

Authority: FOOTPRINTS FOR LEARNING SOCIETY
School: FOOTPRINTS FOR LEARNING CHARTER ACADEMY

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HOLISTIC AUTHENTIC PURPOSE DRIVEN ENTREPRENEURIAL GLOBAL

ELAL G1-9 ENGLISH LANGUAGE ARTS AND LITERATURE PROGRAMMING

OVERVIEW:

Language is a uniquely structured system that forms the basis for thinking, communicating, and learning. Influenced by numerous cultures and languages over many centuries, English has grown to become a prominent language for international communication. English language arts and literature involves learning about historical aspects and contemporary applications of the English language through the interrelated strands of reading, writing, listening, speaking, viewing, and representing. Engagement with a wide variety of texts offers students opportunities to expand their thinking beyond personal experiences, to think critically about ideas and information, and to explore creative expression. Focusing on developing the ability of students to communicate effectively in a variety of contexts, to inform, persuade, or entertain, English language arts and literature also aims to spark the imagination, inspire a love for learning, and develop appreciation for the rich diversity of human experiences shared through language, literature, and story. Experiences in English language arts and literature help students develop deep understandings of others and themselves, build and strengthen interpersonal relationships, and engage in responsible citizenship.

Components:

ORAL COMMUNICATION

Oral language development is an active process that begins at birth and expands throughout a lifetime. Listening and speaking form the foundation for literacy development as students participate in oral language experiences and share in the oral traditions of their families and communities. These skills are further developed and applied in a variety of oral language experiences in English language arts and literature that include oral storytelling, discussions, drama, and presentations. Students learn to be active listeners, and they explore and purposefully select a variety of digital or non-digital forms and tools to enhance presentation delivery and capture the attention of an audience.

WORD STUDY

Literacy involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning. Foundational literacy focuses on clear and developmentally appropriate learning in the areas of phonological awareness and phonics. Students in English language arts and literature develop the ability to identify and manipulate sounds in oral language and understand relationships between sounds and the letters that represent them. A focus on fluency fosters, within students, the ability to read a range of texts accurately, automatically, and with expression. Students apply strategies to comprehend increasingly complex messages and they expand their verbal and written vocabulary through the study of word meanings, origins, and structures.

TEXTUAL STUDY

Communicating well in a modern world involves understanding social practices, relationships, cultures, and information. Engaging with a variety of traditional, contemporary, and emerging texts enables students to see how text form and structure can influence the representation and interpretation of ideas and information. Analyzing media texts helps students understand how text creators seek to persuade and helps students become thoughtful consumers of media. In English language arts and literature, students differentiate between fact and opinion and discover the artistry of messages shared through poetry, image, and song. The study of quality literature empowers students to understand contextual nuances of time and place and gain insight into our inherited literary traditions. Local First Nations, Métis, Inuit, and Francophone stories reflect the diverse cultures, histories, and perspectives of the founding peoples of Alberta. By exploring stories from both local and global communities in English language arts and literature, students build empathy, broaden perspectives, and expand worldviews.

TEXT CREATION

As text creators, students explore ways to share their ideas, responding to texts they encounter and to the world around them. Throughout English language arts and literature, students apply writing processes and language conventions to organize ideas and communicate effectively in a variety of digital or non-digital contexts. They learn to form opinions based on quality research from multiple sources of information and to support their opinions with evidence and logical arguments. They develop ethical citizenship by learning about and following protocols for accessing information and citing sources. Students explore the English language to craft and shape ideas, instilling beauty or persuasion within compositions and presentations to reflect style and discover their own unique voice.

CURRICULUM RESOURCES:

Kindergarten and Grade 1

<https://curriculum.learnalberta.ca/curriculum/en/c/lanengk>

<https://curriculum.learnalberta.ca/curriculum/en/c/laneng1>

Grade 2 and Grade 3

<https://curriculum.learnalberta.ca/curriculum/en/c/laneng2>

<https://curriculum.learnalberta.ca/curriculum/en/c/laneng3>

Grade 4 and Grade 5

<https://curriculum.learnalberta.ca/curriculum/en/c/laneng4>

<https://curriculum.learnalberta.ca/curriculum/en/c/laneng5>

Grade 6

<https://curriculum.learnalberta.ca/curriculum/en/c/laneng6>

Organizational Skillsets:

- Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.
- Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.
- Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.
- Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.
- Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.
- Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.
- Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.
- Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.
- Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.

ELEMENTARY GENERAL PROGRAMMING

ELAL 1, 2, 3, 4, & 5

Directives:

In preparation and programming for pedagogy in the classrooms, teachers should familiarize themselves with:

1. the Alberta Programs of Study for these grades
2. the FLCA reading anthologies and associated workbooks/question sets
3. the mandated/outlined word work and phonics that will address the readers' growth

4. the approved novel and film studies
5. the grammar fundamentals needed at each level
6. the hybrid handwriting program selected by the FLCA Board (i.e. D'Nealian);
7. their timetable set out at the onset of the academic year (See Appendix);
8. the scaffolded writing experiences for their learners to grow their literacy skills
9. direct (explicit) instruction methods for writing skills (Journals, Workshops, Cross-curricular)
9. direct (explicit) instruction methods for text comprehension and analysis (e.g. Basal)
10. continuous assessment methods for a combination of formative and summative learner tasks.

Process and Required Materials:

- *Student Anthology/Readers* – This anthology/reader is a BASAL reading series for Grades 1 through 5. Both teachers and students have hard copy access to the readers at school and a digital copy should be uploaded to their Google Classroom for use at home. With few exceptions these books should not go home. In the case where exceptions are made, they should be signed out. The teacher should account for them at the end of the year.
- *Student Workbooks*: These are the workbooks to accompany the anthologies/ readers. These workbooks support site word mastery, grammar, comprehension and mechanics learning.
- *Handwriting 1, 2, 3, 4, and 5 Workbooks*: Each student will receive their own hard copy of this workbook, in which they will write directly. With few exceptions these books should not go home.
- *Student Project Portfolio*: Teachers should post to their Google Classroom the *Student Project Portfolio* for the Reading, Listening & Viewing Strategy Units, as well as the Writing, Speaking & Representing strategy units they are working on. Teacher's should also print the materials for these units at the start of each unit in hardcopy for students. Each student should get a copy that they keep in a duotang.
- *Spelling & Word Work Practice Book*: This is a Hilroy writing book that each student uses to practice their spelling and word work
- *Spelling & Word Work Test Book*: This is a Hilroy writing book that each student uses to complete their weekly spelling & word work tests.
- *Writers Notebook (grade 3+)*: This is a black Hilroy writing book that each student in Grades 3-5 uses to complete their writers workshop activities.
- *Novel Studies I, II & III Student Packages (grade 3)*: There are two pre-approved novel studies for students in Grade 3 and three pre-approved novel students for students in grades 4 and 5. Teachers should place a pdf copy of each novel study in their Google Classroom. Each student should also receive a printed hard copy that is kept in a duotang. A hardcopy of each novel, for both in class and out of class use, is to also be provided. A film study can be done alongside.
- *Levelled Readers*: Students should also have the opportunity to take home reading that is levelled to their ability. Teachers should also use *Raz Kids* for leveled reading at home.

Assessment Weighting:

ELA 1

Reading, Listening & Viewing Skills Portfolio	80%
Writing, Speaking & representing Skills Portfolio	20%

ELA 2

Reading, Listening & Viewing Skills Portfolio	60%
Writing, Speaking & representing Skills Portfolio	40%

ELA 3

Anthology Reading Skills (Formative) and Student Anthology Workbooks (Formative):	40%
Handwriting & Grammar Books (Formative) and Word Work (Formative/Summative):	20%
Project Portfolios (Formative):	25%
Novel Study Packages (Formative/Summative)	15%

- Student Formative work should apply a UDL approach with Alberta Education Core Competencies and Program of Study Outcomes to build student skill sets with continuous feedback for continuous growth. This can include spelling quizzes and journal writing.
- **Infusion of Entrepreneurial and FNMI elements are required**

ELA 4, and 5

Anthology Reading Skills (Formative) and Student Anthology Workbooks (Formative):	30%
Handwriting & Grammar Books (Formative) and Word Work (Formative/Summative):	15%
Project Portfolios (Formative):	30%
Novel Study Packages (Formative/Summative)	20%
Final Literacy Test	5%

- Student Formative work should apply a UDL approach with Alberta Education Core Competencies and Program of Study Outcomes to build student skill sets with continuous feedback for continuous growth. This can include spelling quizzes and journal writing.
- **Infusion of Entrepreneurial and FNMI elements are required**

(Old) CURRICULUM RESOURCES:

Grades 7 through 9

ESL AB ED

- <https://education.alberta.ca/english-as-a-second-language-7-9?searchMode=3>

Program of Studies ELA AB ED

- <https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>

Core Competencies ELA AB ED

- https://education.alberta.ca/media/3576117/comp-in_ela_20mar_17_final.pdf

Philosophy:

The aim of English Language Arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

General Outcome 1 - Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

- 1.1 Discover and explore
- 1.2 Clarify and extend

General Outcome 2 - Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

- 2.1 Use strategies and cues
- 2.2 Respond to texts
- 2.3 Understand forms, elements and Techniques
- 2.4 Create original text

General Outcome 3 - Students will listen, speak, read, write, view and represent to manage ideas and information.

- 3.1 Plan and focus
- 3.2 Select and process
- 3.3 Organize, record and evaluate
- 3.4 Share and review

General Outcome 4 - Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

- 4.1 Enhance and improve
- 4.2 Attend to conventions

4.3 Present and share

General Outcome 5 - Students will listen, speak, read, write, view and represent to respect, support, and collaborate with others.

5.1 Respect others and strengthen community

5.2 Work within a group

MIDDLE SCHOOL GENERAL PROGRAMMING

ELAL 6, 7, 8, 9

Directives:

In preparation and programming for pedagogy in the classrooms, teachers should familiarize themselves with:

1. the Alberta Programs of Study for these grades;
2. the FLCA approved reading anthologies and associated workbooks/question
3. the word work that will address the readers and novels and suggested vocabulary for PAT's
4. the grammar fundamentals needed at each level
5. the hybrid handwriting program selected by the FLCA Board (i.e. D'Nealian);
6. the FLCA course outlines established at the onset of the academic year
7. the scaffolded writing experiences for their learners to grow their literacy skills
8. direct (explicit) instruction methods for the summative provincial exams that is inclusive of reading comprehension strategies;
9. continuous assessment methods that showcase a combination of formative and summative learner tasks/outcomes
10. digital platforms for enhancing asynchronous teaching and independent learning

Process and Required Materials:

- *Student Textbooks (Reading Anthologies)* - This set of student materials relies on a set of textbook resources. The reader anthology is titled *Cornerstones* for Grade 6 and *Sightlines* for Grade 7, 8, and 9. Teachers should have access to the Resource Binder and a Student Textbook (paper and digital). Students should have access to an in-class textbook (i.e. class set) and an online pdf copy of the same - either as one file or divided according to units of study according to literary theme or genre. With few exceptions these books should not go home. In the case where exceptions are made, they should be signed out. The teacher should account for them at the end of the year. The text explores genres of literature or topic themes as the units of study.
- *Student Workbook*: These are the workbooks to accompany the anthologies textbook. These workbooks support word work and reading comprehension. They should be available in print (kept in a duotang) and they should also be posted to the Google Classroom. Students should be expected to do these questions in their Workbook and then self-mark them and correct their mistakes before moving on to their Student Project Portfolio for that unit.
- *Student Project Portfolio*: Teachers should post to their Google Classroom the *Student Project Portfolio* for the Reading, Listening & Viewing Strategy Units, as well as the Writing, Speaking &

Representing strategy units they are working on. Teacher's should also print the materials for these units at the start of each unit in hardcopy for students. Each student should get a copy that they keep in a duotang. Once a student finishes the Workbook questions for the lesson they are on, they should move onto the Student Project Portfolio for that unit. These tasks focus on writing skill sets, visual literacy, digital literacy, media literacy, and audio literacy or audio-visual literacy.

- Grammar Workbook: Students should have their own hardcopy of this workbook for their grammar study, in which they may write directly.
- *Spelling & Word Work Book*: This is a Hilroy writing book that each student uses to practice and test their spelling and word work
- *Writers Notebook*: This is a black Hilroy writing book that each student uses to complete their writers workshop activities.
- *Novel Studies I, II & III Student Packages*: There are three pre approved novel studies for students in Grade 6-9. Teachers should place a pdf copy of each novel study in their Google Classroom. Each student should also receive a printed hard copy that is kept in a duotang. A hardcopy of each novel, for both in class and out of class use, is to also be provided. A film study can be done alongside. There should be a summative test at the end of each novel study.
- *Test Book (Unit Tests)*: There is one final *TEST or MAJOR ASSIGNMENT* for each unit. These can be in the form of reading comprehension tests and writing tests that are kept secure. They can also be in the form of project based learning with research and representative work that explores both creative and critical thinking competencies.
- *Mid Term & Final Exams (for assessment)*: There is one midterm and a final test. Some students may require more than one period to complete their exam, extra time should be given to students based on their individual needs and abilities. Exams are done individually during class time and should be supervised. These should be done to mimic the demands of PAT's.

Assessment Weighting:

ELA Grade 6 through Grade 9

Anthology Workbook: (Formative)	20%
Project Portfolios: (Formative)	25% (Variable)
Word Work and Grammar Workbook: (Formative)	10%
Novel Study Packages (Formative/Summative)	10%
Final Unit Assignment/Test: (Summative)	20%
MidTerm Exam: (Summative)	5% (Variable)
Final Exam: (Summative)	10%

- Student Formative work should apply a UDL approach with Alberta Education Core Competencies and Program of Study Outcomes to build student skill sets with continuous feedback for continuous growth. This can include spelling quizzes and journal writing.
- **Infusion of Entrepreneurial and FNMI elements are required**