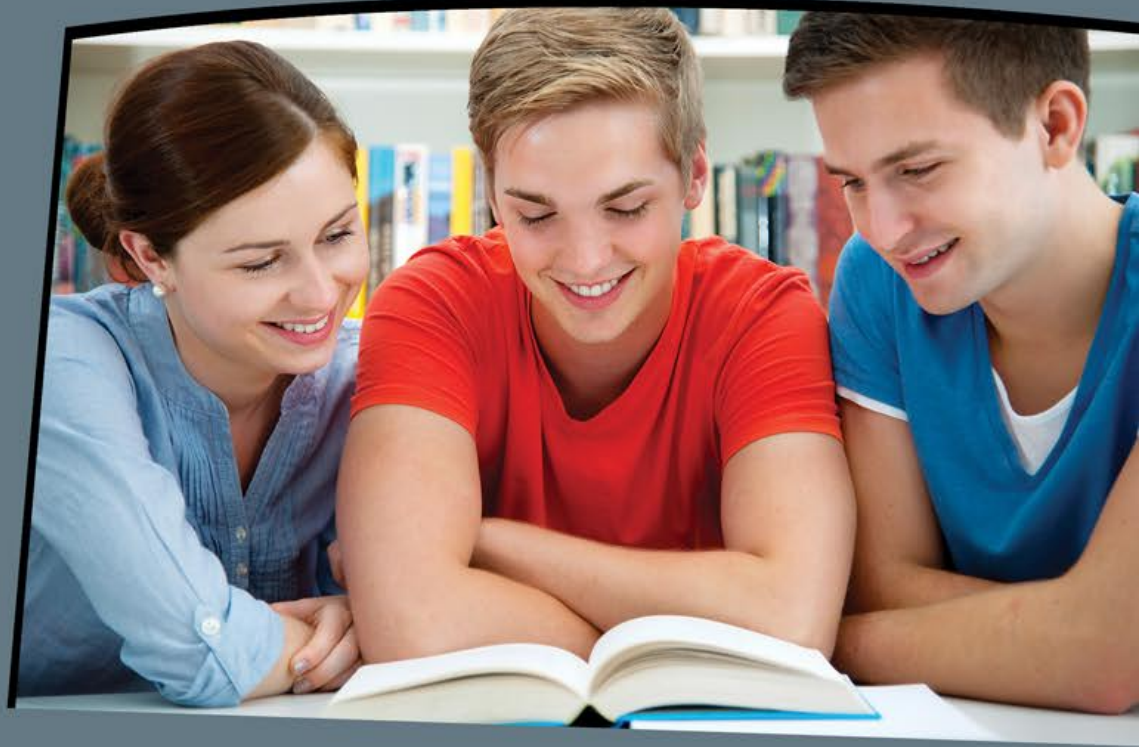
English Language Arts



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DRAFT

English 471A/B

Prince Edward Island
English Language Arts Curriculum

English

471A/B

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Purpose of the English 471A/B Curriculum Guide

This guide has been developed to support teachers in the implementation of the English 471A/B curriculum. It provides a comprehensive framework on which teachers can base decisions concerning learning experiences, instruction, student assessment, resources, and program evaluation.

This guide

- recognizes that language development is part of an ongoing learning process;
- reflects current research, theory, and effective classroom practice;
- provides flexibility for teachers in planning instruction to meet the needs of all students;
- outlines curriculum outcomes, achievement indicators, and elaborations.

The Nature of English Language Arts

English language arts encompasses the experience, study, and appreciation of language, literature, media, and communication. It involves the language processes of speaking, listening, reading, viewing, writing, and other ways of representing.

Language is the principal means through which communicators formulate thought and the medium through which they communicate thought with others. The application of these interrelated language processes is fundamental to the development of language abilities, cultural understanding, and creative and critical thinking.

Language is learned most naturally when the various processes are integrated and when the practice of skills and strategies are kept within meaningful language contexts. This curriculum guide encourages and promotes that English language arts be taught in an integrated manner so that the interrelationship between and among the language processes will be understood and applied by students. This integrated approach should be based on students' prior experiences with language and on meaningful activities involving speaking, listening, reading, viewing, writing, and other ways of representing.

The English language arts curriculum encourages teachers to engage students in a range of experiences and interactions with a variety of texts designed to help them develop increasing control over the language processes, to use and respond to language more effectively and purposefully, and to understand why language and literacy are so central to their lives.

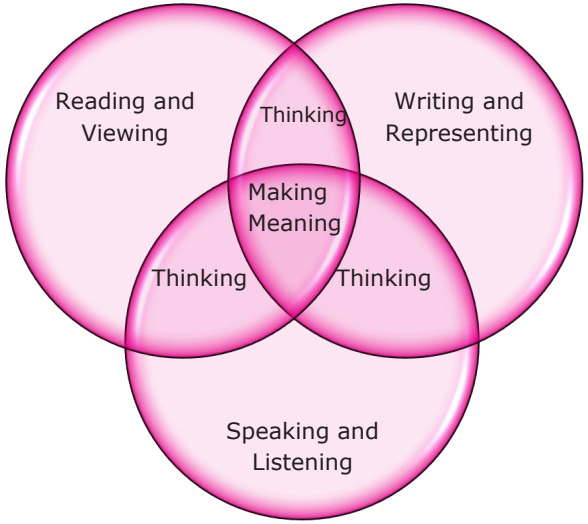

Figure 1: The Nature of English Language Arts
Source: Department of Education, Early Learning and Culture, English Programs. Atlantic Canada English Language Arts, Grades 7-9, February 2011, Print, Page 33, Figure 3.

Comprehension and Metacognition

When students experience language arts in an integrated fashion, they use speaking and listening, reading and viewing, and writing and other ways of representing interdependently to comprehend and make meaning. For example, a structured talk may lead to writing, while viewing graphs and images may also lead to writing. Students can make meaning with and from text. Students who monitor their learning, assess their strengths and needs, and set goals for improvement become independent, lifelong learners. By thinking about how they think and learn, students gain personal control over the strategies they use when engaged in literary activities. This control develops through metacognition — that is, becoming aware of and being more purposeful, in using the strategies for self-monitoring, self-correcting, reflecting, and goal setting to improve learning. Every student can develop metacognitive strategies and skills when teachers explain, model, and help them to practise talking and writing about their thinking.

Definition of Text

In this document, the term *text* is used to describe any language event, whether oral, written, visual, or digital. In this sense, a conversation, a poem, a novel, an online exchange, a poster, a music video, or a multimedia production are all considered texts. The term is an economical way of suggesting the similarity among the many skills involved in viewing a film, interpreting a speech, or responding to an online forum. This expanded concept of text takes into account the diverse range of texts with which people interact and from which they construct meaning throughout their lives and on a day-to-day basis.

An Effective English Language Arts Program

English language arts teachers can help all students become competent and confident language users. An effective English language arts program

- focuses on grade-specific outcomes that specify the skills, knowledge, and attitudes that students are expected to know and be able to demonstrate;
- demonstrates meaningful contexts for students to gain opportunities to speak and listen, read and view, and write and represent in other ways;
- encourages inquiry-based learning that builds on students' sense of curiosity — drawing on their diverse backgrounds, interests, and experiences, and provides them with opportunities to question for deeper understanding;
- encourages students to extend their learning beyond the classroom into local, national, and international communities;
- focuses on the language arts processes, and the associated elements and conventions to enable students to understand, appreciate, and use language in a variety of situations for communication, learning, and personal satisfaction;
- includes a range of texts in oral, visual, multimedia, print, and non-print forms to help students achieve the learning outcomes;
- includes resources that are engaging, current, relevant, credible, and representative of many viewpoints;
- teaches students how to move from teacher-supported and guided lessons to independent learning.

Zone of Proximal Development

In an effective language arts program, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the student's independence level. Psychologist Lev Vygotsky refers to this as the *zone of proximal development*.

The zone of proximal development is where learning can be supported most effectively and extended with instruction. Teachers are able to define a learner's immediate needs and shifting developmental status, allowing for what has already been achieved and for what the learner will be able to achieve in the future.

Teachers can recognize when a student is within the zone of proximal development by asking questions and recognizing the learner's individual learning style. Anything that a student can learn with the assistance and support of a teacher, peers, and the instructional environment is said to lie within the student's zone of proximal development. With enough assisted practice, the student will internalize the strategies and language for completing this task, supporting the gradual release of responsibility described on the next page.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In the *gradual release of responsibility* approach, students move from a high level of teacher support to independent practice, as they become more skilled at applying the new strategies. The teacher models a concept or strategy and makes explicit the thinking he/she engages in when choosing and applying that strategy in a specific context. Gradually, students are given more independence and are empowered to make the comprehension strategies their own. If necessary, the teacher increases the level of support when students need further assistance. Figure 2 below provides a visual representation of this process.

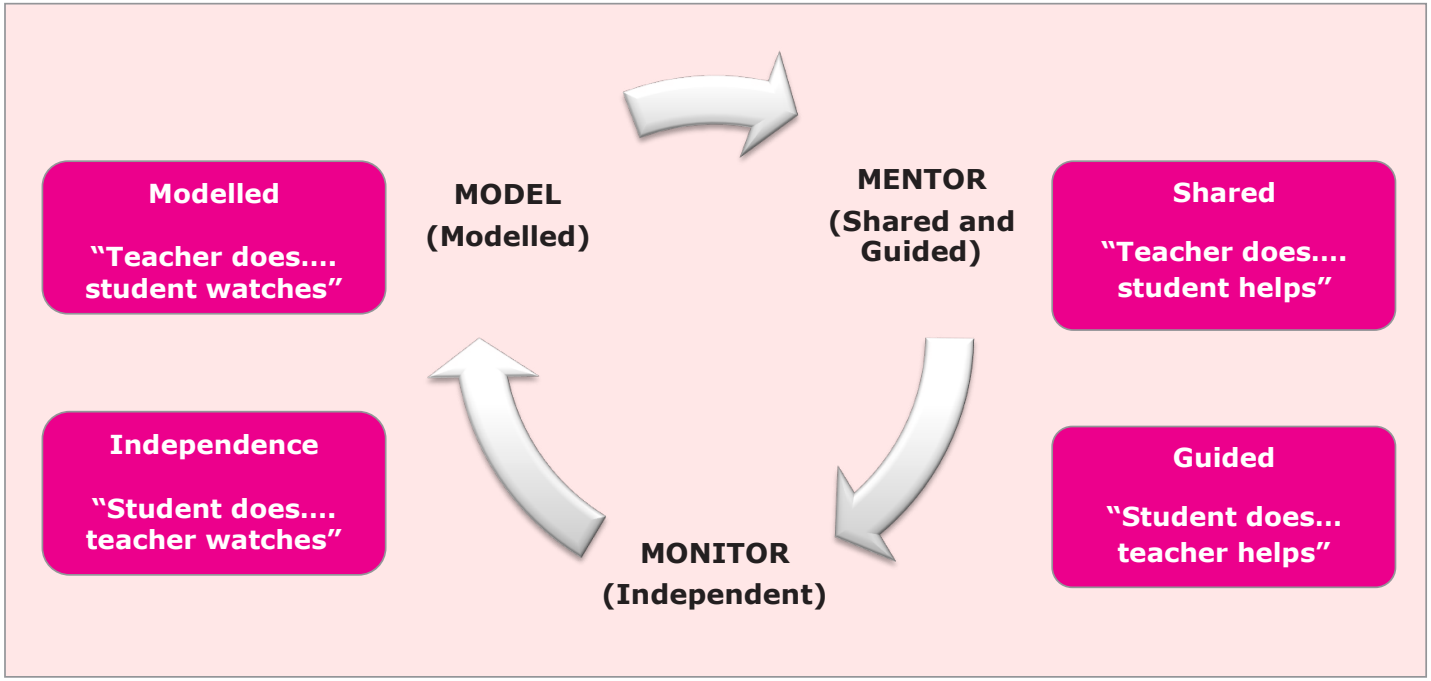

Figure 2: Gradual Release of Responsibility
Source: Department of Education, Early Learning and Culture, English Programs, Atlantic Canada English Language Arts, Grades 7-9, February 2011, Print, Page 10, Figure 2.

Guided practice supports student independence. As a student demonstrates success, the teacher gradually decreases support.

Principles Underlying the English Language Arts Curriculum

- Language is the primary instrument of thought and the most powerful tool students have for developing ideas and insights, for giving significance to their experiences, and for making sense of both their world and their possibilities within it.
- Language learning is an active process of constructing meaning, drawing on all sources and ways of knowing.
- Language learning is personal and intimately connected to individuality.
- Language expresses cultural identity.
- Language learning develops out of students' home language and their social and cultural experiences.
- Language learning is developmental. Students develop flexibility and fluency in their language use over time.
- Language is best learned when it is integrated. All the language processes are interrelated and interdependent.
- Language is learned holistically. Students best understand language concepts in context rather than in isolation.
- Students learn language through purposeful and challenging experiences designed around stimulating ideas, concepts, issues, and themes that are meaningful to them.
- Students learn best when they are aware of the strategies and processes they use to construct meaning and to solve information-related problems.
- Students need frequent opportunities to assess and evaluate their own learning and performance.
- In the process of learning, students need various forms of feedback from peers, teachers, and others — at school, at home, and in the community.
- Language learning is continual and multidimensional. It can best be assessed by the use of multiple types of evidence that reflect authentic language use over time.
- Students must have opportunities to communicate in various modes what they know and are able to do.
- Assessment must be an integral and ongoing part of the learning process itself and not limited to final products.

What English Language Arts IS	What English Language Arts IS NOT
Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes	Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task)
Recognizing the central role of language in communicating, thinking, and learning	Letting literature drive the program
Setting meaningful and relevant contexts for teaching and learning, including connections to students' experiences, knowledge, and personal and cultural identity	Giving isolated language activities and using unrelated texts
Helping students know what and why they are learning and doing something (sharing outcomes, achievement standards, and exemplars)	Having only teacher awareness of the outcomes and not sharing them with students
Teaching and learning for deep understanding (including using compelling questions as a focus)	Asking and answering solely teacher-directed questions
Making meaning of ideas or information received (when listening, reading, and viewing)	Answering knowledge/comprehension questions individually, after reading print texts
Creating meaning for students and others (through speaking, writing, and representing)	Using only limited forms of communication, usually writing
Using critical, creative, and metacognitive processes to make sense of ideas, information, and experiences	Accessing and accepting isolated information at face value
Creating, critiquing, and applying knowledge, not just "having" it	Gaining knowledge but not using it
Participating, contributing, and making connections to the world beyond the classroom	Not considering the implications of issues within the broader community
Questioning students' assumptions about the world and their place in it	Accepting a Eurocentric and complacent view of the world

What English Language Arts IS	What English Language Arts IS NOT
Using a variety of strategies (before, during, and after), depending upon the activity	Following only teacher-directed skills and strategies, and spending time on isolated skill and drill
Understanding how language really works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and consciously using grammatical conventions for purpose and effect	Learning grammar for grammar's sake
Engaging in inquiry based learning	Doing a project or, if time permits, a series of activities to bring closure
Recognizing and respecting a range of world views	Not thinking critically about whose world view is presented
Using assessment and evaluation to guide and improve learning and providing students with opportunities to reflect, monitor, self-assess, and set targets for learning	Not allowing students to reflect on or analyse their own progress
Showing proof of learning	Avoiding any accountability for learning
Allowing students to reflect on their own learning and literacy	Assuming that the responsibility for learning and literacy lies with the teacher
Developing a disposition to lifelong learning	Setting short-term goals for learning (for example, "Is it on the test?")
Using contemporary technologies to learn and to document understanding	Using limited or inappropriate technology for technology's sake

This table has been adapted from English Language Arts 9 (Saskatchewan Ministry of Education, 2008). Used with permission of the Saskatchewan Ministry of Education.

Resources

The Prince Edward Island Department of Education, Early Learning and Culture has listed a variety of authorized resources in the *Senior High Program of Studies and List of Authorized Materials*. The evaluation and selection of these resources includes a thorough process outlined in the guide, *Evaluation and Selection of Learning Resources*. On some occasions, this includes consultation with outside groups such as the Human Rights Commission and the Mi'kmaq Confederacy of PEI. The Department of Education, Early Learning and Culture does not mandate any particular resource in the teaching of English 471A/B; however, approved and suggested resources are outlined in the *Senior High Program of List of Studies and Authorized Materials*.

It is important to note that resources are approved for different purposes. Some novels are specifically authorized either for a full class or as an independently selected text. Other novels are only authorized as an independently selected text. Independently selected texts are not intended to be used as a full class resource. Students are to select these resources based on their own interests. This may include participation in a book club or independent reading program. This distribution is identified in the *Senior High Program of Studies and List of Authorized Materials*.

It is crucial that teachers remain focused on the skills outlined in the curriculum and not misinterpret a student's ability or inability to master a specific resource as a sole indicator of success or failure. Students are encouraged to acquire the skills highlighted in the specific curriculum outcomes through a variety of complex texts and should receive multiple opportunities throughout the course to improve and fulfill the achievements outlined in the corresponding achievement indicators. Achievement indicators are provided to help explain the depth and breadth of each of the specific curriculum outcomes. Elaborations provide further explanation.

A balanced literacy program involves the gradual release of responsibility. See Page 4 for more information. The suggested division of modelled, shared, and independent texts includes:

- Modelled 25% of the time
- Shared 25% of the time
- Independent 50% of the time

The purpose of this curriculum is to allow teachers to guide their students to a high level of skill in all three strands of the English Language Arts Program: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing.

If you have questions regarding the curriculum or resources, please contact the Secondary Language Arts Curriculum Specialist at the Department of Education, Early Learning and Culture.

The Cognitive Process Dimension						
The Knowledge Dimension	**Remembering** *(lower order thinking)*	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating** *(higher order thinking)*
Factual Knowledge *(essential facts, terms, details, elements)*						
Conceptual Knowledge *(principles, generalizations, theories, models)*		SCO 3 SCO 4 SCO 5 SCO 6		SCO 2 SCO 3 SCO 4 SCO 5 SCO 6	SCO 1 SCO 3 SCO 4 SCO 5	
Procedural Knowledge *(methods of inquiry, skills, techniques, strategies)*						SCO 7
Metacognitive Knowledge *(awareness of own thinking and processes)*					SCO 8 SCO 9	

Overview of the Specific Curriculum Outcomes (SCOs)

Speaking and Listening
SCO 1: Express ideas and points of view to others using effective communication
SCO 2: Examine a variety of oral texts
Reading and Viewing
SCO 3: Use personal strategies before reading to activate prior knowledge and anticipate the meaning of text
SCO 4: Use personal strategies during reading to construct the meaning of text
SCO 5: Use personal strategies after reading to interpret the meaning of text
SCO 6: Examine purpose, structure, and characteristics of text (e.g., fiction, non-fiction, drama, poetry, and visual/multimedia)
Writing and Other Ways of Representing
SCO 7: Construct written and visual/multimedia texts (e.g., narrative, expository, persuasive, poetry, and visual/multimedia)
SCO 8: Provide specific critical feedback on self, peer, and/or modelled text using success criteria
SCO 9: Enhance personal text based on self, peer, and/or teacher critical feedback

Suggested Weighting

Speaking and Listening 20%	**SCO 1:** Express ideas and points of view to others using effective communication	10%
	SCO 2: Examine a variety of oral texts	10%
Reading and Viewing 40%	**SCO 3:** Use personal strategies before reading to activate prior knowledge and anticipate the meaning of text	10%
	SCO 4: Use personal strategies during reading to construct the meaning of text	10%
	SCO 5: Use personal strategies after reading to interpret the meaning of text	10%
	SCO 6: Examine purpose, structure, and characteristics of text (e.g., fiction, non-fiction, drama, poetry, and visual/multimedia)	10%
Writing and Other Ways of Representing 40%	**SCO 7:** Construct written and visual/multimedia texts (e.g., narrative, expository, persuasive, poetry, and visual/multimedia)	30%
	SCO 8: Provide specific critical feedback on self, peer, and/or modelled text using success criteria	5%
	SCO 9: Enhance personal text based on self, peer, and/or teacher critical feedback	5%
TOTAL		100%

Specific Curriculum Outcomes (SCOs), Achievement Indicators, and Elaborations

Speaking and Listening

Students will be expected to:

SCO 1: Express ideas and points of view to others using effective communication

Students who have achieved this outcome should be able to:

a. identify the roles and responsibilities of an effective speaker and listener
b. recognize that communication involves an exchange of ideas (e.g., experiences, information, views)
c. recognize that oral communication involves physical qualities (e.g., gestures, body language) and language choices depending on the situation, audience, and purpose or communication media
d. demonstrate active listening skills
e. reflect on their own ideas
f. respect the needs, rights, and responsibilities of others
g. use examples to support their understanding

Elaboration

The purpose of this outcome is to explain ideas and points of view to others while using effective communication. Students may demonstrate achievement of this outcome informally in a variety of contexts (e.g., small group, full group discussion, teacher/student conference).

Teachers should meet students where they are and ensure students receive multiple opportunities throughout the course to demonstrate their learning.

Speaking and listening skills are fundamental to students' reading/viewing, and writing and representing. Students may chose to discuss their reading and writing as a medium for SCO 1. This will ultimately support all areas of the English Language Arts program.

See the support document for suggested learning activities and assessment tools.

Speaking and Listening

Students will be expected to:

SCO 2: Examine a variety of oral texts

Students who have achieved this outcome should be able to:

a. examine a model text
b. build and apply co-constructed success criteria
c. demonstrate active listening skills
d. identify how oral texts are represented in formal and informal situations
e. understand significance of audience and purpose
f. use examples to support understanding
g. respect the needs, rights, and responsibilities of others

Elaboration

The purpose of this outcome is for students to analyse a variety of oral texts. Students should receive multiple opportunities to examine oral texts (e.g., video, fishbowl).

Teachers may model how to analyse oral text and discuss the strategies speakers use (e.g., eye contact, tone of voice) to ensure they are effective. Teachers may discuss the importance of purpose and audience.

Students may apply this learning to their own oral texts (SCO 1).

See the support document for suggested learning activities and assessment tools.

Reading and Viewing

Students will be expected to:

SCO 3: Use personal strategies before reading to activate prior knowledge and anticipate the meaning of text

Students who have achieved this outcome should be able to:

a. seek information to help activate prior knowledge
b. establish the purpose for reading
c. make predications
d. ask critical questions
e. preview the text structure (e.g., table of contents, headings, graphics)
f. select reading strategies based on the purpose, style, and difficulty of text (e.g., read on, re-read, adjust reading rate, look up the definition)

Elaboration

The purpose of this outcome is to prepare students for the reading process. Students benefit from pre-reading activities that allow them to familiarize themselves with the topic and the structure of the text. By applying personal strategies before reading, students will be better prepared to undertake the variety of texts they will experience in this course.

Pre-reading strategies prepare students for reading. They allow them to plan for decoding and comprehension. This process allows students to gain confidence as they tackle more challenging texts.

Students can demonstrate achievement of this outcome through oral conversations with teacher or peers, reflective journals and/or visual representations of personal strategies.

See the support document for suggested learning activities and assessment tools.

Reading and Viewing

Students will be expected to:

SCO 4: Use personal strategies during reading to construct the meaning of text

Students who have achieved this outcome should be able to:

a. apply reading strategies selected from pre-reading activities (e.g., read on, re-read, adjust reading rate, look up definition)
b. use skimming and scanning independently
c. use context to determine denotations and connotations of words
d. use knowledge of language parts to decode meaning
e. chunk ideas into meaningful units
f. make personal connections to text (character, ideas, information)
g. visualize storyline/content of text
h. confirm and adjust predictions
i. monitor comprehension, using appropriate strategies to enhance and correct comprehension
j. maintain focus for longer and more complex texts
k. think aloud while reading to demonstrate understanding
l. identify the chosen literary techniques
m. identify grammatical and punctuation choices

Elaboration

The purpose of this outcome is to accomplish personal strategies to improve comprehension of text. The cueing system of language and reading strategies work together when constructing meaning from text. Students do not have to be masters of all strategies, but they must identify strategies that work best for them. They must become aware of their thinking. Students will select different types of strategies to comprehend different types of text.

As students learn and utilize strategies that work for them, they will strengthen their decoding and comprehension skills. Applying these strategies during reading helps students become active problem solvers in the reading process. This empowers students to strengthen the necessary reading skills to become independent readers.

Students can demonstrate achievement of this outcome in a vareity of ways for example they may complete double entry diaries (e.g., connect text to background knowledge and prior experiences, track confusion when things don't make sense, identify questions) or use Post-It notes (identifying literary techniques, personal connections, use of reading strategy), participate in conferencing (teacher-directed questions to examine student comprehension — student should be able to retell, or summarize what they read).

See the support document for suggested learning activities and assessment tools.

Reading and Viewing

Students will be expected to:

SCO 5: Use personal strategies after reading to interpret the meaning of text

Students who have achieved this outcome should be able to:

a. describe personal reactions
b. retell and summarize events and/or information
c. reflect on the accuracy of predictions
d. distinguish main ideas and supporting details
e. make text to self, text to text, and text to world connections
f. reread sections of text to check accuracy of understanding
g. reflect on effectiveness of reading strategies
h. generate questions for further reflection or research
i. reflect on meaning making-processes

Elaboration

The purpose of this outcome is to ensure that students comprehend text. Students need to demonstrate they understand what they have read, and are able to make text to self, text to text, and text to world connections.

By applying personal strategies after reading, students strengthen their ability to make meaning of text. This skill will allow them to develop the deep understanding they need to be successful with text in the Grade 10 English Language Arts program.

Students can demonstrate achievement of this outcome in a vareity of ways (e.g. reflective journals, teacher/student conferences, small group and whole group discussions, reader's notebook, and/or tests/assignments).

See the support document for suggested learning activities and assessment tools.

Reading and Viewing

Students will be expected to:

SCO 6: Examine purpose, structure, and characteristics of text (e.g., fiction, non-fiction, drama, poetry, and visual/multimedia)

Students who have achieved this outcome should be able to:

a. read a wide variety of print, and visual/multimedia texts (e.g., advertising, film, journalism, music videos, social media posts, television) from different provinces, countries, and cultures including Indigenous perspectives and selections inclusive of gender identity, and sexual orientation that promote equality and enhance students understanding of a diverse society
b. understand texts using a variety of strategies such as cueing systems, utilizing prior knowledge, making connections, analysing, inferring, predicting, synthesizing, and evaluating
c. identify purpose of texts (main idea and theme)
d. identify structure of texts (sentences, language, word complexity, graphics, and layout)
e. identify characteristics of text:
    - fictional/narrative non-fiction: setting, conflict, plot, characterization, and point of view
    - non-fiction: thesis, argument/explanation, supporting details, and point of view
    - poetry: tone, mood, point of view, and context
    - visual/multimedia: tone, mood, point of view, and context
f. infer to make meaning of text
g. make text to self, text to text, and text to world connections

Elaboration

The purpose of this outcome is to develop students ability to examine purpose, structure, and characteristics of texts. Students are working to enhance their ability to read, understand, and analyse increasingly complex texts.

Teachers are encouraged to have their students keep a reader's notebook and engage in reader's workshop related activities. Students should be encouraged to "read link a writer". Students should explain their thinking about text by making text to self, text to text, and text to world connections. This rich understanding will support students as they examine purpose, structure, and characteristics of text.

The purpose of the text is defined as the main idea(s) the author is trying to express.

The structure of the text includes

- sentences (e.g., complex sentence structure, descriptive sentence structure, and complex inclusion of dialogue);
- language (e.g., challenging language with some implicit and inferred meaning);
- word complexity (e.g., long syllabic words, some difficult words, or technical vocabulary);
- graphics (e.g., challenging illustrations, photographs, or sophisticated graphics);
- layout (e.g., many lines of print on a page, deliberate visual clues, a range of reader's tools like a glossary, legend, and scale).

The characteristics of the text will vary between reading selections. Topic, genre, context, and audience make up the main framework. This is further broken down into more specific characteristics depending on the text. For example, when reading literary fiction, students may examine setting, conflict, plot, characterization, and point of view. When reading literary non-fiction, students may examine thesis, argument/explanation, supporting details, and point of view.

See the support document for suggested learning activities and assessment tools.

Writing and Other Ways of Representing

Students will be expected to:

SCO 7: Construct written and visual/multimedia texts (e.g., narrative, expository, persuasive, and poetry)

Students who have achieved this outcome should be able to:

a. study mentor texts and mimic writing styles
a. use the writing process to develop writing and representing (pre-writing, drafting, revising, editing, publishing)
b. select appropriate form, style, and content for specific audiences and purposes (narrative, expository, persuasive)
c. create an organized structure that supports the purpose, audience, and context of texts
d. use the six write traits to develop writing (ideas, organization, word choice, voice, sentence structure, and conventions)
e. demonstrate an awareness of their writing style and preferences

Elaboration

The purpose of this outcome is for students to construct a variety of complex texts using a range of forms. Students will begin to construct more complex texts in this program. This will help prepare them for Grade 10 English language arts. Teachers should encourage students to engage in writing they are most interested in while gradually introducing them to new types of writing.

Students must select and write collaboratively and independently for a variety of purposes. Students may employ assistive technology for writing. They should explore the difference between informal and formal writing and the expectations of each circumstance.

Teachers are encouraged to have their students keep a writer's notebook and engage in writer's workshop related activities.

This outcome provides the opportunity for students to electronically publish their writing to a limited group or a wider audience. Students must be aware of digital security*. Once a text is published online, the publisher cannot be certain that it can be removed from circulation. Terms of service for online tools must be read and understood as some may claim ownership rights to text posted to them.

See the support document for suggested learning activities and assessment tools.

**"Digital security."* Digital Citizenship, 2014, *http://digitalcitizenship.net/Nine_Elements.html*, Mike Ribble, Web, December 4, 2014

Writing and Other Ways of Representing

Students will be expected to:

SCO 8: Provide specific critical feedback on self, peer, and/or modelled text using success criteria

Students who have achieved this outcome should be able to:

a. apply co-constructed success criteria based on grade level standards
b. analyse self, peer, and/or modeled writing and other ways of representing
c. use knowledge of writing processes to evaluate peer and modelled text
d. use the six writing traits (ideas, organization, word choice, voice, sentence fluency, and conventions) to inform editing choices
e. demonstrate effective communication skills when giving feedback
f. provide specific suggestions for improvement

Elaboration

The purpose of this outcome is for students to develop the necessary skills to provide effective feedback of self, peer, and/or modelled text.

The purpose of feedback is to evaluate the text and provide effective feedback for improvement. When providing feedback, students should be both analytical and diagnostic. Students are expected to be courteous in their delivery and acceptance of the feedback.

Co-constructing success criteria with students will be key to their understanding of the expectations. Students should also become familiar with the selected assessment tools so they can be confident in their feedback.

Digital etiquette* may be referenced, should communication and technology be used for sharing and feedback. In the absence of body language, facial expression, and oral language, comments may sometimes be misinterpreted.

See the support document for suggested learning activities and assessment tools.

**"Digital etiquette."* Digital Citizenship, 2014, *http://digitalcitizenship.net/Nine_Elements.html*, Mike Ribble, Web, December 4, 2014.

Writing and Other Ways of Representing

Students will be expected to:

SCO 9: Enhance personal text based on self, peer, and/or teacher critical feedback

Students who have achieved this outcome should be able to:

a. apply co-constructed success criteria
b. consider self, peer, and/or teacher critical feedback to enhance text
c. use the six writing traits and established success criteria to inform editing choices (ideas, organization, word choice, voice, sentence structure, and conventions) with a strong focus on ideas, organization, and conventions
d. revise text based on self, peer, and teacher feedback
e. justify the use of self, peer, and/or teacher feedback in final drafts of writing and other ways of representing

Elaboration

The purpose of this outcome is for students to accept feedback and to effectively incorporate it into their own work.

Students should be aware of the development of their text over several drafts, and should be able to recognize if their text has improved over the process.

The provider and receiver of feedback need to be open to having constructive communication that will improve the overall product. Students must be able to assess feedback from others and make appropriate changes to their work. They must also learn when to disregard feedback and trust their own judgment.

Co-constructing success criteria with students will be key to their understanding of the expectations. Students should also become familiar with the selected assessment tools so they can be confident in their feedback.

Digital etiquette* may be referenced, should communication and technology be used for sharing and feedback. In the absence of body language, facial expression, and oral language, comments may sometimes be misinterpreted.

See the support document for suggested learning activities and assessment tools.

**"Digital etiquette."* Digital Citizenship, 2014, *http://digitalcitizenship.net/Nine_Elements.html*, Mike Ribble, Web, December 4, 2014.

Department of Education, Early Learning and Culture, English Programs Atlantic Canada English Language Arts, Grades 7-9, February 2011, Print.

Department of Education, Early Learning and Culture, English Programs, Atlantic Canada English Language Arts, Grades 10-12, 1997, Print.

”Digital Etiquette.” Digital Citizenship, 2014, http://digitalcitizenship.net/Nine_Elements.html, Mike Ribble, Web, December 4, 2014.

“Grade 10 Reading and Writing Standards.” New Brunswick Department of Education, Early Learning and Culture, Reading and Writing Standards, Print.

Overview of the Specific Curriculum Outcomes (SCOs)

Speaking and Listening
SCO 1: Express ideas and points of view to others using effective communication
SCO 2: Examine a variety of oral texts
Reading and Viewing
SCO 3: Use personal strategies before reading to activate prior knowledge and anticipate the meaning of text
SCO 4: Use personal strategies during reading to construct the meaning of text
SCO 5: Use personal strategies after reading to interpret the meaning of text
SCO 6: Examine purpose, structure, and characteristics of text (e.g., fiction, non-fiction, drama, poetry, and visual/multimedia)
Writing and Other Ways of Representing
SCO 7: Construct written and visual/multimedia texts (e.g., narrative, expository, persuasive, poetry, and visual/multimedia)
SCO 8: Provide specific critical feedback on self, peer, and/or modelled text using success criteria
SCO 9: Enhance personal text based on self, peer, and/or teacher critical feedback