirm or revise as they acquire additional information. A similar recursive approach can be used in writing; writers may **revise** and/or **edit** at any stage of the process.

register

Register is the choice of language deemed appropriate for a specific **context** or for a particular audience. In both writing and speaking, register refers both to **diction** and **tone**.

representations/representing

Representations are visual constructions in any medium that allow students choice in the **form** in which their understandings relating to English Language Arts can be shown. When students create representations (e.g. collages, diagrams, posters, multimedia presentations), they are able to construct and convey meaning in ways that may suit their particular learning style.

revise/revising/revision

Revision during writing is about improving the meaning of the piece through considerations such as

- adding or deleting details
- improving the lead and/or the ending
- reordering the piece
- improving **word choice**
- varying sentence lengths/beginnings
- checking for coherence and unity

See *editing*.

rhetorical devices

In the English Language Arts curriculum, rhetorical devices refer to the artful use of oral language to achieve a purpose (e.g., persuasion) through devices such as repetition, apostrophe, and questioning. Rhetorical devices are a specific appeal to the audience's emotion or intellect to further the purpose of the speaker.

S

sensory details

Sensory details refer to those descriptive details that speak directly from the five senses: sight, sound, smell, touch, taste.

sentence fluency

Sentence fluency is one of the seven writing traits described in the Prescribed Learning Outcomes and Achievement Indicators sections of the curriculum. In assessing sentence fluency, the focus is on the rhythm and flow of the language. Writing with sentence fluency is free of awkward patterns that slow the reader's progress. The other writing traits are **Ideas**, **Voice**, **Word Choice**, **Organization**, **Conventions,** and **Presentation**.

sound devices
Sound devices (which for the purposes of the English Language Arts curriculum are thought of as a subset of **literary devices**) refer to words or word combinations that are used primarily for their sound effects or as a way to manipulate sound. Rhyme, rhythm, alliteration, assonance, repetition, consonance, and onomatopoeia are all examples of sound devices.

strategies
A strategy is a deliberately and systematically applied plan of action, designed to accomplish a specific goal. For the purposes of this English Language Arts 8 to 12 curriculum, the term "strategies" that is bolded in the Prescribed Learning Outcomes and Suggested Achievement Indicators refers to cognitive learning strategies that students apply in order to engage in reading, writing, and oral language. Students acquire, adapt, and apply strategies in the language arts to create and understand **text** and use these strategies as scaffolds to creating and understanding more complex and sophisticated **texts** (e.g., predicting, using graphic organizers, making notes).

For clarity, instructional strategies and assessment strategies have also been defined:

assessment strategies
Assessment strategies are the tools teachers use to gather information on student progress. These strategies can be used before (to find a baseline), during (to plan for instruction) and after (to evaluate student progress towards meeting the learning outcome) particular lessons, units, or assignments. Self-assessment can be a powerful way for students to reflect on their own progress and set goals for improvement. See the Classroom Assessment and Evaluation section.

instructional strategies
Instructional strategies are used by teachers to help students develop their literacy abilities, skills, and learning strategies. In order to meet the diverse literacy needs of their students, teachers must adapt and incorporate a variety of strategies. Instructional strategies (e.g., scaffolding, inquiry, modelling, cooperative learning, direct instruction) are methods for introducing students to new and more complex ideas and information through an apprenticeship model, where the teacher guides and mentors students through the learning process. See the Considerations for Program Delivery section.

structure
See *text structure.*

style
Style is the sum of those features of a work that reflect its **author's** distinctive way of communicating. The style of a work refers to the manner in which something is expressed (in contrast to its message). Some aspects of style include the creative use of **literary devices**, **voice**, **word choice,** and **sentence fluency**.

symbol/symbolism/symbols
Different from a sign which only holds one meaning, a symbol is more complex and can mean more than one thing. Symbols do stand for something other than their literal selves, but can mean different things depending on the context. Symbols can carry a universal or cultural meaning (e.g., a flag, a trickster), but can also be created in a **text** by an **author** who wants a certain object, or symbol, to mean something more than what it is.

synectics
A teaching strategy that uses analogy or metaphor to compare different entities.

syntax
Syntax refers to word order within a sentence. More specifically, syntax refers to the rules or "patterned relations" that govern the way the words in a sentence come together.

synthesis/synthesize/synthesizing
Synthesis occurs when students demonstrate a new understanding from relating new information to previous knowledge. In English Language Arts, this can include creating a new meaning or structure, or finding a structure or pattern in diverse elements. Words associated with synthesis include: create, generate, rewrite, reconstruct, and compose.

Sample stems to access synthesis include:
     What are some new solutions to…?
     Based on your research, what conclusions…?
     Create a new ending/chapter for…
     Work with your group to consider…

T

text, texts
For purposes of English Language Arts, the term "text" denotes any piece of spoken, written, or visual communication (e.g., a particular speech, essay, poem, story, poster, play, film). A text may combine oral, written, and/or visual components.

text features
Text features include diagrams, headings, bold and italicized words, diagrams, drawings, graphics, labels, tables of contents, indices, and glossaries. Text features can be helpful in supporting comprehension.

text structure
Text structure is a term that applies to the larger organizing pattern of a complete **text**, passage, or paragraph/stanza. Chronological order, order of importance, and comparison and contrast are examples of text structures. Text structure is an aid to comprehension, since knowing the structure of a sonnet, for example, gives the reader clues about its content.

theme

A theme is the overall meaning of a **text** or a "truth about life," that emerges indirectly through the **author's** use of **literary elements** and **literary devices**. Theme is distinct from topic. For example, whereas the topic of a piece might be "friendship," the theme of a piece could be "friendship should never be taken for granted."

tone

For the purposes of English Language Arts, **tone**, **mood,** and **atmosphere** refer to the attitude that runs through the entire **text**. This may include the writer's attitude toward the subject and/ or the audience. Tone may be any of: angry, serious, lighthearted, dark, etc.

traits of writing

An analytic system or framework of teaching writing based on specific characteristics or traits of effective writing, including **Ideas**, **Voice**, **Sentence Fluency**, **Organization**, **Word Choice**, **Conventions**, and **Presentation**.

transform/transforming

To take an idea or approach and demonstrate it in another form. In English Language Arts, students can transform ideas and information into new forms (such as creating **representations** or responses), or consider extensions beyond the **text** (such as alternate outcomes or endings). Transforming involves the skill of **synthesis**.

V

visual/artistic devices

Visual and artistic devices are the representational equivalent of **literary elements** and **literary devices**. Authors use visual and artistic devices such as space, colour and sound, for example, to convey meaning and create effect in **text** (e.g., placement of visuals, inclusion and exclusion, use of colour, brush work, space, light, fade-in, cuts, camera angle).

voice

Voice is an aspect of **style**, and refers to the individuality of the writer as perceived by the reader. The student who writes with an individual voice offers an honest and unique **style** that the reader finds compelling and engaging. It is one of the seven writing traits described in the Prescribed Learning Outcomes and Achievement Indicators sections of the curriculum. The other writing traits are **Ideas, Organization, Word Choice, Sentence Fluency, Conventions, and Presentation.**

W

word choice

Word choice is one of the seven writing traits described in the Prescribed Learning Outcomes and Achievement Indicators sections of the curriculum. Effective word choice is the use of rich and precise language in a way that both communicates and enlightens. The other writing traits are **Ideas**, **Organization**, **Voice**, **Sentence Fluency**, **Conventions**, and **Presentation**.