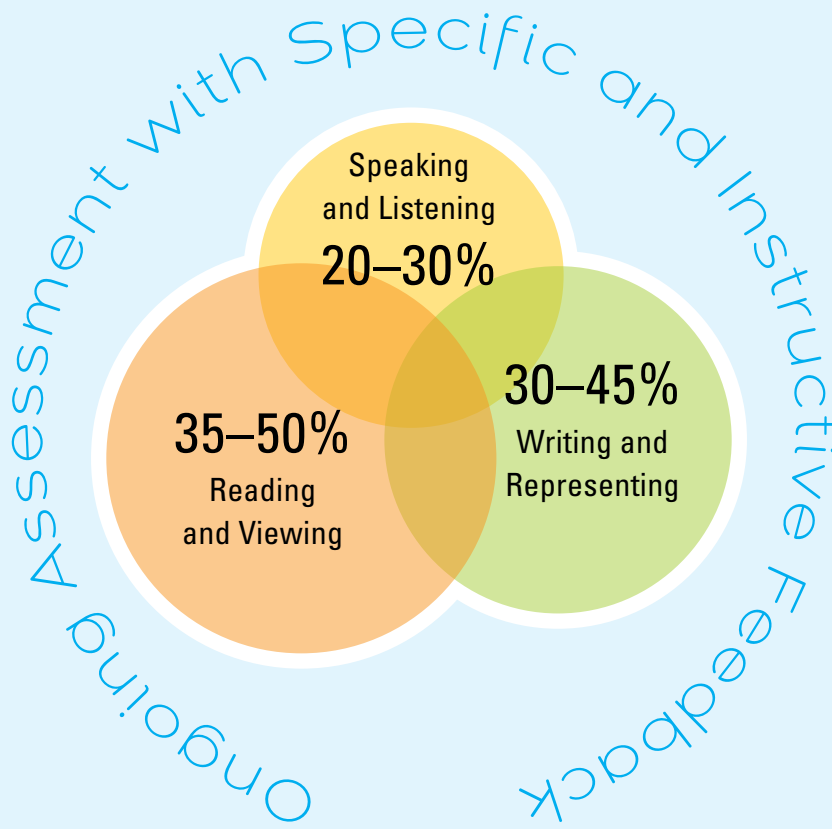


PLANNING FOR BALANCED INSTRUCTION IN ENGLISH LANGUAGE ARTS

BALANCE OF FOCUSED INSTRUCTION

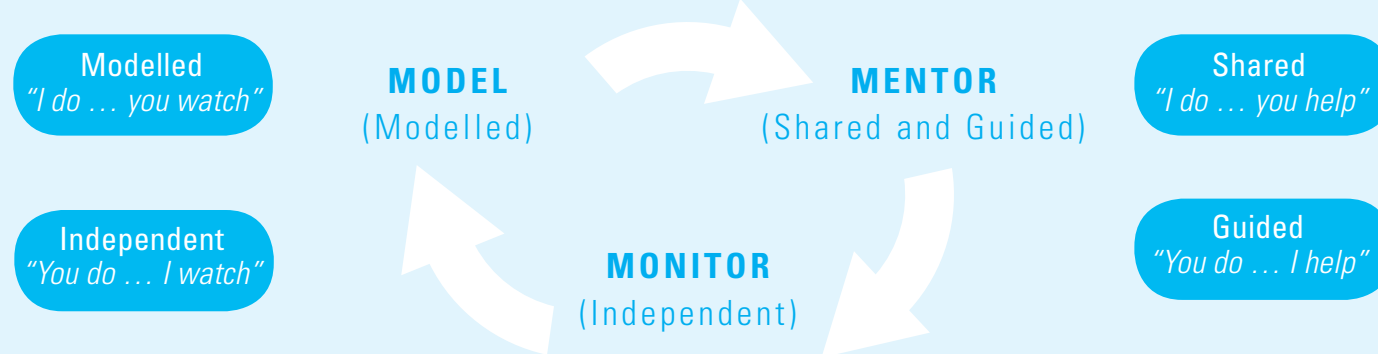


Providing Instruction ...
not instructions.

Workshop as a Framework for Instruction

Time to Teach	Time to Practise and Develop	Time to Share and Reflect
10–15 minutes TEACHER / student <ul style="list-style-type: none"> set direction, share focus identify outcomes and targets activate prior knowledge model and provide explicit instruction 	20–30 minutes teacher / STUDENT <ul style="list-style-type: none"> provide opportunity for practice monitor student learning mentor and instruct as needed engage in ongoing assessment provide descriptive and instructive feedback 	10–15 minutes TEACHER / STUDENT <ul style="list-style-type: none"> provide opportunity for sharing engage in ongoing instruction provide descriptive and instructive feedback

GRADUAL RELEASE OF RESPONSIBILITY



APPROACHES TO INSTRUCTION

Planning and instruction includes a balance of the following approaches. Elements of workshop are essential in each approach. This includes regular opportunities for Modelling, Mentoring, and Monitoring.

Approach	Units	Description	Examples
Genre Study	Max. 3 per year	Students explore a specific genre in depth. Multiple texts from this genre are presented and analyzed for their characteristics. This information is discussed and used as a model to create new texts of this genre.	<ul style="list-style-type: none"> Poetry Memoir Film and video Short story Newspapers or magazines Mythology
Multigenre Inquiry	Min. 3 per year	Students investigate an issue, theme, or question using a variety of texts from many different genres and sources. These units may be specific to English language arts or they may be cross-curricular.	<ul style="list-style-type: none"> How is culture shared? What makes a good relationship? How do authors reveal character? What is our individual responsibility in protecting the environment? How does war impact human rights?
Author Study	Max. 1 per year	Students do an in-depth study of a collection of texts created by one author . The emphasis is on understanding the texts, examining the author's craft, and identifying larger issues addressed by the texts.	<ul style="list-style-type: none"> Langston Hughes Budge Wilson Leonard Cohen Rita Joe Chris Van Allsburg
Major Text Study	Max. 1 per year	Students do an in-depth study of one major text . The emphasis is on understanding the text, examining author's craft, and identifying larger issues addressed by the text.	<ul style="list-style-type: none"> Script/play Film Novel Performance

See *Teaching in Action 7–9* and Authorized Learning Resources for specific titles.

20–30% SPEAKING AND LISTENING Oral/Aural Communication

Explicit Units of Study

Explicit instruction is required in each of the following categories.

Focus	Suggested #	Examples
Formal speaking	1 per year	<ul style="list-style-type: none"> panel discussion speeches demonstrations formal presentation debate surveys interviews
Informal speaking	6 per year	<ul style="list-style-type: none"> focused discussion open discussion
Performance	1 per year	<ul style="list-style-type: none"> Readers Theatre drama choral speaking monologues improvisation

Sample Ongoing Learning Experiences

In addition to the speaking and listening experiences listed above, students will also be engaged in other ongoing experiences throughout the year.

Oral Language Skills	Suggested Learning Activities
<ul style="list-style-type: none"> active listening contribute to a discussion ask questions answer questions ask for clarification provide feedback agree to disagree evaluate the speaker adjust speaking to context 	<ul style="list-style-type: none"> summarize consider other opinions detect bias organize thoughts author's chair book talk choral montage think, pair, share fishbowl peer conference fold the line inside/outside circle four corners literature circles Socratic circles Readers Theatre role-play talking sticks timed discussion general discussion Save the Last Word radio show show and share

35–50% READING AND VIEWING Understanding, Comprehension, Meaning

Explicit Units of Study

Explicit instruction is required in each of the following categories.

Focus	Suggested #	Examples
Narrative	2 per year	<ul style="list-style-type: none"> elements of narrative (short story, novel, biography, etc.) structure of a narrative literary devices
Expository Informative Persuasive	2 per year	<ul style="list-style-type: none"> text patterns text features navigating text
Poetry	1 per year	<ul style="list-style-type: none"> analysis and appreciation poetic devices
Visual Multimedia	1 per year	<ul style="list-style-type: none"> deconstructing visuals deconstructing media text

Sample Ongoing Learning Experiences

In addition to the reading and viewing experiences listed above, students will also be engaged in other ongoing experiences throughout the year.

Comprehension/Fix-up Strategies	Suggested Learning Activities
<ul style="list-style-type: none"> predicting connecting questioning inferring visualizing determining importance analyzing synthesizing 	<ul style="list-style-type: none"> summarizing reflecting clarifying adjusting self-monitoring word solving self-correcting author's chair anticipation guide book talk think, pair, share fishbowl peer conference read-aloud flag text independent read graphic organizers literature circles Socratic circles role-play discussion reciprocal read think-aloud bookmarks exit slips double-entry diary skimming

30–45% WRITING AND REPRESENTING Written/Visual Communication

Explicit Units of Study

Explicit instruction is required in each of the following categories.

Focus	Suggested #	Examples
Narrative: fiction	1 per year	<ul style="list-style-type: none"> stories (mystery, realistic fiction, historical fiction, fantasy, horror, science fiction, adventure ...)
Narrative: non-fiction	1 per year	<ul style="list-style-type: none"> personal narrative, memoir, biography, autobiography blog, journal
Expository Informative	1 per year	<ul style="list-style-type: none"> essay/report (information, compare/contrast, cause/effect, problem/solution, procedural) display/presentation/performance
Persuasive	1 per year	<ul style="list-style-type: none"> essay, letter, editorial media ad, cartoon documentary, lyrics
Poetry	1 per year	<ul style="list-style-type: none"> free verse structured poetry
Visual Multimedia	1 per year	<ul style="list-style-type: none"> web page, multimedia presentation collage, photo essay model script, drama

Sample Ongoing Learning Experiences

In addition to the writing and representing experiences listed above, students will also be engaged in other ongoing experiences throughout the year.

Traits of Writing	Suggested Learning Activities
<ul style="list-style-type: none"> ideas organization voice sentence fluency word choice conventions 	<ul style="list-style-type: none"> article blog cartoon chart/graph/map collage drama freewrite/quick write graphic organizers illustration/visual learning log letter/email model notes performance picture book podcast poetry poster Readers Theatre response retelling script song/music story summary tableau web page

GRADE 7 ENGLISH LANGUAGE ARTS OUTCOMES: PLANNING CHART

Students will be expected to ...

SPEAKING AND LISTENING 20–30%

GCO 1: use oral language to learn					GCO 2: communicate using clear oral communication		
1.1 invite others to participate in discussions and think about what other people have said during a discussion	1.2 ask questions of others in order to clarify and get more information	1.3 answer questions asked by others in order to clarify or give more information	1.4 state a point of view and support it with explanations, reasoning, or personal examples	1.5 listen to others closely and identify the main ideas and details of their message	2.1 contribute to small-group and whole-class discussions using a variety of strategies for effective talk	2.2 realize that how we communicate (vocabulary, sentence structure, speed, tone) is influenced by communication with others	2.3 give instructions and follow instructions
GCO 2: communicate using clear oral communication (continued)			GCO 3: interact with sensitivity and respect				
2.4 respond appropriately to instructions, directions, and questions	2.5 consider the effectiveness of a speaker based on his or her talk	2.6 identify verbal and non-verbal cues speakers use (repetition, volume and eye contact)	3.1 demonstrate active listening (eye contact, rephrasing, clarifying, extending, refining, and summarizing)	3.2 show respect and sensitivity toward others and their differences when giving personal opinions	3.3 recognize that our values, attitudes, biases, beliefs, and prejudices are reflected in our spoken language	3.4 understand how language is used to influence and manipulate	3.5 recognize that different situations require different conventions (questioning techniques, persuasive talk, formal language)

READING AND VIEWING 35–50%

GCO 4: read widely and with understanding								GCO 5: conduct research	
4.1 select texts that meet needs and interests	4.2 read a variety of texts including fiction and literature, non-fiction, and media texts from different provinces and countries	4.3 show an awareness of how authors use text features to create meaning	4.4 use text features to construct meaning and understand the text	4.5 develop independence in using the cueing systems to enhance fluency and make meaning from increasingly complex text	4.6 develop independence in the use of a range of reading strategies (predicting, connecting, questioning, inferring) to make meaning from complex print and media texts	4.7 identify and discuss the kinds of strategies good readers and viewers use	4.8 recognize and explain personal processes and strategies for reading various texts	5.1 identify relevant or interesting topics or questions for further study	5.2 recognize the need for additional information to meet learning needs
GCO 5: conduct research (continued)		GCO 6: respond personally		GCO 7: read critically					
5.3 locate information from a variety of print and non-print sources	5.4 develop approaches and strategies for conducting research (questioning, narrowing topic, webbing, note-making, drafting, using organizers)	6.1 give initial response, orally or in writing, to what is read or viewed	6.2 support personal response to the issues, themes, and situations within texts by giving personal examples and citing evidence from the text	7.1 recognize that print and media texts can be biased	7.2 begin to question the relevance and reliability of the content presented	7.3 begin to recognize the tools authors use in their writing to achieve different purposes (organization of information, language choice, use of time, imagery)	7.4 identify, describe, and discuss the impact that text form, content, and structure have on meaning	7.5 understand that values and personal experiences influence understanding and critical response	7.6 explore culture and reality as portrayed in media text

WRITING AND REPRESENTING 30–40%

GCO 8: use many kinds of writing to think and learn					GCO 9: create a variety of texts		
8.1 experiment with a number of strategies as a language learner, such as brainstorming, sketching, and free-writing	8.2 write to extend, explore, and reflect	8.3 reflect on the writing strategies that help them learn and describe their personal growth as language learners	8.4 understand the purpose and benefits of note-making and the forms of note-making	8.5 integrate interesting effects in their writing (feelings and thoughts, detail, correct inconsistency, avoid extraneous detail, language choice, vocabulary, and phrasing)	9.1 produce a range of writing forms (stories, cartoons, journals, business letters, speeches, reports, interviews, messages, poems, ads)	9.2 understand that what is written and how it is written must fit the audience and the purpose for writing	
GCO 9: create a variety of texts (continued)		GCO 10: produce clear and effective writing and other representations					
9.3 understand that ideas can be represented in more than one way and experiment with many forms	9.4 ask for feedback about writing and apply it to future drafts	10.1 use spelling conventions for familiar words and attempt difficult words; check for correctness; use standard punctuation, grammar, variety of sentences, vocabulary, and paragraph structures	10.2 begin to use specific strategies for creating texts, including prewriting, drafting, revising, editing, and presenting	10.3 use various technologies for the purpose of communicating (video, email, word processing, audiotape, Internet)	10.4 demonstrate a commitment to crafting writing and other representations	10.5 collect and combine information from several sources (interview, film, CD, text)	