



**English Language Arts Kindergarten to Grade 12
Curriculum Review Report
2001**

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Summary

The Provincial Curriculum Cycle

The Ministry of Education requires the regular review of provincial curriculum through the Curriculum Cycle. The K to 12 English Language Arts curriculum has completed Phases 1 and 2 of the Cycle. These phases involved data collection, including provincially distributed questionnaires, informal input from educators, as well as research into English Language Arts in other jurisdictions. The data collection focused on the *English Language Arts K to 7 Integrated Resource Package (1996)*, the *English Language Arts 8 to 10 Integrated Resource Package (1996)*, and the *English Language Arts 11 and English 12 Integrated Resource Package (1996)*. Input was also sought on Composition 11, Writing 12 and Journalism 12, the three English Language Arts courses that have curriculum guides.

Key Findings

IRP Structure

The responses to the questionnaires and the qualitative data gathered through discussions with teachers indicate that English Language Arts teachers are generally satisfied with the IRP four-column format which captures the Prescribed Learning Outcomes, the Suggested Instructional Strategies, the Suggested Assessment Strategies and the Recommended Learning Resources.

Curriculum Organizers

The majority of respondents agree that the Curriculum Organizers are appropriate. Some respondents express concerns about the relevance of *Self and Society* as a curriculum organizer. These concerns echo issues raised in some of the discussions with teachers at various focus groups.

Instructional and Assessment Strategies

The respondents cited the usefulness of the instructional and assessment strategies in the IRPs. Their responses also indicated that they only occasionally consult these strategies. Some respondents reported that they also use district developed materials, and other Ministry documents such as *The Primary Program A Framework for Teaching*, *BC Performance Standards in Reading*, and *BC Performance Standards in Writing* as sources of support.

Learning Resources

Appendix B of the IRPs, which provides information about recommended resources, is considered to be a useful component of the IRP. Many teachers feel that there are insufficient resources to support the delivery of ELA. Concerns include the lack of funding, lack of access and lack of information regarding availability.

Integration of Aboriginal perspectives

Almost half of the respondents to the questionnaires indicated that they do not integrate Aboriginal perspectives.

Integration of Multicultural Perspectives

The majority of respondents communicated that they integrate multicultural perspectives.

Use of Information Communications Technology in the Teaching of English Language Arts

The responses for all grades identified activities relating to preparation for instruction as the most common use of Information and Communications Technology by teachers. The respondents to the questionnaire for grades 8 to 12 also identified administration of data as a common use of Information and Communications Technology. The most commonly cited student uses were accessing information and word processing.

Factors that Determine the Content of English Language Arts Teaching

The PLOs and the interests of students were cited as the main influences on the content of English Language Arts teaching.

Barriers Hindering Better Delivery of the English Language Arts Curriculum

The respondents to the surveys indicated that greatest barrier to the delivery of the English Language Arts curriculum is having insufficient teacher preparation time. The other key barriers that emerged from the survey responses were insufficient in-service, not enough class time and lack of resources.

English Language Arts Curriculum Guides

Only a few respondents claimed to teach Composition 11, Creative Writing 12, or Journalism 12, the English Language Arts courses that are still in the forms of curriculum guides. In the written comments, there were some requests for the creation of IRPs for Creative Writing and Journalism. In discussions, teachers have also requested the creation of IRPs for these two subjects.

Prescribed Learning Outcomes

The Prescribed Learning Outcomes generated the most responses in terms of quantitative and qualitative data. Quantitative data from the questionnaires revealed that the majority of respondents agree that the PLOs are grade appropriate. This data also shows that the IRPs are mostly or somewhat, rather than always, used for planning. Forty-three percent of the respondents to the questionnaire for grades K to 7, and fifty percent of the respondents to the questionnaire for grades 8 to 12 indicated that the number of PLOs is appropriate. Fifty-five percent of the K to 7 respondents and forty-four percent of the 8 to 12 respondents felt that the number of PLOs is excessive. The wording of the PLOs was cited as being appropriate by approximately half of all respondents. Thirty-two percent of the respondents to the K to 7 questionnaire indicated that the wording of the PLOs is vague and requires more specificity. Thirty-nine percent of the respondents for grades 8 to 12 also indicated that the PLOs are vague.

In the comments section of the questionnaires, some of the respondents also expressed strong concerns about the excessive number of PLOs and about their lack of clarity. These written comments support the evidence gathered from various focus groups, telephone conversations and from discussions with markers of provincial examinations. In some of these discussions, teachers explained that they seldom isolate learning outcomes for instructional purposes.

Evidence with regard to the lack of clarity in some of the English Language Arts PLOs emerged from other situations when educators were working with these PLOs. In reviewing learning resources, evaluators examine individual learning outcomes. In preparation for the English Language Arts grade collections, the evaluators identified weaknesses such as lack of clarity and redundancy in the PLOs. These evaluators also identified some of the PLOs as instructional strategies and not actual learning outcomes. When the members of the English Language Arts Overview team focused on individual PLOs, they also identified similar weaknesses. Discussions with teachers about the use of PLOs for reporting purposes has further highlighted a lack of clarity within some of the PLOs, and parents and teachers have expressed their concerns about this lack of clarity. Teachers have also indicated that the unclear learning outcomes are difficult to explain and to assess.

Recommendations

The revision of the PLOs is the main focus of the following recommendations. The Prescribed Learning Outcomes constitute the curriculum for English Language Arts. They identify what students should know and be able to do with regard to their learning in English Language Arts. As such, it is essential that these PLOs are actual learning outcomes, which are easily understood by educators, parents and students. It is within the PLOs that the foundations for the development of literacy reside. The PLOs should also engender a love of literature in students.

Recommendation 1. The Ministry of Education should consider revising the PLOs for English Language Arts K to 12 as follows:

- To provide clarity
- To provide more specificity where necessary
- To eliminate redundancies
- To eliminate instructional strategies that are listed as actual learning outcomes
- To extend, where appropriate, the integration of the six language arts
- To integrate relevant skills in the use of information and communications technology
- To integrate expanded definitions of literacy
- To integrate expanded definitions of text

Developmental appropriateness should govern the revision of the English Language Arts IRPs, particularly at the primary level. Language learning begins at birth and continues throughout life. Students continue to develop their language abilities by using what they know in new and more sophisticated ways. Revision to the PLOs should take into account this recursive nature of language learning. Thinking, learning and the development of use of language skills are interrelated. It is also through language that students reflect on and control their own thinking and learning processes. The revision of the IRPs should include such metacognitive processes.

The revision process should also attend to the integration of information and communications technology skills. Advancements in technology have led to the need to examine the role of information and communications technology tools within the English Language Arts IRPs. This includes considerations of how to use these tools, and how to critically analyze the different formats in which the information is presented. The recent explosion of information has placed added demands on English Language Arts in terms of the critical analysis of information and the synthesis of the ideas presented within the different sources of information.

Revision to the English Language Arts IRPs should also consider current definitions of text. In the modern technological era, the definition of text now includes oral and visual forms, which are often used in combination with each other, and with print. This expanded definition of text leads to an expanded definition of literacy and the English Language Arts IRPs should provide students with a corresponding range of literacy skills.

Recommendation 2. As part of the revision process of the English Language Arts IRPs, the Ministry of Education should consider the provision of a closer alignment of these IRPs to the 1998 version of the *Common Curriculum Framework for Kindergarten to Grade 12(CCF)*.

In its draft form, the Common Curriculum Framework informed the creation of the present ELA IRPs. The present CCF document, which was finalized in 1998, provides more specificity than the BC IRPs. In particular, the CCF is more specific in terms of the

textual clues, which are used to make meaning from oral, print and other media texts. The present CCF also has the integration of the six language arts embedded within the document; whereas, in the IRPs the integration of the language arts is highlighted in the front matter and only somewhat extended into the document. The resources that now form the K-10 grade collections in BC were developed to support the 1998 CCF document.

Recommendation 3. The Ministry of Education should consider revising the instructional and assessment strategies of the English Language Arts IRPs. Revisions should attend to the following:

- Currency
- Critical thinking
- Metacognition
- Integration of information and communications technology

Since these IRPs were printed in 1996, research into learning and teaching has extended practitioners' knowledge about English Language Arts learning. Much of this research has been captured in other documents that may influence language arts teaching. These documents include *The Primary Program A Framework for Teaching (2000)*.

Recommendation 4. The Ministry of Education should consider the integration of Aboriginal perspectives into the English Language Arts curriculum as part of the revision process.

The results of the survey revealed that, at present, approximately fifty percent of the respondents are integrating Aboriginal perspectives into their teaching of English Language Arts. It is important that Aboriginal perspectives be included in the curriculum for all students. The Curriculum Branch, in support of the Ministry priority for improving student achievement, promotes the integration of Aboriginal Education into curriculum. Recognizing the contributions that Aboriginal people have made to British Columbia fosters an understanding of the current realities and the future possibilities and partnerships for Aboriginal people and the people of our province. All students need to understand the importance of learning about other cultures and appreciating what each has to offer.

Recommendation 5. The Ministry of Education should consider the importance of ensuring that multicultural perspectives continue to be integrated into the English Language Arts strategies and resources.

The results of the survey reveal that the majority of respondents integrate multicultural perspectives into the English Language Arts curriculum. These respondents cited many resources that enable them to do so. Revision to the curriculum should continue the focus on the integration of multicultural perspectives.

Recommendation 6. The Ministry of Education should consider entering into discussions with school districts and other partner groups to develop more effective communication links about learning resources.

Acquiring knowledge of, and access to, new resources are key concerns for educators. Since the gathering of the data for this report, the *English Language Arts K-7 Grade Collections* and the *English Language Arts 8 to 10 Grade Collections* have been distributed to schools. Canadian publishers have recently developed new resources for Grade 11 English courses, and at present, are developing resources for Grade 12 courses. Resources for English Language Arts 11 and 12 which receive Provincial Recommendation will be listed on the Ministry's website. These resources will be included in the Grade Collections for English 11 and 12. It is important that information pertaining to newly recommended resources be communicated in a timely and effective manner.

Recommendation 7. The Ministry of Education should consider placing *Writing 12* and *Journalism 12* into the Curriculum Cycle in 2002-2003. These courses have Curriculum Guides and are not IRPs.

These curriculum guides are over twenty years old. Few teachers responded that they were using these guides.

Introduction

English Language Arts (ELA) embodies an expression of thinking, and a means of communication in spoken, written and visual forms. In the study of English Language Arts, students have opportunities to develop clarity of thought, to learn to become critical thinkers, speakers and writers, and to appreciate the aesthetics of literature, including their literary heritage, as well as the literary heritages of other cultures.

Why is English Language Arts Education Important?

Language is the basis for thinking, learning and communicating. It is through exploration of language that individuals develop thought and create meaning. Language learning is an active process that begins at birth and continues throughout life. Language development is continuous and recursive, in that students develop their abilities to use language by using what they know in new and more complex contexts and with increasing sophistication. Language development is also a source of personal identity that is tied to culture and experiences. The study of English Language Arts enables students to understand and appreciate language, and to use language with confidence and competence in a variety of situations for communication, personal satisfaction and learning.

Literacy

ELA provides a foundation for the development of literacy. The path to literacy is dynamic and broadens in scope over time. Literacy, which implies mastery of several aspects of the use of the six language arts, is a key to success in school and in life. *The Primary Program: A Framework for Teaching (2000)*, a British Columbia Ministry of Education implementation support document, connects to the development of literacy that exists in the IRPs. *The Primary Program* document is informed by current research in areas such as phonemic awareness. It discusses key elements that affect the development of literacy, and it suggests developmentally appropriate practices. This document presents information about emergent literacy, as identified by researchers, and provides charts that outline four stages of literacy development. The document stresses that children pass through these stages in a variety of ways and at different ages.

In recent years, professional literature has added to the body of knowledge about how children learn. The teaching of reading is one aspect of literacy development that has received much attention. In a ten-year study, Rona F. Flippo (1999), asked eleven reading experts, with diverse backgrounds, to indicate which classroom contexts and practices would facilitate the development of reading, the following commonly held beliefs about instructional strategies emerged:

- Be flexible in classroom instruction
- Use a wide range of materials
- Connect to students' interests, motivations and self-perceptions
- Provide students with many opportunities and ample time to talk, read and write about their reading and writing
- Integrate reading with the other language arts

- Avoid a focus on isolated skills
- Be professional decision makers who use knowledge acquired about reading and literacy to provide meaningful, purposeful and rewarding literary experiences for students

Recent innovations in communication have created an expanded view of literacy beyond reading and writing. Literacy acquisition has always involved students developing the ability to read and to understand what they are reading. In today's society, the definition of literacy has expanded and now involves the ability to use, to interpret and to critically analyze communications from a variety of sources including the media and the World Wide Web. Already schools, many homes, and to a greater extent the workplace, have been transformed by new technologies. The expansion of oral communication and visual media has placed new demands on English Language Arts curriculum in terms of the development of skills, and has also generated an extended definition of what constitutes text. The term text refers not only to print but also to oral and visual forms. The various forms of text are often combined in modern communications.

What is the Nature of the English Language Arts Curriculum in British Columbia?

The English Language Arts curriculum, which includes the six language arts of speaking, listening, reading, viewing, writing and representing, engages students in a range of experiences and interactions designed to help them develop increasing control over language processes. As students progress through the grades from K to 12, they are expected to work more independently and to acquire more sophisticated and complex language. They are expected to become increasingly skilled in spoken, written, visual and representative communications. Students become more skilled in using language as they learn its many purposes and how it works. They constantly shape and re-shape their language based on self-assessment and the responses they receive from others at home, at school, in the workplace and in the community. The Integrated Resource Packages for English Language Arts Kindergarten to Grade 12 promote the idea that the skilled use of language is associated with many opportunities in life, including further education, work and social interactions. In the BC curriculum, pedagogical approaches are not prescribed. Teachers are free to select the instructional and assessment strategies that best meet the needs of their students. In this way, teachers have the freedom to meet the diverse needs of students who have a range of learning styles, and who acquire skills at different rates.

Literary experiences for students are key elements of the English Language Arts curriculum. English Language Arts education enables students to create their own literary expressions and to respond to works of literature. Students need to experience high quality literature that will stimulate the imagination and foster an appreciation and understanding of literary genres, and of cultural diversity and heritage. The English Language Arts curriculum promotes the idea that students should develop an appreciation of, as well as a response to, literature. To fulfill these aims, students need to experience a comprehensive, varied and engaging literature program both across grade levels and within each school year. Reading materials, which should include fiction and non-fiction,

should be accessible and appropriate for age and grade level. Students should have opportunities to access a range of British Columbian, other Canadian and international literary texts. Having a range of voices captured in texts provides students with opportunities to explore their own identities.

This is particularly important for Aboriginal students who until recently had few opportunities to see themselves reflected in learning resources. Some of the newly developed resources in the English Language Arts grade collections have selections which reflect Aboriginal experiences and voices. These selections represent a welcome starting point, but they need to be expanded to reflect the diversity of Aboriginal cultures present in British Columbia. The study of works produced by Aboriginal people enables Aboriginal students to affirm who they are culturally, and as members of communities. Access to literary and visual works by Aboriginal writers and artists is equally important for students of all cultures. The inclusion of Aboriginal voices enables all students to develop cross-cultural connections.

Likewise, it is important to promote literature that reflects the many other cultures that are present in British Columbia. Research shows that students are more successful in English Language Arts when they can connect to the texts they are reading and viewing. Consequently, multicultural perspectives should be integrated into the learning outcomes and resources should reflect a range of voices.

Learning resources to support the delivery of English Language Arts curriculum should be varied and should include formats such as non-fiction prose, fiction and poetry, as well as a wide range of materials to support text formats other than print. In BC, school boards are required by legislation to use either resources that have been given Provincially Recommended status by the Ministry of Education, or resources that have been approved through district processes. The Ministry of Education evaluates only those learning resources that meet the criteria for inclusion in a grade collection. Each grade collection lists the provincially recommended resources that match the greatest number of prescribed learning outcomes for a particular grade and subject. Resources for the K to 7 and the 8 to 10 Grade Collections for English Language Arts were evaluated through the Western Canadian Protocol's Learning Resource Evaluation process, and were subsequently given Provincially Recommended status for use in BC schools. Canadian publishers developed these resources to align with The Common Curriculum Framework for English Language Arts document. The resources, which were developed to support the CCF document, are strong in Canadian content, and in particular, reflect western and northern Canadian perspectives.

Resources to support English Language Arts for grades 11 and 12 are selected in BC through the Continuous Submissions process. Canadian publishers have developed new resources for Grade 11 English Language Arts courses, and are in the process of developing resources for Grade 12.

As new resources for Grades 11 and 12 receive Provincially Recommended status, they will be listed on the following Ministry website for newly recommend Resources:

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

These resources will later be placed in the English Language Arts 11 and 12 Grade Collections.

The selection of English Language Arts resources, whether through WCP for grades K to 10, or through BC's Continuous Submission process for grades 11 and 12, does not include stand-alone novels and plays. To permit consideration of local demographics and individual school and classroom needs, novels and plays are evaluated at the district level.

Integration of the Language Arts

The front matter of the English Language Arts IRPs stresses the importance of the integration of the six language arts. Students develop skills most easily when the various language processes are integrated and when skills and strategies are kept within meaningful language contexts. A student's natural interest or strength in one language art may be used to develop strength in the other language arts. This integrated approach should be based on the student's prior experiences with language and on meaningful activities involving speaking, listening, reading, viewing, writing and representing.

International Jurisdictions

The following section outlines the respective English Language Arts curriculum of a few international jurisdictions where English is the principal language. In British Columbia, the English Language Arts curriculum is based on outcomes, captured in three main organizers, which focus on what students are able to know and do rather than on what teachers are expected to teach. The English Language Arts curriculum in some of the following jurisdictions is also based on outcomes. Other jurisdictions focus on standards based curricula. Many of the jurisdictions emphasize the integrated nature of English Language Arts but the number of language arts that are recognized varies with viewing and representing being the language arts that are most often omitted.

The National Curriculum, England

The National Curriculum of England determines the content of what will be taught, sets attainment targets for learning, and establishes national standards for the performance of students in English. These standards can be used to set targets for improvement, measure progress towards those targets and monitor and compare performance between individuals, groups and schools.

The document acknowledges that through the study of English, students understand how language works and that they can use this knowledge *to adapt what they say and write in different situations*. The document also cites the importance of students learning *to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts*.

The curriculum is organized on the basis of the following four key stages:

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Age	5 to 7	7 to 11	11 to 14	14 to 16
Year Groups	1 and 2	3 to 6	7 to 9	10 and 11

In Key Stage 1, students learn to speak confidently and to listen to others and they begin to read and write independently.

During Key Stage 2, students learn to change the way they speak and write to suit different situations, purposes and audiences. They also read a range of materials and *use their knowledge of words, sentences and texts to understand and respond to the meaning*. Writing involves students using the planning, drafting and editing process to improve their work.

During the third and fourth stages students develop confidence in speaking and writing for public and formal purposes. They read classic and contemporary texts and explore social and moral issues. They are expected to become keen readers who can read many kinds of texts and to make articulate and perceptive comments about them. The students are also expected to develop confidence in writing for a range of purposes and *to develop their own distinctive styles*. In speaking and listening, *students are expected to learn to be flexible, adapting what they say and how they say it to different situations and people*. The National Curriculum does not include viewing and representing as part of the language arts curriculum. The following statement captures the integrated nature of their four language arts: *Teaching should ensure that work in speaking and listening, reading and writing is integrated*.

New Zealand

The New Zealand Curriculum Framework provides the foundation policy statement covering teaching, learning and assessment for all students in all New Zealand schools. The curriculum for English Language Arts, referred to as the English curriculum, stems from the following eight groupings of essential skills specified in The New Zealand Framework:

- Communication skills
- Information skills
- Numeracy skills
- Physical skills
- Problem-solving skills
- Self-management and competitive skills
- Social and co-operative skills
- Work and study skills

Communication skills, which are developed through oral, written and visual language, form an integral part of the English curriculum. In the study of English, students are expected to develop *information skills* so that they can retrieve, interpret and present

information in a range of contexts. The curriculum further recognizes as students process language, they will also need *problem-solving skills*. The English curriculum also focuses on the importance of *social and cooperative skills* for language development and on the development of *self-management skills* and *work and study skills* so that students can take responsibility for their own learning. It is expected that students should be able to work independently and in groups.

The English curriculum consists of oral language, listening and speaking; written language, reading and writing; and visual language, viewing and presenting. Each strand includes descriptions of *achievement objectives*, which span eight levels of achievement, for language processes and functions. The achievement objectives are intended to be cumulative and to recognize that language acquisition is a development process, and within a single class or year, students will be at different levels of learning. The curriculum for English stresses that the three strands of oral, written and visual language should be interwoven and integrated.

All English programs in New Zealand are expected to reflect the following characteristics of language learning and teaching:

- Language expresses identity
- Language is fundamental to thinking and learning
- Language is essential for living in society
- Language programs should be learner-centered
- Language development is fostered by an environment which encourages creativity and experimentation
- Language development is fostered by an environment which provides challenges and high expectations for students
- Language learning is dynamic and progressive
- Language learning requires interaction and active participation
- Language is best developed when students understand and control the learning processes
- Language is best developed through an integrated approach to learning
- Language and knowledge about language develop principally through use
- English programs should reflect the New Zealand context

Western Australia

In the Australian state of Western Australia, their expected outcomes for English provide a framework for curriculum development and assessment. Nine outcomes have been identified, but the curriculum emphasizes that these outcomes are interrelated, and progress in one outcome is often dependent on progress in others. The statement of each outcome is accompanied by a more detailed description of the outcome. The curriculum document states that all of the outcomes are equally important. The first four outcomes relate to understandings and skills that apply to language development in general.

- *Understanding Language*: Students understand that the way language is used varies according to context.
- *Attitudes, Values and Beliefs*: Students understand that language has an important effect on the ways in which they view themselves and the world in which they live.
- *Conventions*: Students use the conventions of Standard Australian English with understanding and critical awareness.
- *Processes and Strategies*: Students select from a repertoire of processes and strategies by reflecting on their understanding of the way language works for a variety of purposes in a range of contexts.

The next set of outcomes refers to five language arts. Representing is not included.

- *Listening*: Students listen with purpose, understanding and critical awareness in a wide range of situations.
- *Speaking*: Students speak with purpose and effect in a wide range of contexts
- *Viewing*: Students view a wide range of visual texts with purpose, understanding and critical awareness.
- *Reading*: Students read a wide range of texts with purpose understanding and critical awareness.
- *Writing*: Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

The curriculum document also describes phases of development, but emphasizes that the description is not meant to be prescriptive, and that individual students progress at different rates. All of the outcomes of English are addressed in all phases of development. While the descriptions of each phase describe the teaching approaches and student behaviours characteristic of each phase, in all phases students are encouraged to:

- value and respect their home language while developing competence in the use of Standard Australian English
- take increasing responsibility for their learning by participating in goal setting and self-evaluation
- engage in collaborative and cooperative learning activities
- reflect critically on the language processes and strategies they use-
- use language as a tool for learning, developing ideas and clarifying thoughts and values
- explore the effects of different technologies on language

English Language Arts in the United States

Since the mid-1980s, there has been an emphasis on standards-based reform in the United States. This focus on standards-based education is a topic of much debate. In the United States, education is a state responsibility and the standards developed vary from state to state. In English Language Arts education, there are many variations of pedagogy relating to standards, particularly with regard to literacy development and the teaching of reading. In view of these differences, it is more useful to examine the national standards jointly

created in 2000 by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE).

In presenting these standards, the IRA/NCTE emphasize that the standards are interrelated and should be considered as a whole, and that they are not prescriptive in terms of particular methods of instruction.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
12. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Canada

The following section examines English Language Arts curriculum in Canadian jurisdictions, other than Quebec.

Curriculum Comparability Study for English Language Arts Across Canada for Council of Ministers of Education, Canada, prepared by Manitoba Education and Training, September 1999.

The Council of Ministers of Education, Canada commissioned the above cited study comparing the following elements of the framework documents of all Canadian jurisdictions except Quebec:

- Language arts programming philosophy
- Organization of curriculum documents
- Learning outcomes and expectations for various grades/courses
- Learning resources lists, authorization processes and evaluation criteria
- Course structures and designations for high school, including alternative courses and graduation requirements
- Implementation timelines

The jurisdictions involved in the CMEC study and their corresponding ELA curriculum documents are as follows:

- Atlantic Canada, Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland and Labrador - *Foundation for the Atlantic Canada English Language Arts Curriculum*, a framework document (FACELA)
- Ontario – *The Ontario Curriculum Grades 1-8* (1997) and *The Ontario Curriculum Grades 9 and 10* (1999) (OC)
- Western Canadian Protocol (WCP), Manitoba, Saskatchewan, Alberta, British Columbia, Yukon and Northwest Territories – *The Common Curriculum Framework for English Language Arts Kindergarten to Grade 12* (1998) (CCF)
(Nunavut, was not a member of the Western Canadian Protocol at the time of this study.)

This CMEC study states that the analysis of the documents provided by the various jurisdictions revealed that English language arts curricula in these three groupings of jurisdictions have common philosophical underpinnings. Outcomes or expectations are very similar in intent across the English Language Arts framework documents of the three groups. Graduation requirements are also comparable. Each jurisdiction has established criteria and procedures for selecting learning resources. The most evident difference lies in the organization of the documents. Knowledge, skills, strategies and attitudes that constitute learning in the language arts are grouped and ordered differently. Course designs across and within the three groups of jurisdictions are also different as are individual jurisdictional policies regarding student streaming.

Philosophy

The documents of the three groups of jurisdictions stress the importance of the language arts for lifelong learning and foster high standards of achievement so that students will

have the range of knowledge and skills they need to meet present and future workplace demands. All of the documents focus on an outcomes based approach. The Atlantic Canada FACELA documents highlight the need to prepare students for the literacy demands of the visual and electronic media. Ontario's OC documents provide separate expectations for media. The Western Canadian Protocol's CCF document focuses on the interrelated nature of listening, speaking, reading, writing, viewing and representing.

Organization of the Curriculum Documents

FACELA clusters the language arts as follows: listening and speaking, reading and viewing and writing and other forms of representing. General and key-stage learning outcomes are organized within these three categories. Key-stage outcomes identify what students are expected to know and be able to do by the end of grades 3, 6, 9 and 12 as a result of their cumulative learning experiences in English language arts. Although the language arts are separated, the documents stress that the learning experiences developed by teachers should consider the language arts in an integrated manner.

OC has the following strands for Grades 1-8: writing, reading and oral and visual communication; and, for Grade 9-10: writing, literature studies and reading, language and media studies. Teachers using the OC are expected to plan activities that integrate these areas.

The CCF integrates the six language arts of listening, speaking, reading, writing, viewing and representing throughout the five general outcomes and the specific outcomes. The specific outcomes may be met in combining the language arts in a variety of ways. The organization of the CCF provides opportunities for teachers to combine specific outcomes enabling students to understand and appreciate language as an integrated whole.

Number of Outcomes

FACELA identifies 51, 53, 51 and 45 key-stage outcomes at Grades 3, 6, 9 and 12 respectively. OC identifies 66, 66 and 78 Overall and Specific Expectations at Grades 3, 6 and 9. CCF identifies 56 specific outcomes at each grade, Kindergarten to Grade 12.

The Curriculum Comparability Study for English Language Arts Across Canada provides the following commentary of the different organization frameworks:

The dynamic and interrelated nature of language arts learning confronts curriculum developers with a particular challenge. The CCF responded to this challenge by developing outcomes that can be applied to various language arts in different contexts. This approach may most closely reflect the integrated nature of language learning, but it requires teachers to take the step in determining how each specific outcome will play out in each of the language arts. Treating the language arts separately (in clusters), as the FACELA and OC documents do, produces curricula that are more accessible and familiar to teachers, but raises the concern that teachers will develop instructional methods that artificially separate the language arts.

The Common Curriculum Framework for English Language Arts, Western Canadian Protocol for Collaboration in Basic Education

The Common Curriculum Framework for English Language Arts (1998) (CCF) was developed by the Ministries of Education in Alberta, British Columbia, Manitoba, Saskatchewan, Northwest Territories and Yukon Territory. The aims of the Western Canadian Protocol initiative included the use of common learning resources, and the provision of continuity if students should transfer from one jurisdiction to another. Nunavut, which was established on April 1, 1999, subsequently joined the Western Canadian Protocol.

Teachers and other educators from each jurisdiction were involved in the development of this framework document. Common educational goals were identified, and a framework of student learning outcomes was developed. Five general learning outcomes provide the foundation of the *Common Curriculum Framework*. These general outcomes, which are interrelated and interdependent, identify the knowledge, skills and attitudes that students are expected to learn in English Language Arts. Within each of the five general outcomes are specific outcomes which state the knowledge, skills and attitudes that students are expected to demonstrate at the end of each grade. These specific outcomes are relevant for all students in a variety of learning environments, and students are expected to demonstrate the specific learning outcomes for their current grade while building on and maintaining their ability to demonstrate the specific learning outcomes for previous grades.

Alberta and the CCF

The Program of Studies for the teaching of English Language Arts in Alberta is based on the CCF document. The five general student outcomes of the CCF serve as the foundation for the program of studies and the six language arts are integrated within the outcomes. Again, as it is modeled on the CCF, the specific outcomes state the knowledge, skills and attitudes that students are expected to demonstrate by the end of each grade.

Manitoba and the CCF

The Manitoba curriculum is also based on the CCF framework in terms of the wording of the general outcomes, and in its focus on the interrelated and interdependent nature of the learning outcomes and of the six language arts. The curriculum documents with their four-column spread of Prescribed Learning Outcomes, followed by Suggestions for Instruction, Suggestions for Assessment and Suggested Learning Resources are similar in format to curriculum documents in BC.

Northwest Territories and the CCF

The Northwest Territories uses the CCF document as the basis of their English Language Arts curriculum. For kindergarten, they use the English Language Arts education that was developed by Saskatchewan. For grades 1 to 9, their teachers work directly with the CCF framework document, and they use Alberta's Program of Studies for grades 10 to 12.

Nunavut and the CCF

Nunavut was established on April 1, 1999 and prior to this date was part of the Northwest Territories. The majority of students in Nunavut are learning English as a second language. The Northwest Territories English Language Arts curricula are still used at Kindergarten to Grade 9 in those classes where students are not learning Inuktitut. The Alberta English Language Arts curriculum is used for Grades 10 to 12, and Nunavut students write the Alberta Grade 12 diploma examinations.

Saskatchewan and the CCF

In Saskatchewan, the English Language Arts elementary curriculum was last published in 1992, and is being renewed at this time. The ELA curriculum documents for grades 6 to 9 were developed based on the draft outcomes of the CCF, and these documents were published in 1997. The secondary guides for grades 10, 11 and 12 were published in 1999. The outcomes, which are called objectives in these secondary guides, reflect CCF outcomes, and the CCF framework document is provided as an appendix to the secondary guides. The learning objectives in the guides are stated under the six strands, but there is an expectation that they will be considered as integrated, inter-related and reciprocal.

Yukon and the CCF

The Yukon generally follows the BC English Language Arts IRPs, and their students write the BC grade 12 provincial examinations.

The BC English Language Arts Curriculum and the CCF

The British Columbia English Language Arts Integrated Resource Packages (IRPs), which were printed and distributed in 1996, incorporate components from the 1990 provincial English Language Arts curriculum and much of the content and intent of draft versions of the Western Protocol's CCF.

The CCF of the Western Canadian Protocol was developed to be a framework for subsequent provincial and territorial curriculum development. When the CCF was used during the creation of the current ELA IRPs, it was at a developmental stage, and only reflected grades K-10. Much of the content and philosophy of the CCF can be seen within the BC English Language Arts IRPs, but despite the CCF being the parent document, some differences remain. The five General Organizers in the CCF have been reduced to three in BC. Furthermore, when the CCF was completed in 1998, its curriculum covered grades K to 12. It is this more completed 1998 version of the CCF that publishers have used as a basis for development of English Language Arts resources for western and northern Canadian students and teachers.

In the WCP CCF (1998), the integration of the language arts extends throughout the curriculum organizers. In the BC English Language Arts IRPs, the front matter emphasizes the importance of the integration of the six language arts, but the integration is not played out in the rest of the document as thoroughly as in the CCF document. The specific outcomes in the CCF document provide more specificity than the outcomes in

the IRPs. Embedded in the learning outcomes are more fully developed cues that help students make meaning from texts.

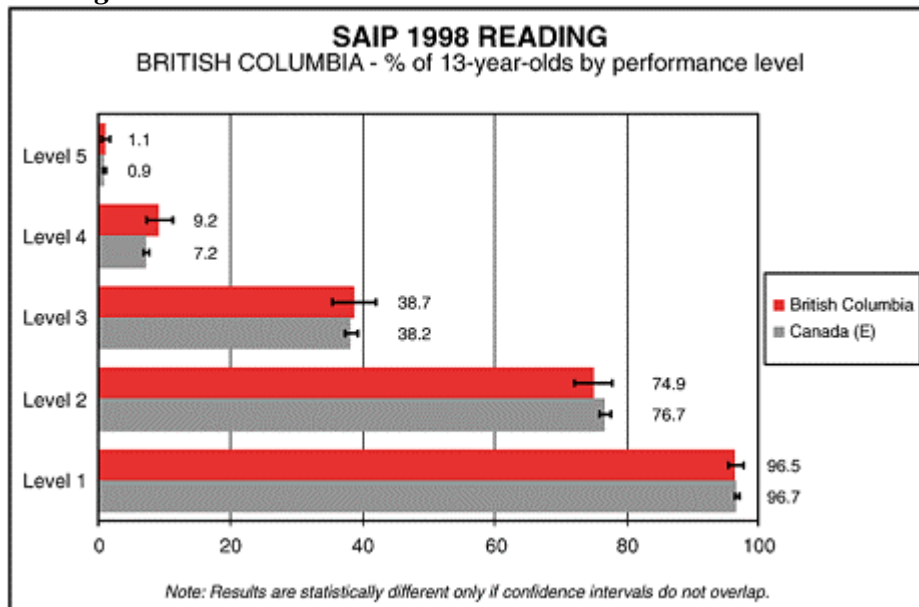
National, International and Provincial Assessments

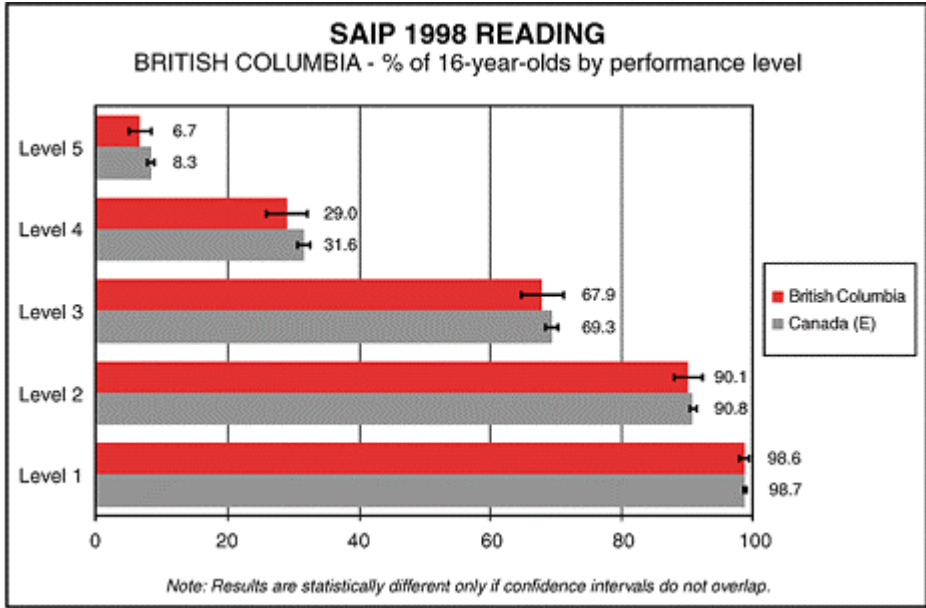
British Columbia has participated in a number of national assessments of reading and writing. The results of the national SAIP assessment of reading and writing revealed no significant differences between the performance of BC students and students from other jurisdictions.

School Achievement Indicators Program (SAIP)

The following charts indicate the performance of BC students in the 1998 SAIP assessment of reading and writing:

Reading

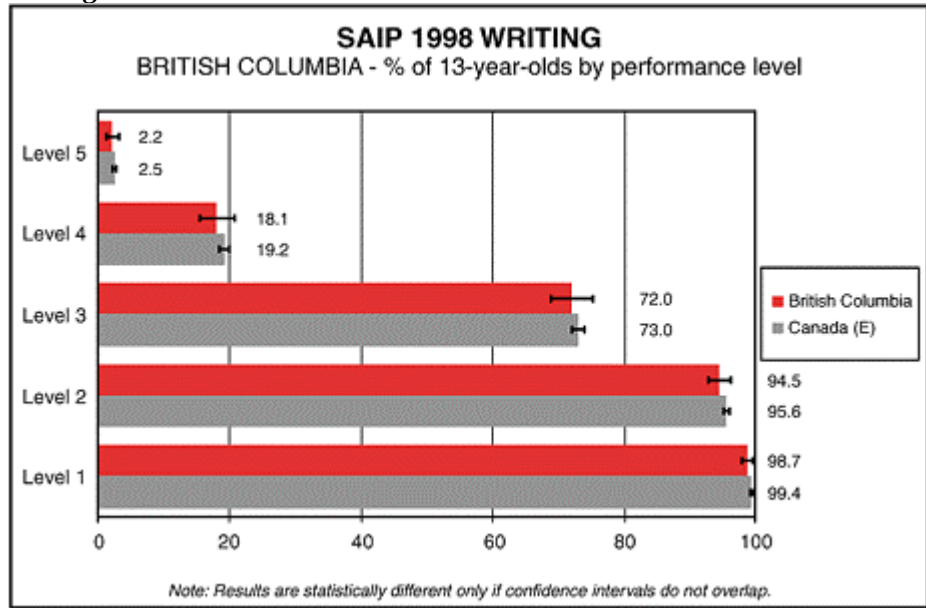


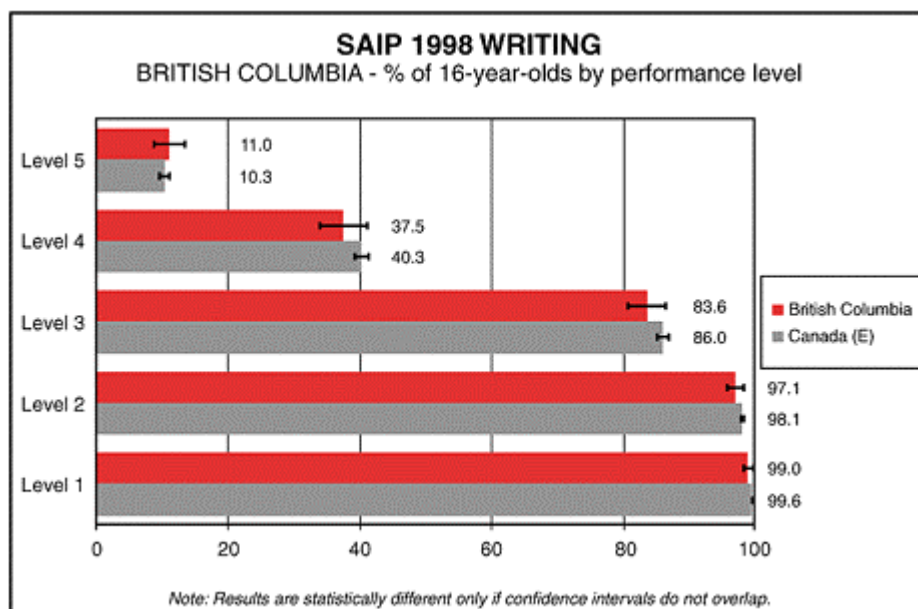


For reading, there were no significant differences between the performance of BC students and students from other jurisdictions.

Three-quarters of 13-year-olds from BC could interpret, evaluate and explore surface and directly implied meanings in straightforward and in some complex texts. Two-thirds of 16-year-olds achieve higher performance, demonstrating skills in developing complex meanings in complex texts and surface meanings in some sophisticated texts.

Writing





For writing, there were no significant differences between BC's performance and English Canadian performance at any level for either age group.

Virtually all 13-year-olds had at least some grasp of the elements of writing. Most 16-year-olds had a general control of the elements of writing. Their writing had functional development and integration. It conveyed a clear, appropriate perspective. Errors were minor and did not interfere with meaning.

Results of International Senior Secondary Examinations

In internationally recognized senior secondary examinations in English Language Arts, BC students perform in a comparable manner to students from across Canada, and to international students.

Advanced Placement (AP) Examinations

The international Advanced Placement program provides students with an opportunity to take college-level courses while still in high school. More BC students participate in AP examinations than from any other Canadian jurisdiction. Results from the 2000 examinations, which are scored on a five-point scale, are as follows:

- AP English Language and Composition, the global average was 2.9; the Canadian average was 3.1; and the BC average was 2.9
- AP English Literature and Composition, the global average was 3.1; the Canadian average was 3.1; and the BC average was 3.0

International Baccalaureate (IB)

The International Baccalaureate provides a comprehensive and rigorous curriculum for students in Grades 11 and 12. The results for the 2000 IB examination in English is as follows:

- The global average for English was 4.8; the Canadian average was 5.0; the British Columbia average was 4.8

Provincial Exams

The success rate for the English 12 exam, which is defined as the percentage of all students who received a grade of C- or better on the exam, has been between 87% and 89% between 1994-95 and 1999-2000. The participation rate, which is defined as the number of exam writers for the course divided by the September 30 Grade 12 enrolment headcount, expressed as a percentage, in the English 12 examination has ranged from 70% to 72% between 1994-95 and 1999-2000.

Foundation Skills Assessment (FSA)

FSA is an annual assessment that tests the reading comprehension, writing and numeracy skills of grades 4, 7 and 10 students across British Columbia. The following data have been taken from the *British Columbia Foundation Skills Assessment Highlights 2001*.

Reading Comprehension

- Overall, 78% of Grade 4 students met or exceeded the expectations defined for their grade; this includes the 73% that met expectations and the 5% that exceeded expectations. Twenty-two percent of Grade 4 students' work was not yet within the expectations defined for their grade.
- Overall 75% of Grade 7 students met or exceeded the expectations defined for their grade; this includes the 66% that met expectations and the 9% that exceeded expectations. Twenty-four percent of Grade 7 students' work was not yet within the expectations defined for their grade.
- Overall, 75% of Grade 10 students met or exceeded the expectations defined for their grade; this includes the 65% that met expectations and the 10% that exceeded expectations. Twenty-five percent of Grade 10 students' work was not yet within the expectations defined for their grade.

Writing

- Overall, 91% of Grade 4 students met or exceeded the expectations defined for their grade; this includes the 90% that met expectations and the 1% that exceeded expectations. Nine percent of Grade 4 students' work was not yet within the expectations defined for their grade.
- Overall, 81% of Grade 7 students' work met or exceeded the expectations defined for their grade; this includes the 78% that met expectations and the 3% that exceeded expectations. Nineteen percent of Grade 7 students' work was not yet within the expectations defined for their grade.
- Overall, 86% of Grade 10 students' work met or exceeded expectations defined for their grade; this includes the 82% that met expectations and the 4% that exceeded expectations. Fourteen percent of Grade 10 students' work was not yet within expectations defined for their grade.

The assessment revealed that across all grades, girls performed better than boys on the reading comprehension and the writing components. The assessment also revealed that across all grades, Aboriginal students did not perform as well as students as a whole on the reading comprehension and the writing component of the assessment.

Curriculum Cycle

The Ministry of Education K to 12 Provincial Curriculum Cycle requires the regular review of provincial curriculum to ensure that it continues to be both current and relevant. The four phases of the Curriculum Cycle are as follows:

Phase I: Input, Research, Review and Planning

- Maintaining a database of comments and input from several sources
- Coordinating provincial assessment activities with the curriculum cycle for the subject area
- Collecting assessment results where available

Phase II: Workplan Development and Consultation

- Use of standard questionnaire instrument to seek input on several aspects of the IRP and its implementation
- Preparation of a report on the status of the IRP/curriculum including requests for decision where changes, development work, or revisions are proposed
- Provision of collected input to Overview Team and other partners for responses and recommendations
- Approval and sign-off for Phase 111 or re-schedule Phase 1 in the future

Phase III: Curriculum Development or Revisions when necessary

- Workplan implementation
- Production phase completion (print and electronic versions)
- Implementation plan development in conjunction with Field Services and other partners where appropriate

Phase IV: Implementation

- Curriculum has Minister's Order
- Implementation plan executed by School Districts in conjunction with Field Services and other partners where appropriate

During Phases 1 and 2 of the curriculum cycle for ELA K to 12, extensive consultation has occurred, including the administration of a provincial questionnaire.

Consultation

The consultation process, which is an integral of the Curriculum Cycle, included phone conversations with teachers and parents, and discussions with English Language Arts teachers at various venues such as marking sessions, conferences and focus groups on literacy and on writing. These discussions revealed general satisfaction with the overall

structure of the IRPs, and with most of the component parts. The major source of concern was Appendix A. Many of the teachers in these groups identified a lack of clarity in some of the prescribed learning outcomes (PLOs), and indicated that the number of PLOs is excessive especially for elementary students. The executives of British Columbia Teachers of English Language Arts and the BC Primary Teachers' Association also commented on the provision of clarity, and the elimination of redundancies in the PLOs.

The members of the English Language Arts Grade Collection teams also identified a lack of clarity in some of the PLOs when they tried to match recommended learning resources to BC's curriculum correlation forms for ELA. These teachers further identified some PLOs that were instructional strategies rather than learning outcomes.

Summary of Overview Team Meeting February 2000

The consultation process also included discussions with members of the English Language Arts Overview Team. The following suggestions pertaining to the English Language Arts IRPs stem from the February 2000 Overview Team meeting where input into the Curriculum Cycle was sought.

The IRPs should be examined to determine the following:

- Clarity of outcomes
- Relationship to CCF framework document
- That current best practices are included in the instructional and assessment strategies

The members of the Overview Teams were also asked to provide input on the integration of Information Communications Technology perspectives into the IRPs. The members of the team suggested that the following be considered in terms of the integration of ICT perspectives into the ELA IRPs:

- The need for clearly articulated learning outcomes for technology/computer use in ELA classrooms
- How students could use technology for presentations
- E-mail as a cost-effective way of introducing technology literacy for non-users
- Training for students in analyzing and categorizing the material they collect from the Internet
- Students learning how to use Internet resources in order to avoid plagiarism

Some of the issues that the Overview Team raised have been addressed in the Ministry of Education's Grades 6-9 Information and Communication Technology (ICT) Integration Initiative. This initiative uses a mentorship model to support teachers as they learn about and integrate ICT for student learning and instruction. It is based on the belief that it is only through teachers who are confident and competent technology users, and who appreciate how technology can support, extend and transform learning, that students will be provided with increased opportunities to use ICT effectively and appropriately. The Initiative integrates information literacy skills, critical thinking and ICT skills into activities directly related to meeting curriculum outcomes in English Language Arts and

other core subject areas and focuses on using the Research Quest model developed by the British Columbia Teacher Librarian Association as a vehicle for this process. Critical questions are used to drive the process and require students to make decisions, solve problems or evaluate alternatives rather than simply regurgitate information.

Overview Team Meeting 2001

At this meeting, the members of the English Language Arts team concentrated on examining the Prescribed Learning Outcomes. They divided into groups and spent considerable time discussing each PLO. They identified redundancies in the PLOs, PLOs that were lacking in clarity and/or were not learning outcomes, and expressed concerns about how students could demonstrate and teachers could measure some of the PLOs. The following Grade 11 PLO is an example of the type of PLO that was identified for revision. The members of the team applauded the idea behind the PLO, but expressed concerns about its wordiness:

- Demonstrate a willingness to take a tentative stance, tolerate ambiguity, explore multiple perspectives, and consider more than one interpretation

Provincial Questionnaire

The English Language Arts curriculum review questionnaires were distributed as part of the Curriculum Cycle for the Integrated Resource package (IRP) reviews. There was one questionnaire for grades K to 7. A separate questionnaire focused on the 8 to 10 and 11 and 12 ELA IRPs. This questionnaire also sought input on the senior courses with Curriculum Guides that have not yet been converted into IRPs. The questionnaires were distributed to gain feedback into the structure and framework of IRPs, and in particular to gather information about how teachers perceive the effectiveness of the IRPs. Communications 11&12, which is not being considered for revision at this time, was not included in the questionnaire. English Literature 12 was also not included in the survey. Information concerning this course was gathered separately.

Timeline

Questionnaire Distribution - January 2001

Questionnaire Collection - February 16 (was the return date, however, responses received after this date were included in this analysis)

Data Analysis - March 2001 - October 2001

Summary Report - October 2001

Distribution:

- Mailed to every School District superintendent with an introductory letter
- Posted on the “What’s New” page of the Curriculum Branch Website
- Distributed to the British Columbia Teachers of English Language Arts

Responses to the General Questions about the Integrated Resource Package Structure

Each questionnaire was divided into two parts. The first part of each questionnaire asked questions related to the IRP structure and general use. The subject-specific section contained 19 questions for K to 7 and 16 questions for 8 to 12.

The ELA questionnaires had a first page, common to all subject questionnaires, which included 9 questions relating to teacher demographics and general IRP questions. The objectives of these questions were to determine the following:

- Information pertaining to demographics
- Teacher perceptions of the usefulness of the different components of the IRPs
- The preferred IRP teacher/user versions (print, CD-ROM or Web)
- The ratings of the elements of the IRP

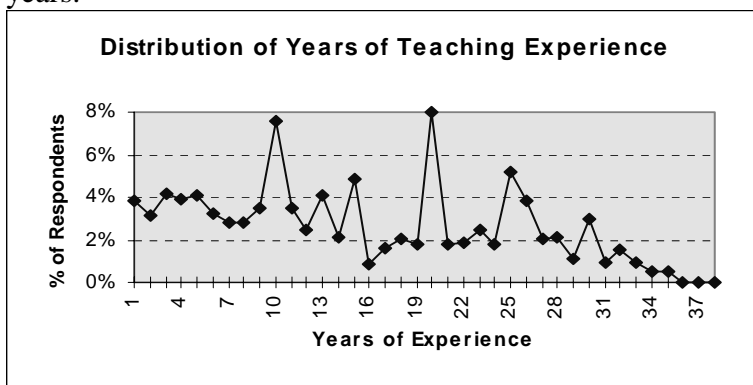
The information from the questionnaires was entered into a comprehensive database and then analyzed to identify any patterns and trends. The results of some of the responses are displayed graphically to assist in the analysis. Similarities and differences among the responses were identified and a synthesis of common responses is provided.

Demographics of Questionnaire Respondents

Respondents were requested to indicate their current teaching assignment, how many years they had been teaching, in which school district they teach, in what type of school they teach and the size of the school in which they teach. The following bar graph, tables and graphs display the information collected:

Teaching Experience

The number of years teaching experience amongst the questionnaire respondents ranged from less than one year to 37 years. The overall average years of teaching was 14.10 years.

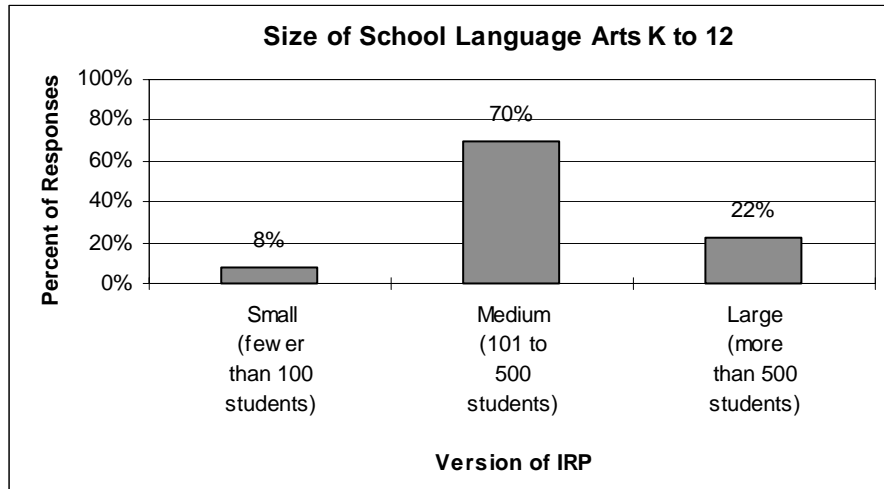


Distribution of Returned Questionnaires

School District	K-7 respondents	8-12 respondents	Total
5 - Southeast Kootenay	18	5	23
6 - Rocky Mountain	6	0	6
8 - Kootenay Lake	10	1	11
10- Arrow Lakes	1	0	1
19 - Revelstoke	0	0	0
20- Kootenay - Columbia	8	7	15
22 - Vernon	10	3	13
23 - Central Okanagan	28	4	32
27 - Cariboo-Chilcotin	3	3	6
28 - Quesnel	3	1	4
33 - Chilliwack	5	4	9
34 - Abbotsford	14	12	26
35 - Langley	17	6	23
36 - Surrey	55	7	62
37 - Delta	27	1	28
38 - Richmond	30	2	32
39 - Vancouver	41	18	59
40 - New Westminster	4	1	5
41 - Burnaby	23	16	39
42 - Maple Ridge - Pitt Meadows	12	6	18
43 - Coquitlam	33	19	52
44 - North Vancouver	23	5	28
45 - West Vancouver	6	1	7
46 - Sunshine Coast	3	7	10
47 - Powell River	7	1	8
48 - Howe Sound	5	4	9
49 - Central Coast	1	1	2
50 Haida Gwaii/Queen Charlotte	2	1	3
51 - Boundary	0	1	1
52 - Prince Rupert	7	3	10
53 - Okanagan Similkameen	0	2	2
54 - Bulkley Valley	3	0	3
57 - Prince George	10	4	14
58 - Nicola-Similkameen	6	4	10
59 - Peace River South	5	4	9
60 - Peace River North	9	3	12
61 - Greater Victoria	18	12	30
62 - Sooke	17	3	20
63 - Saanich	9	0	9
64 - Gulf Islands	2	0	2
67 - Okanagan Skaha	11	4	15
68 - Nanaimo - Ladysmith	23	7	30
69 - Qualicum	9	2	11
70 - Alberni	0	0	0
71 - Comox Valley	11	8	19
72 - Campbell River	10	4	14
73 - Kamloops/Thompson	41	6	47
74 - Gold Trail	1	0	1
75 - Mission	5	1	6
78- Fraser-Cascade	1	1	2
79 - Cowichan Valley	17	2	19
81 - Fort Nelson	2	0	2
82 - Coast Mountains	3	3	6
83 - North Okanagan-Shuswap	8	4	12
84 - Vancouver Island West	1	0	1
85 - Vancouver Island North	3	0	3
87- Stikine	0	0	0
91 - Nechako Lakes	1	0	1
92 - Nisga'a	0	0	0
93 - Francophone Education Authority	1	0	1
Independent Schools	139	21	160
First Nations	4	1	4
No SD	5	2	7
Total	777	238	1015

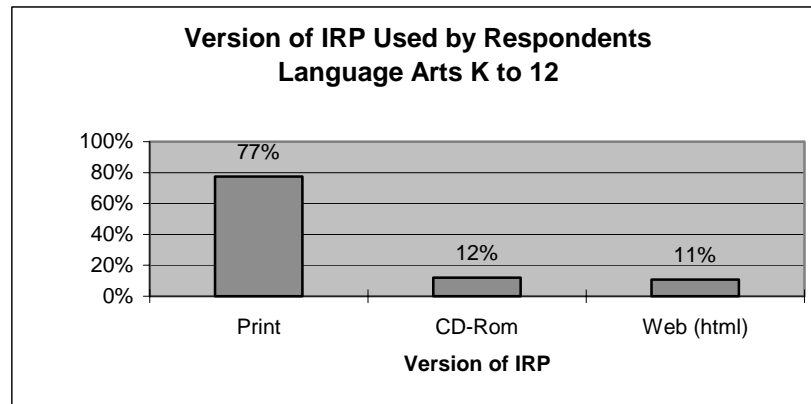
School Size

Respondents were asked to indicate the size of the school in which they taught. The majority of respondents indicated that they taught in a medium size school.



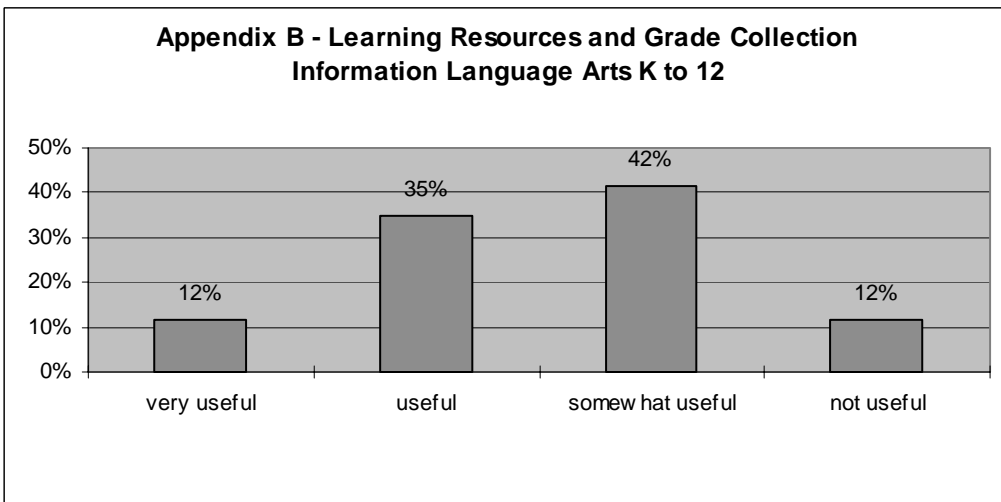
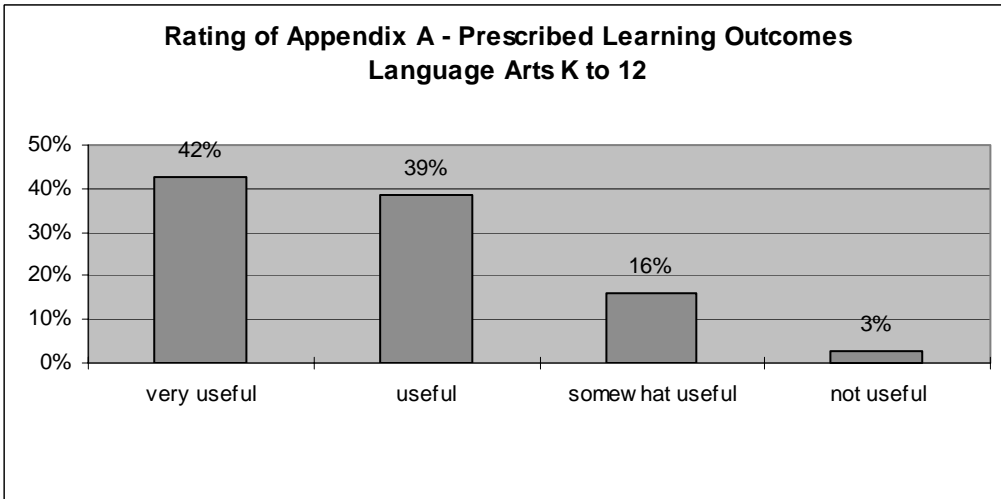
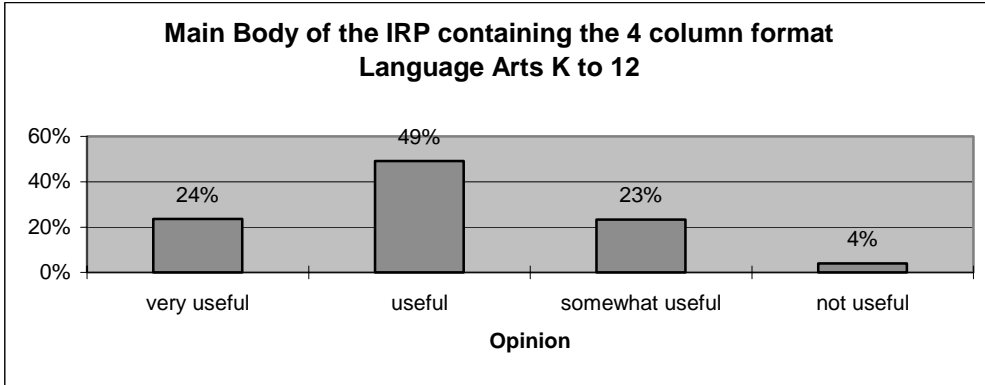
Version of IRP Used

The majority of respondents prefer to use a print version of the IRP.

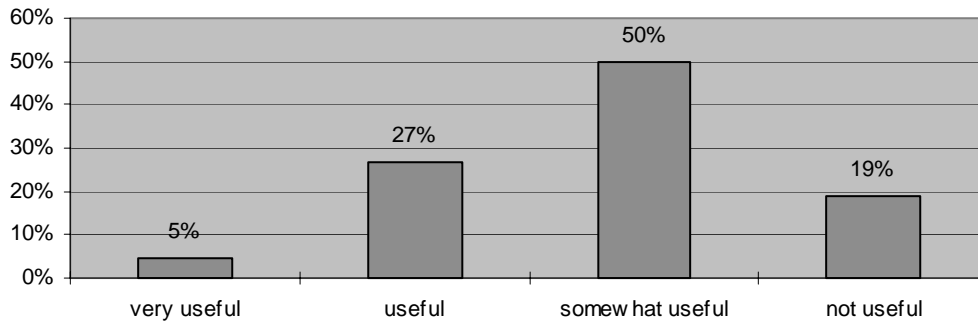


Rating the IRP Components

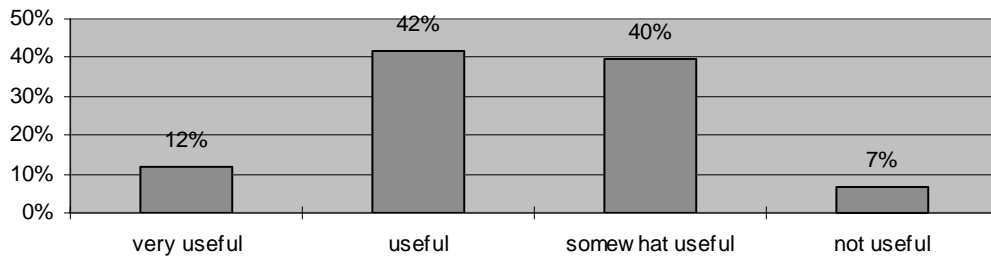
Respondents were asked to rate the structure and components of the IRPs in order to determine if changes were needed. These ratings indicate that the respondents have no major concerns with the structure and components of the IRPs. They find the structure to be useful, and most of the components were rated from good to excellent. The survey respondents also gave positive ratings to the readability, and to Appendix D, which provides support for assessment and evaluation. The Cross-Curricular Interests section in Appendix C had the lowest scoring in terms of usefulness. The following charts indicate the responses related to these questions.



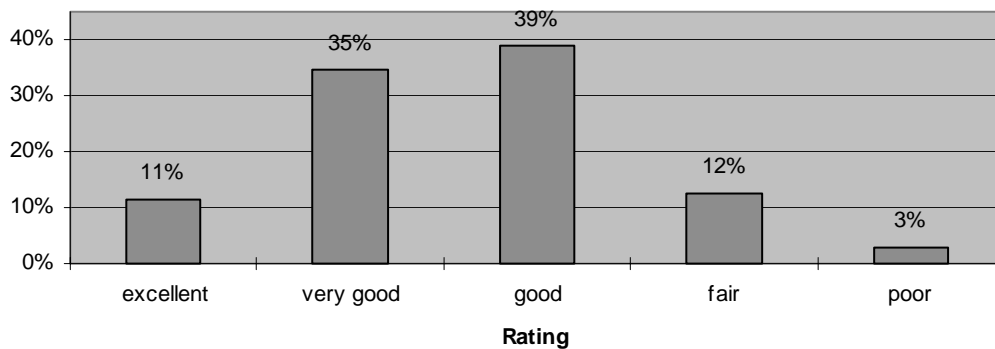
Appendix C: Cross-Curricular Interests Language Arts K to 12

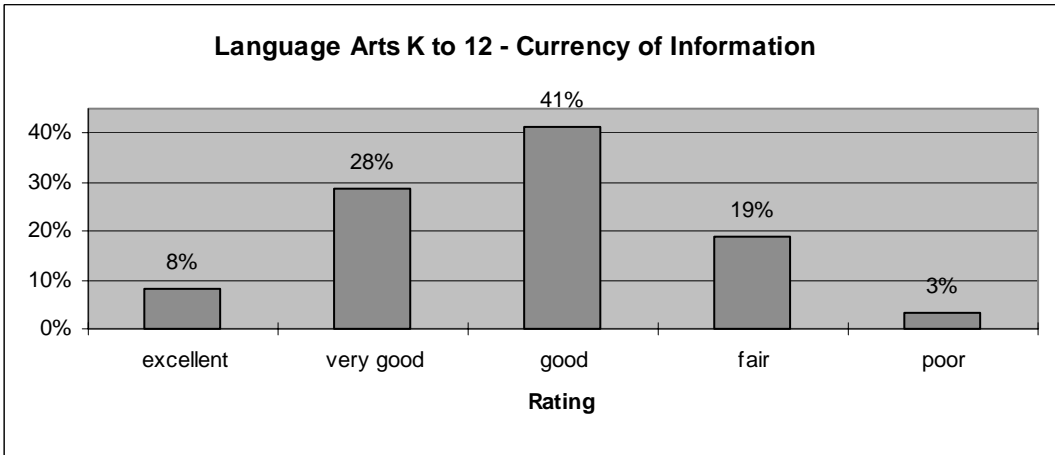
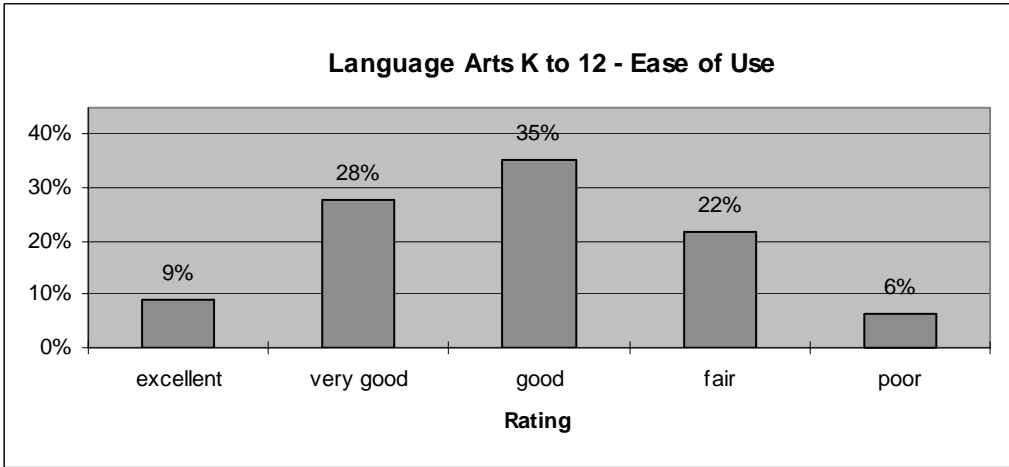
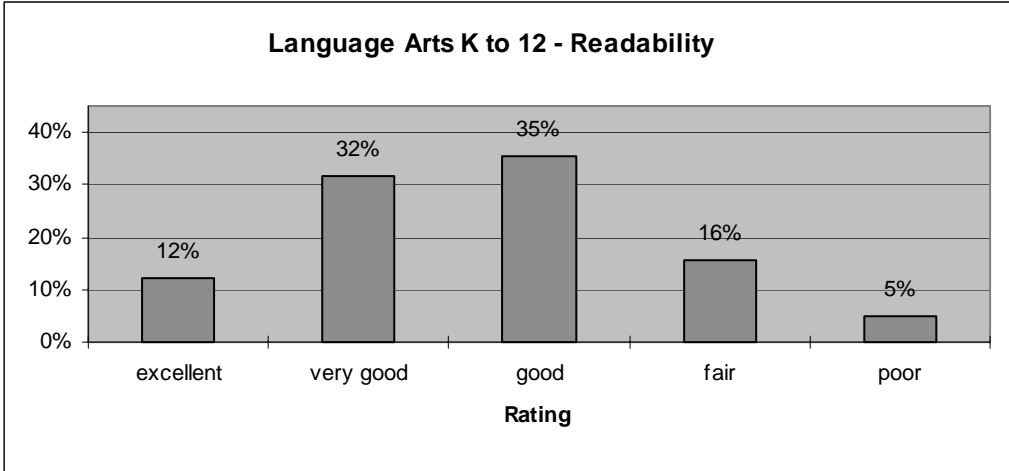


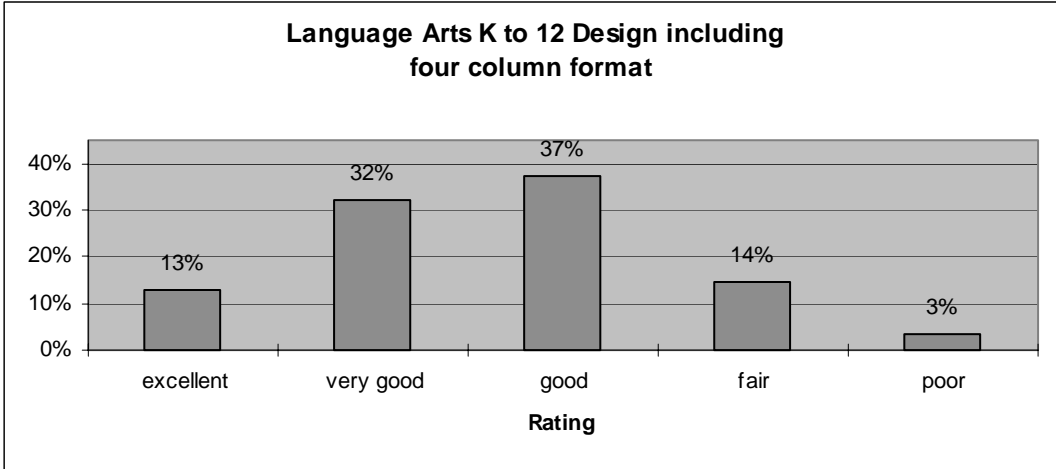
Rating of Appendix D - Assessment and Evaluation Language Arts K to 12



Language Arts K to 12 - Organization of the Content





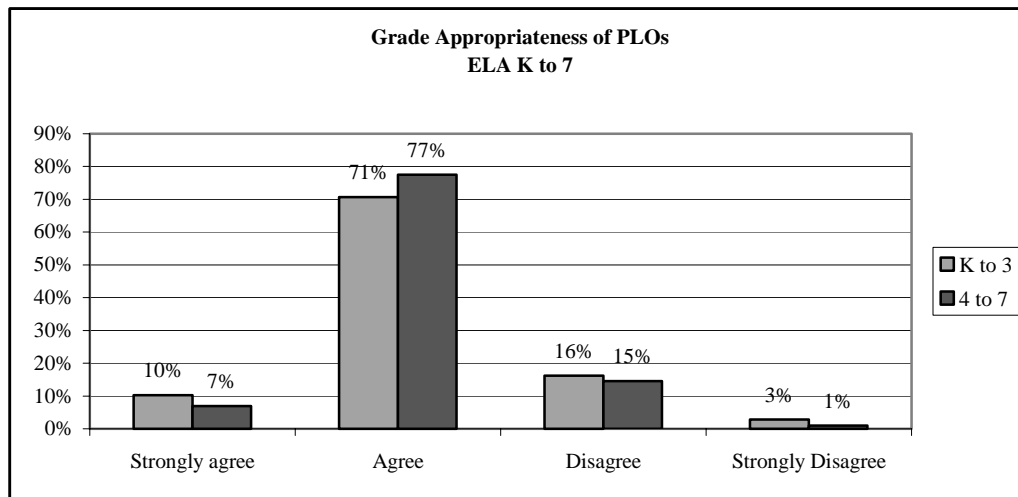


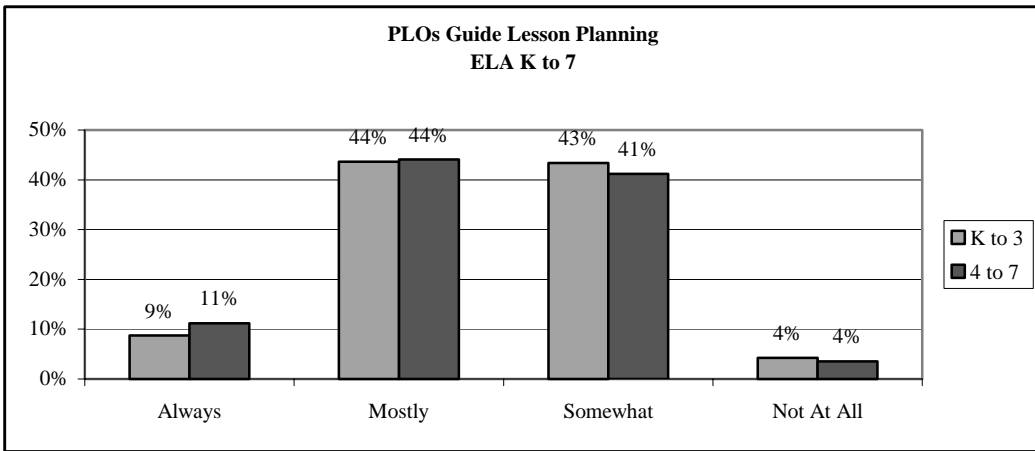
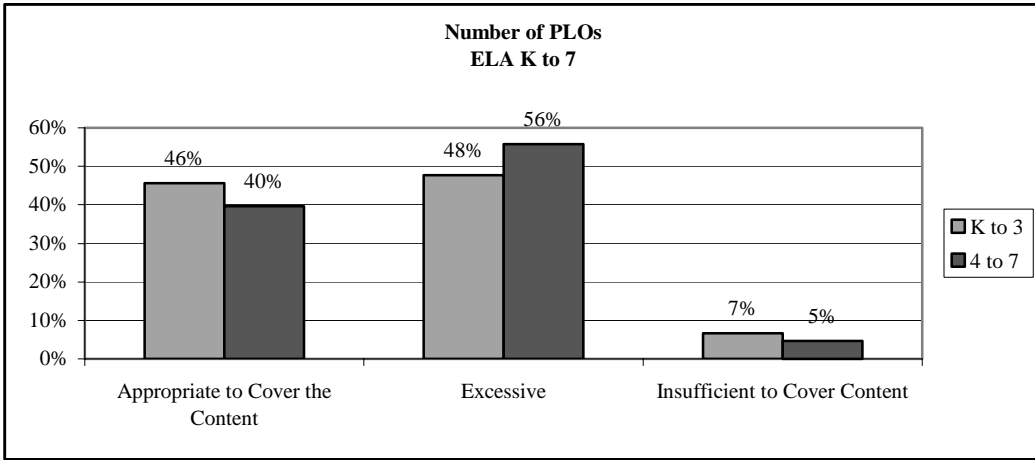
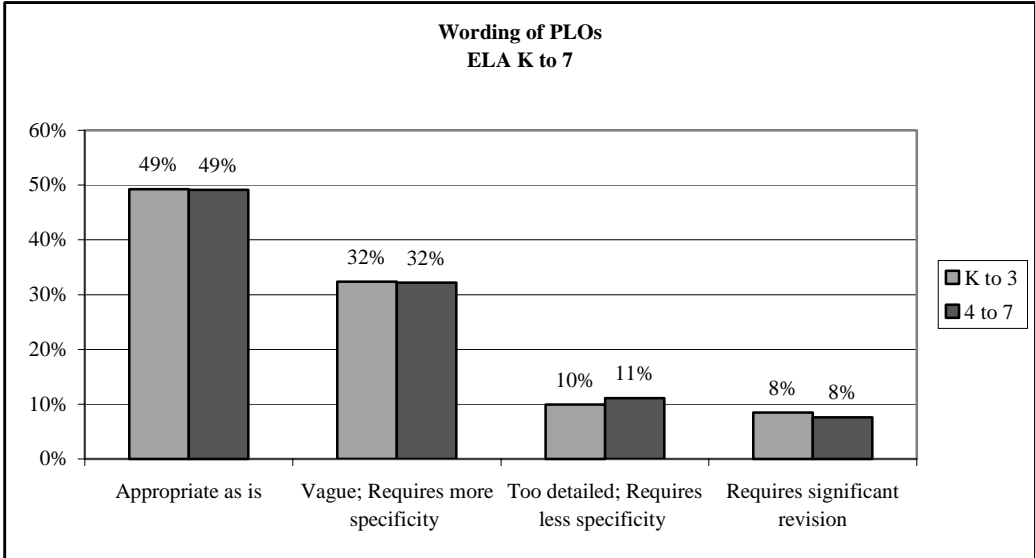
English Language Arts K to 7

The following charts were generated from the responses to the section of the questionnaire that focused on the K to 7 English Language Arts IRP. The section that pertains to the Prescribed Learning Outcomes section of the questionnaire illustrates the responses from K to 3 and from 4 to 7.

Prescribed Learning Outcomes

Primary and intermediate respondents were in agreement that the grade level of the PLOs in the K to 7 IRP is appropriate. The wording of the PLOs was determined to be appropriate by 49% of the respondents. More specificity was called for by 32% of the K to 3 respondents and by 33% of the 4 to 6 respondents whereas 10% of the former and 11% of the latter suggested less specificity. Significant revision was seen as necessary by 8% of the K to 7 respondents. The number of PLOs was considered to be excessive by 48% of the primary respondents and by 56% of the intermediate respondents. The responses indicated that 44% of the K-7 respondents mostly use the IRP for planning, and that 43% of primary respondents and 41% of intermediate respondents somewhat use the IRP for planning. At both levels, 4% of respondents do not use the IRP, whereas, 9% of the respondents from Primary and 11% from Intermediate always use the IRP for planning.





There were many written comments provided in response to the questions pertaining to the PLOs. The majority of the respondents had concerns about the number of PLOs and

about the lack of clarity within the PLOs. The following bullets capture the most common types of response:

Lack of Clarity

- *be more specific for K*
- *as student abilities are so widespread, some are beyond PLOs while others have no hope of attaining them in the allotted time*
- *cumbersome and restrictive – the attempt to outline every detail or skills involved in learning is almost an impossible task. One ends up with an incredibly complicated list of skills or general descriptors that are too vague to be of any use*
- *PLOs are too vague, especially given the new PLO specific reporting format – how could a parent possibly understand what their child “can” do using this language?*

Number of PLOs

- *Quite a few overlap and tend to leave room for interpretation*
- *There are simply too many PLOs – this forces teachers to pick and choose, especially for reporting*
- *There are too many PLOs, some of the PLOs address work habits- not reading, writing, listening, speaking, viewing or representing*
- *Too many that overlap with content areas, i.e., Socials, Science and Personal Planning*

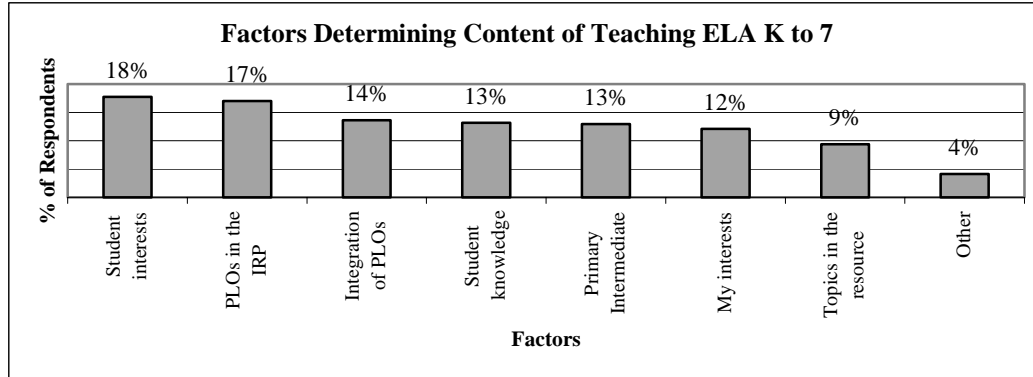
Resources

55% of the respondents indicated that there are sufficient resources to support delivery of the curriculum, and 45% responded that there are not sufficient resources to support the delivery of the curriculum. Respondents were asked to list the principal resources that they use in the teaching of English Language Arts. The list included resources from *Appendix B* of the IRP and resources, such as *Reading 44* (North Vancouver), that have been developed by districts. The following new resources that are part of the K to 7 Grade Collection were also cited: *Collections* (Pearson), *Sightlines* (Pearson); *Cornerstones* (Gage), *Crossroads* (Gage); *Identities* (Oxford); and, *Nelson Language Arts* (Nelson).

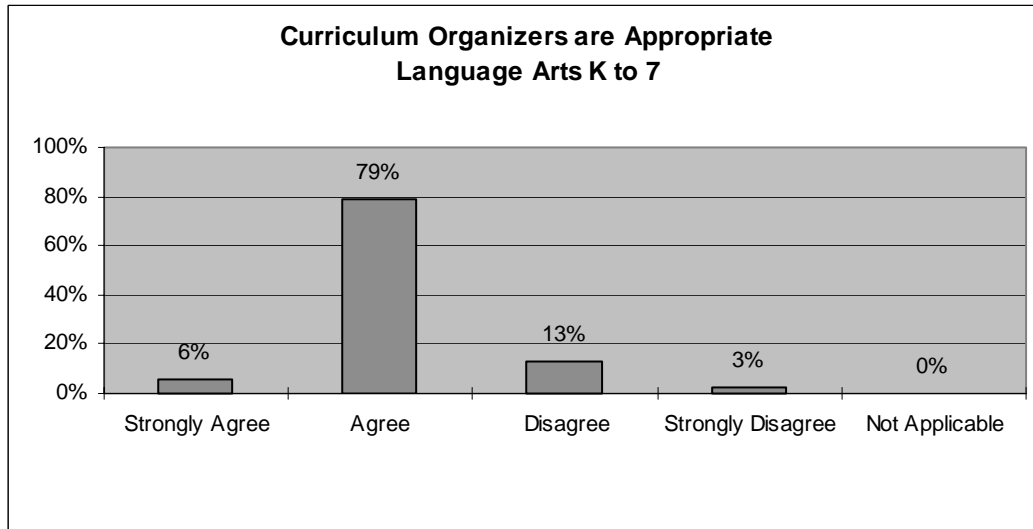
Discussions with teachers of English Language Arts K to 7 revealed further concerns about funding for learning resources to support the delivery of the English Language Arts curriculum. The Grade Collections for English Language Arts K to 7 were distributed in November 2001. Teachers provided input for draft versions of these Grade Collections. The lack of resources at the primary level was duly noted. British Columbia will seek to fill these gaps through the Western Canadian Protocol’s Continuous Submissions Process for English Language Arts K to 10.

Factors That Determine the Content of Language Arts K to 7 Teaching

The PLOs and student interests were cited as the main influences on the content of K to 7 teaching. Student knowledge, teacher interests and the influence of primary and intermediate school themes also featured prominently.



Curriculum Organizers

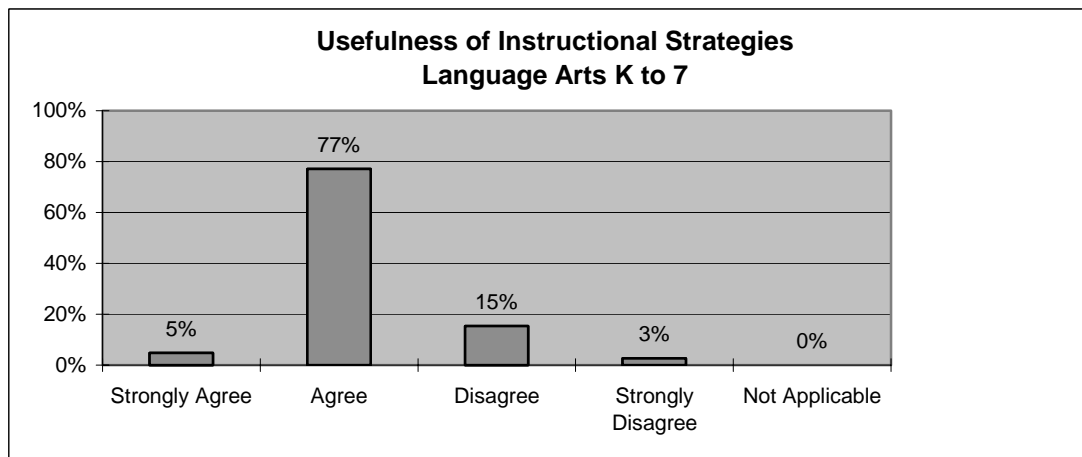
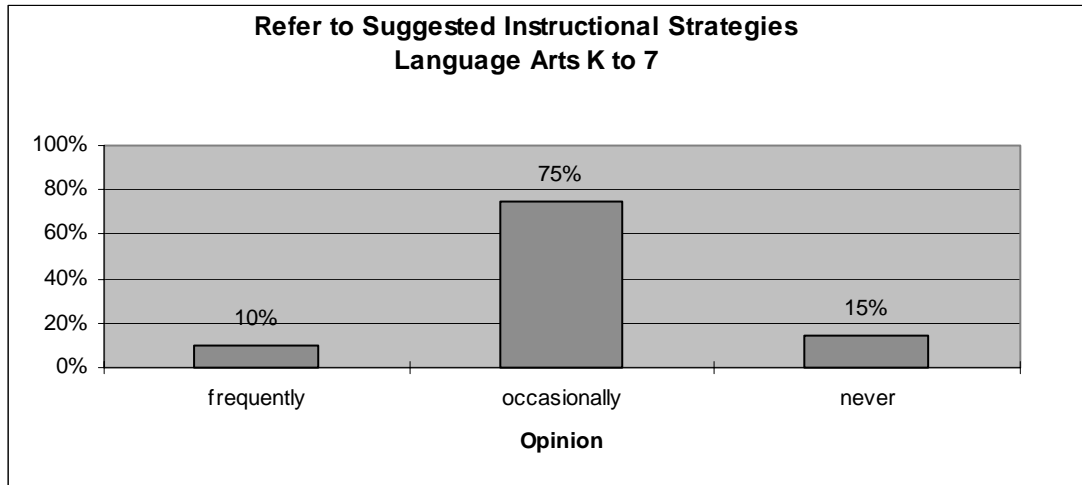


The respondents were generally satisfied with the Curriculum Organizers except for the concern that some respondents had about the relevance of *Self and Society* as a curriculum organizer. Teachers in various focus groups also expressed similar concerns.

- *How is Self and Society specific to English Language Arts?*
- *Self and Society are well covered in Personal Planning & Social Studies*
- *They don't make sense according to the PLOs that go with the organizers – it may just need different names*

Instructional Strategies

Although the respondents cited the usefulness of the instructional strategies provided, the majority of them only consult them occasionally.

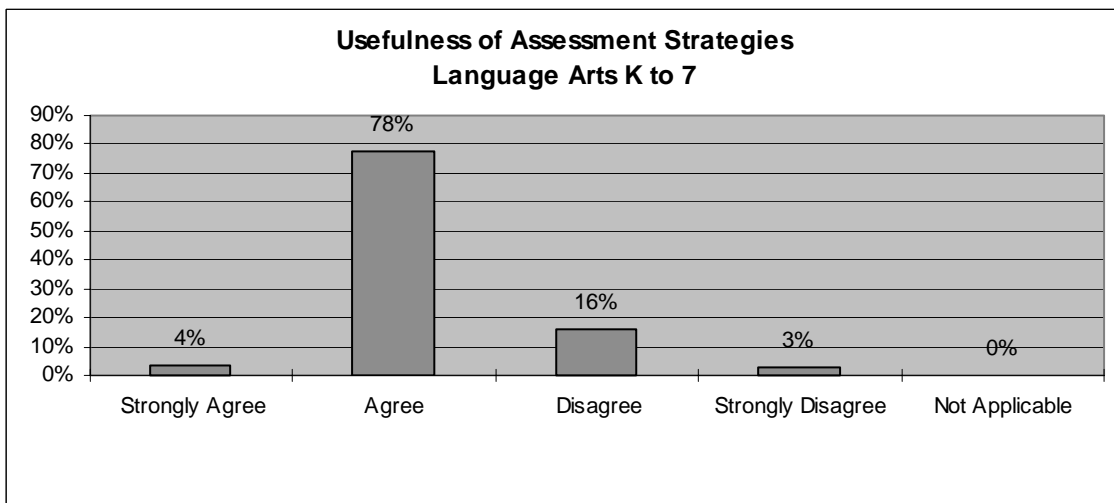
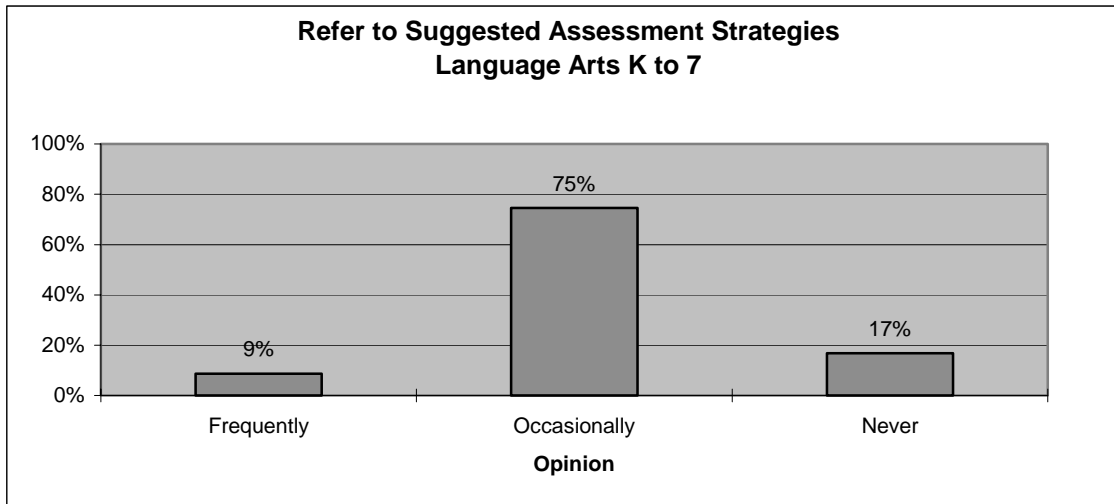


The comments on Instructional Strategies K to 7 suggested that teachers see these strategies as being helpful and of particular use to beginning teachers:

- *Beginning teachers really need this*
- *Easily explained and easy to follow through. They lead to other spin-off ideas.*
- *On their own, some are good, but many are not relevant because they don't fit with themes being taught*
- *Good for beginning teachers; good for inspiration at times*

Assessment Strategies

Respondents indicated that they find the assessment strategies useful, but as with the instructional strategies, they did not use them frequently.



The following comments reflect the diversity of thoughts from K to 7 educators with regard to the assessment strategies in the IRP. The idea of using the document for consultation purposes and then adapting to meet the needs of students was a common response. Many respondents also referred to other sources of support for assessment.

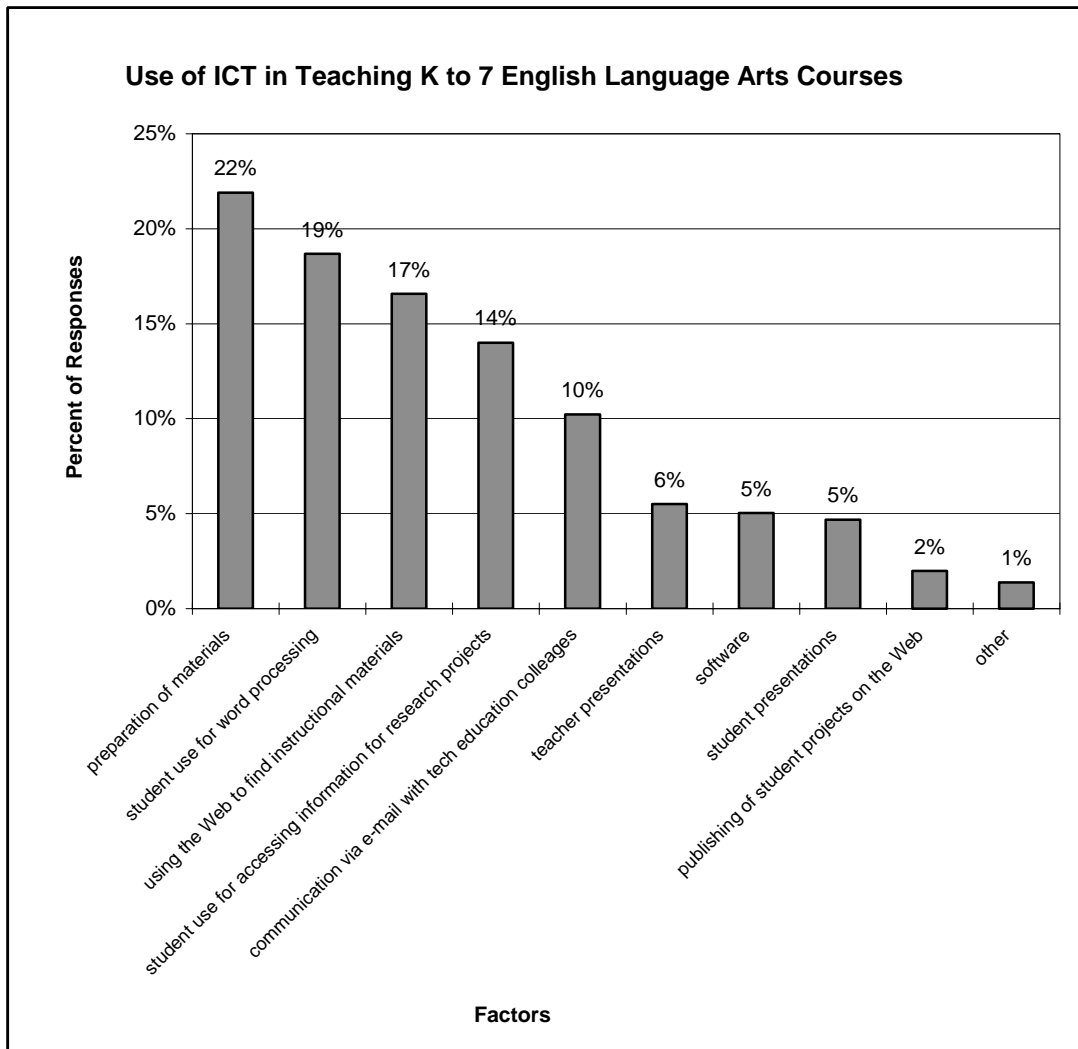
- *To plan, teach and assess though I often adapt what I use*
- *To combine them with my own ideas for assessment & ease*
- *This classroom is driven by locally produced teaching materials such as Reading 44. Performance Standards provide good benchmarks for assessment.*
- *To refine and extend my standard assessment practices.*
- *Could be more specific if the IRPs were more definite.*

Implementation of Learning Outcomes for Each Grade in a Split Class

Out of the total responses, 81% of the respondents indicated that they did implement the PLOs for each grade taught in a split class situation, and 19% of the respondents indicated that they did not.

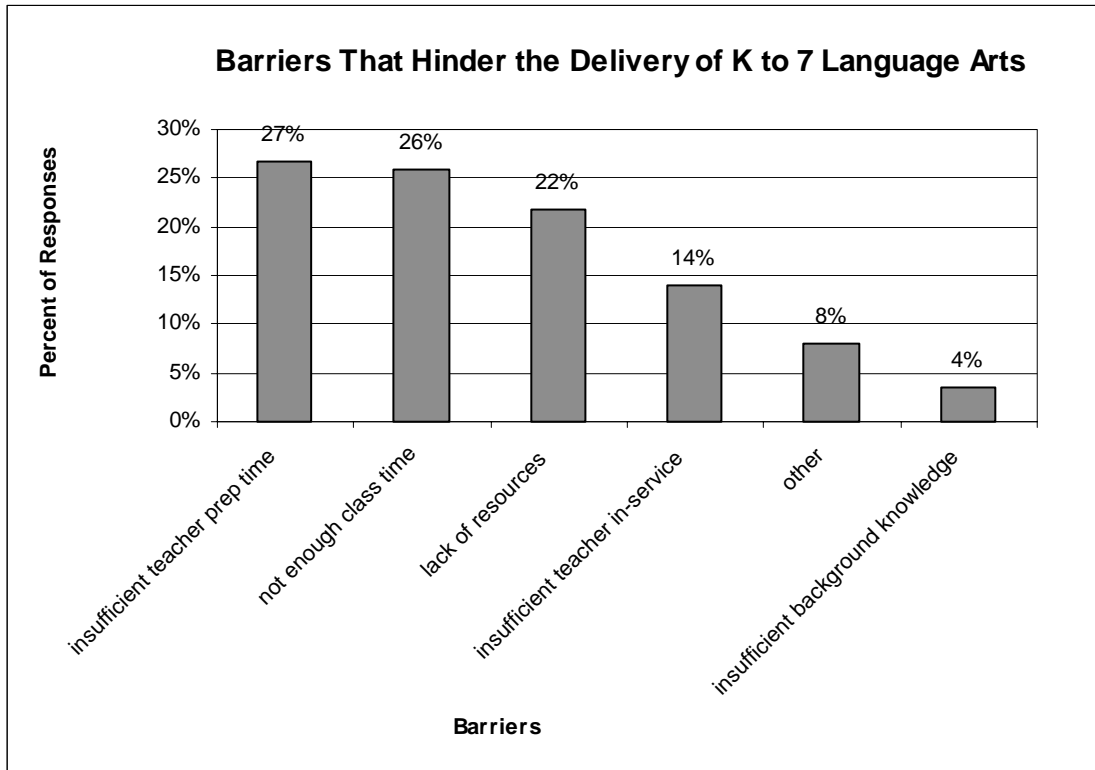
Information and Communication Technology Used in Teaching

Respondents indicated that they use Information Communication Technology mainly in preparing for teaching. The use of ICT by students for research purposes was also cited by over half the respondents. Communication by e-mail with colleagues featured less prominently. Responds suggested a minimal use of ICT for presentations.



Barriers that hinder better delivery of K to 7 English Language Arts

Lack of time and of resources emerged as the main barriers to better delivery of the curriculum.



Integration of Aboriginal Content

The promotion of Aboriginal education is a priority of the Ministry of Education. Educators were asked if they integrated Aboriginal content into their English Language Arts curriculum. Out of the total responses, 54% respondents indicated that they did integrate Aboriginal content, and 46% respondents indicated that they did not.

The following are examples of how Aboriginal perspectives are integrated into the curriculum.

- *Aboriginal resource people, stories legends/culture themes*
- *Environmental issues, human rights issues, current events, poetry, prose selections, oral discussions*
- *First Nations consultant comes into class to tell legends and talk about the importance of story and culture*
- *Literature with Aboriginal content – guided reading text by Aboriginal authors*

Teachers indicated that the following would assist them with the integration of Aboriginal content:

- *A First Nations resource teacher*
- *Concrete ideas on how to integrate – actual examples*

- *Access to knowledgeable aboriginal community members*
- *Encourage more publishers to carry novels and non –fiction CANADIAN materials about Aboriginals*
- *I would use it more if it was integrated into the ELA so I was more aware of it*
- *Resources, suggestions in IRP or teacher in service*

Integration of Multicultural Content

Out of the total responses, 88% of the respondents indicated that they integrate multicultural content, and 12% of the respondents indicated that they did not.

The following are ways that K to 7 teachers integrate Multicultural Content:

- *Activities that ask the students to share their backgrounds*
- *Stories, books, special holidays explained and explored. Some parents come in to discuss their ethnic background & customs*
- *Because we have so many ESL students, I use every opportunity in discussions, etc., to discuss and include their cultures*
- *Discussion & activities regarding nationalities of our students in class*

Teachers indicated that the following would provide support for the integration of multicultural content:

- *I need much more information about titles/selection and their themes; my limited knowledge hinders my use of multicultural materials*
- *More materials and information about different cultures*
- *Teacher in service*
- *We don't have enough time now with all other curricula and subject areas*

Concerns

The respondents were asked to indicate their concerns about English Language Arts in BC. The most common types of responses were as follows:

- *Lack of clarity of PLOs*
- *Overwhelming PLOs for all grades combined*
- *Lack of money to buy resources and materials*
- *Insufficient prep time*
- *Wide range of abilities; so hard to teach appropriately to all*
- *Diversity of student ability &/or student knowledge of English AND continual emphasis on Early Literacy Intervention*

Strengths

The respondents made many positive comments about having the English Language Arts K to 7 IRP as the basis for their teaching. In particular, the flexibility of use of the IRP received positive comments. The respondents also cited the dedication and abilities of their colleagues as major strengths.

- *IRP creates consistency between classrooms – schools and districts and BC wide*
- *Allowance for flexibility and creativity*

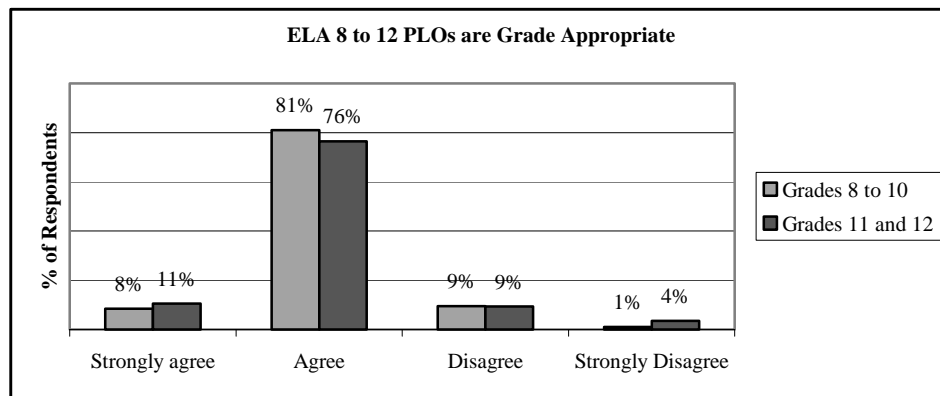
- *The freedom for teachers to work within the IRP requirements using material significant and/or appropriate to their particular class*
- *Children are encouraged to write, use imagination and increase vocabulary –we have produced wonderful children readers and writers –congratulations BC teachers*
- *Dedicated teachers who teach to individuals’ backgrounds and strengths*
- *Flexibility for teachers to adapt to their students own strengths and weaknesses*

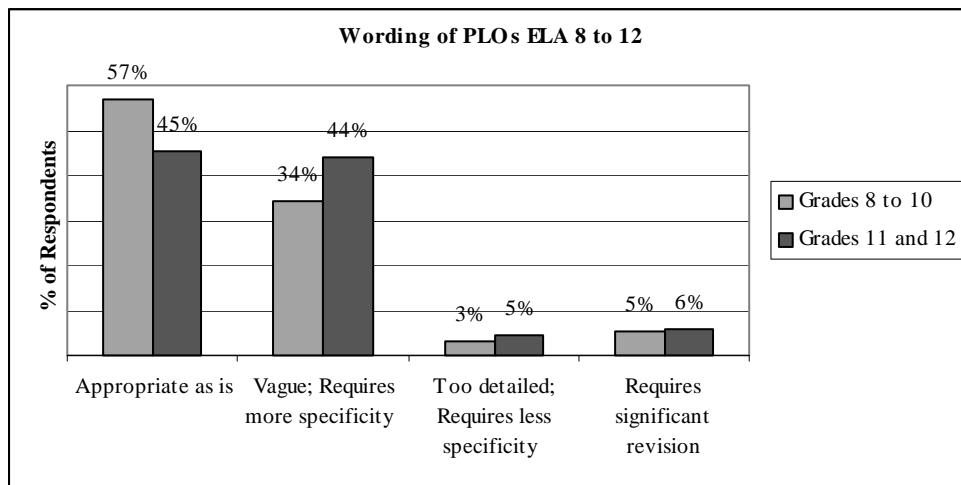
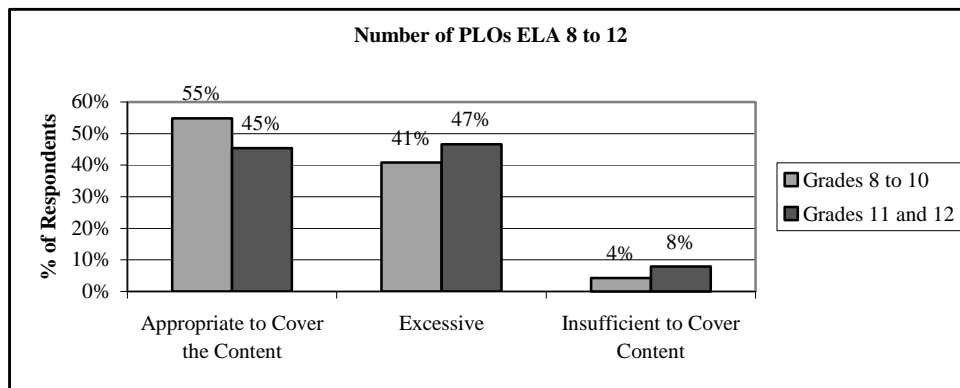
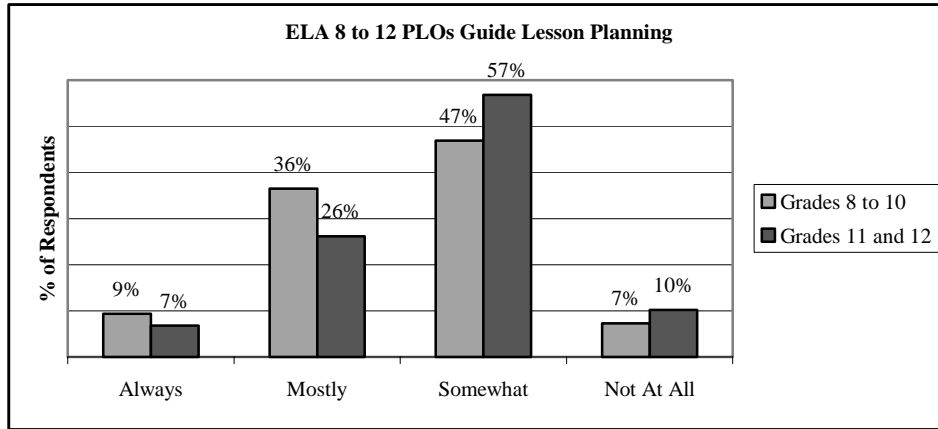
English Language Arts 8 to 12

There was one questionnaire for grades 8 to 12. In identifying the courses they taught, most respondents identified a range of courses. Technical and Professional Communications 12 was identified by only six of the respondents. The following charts illustrate responses to the components of the English Language Arts 8 to 10 and the 11 and 12 IRPs.

Prescribed Learning Outcomes

In responding to whether the grade level of the PLOs in the ELA 8 to 10 and 11 and 12 IRPs is appropriate, the majority of the respondents strongly agreed that the grade level of the PLOs is appropriate. The IRPs are to some extent used for planning by the majority of respondents. The number of PLOs was considered to be appropriate by 55% of the respondents who indicated that they taught grades 8 to 10, and by 45% of the respondents who taught grades 11 and 12. Respondents indicated that 41% of the PLOs at grades 8 to 10 and 47% of the PLOs at grades 11 and 12 are excessive. The wording of the PLOs was determined to be appropriate by 57% of the 8 to 10 respondents, and by 45% of the 11 and 12 respondents. More specificity was called for by 34 % of the 8 to 10 respondents whereas 3% of these respondents suggested less specificity. For grades 11 and 12, 44% of respondents indicated that the PLOs required more specificity and 5% asked for less specificity. Significant revision was seen as necessary by 5% of the 8 to 10 respondents and by 6% of the 11 and 12 respondents.





The majority of the written comments from the respondents expressed concerns about the number and clarity of the PLOs.

Lack of Clarity

- *PLOs are so vague that they could be covered teaching only one genre or unit*
- *Our department spent two Professional growth days plus extra time rewriting the PLOs to make them more specific. We viewed the PLOs as a basis for dialogue with students and parents. The PLOs in the IRP were too vague couched in educational jargon.*
- *The PLOs are abstract at times and require significant revision to clearly define the curriculum. The prescription needs more tangible indicators so that provincial exams can evaluate more accurately the learning outcomes.*
- *The PLOs need to contain content specificity.*

Number of PLOs

- *a working document to be useful must be much more condensed*
- *I think that there are too many PLOs in the English curriculum and often they are too general.*
- *Mind-boggling, so many – overlapping and repetitive*
- *The number is excessive.*

Resources

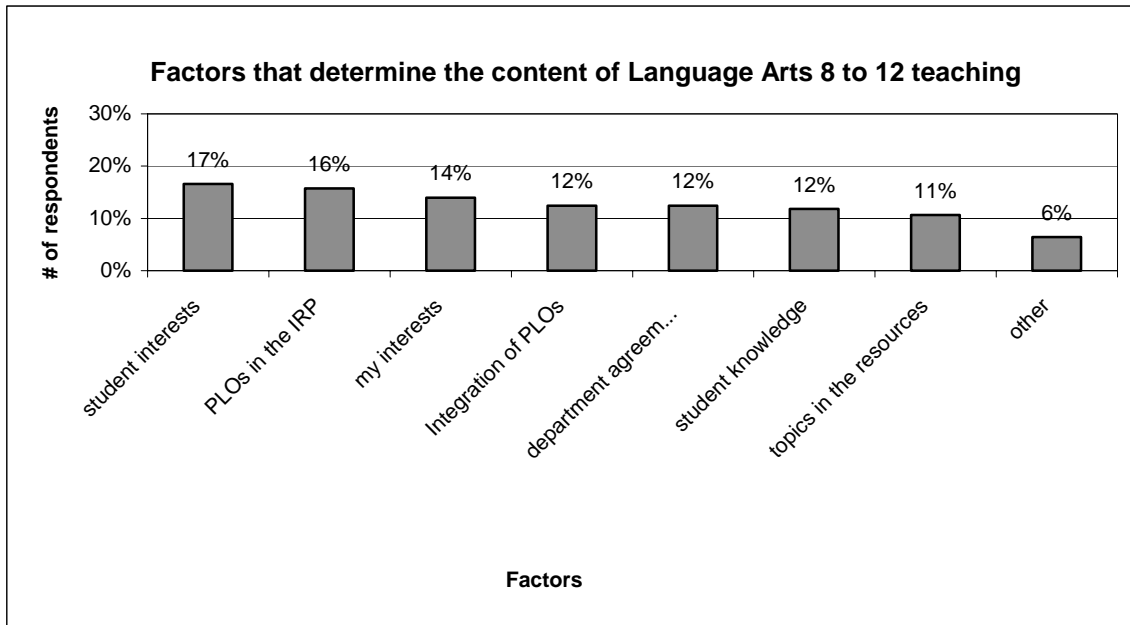
Out of the total responses, 57% of the respondents stated that there are sufficient resources to support delivery of the curriculum, and 43% of the respondents indicated that there are not enough resources available. The written comments focused on the lack of resources available and on the difficulties in accessing resources for English Language Arts.

- *Small budget schools cannot hope to have the resources needed to do what the IRP suggests.*
- *Not enough to support the media literacy PLOs*
- *They are old and beaten up. Not always up to date therefore limiting*

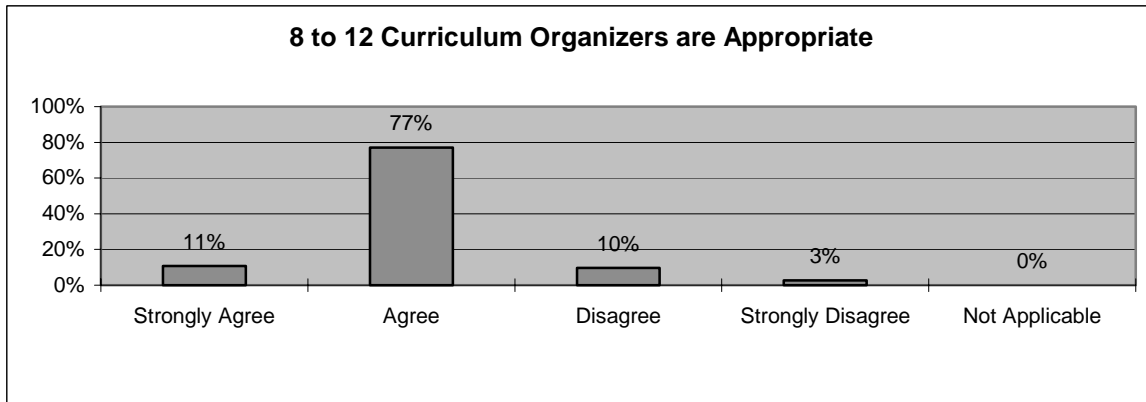
In meetings and discussions with teachers of grades 8 to 12 English Language Arts, these teachers stated that they had no funds for the purchase of resources. Further discussions with teachers revealed that many teachers are unaware of learning resources are funded. Many of these teachers indicated that they needed new resources to support the delivery of the English Language Arts curriculum. The Grades Collections for English Language Arts 8 to 10 were distributed in April 2001. In meetings subsequent to this distribution, some teachers stated that they were unaware of these grade collections.

Factors that Determine the Content of Language Arts 8 to 12 Teaching

The PLOs and student interests were cited as the main influences on what is taught in English Language Arts 8 to 12.



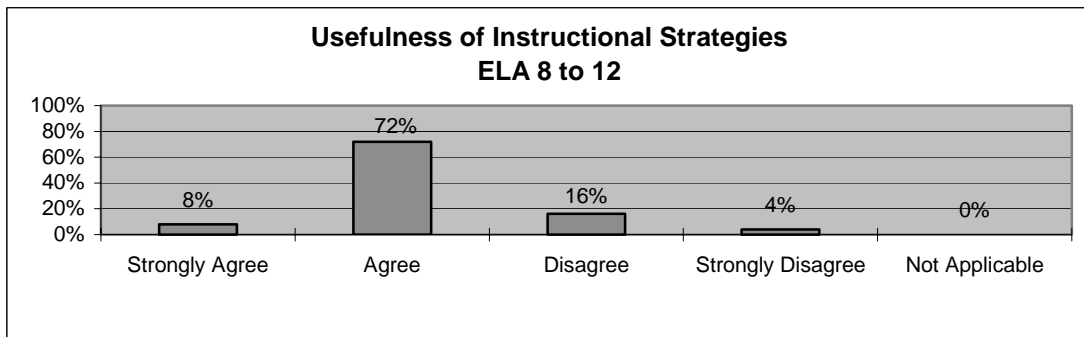
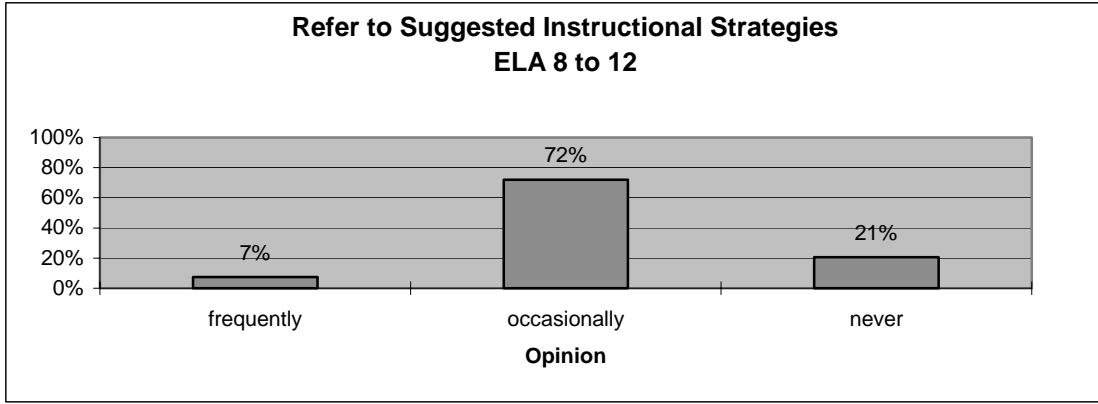
Curriculum Organizers



The respondents were generally satisfied with the Curriculum Organizers.

Instructional Strategies

Although few of the respondents claimed that they frequently refer to the Suggested Instructional Strategies in the IRPs, the majority of respondents agreed that these strategies are useful.

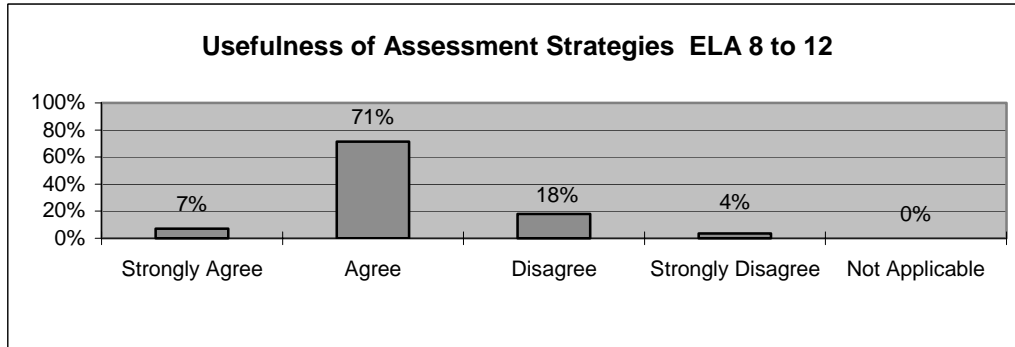
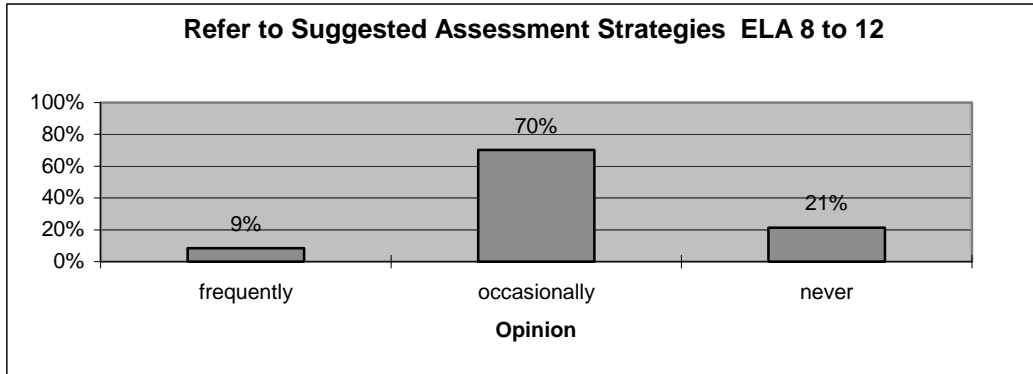


The following comments reflect the range of opinion on the instructional strategies in the IRPs:

- *I have far better resources – more conveniently packaged for instructional strategies*
- *To help to brainstorm assignment ideas or approaches*
- *They aren't detailed enough for real classroom use but they spark ideas*
- *I adapt them for my own use*

Assessment Strategies

The Assessment Strategies in the IRPs were deemed to be useful with 7% of the respondents strongly agreeing, and 71% citing that they agree.

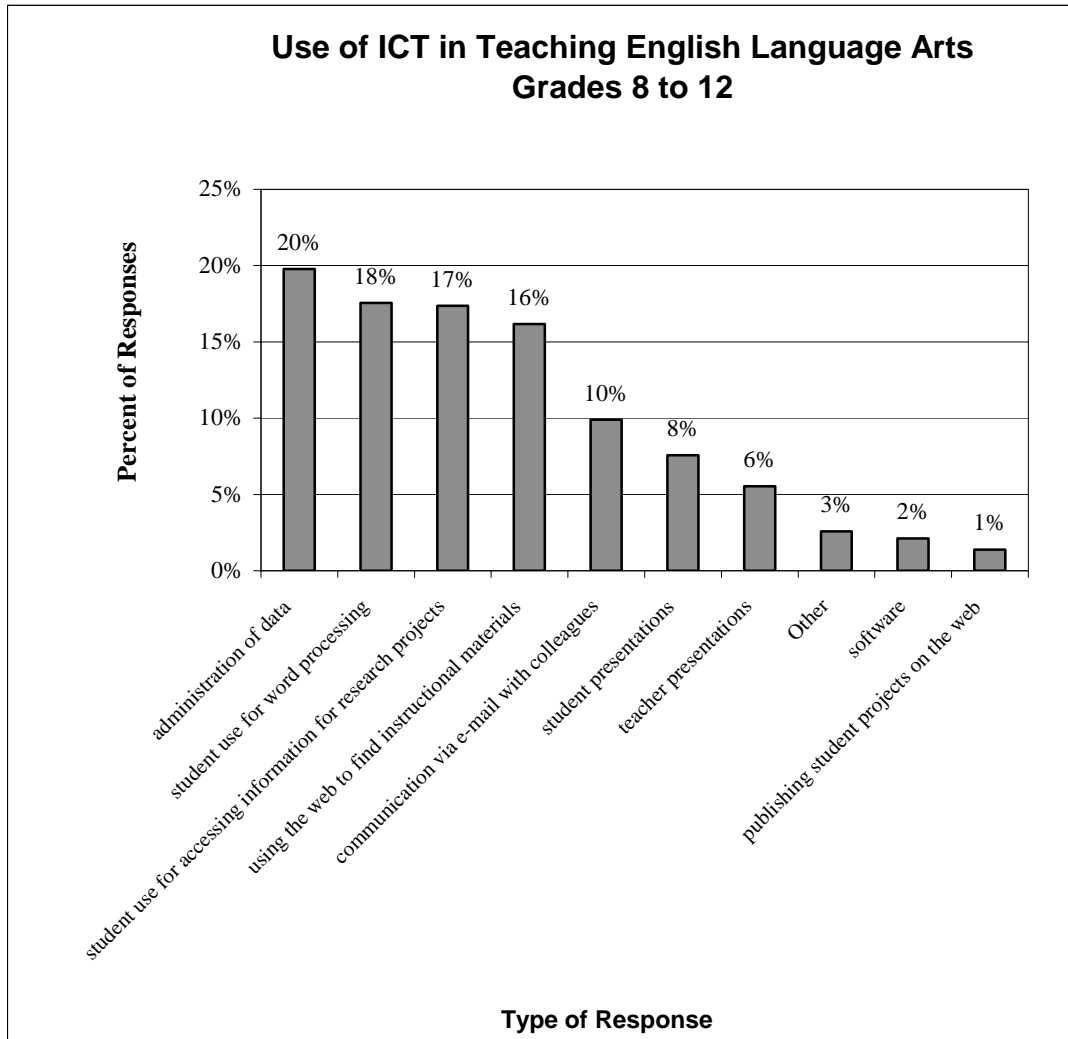


The following comments reflect the thoughts of the 8 to 12 educators who responded. Many teachers felt that the assessment strategies had been of use to them initially, but that now they had internalized these strategies. There were also many comments about how the strategies be customized to meet individual needs.

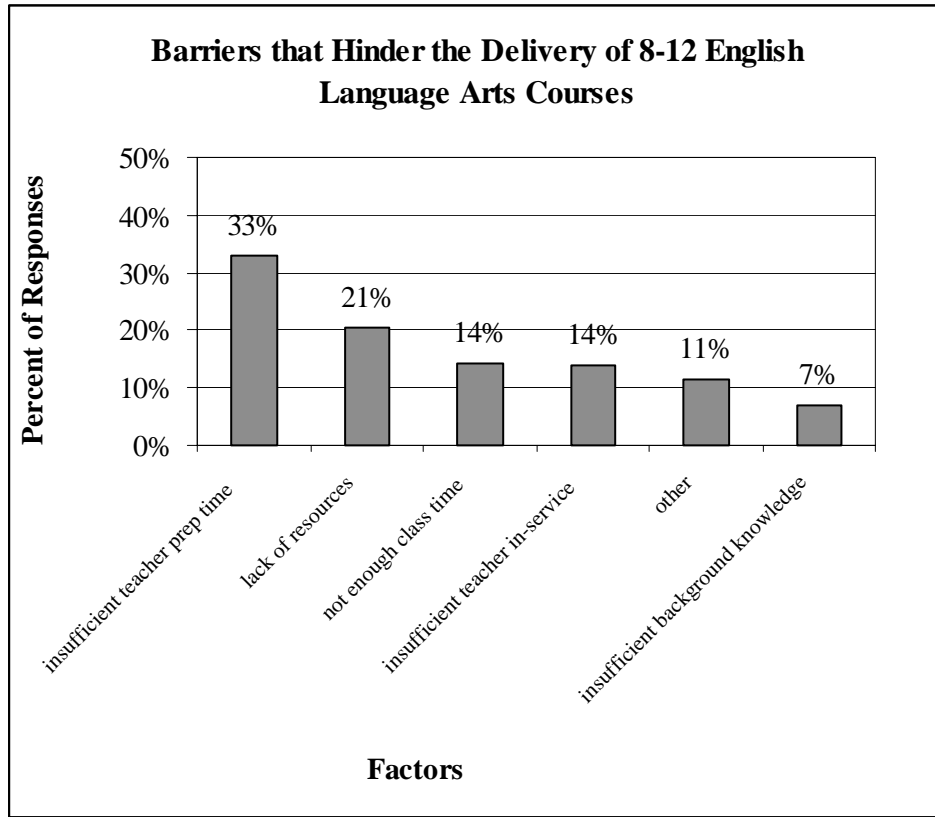
- *Particularly for new/ non-specialist teachers I should think*
- *Help me to develop my own strategies*
- *They are quite good – give them your own personal touch and they are even better*
- *I appreciate some of the criteria charts*
- *Check them over but mainly they have been internalized and moved beyond now*

Information and Communications Technology Used in Teaching

Respondents were asked to indicate how they used information and communication technology in their teaching. Administration of data and preparation for instruction are the most common reasons for use of information and communications technology by teachers. The most common uses by students are accessing information for research purposes and word processing.



Barriers that hinder successful delivery of 8 to 12 English Language Arts courses
 Insufficient class and teacher preparation time and lack of resources were identified as the main barriers to successful delivery of the 8 to 12 Language Arts courses.



Integration of Aboriginal Content

The promotion of Aboriginal education is a priority of the Ministry of Education. Educators were asked if they integrated Aboriginal content into their English Language Arts curriculum. There was almost an even split at the 8 to 12 level where 51% of the respondents stated that they integrate Aboriginal content, and 49% of the respondents stated that they did not.

The following are some examples of how the respondents integrate Aboriginal content:

- *Aboriginal community members*
- *Shared Learnings in print – Aboriginal members – students knowledge and background*

Respondents indicated that the following would assist the integration of Aboriginal content:

- *Variety of materials available in texts and specific instructional strategies to spur me on*
- *To have some material available and accessible*

Integration of Multicultural Content

The majority of respondents, 84%, indicated that they integrate multicultural content, whereas 16% of the respondents replied that they do not integrate multicultural content. Teachers cited the following as examples of how they integrate multicultural content:

- *Student presentations on their countries, multi-cultural lunches, multi-cultural literature and current events*
- *Study of world literature*
- *Use short stories, poems and novels by authors from diverse cultural backgrounds*
- *I do, but not as much as I should. Again, because we do not have texts, it makes getting selections difficult*

Teachers indicated that the following would help them support the integration of multicultural content:

- *More resources and in-service*

Concerns

The respondents were asked to indicate their concerns about English Language Arts in BC. The most common responses were as follows:

- *Heavy marking load*
- *Lack of updated materials*
- *Many preps take focus away from English area*
- *The Provincial final exam*
- *Insufficient access to computers and the Internet*

Strengths

The respondents cited numerous strengths. The following comments reflect common themes that emerged in this section.

- *A curriculum that reflects the six strands of ELA and gives teachers the opportunities and latitude to provide students with rich ELA classroom experience*
- *Leadership of BCTELA and the Update journal*
- *Teachers – their enthusiasm and innovation always inspire me*

Courses with Curriculum Guides

Three English Language Arts courses have curriculum guides, which have not been revised into IRPs. *Composition 11 Curriculum Guide and Resource Book for Teachers (1982) CG0139* is the guide for Composition 11. Eleven respondents indicated that they were currently teaching Composition 11. The curriculum for Writing 12 and Journalism 12 exists in *Writing 11 Curriculum Guide (1981) CG0095*, which contains creative writing, journalism and media options. Twelve respondents indicated that they were currently teaching Writing 12, and seven respondents replied that they were currently teaching Journalism 12. Respondents were asked to make suggestions for these courses. The following comments reflect the respondents' thoughts:

- *The most recent curriculum guide I have seen is from 1982. I find that much of it does not relate to the needs of my students. The business letter writing is useless. Strategies and suggested resources for paragraph and essay writing would be useful to my students.*
- *Composition, Writing and Journalism all should have IRPs. We need literacy and humanities options to keep producing literate and democratic citizens.*

Secondary English teachers have frequently suggested that IRPs should be created for Creative Writing and Journalism.

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Appendices

Appendices



TEACHER QUESTIONNAIRE FOR CURRICULUM REVIEW ENGLISH LANGUAGE ARTS K TO 7

DEAR EDUCATOR

THANK YOU FOR PARTICIPATING IN THIS SURVEY. It is part of the review process that we are using at the Ministry of Education to determine where we should be focusing our attention to improve the K to 12 English Language Arts IRPs (Integrated Resource Packages). We appreciate your input (which will remain anonymous). This questionnaire can also be downloaded from the Ministry Website at <http://www.bced.gov.bc.ca/branches/pser/whatsnew.htm>.

PLEASE ENCOURAGE YOUR COLLEAGUES TO PARTICIPATE!

1. What is your current teaching assignment? (Grade(s) and Subject(s)) _____

2. How many years have you been teaching? _____
3. In which school district do you work? Please give name and number. _____
4. Do you teach in a: Public school or an: Independent school or a: First Nations school **Please answer.**
5. Please indicate the size of your school:
 small (less than 100 students) medium (101 to 500 students) large (over 500 students)

GENERAL IRP QUESTIONS

6. Which of the following IRP version have you used? Please check all that apply.
 in print on CD-Rom on the Web (html)
7. Which of the IRP versions do you prefer to use for your planning? (**Please check only one.**)
 in print on CD-Rom on the Web (html)
8. Please rate the usefulness of the following components of the IRPs:

Introduction including philosophy, rationale, content overview	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Main body of the IRP containing the 4 column format	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix A: Prescribed Learning Outcomes	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix B: Learning Resources and Grade Collection Information	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix C: Cross-Curricular Interests	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix D: Assessment and Evaluation	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful

9. Please rate the following elements of the IRPs:

a) organization of the content	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> fair	<input type="checkbox"/> poor
b) readability	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> fair	<input type="checkbox"/> poor
c) ease of use	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> fair	<input type="checkbox"/> poor
d) currency of information	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> fair	<input type="checkbox"/> poor
e) design including 4 column format	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> fair	<input type="checkbox"/> poor

ENGLISH LANGUAGE ARTS RELATED IRP QUESTIONS

1. Since 1995, what grades have you taught? _____
2. Please choose a Grade that you have taught *within the past two years* and answer the following questions. **PLEASE COMPLETE A SEPARATE QUESTIONNAIRE FOR EACH GRADE THAT YOU WOULD LIKE TO HAVE INPUT INTO FOR THE REVIEW PROCESS. PLEASE INDICATE THE GRADE THAT YOU ARE RESPONDING TO:** _____
3. Please give an estimate of the % of time that you spend teaching English Language Arts during the course of the year.
_____ %
4. **Prescribed Learning Outcomes (PLOs)** are content standards for the BC education system. They set out the knowledge, enduring ideas, issues, concepts skills, and attitudes for each subject. The PLOs are statements of what students are expected to know and do at an indicated grade.

In general, the wording of current PLOs is:	<input type="checkbox"/> appropriate as is <input type="checkbox"/> vague and requires more specificity <input type="checkbox"/> too detailed and requires less specificity <input type="checkbox"/> requires significant revision
The number of PLOs in the IRP is:	<input type="checkbox"/> appropriate to cover the content/topic <input type="checkbox"/> excessive <input type="checkbox"/> insufficient to cover the content
To what extent do the PLOs of this IRP guide your lesson planning?	<input type="checkbox"/> always <input type="checkbox"/> mostly <input type="checkbox"/> somewhat <input type="checkbox"/> not at all
The PLOs are grade appropriate:	<input type="checkbox"/> strongly agree <input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> strongly disagree

Comments about PLOs _____

5. Please name the **principal Learning Resource(s)** that you use for this course?

6. Do you feel there are sufficient resources to complement this course? Yes No

Comments: _____

7. What are the factors that determine the content of your English Language Arts teaching? **(Please mark all that apply.)**

- PLOs in the IRP integration of PLOs from other curricula topics in the resources student interests
 Primary/Intermediate/school themes student knowledge my interests other _____

8. The three curriculum organizers: Comprehend and Respond; Communicate Ideas and Information; and, Self and Society are appropriate for English Language Arts K-7.

Strongly Agree Agree Disagree Strongly Disagree

Comments _____

9. Do you refer to the *Suggested Instructional Strategies*?

Frequently Occasionally Never

How do you use them? _____

10. The *Suggested Instructional Strategies* are useful.

Strongly Agree Agree Disagree Strongly Disagree

Comments _____

11. Do you refer to the *Suggested Assessment Strategies*?

Frequently Occasionally Never

How do you use them? _____

12. The *Suggested Assessment Strategies* are useful.

Strongly Agree Agree Disagree Strongly Disagree

Comments _____

13. If you teach/have taught a split/composition class, do you implement the PLOs for each grade? Yes No

14. Identify the information and communication technology that you use in your teaching. **PLEASE CHECK ALL APPLICABLE RESPONSES.**

preparation of materials

communication via e-mail with colleagues (inside and outside school)

using the Web to find instructional materials

teacher presentations (power point demonstrations)

student presentations (power point demonstrations)

student use for accessing information for research projects (Internet, Web resources, reference CDs)

publishing of student projects on the Web

student use for word processing

English Language Arts software. Give examples _____

Other Examples of ICT _____

15. Please ✓ any barriers which hinder your successful delivery of this English Language Arts course.

- insufficient background knowledge not enough class time lack of ELA resources
 insufficient teacher prep time insufficient teacher in-service other _____

16. Do you integrate Aboriginal content into your English Language Arts program? Yes No

If yes, please indicate what you do. _____

Please name the learning resource(s) that you use in the integration of Aboriginal content into your ELA program.

- Print Video Multimedia Aboriginal Community Members

If no, what would assist you to integrate Aboriginal content in your English Language Arts program? _____

17. Do you integrate Multicultural content into your English Language Arts program? Yes No

If yes, please indicate what you do. _____

If no, what would assist you to integrate Multicultural content in your English Language Arts program? _____

18. What suggestions/concerns do you have about English Language Arts in BC?

19. What do you see as the major strengths of English Language Arts in BC?

☺ Thank you for completing this questionnaire.
PLEASE RETURN BY FRIDAY, FEBRUARY 16, 2001
BY FAX: (250) 356-2316
Attention: Margaret Haughian
English Language Arts Curriculum Coordinator
British Columbia Ministry of Education
PO Box 9152, Stn Prov Govt, Victoria, BC V8W 9H1



TEACHER QUESTIONNAIRE FOR CURRICULUM REVIEW ENGLISH LANGUAGE ARTS 8 TO 12

DEAR EDUCATOR

THANK YOU FOR PARTICIPATING IN THIS SURVEY. It is part of the review process that we are using at the Ministry of Education to determine where we should be focusing our attention to improve the K to 12 English Language Arts IRPs (Integrated Resource Packages). We appreciate your input (which will remain anonymous). This questionnaire can also be downloaded from the Ministry Website at <http://www.bced.gov.bc.ca/branches/pser/whatsnew.htm>.

PLEASE ENCOURAGE YOUR COLLEAGUES TO PARTICIPATE!

1. What is your current teaching assignment? (Grade(s) and Subject(s)) _____

2. How many years have you been teaching? _____
3. In which school district do you work? Please give name and number. _____
4. Do you teach in a: Public school or an: Independent school or a: First Nations school **Please answer.**
5. Please indicate the size of your school:
 small (less than 100 students) medium (101 to 500 students) large (over 500 students)

GENERAL IRP QUESTIONS

6. Which of the following IRP version have you used? Please check all that apply.
 in print on CD-Rom on the Web (html)
7. Which of the IRP versions do you prefer to use for your planning? (**Please check only one.**)
 in print on CD-Rom on the Web (html)
8. Please rate the usefulness of the following components of the IRPs:

Introduction including philosophy, rationale, content overview	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Main body of the IRP containing the 4 column format	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix A: Prescribed Learning Outcomes	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix B: Learning Resources and Grade Collection Information	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix C: Cross-Curricular Interests	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix D: Assessment and Evaluation	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful

9. Please rate the following elements of the IRPs:

a) organization of the content	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> fair	<input type="checkbox"/> poor
b) readability	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> fair	<input type="checkbox"/> poor
c) ease of use	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> fair	<input type="checkbox"/> poor
d) currency of information	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> fair	<input type="checkbox"/> poor
e) design including 4 column format	<input type="checkbox"/> excellent	<input type="checkbox"/> very good	<input type="checkbox"/> good	<input type="checkbox"/> fair	<input type="checkbox"/> poor

ENGLISH LANGUAGE ARTS RELATED IRP QUESTIONS

1. Please ✓ all courses that you have taught since 1995.

- | | | |
|-------------------------------------|---|--|
| <input type="checkbox"/> English 8 | <input type="checkbox"/> Communications 11 | <input type="checkbox"/> Integrated ELA Courses (i.e.: Humanities 8) |
| <input type="checkbox"/> English 9 | <input type="checkbox"/> Communications 12 | _____ |
| <input type="checkbox"/> English 10 | <input type="checkbox"/> Technical and Professional | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> English 11 | Communications 12 | _____ |
| <input type="checkbox"/> English 12 | <input type="checkbox"/> English Literature 12 | _____ |

Please choose an English Language Arts course that you have taught *within the past two years* and answer the following questions. **PLEASE COMPLETE A SEPARATE QUESTIONNAIRE FOR EACH COURSE THAT YOU WOULD LIKE TO HAVE INPUT INTO FOR THE REVIEW PROCESS.**

PLEASE INDICATE THE IRP THAT YOU ARE RESPONDING TO: _____

2. **Prescribed learning outcomes (PLOs)** are content standards for the BC education system. They set out the knowledge, enduring ideas, issues, concepts skills, and attitudes for each subject. The PLOs are statements of what students are expected to know and do at an indicated grade.

In general, the wording of current PLOs is:	<input type="checkbox"/> appropriate as is <input type="checkbox"/> vague and requires more specificity <input type="checkbox"/> too detailed and requires less specificity <input type="checkbox"/> requires significant revision
The number of PLOs in the IRP is:	<input type="checkbox"/> appropriate to cover the content/topic <input type="checkbox"/> excessive <input type="checkbox"/> insufficient to cover the content
To what extent do the PLOs of this IRP guide your lesson planning?	<input type="checkbox"/> always <input type="checkbox"/> mostly <input type="checkbox"/> somewhat <input type="checkbox"/> not at all
The PLOs are grade appropriate:	<input type="checkbox"/> strongly agree <input type="checkbox"/> agree <input type="checkbox"/> disagree <input type="checkbox"/> strongly disagree

Comments about PLOs _____

3. Do you feel there are sufficient resources to complement this course? Yes No

Comments _____

4. What are the factors that determine the content of your English Language Arts teaching? **(Please mark all that apply.)**

- PLOs in the IRP
 topics in the resources
 student interests
 department agreements
 student knowledge
 my interests
 other _____

5. The three curriculum organizers: Comprehend and Respond; Communicate Ideas and Information; and, Self and Society are appropriate for English Language Arts 8-10.

- Strongly Agree Agree Disagree Strongly Disagree

Comments _____

6. Do you refer to the *Suggested Instructional Strategies*?

- Frequently Occasionally Never

How do you use them? _____

7. The *Suggested Instructional Strategies* are useful.

- Strongly Agree Agree Disagree Strongly Disagree

Comments _____

8. Do you refer to the *Suggested Assessment Strategies*?

- Frequently Occasionally Never

How do you use them? _____

9. The *Suggested Assessment Strategies* are useful.

- Strongly Agree Agree Disagree Strongly Disagree

Comments _____

10. Identify the information and communication technology that you use in your teaching. *Please check all applicable responses.*

- administration of data (handout preparation, marks gathering etc.)
- communication via e-mail with ELA colleagues (inside and outside school)
- using the Web to find instructional materials
- teacher presentations (power point demonstrations)
- student presentations (power point demonstrations)
- student use for accessing information for research projects (Internet, Web resources, reference CDs)
- publishing of student projects on the Web
- student use for word processing
- English software. Give examples _____
- Other Examples of ICT _____

11. Please ✓ any barriers which hinder your successful delivery of this English Language Arts course.

- insufficient background knowledge
 not enough class time
 lack of ELA resources
 insufficient teacher prep time
 insufficient teacher in-service
 other _____

12. Do you integrate Aboriginal content into your English Language Arts program? Yes No

If yes, please indicate what you do. _____

Please name the learning resource(s) that you use in the integration of Aboriginal content into your ELA program.

- Print
 Video
 Multimedia
 Aboriginal Community Members

If no, what would assist you to integrate Aboriginal content in your ELA program? _____

13. Do you integrate Multicultural content into your English Language Arts program? Yes No

If yes, please indicate what you do. _____

If no, what would assist you to integrate Multicultural content in your ELA program? _____

14. The following ELA courses have curriculum guides and are not IRPs. Please identify which of these courses you are currently teaching:

- Composition 11
 Writing 12
 Journalism 12

Select one or more of these courses and indicate the topics of study that you would like to see changed, added or deleted from the course. Please identify each topic and explain why the changes should be made.

Composition 11 _____

Writing 12 _____

Journalism 12 _____

15. What suggestions/concerns do you have about English Language Arts in BC?

16. What do you see as the major strengths of English Language Arts in BC?

**QUESTIONS OR COMMENTS? E-MAIL: [Margaret Haughian@gems6.gov.bc.ca](mailto:Margaret.Haughian@gems6.gov.bc.ca)
PHONE: (250) 356-7531**

**PLEASE RETURN BY *FRIDAY FEBRUARY 16, 2001*
BY FAX: (250) 356-2316**

**Attention: Margaret Haughian
English Language Arts Curriculum Coordinator
British Columbia Ministry of Education
PO Box 9152, Stn Prov Govt
Victoria, BC V8W 9H1**