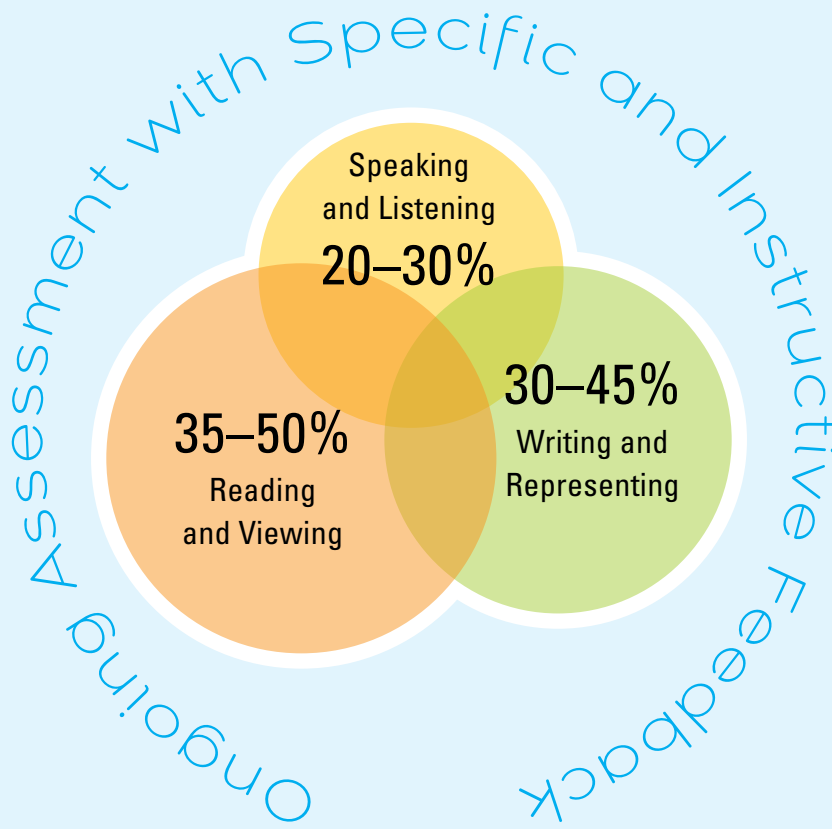


PLANNING FOR BALANCED INSTRUCTION IN ENGLISH LANGUAGE ARTS

BALANCE OF FOCUSED INSTRUCTION

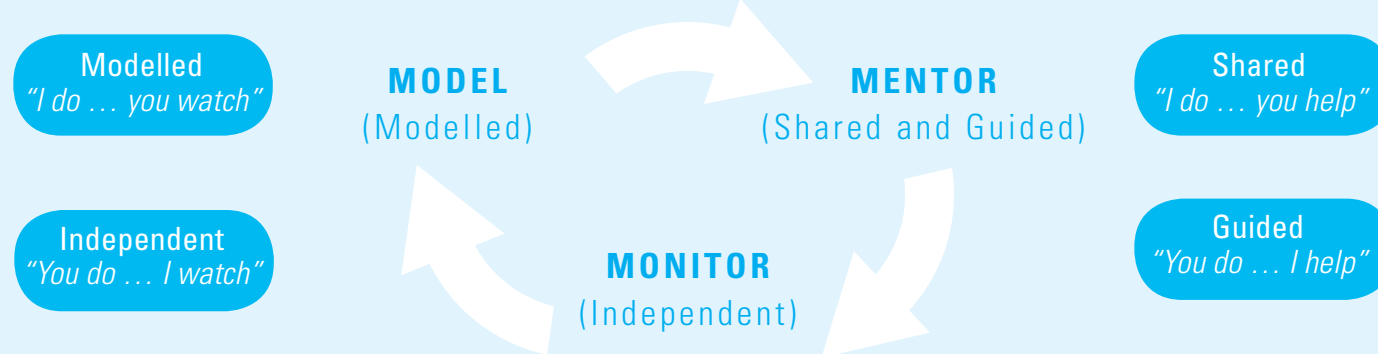


Providing Instruction ...
not instructions.

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"> author's chair anticipation guide book talk think, pair, share fishbowl peer conference read-aloud flag text independent read graphic organizers summarizing reflecting clarifying adjusting self-monitoring word solving self-correcting 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 8 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 for clarification, elaboration, to qualify, or to question relevance, accuracy, and validity	1.3 thoughtfully answer questions asked by others in order to clarify or give more information	1.4 state point of view in a convincing way and support it with personal examples as well as multiple pieces of evidence from outside sources	1.5 listen to others closely and identify the key points of their messages; evaluate the relevance of the common details	2.1 contribute to small-group and whole-class discussions using a variety of strategies for effective talk	2.2 use appropriate vocabulary, sentence structure, speed of talking, and tone for different audiences and purposes	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 evaluate the effectiveness of their own and others' talk based on the context and message	2.6 understand how the content and message are affected by verbal and non-verbal language (repetition, eye contact, and volume)	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

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 explain how authors use text features to create meaning	4.4 use text features to construct meaning and understand the text	4.5 read complex text with fluency, confidence, and comprehension as a result of their understanding and use of cueing systems	4.6 independently use a range of reading strategies (predicting, connecting, questioning, inferring) to make meaning from complex print and media texts	4.7 regularly identify and discuss the kinds of strategies good readers and viewers use	4.8 reflect on own reading and viewing strategies in order to develop ability	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 with speed, accuracy, and confidence	5.4 develop approaches and strategies for conducting research (questioning, narrowing topic, webbing, note-making, drafting, using organizers)	6.1 give and elaborate on 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 question and think critically about the relevance and reliability of the content presented	7.3 recognize the tools authors use in their writing to achieve different purposes (organization of information, language choice, use of time, imagery)	7.4 analyze 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 describe how culture and reality are 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 demonstrate a number of writing and representing strategies as language learners	8.2 write to extend, to explore, and to reflect	8.3 reflect on the writing strategies that help them learn and describe their personal growth as language learners	8.4 use various forms of note-making for different purposes and situations	8.5 integrate interesting effects in their writing (feelings and thoughts, detail, correct inconsistency, avoid extraneous detail, language choice, vocabulary, and phrasing)	9.1 further develop previously introduced writing forms and expand on them (stories, cartoons, journals, business letters, speeches, reports, interviews, messages, poems, ads)	9.2 consider and craft writing (content, word choice, style, tone, form, structure, organization) to suit the audience and purpose	
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 choose and apply the appropriate prewriting, drafting, revising, editing, proofreading, and presentation strategies when creating texts	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)	