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# *Let's Be Clear!*

## *Using the "Understandings" to Break Down the "Learning Outcomes" in the ELAL Curriculum.*

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# TQS and the Guide to Education

## TQS:

“ A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. Achievement of this competency is demonstrated by indicators such as:

(c) applying student assessment and evaluation practices that: **Accurately reflect the learner outcomes within the programs of study.**

## Guide to Education:

“The program of study/curriculum are established at the provincial level and apply to all students.”

“Instruction is the process in which Alberta certificated teachers **take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study/curriculum**”.

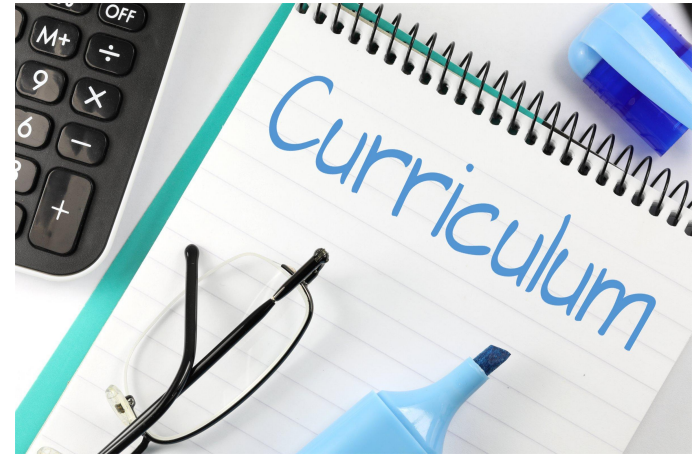
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# Assumptions

Those viewing this recording are:

- Familiar with the new curriculum architecture
- Able to login to [New.LearnAlberta](#)



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**We need to make the connection to the LO and the Understanding.....**

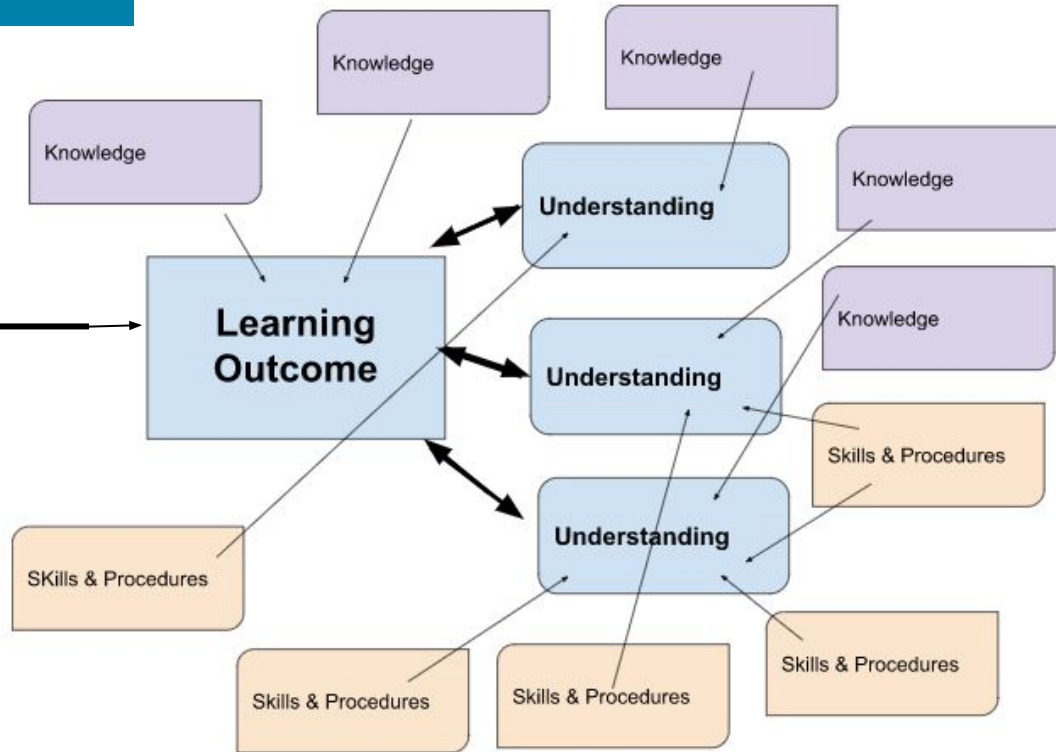
There is only one **Learning Outcome** for every **Organizing idea**.

There is one **Understanding** for each SECTION in each Organizing Idea.

There are multiple pieces of **Knowledge** and **Skills and Procedures**.

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# Organizing Idea



# Grade one

## Grade one

**Organizing Idea: Comprehension** - Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.

**Learning Outcome:** Students investigate meaning in communicated Texts

### Understandings:

Understanding text can be enhanced by listening to messages read aloud

Predictable and decodable print texts can be read and understood independently.

Comprehension involves critical thinking through problem solving, monitoring and self-correcting.

Understanding texts involves determining the main idea, key ideas, and details.

Comprehension of texts involves making connections.

Comprehension involves asking and answering questions.

Comprehension can be enhanced by making predictions.

What are you teaching to ensure the students will have mastered the **Learning Outcome** by the end of the year?

### Investigate Meaning:

- Listening
- Predictable and decodable texts are read independently (and understood)
- Critical thinking through problem solving
  - Self monitoring
  - Self-correcting
- Determine main idea, key ideas and details
- Making connections
- Asking and answering questions
- Make predictions

\*\* differences between K and one?

Messages - text

Understanding - comprehension

# Grade Two

## Grade Two

**Organizing Idea: Comprehension** - Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.

**Learning Outcome:** Students examine and apply a variety of processes to comprehend texts.

### Understandings:

Text comprehension can be enhanced by listening to a variety of texts read aloud.

Print texts can be understood independently.

Comprehension of print texts involves self-monitoring and self-correcting.

Comprehension involves critical thinking through summarizing the main idea, key ideas, and details.

The process of text comprehension can be improved by making connections.

Comprehension can be enhanced by formulating questions and searching for answers within texts.

Comprehension can be supported by making and revising predictions.

What are you teaching to ensure the students will have mastered the Learning Outcome by the end of the year?

### Processes:

- Listening
- Independent reading and understanding
- Self monitoring
- Self correcting
- Summarizing main idea, key ideas and details.
- Make connections
- Questioning and searching for answers
- Predicting - making and revising.

# Grade Three

## Grade Three

**Organizing Idea: Comprehension** - Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.

**Learning Outcome:** Students **analyze text** and **make connections** to **personal experience** to support meaning.

### Understandings:

**Critical thinking** can be applied to comprehend texts that **vary in length or complexity**.

Comprehension involves **connecting relevant background knowledge and experiences** with new information in text.

Comprehension involves **predicting** outcomes or events that **reflect clues** from texts.

Comprehension can be enhanced by **inferring** meanings that are not stated explicitly in text.

Comprehension is enhanced when information is **summarized**.

The reading comprehension process involves the strategies of **monitoring understandings** and **assessing options if meaning lacks clarity**.

What are you teaching to ensure the students will have mastered the **Learning Outcome** by the end of the year?

### Understandings:

- Critical thinking
- Making connections to background knowledge and experiences
- Predicting
- Inferring
- Summarizing
- Monitoring understanding to gain clarity (rereading, slowing down, reading ahead, visualizing, asking and answering questions).

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# Grade 4

## Grade Four

**Organizing Idea: Comprehension** - Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.

**Learning Outcome:** Students **investigate strategies** and **connections** that support text comprehension.

### Understandings:

Comprehension **processes and strategies can be purposefully applied to broaden understandings** of texts.

Comprehension is enhanced when **relevant connections** are made to information **within and between texts**.

Comprehension and **making predictions** have a reciprocal relationship when understanding texts.

Comprehension involves **inferencing** and relying on **multiple critical thinking skills** when engaging with texts.

Comprehension is enhanced when information is **synthesized** and **summarized**.

The reading comprehension process involves **checking for understanding, problem solving, and metacognition**.

What are you teaching to ensure the students will have mastered the **Learning Outcome** by the end of the year?

### Understandings:

- **Processes and strategies purposefully applied to broaden understandings**
  - **Making connections between and within texts** (text to self, text to text, text to world).
  - **Making predictions**
  - **Inferencing**
  - **Using multiple critical thinking skills** (using cause and effect, answering personal **wonderings**, using info from various sources to draw conclusions, reading between the lines).
  - **Synthesizing**
  - **Summarizing**
  - **Checking for understanding**
  - **Problem solving**
  - **Metacognition** (connecting thinking and learning, identifying problems, considering options, reflecting on strategies and skills, adjusting thinking based on info or experiences.)
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# Grade 5 example

**Organizing Idea: Comprehension:** Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.

**Learning Outcome: 5C1** Students analyze information, contexts, and perspectives using a **variety of comprehension strategies.**

**Understanding: 5C1.1** Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.

**Understanding: 5C1.2** Comprehension can be enhanced when connections with texts are supported by summarized evidence.

**Understanding: 5C1.3** Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit.

**Understanding: 5C1.4** Perspectives revealed in texts enhance comprehension and enrich understandings of the world.

**Understanding: 5C1.5** An awareness of context strengthens comprehension of texts.

Knowledge: Predicting, inferring, making connections, summarizing, synthesizing, evaluating, contexts and perspectives.

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# Grade 6

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## Grade 6

**Organizing Idea: Comprehension** - Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.

**Learning Outcome:** Students interpret and respond to texts through application of comprehension strategies..

### Understandings:

Comprehension, interpretation, and management of information from increasingly complex texts are enhanced through application of a variety of critical thinking strategies and skills.

Comprehension of texts includes analyzing, summarizing, and synthesizing information and ideas.

Comprehension and interpretation of texts requires attention to explicit and implicit contextual information and ideas.

Interaction with texts can deepen comprehension, expand perspectives, and help readers learn more about themselves and the world.

Historical, social, and cultural contexts can support readers in examining influences on texts.

What are you teaching to ensure the students will have mastered the **Learning Outcome** by the end of the year?

### Understandings:

- Expose students to increasingly complex texts
  - Students apply a variety of critical thinking strategies and skills.
  - Analyzing
  - Summarizing
  - Synthesizing
  - Attend to explicit and implicit contextual info and ideas
  - Interact with many texts
  - Review, interact with historical, social, cultural contexts.
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## English Language Arts and Literature Grade 5 Curriculum

Grade 5			
Organizing Idea	Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.		
Guiding Question	How can text organization support expression and influence meaning?		
Learning Outcome	Students examine how text genres, forms, and structures support and enhance communication.		
	Knowledge	Understanding	Skills & Procedures
<p>purpose</p> <p>stamina</p> <p>fiction nonfiction</p> <p>Narrative structure</p> <p>Text features</p>	<p>Texts can be digital or non-digital.</p> <p>Texts can have more than <b>one purpose</b>, including to</p> <ul style="list-style-type: none"> <li>• inform</li> <li>• entertain</li> <li>• persuade</li> <li>• inspire</li> </ul> <p>Reading stamina can be developed through engaging with text forms, genres, or structures that are personally enjoyable.</p> <p>Literary text forms can be fiction or non-fiction and include</p> <ul style="list-style-type: none"> <li>• photo essays</li> <li>• news articles</li> <li>• hybrids</li> </ul> <p>Hybrid is a type of text that includes both fiction and non-fiction text forms.</p> <p>Narrative texts can be fiction or non-fiction and can be structured in a variety of ways, including</p> <ul style="list-style-type: none"> <li>• beginning</li> <li>• problem</li> <li>• multiple events with many details</li> <li>• resolution of problem</li> <li>• ending</li> </ul>	<p>Text genres, forms, and structures can support the enjoyment and communication of ideas and information.</p>	<p>Examine the purpose of a variety of digital or non-digital texts.</p> <p>Engage with a variety of genres of literary texts.</p> <p>Determine the form and structure of a variety of literary texts.</p> <p>Develop reading stamina by engaging with text that is personally enjoyable.</p>
	<p>Text features can be digital or non-digital and include sidebars and glossaries.</p>	<p>Text features can help organize content and identify information that is most important.</p>	<p>Examine a variety of text features that organize content and emphasize information that is most important.</p> <p>Include a variety of text features to organize content and to identify information that is most important.</p>

English Language Arts and Literature Grade 5 Curriculum

Grade 5

Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.		
Guiding Question	How does vocabulary support communication?		
Learning Outcome	Students analyze how knowledge of vocabulary supports meaning and use of language.		
	Knowledge	Understanding	Skills & Procedures
<p>Word origin Vocab changes Affixes</p>	<p>Words in the English language come from a variety of origins.</p> <p>Vocabulary changes over time and reflects how words are used at a given time in society.</p> <p>Affixes change the meaning of a word when applied to a base and include &lt;ous&gt;, &lt;ious&gt;, &lt;al&gt;, &lt;ial&gt;, &lt;ian&gt;, &lt;ic&gt;, &lt;ical&gt;, &lt;ment&gt;, &lt;ity&gt;, &lt;ant&gt;, &lt;ent&gt;, &lt;ance&gt;, &lt;ence&gt;, &lt;circu&gt;, &lt;per&gt;, &lt;trans&gt;, &lt;ad&gt;, &lt;sub&gt;, &lt;ob&gt;, &lt;com&gt;, and &lt;ex&gt;.</p>	<p>Word origins and morphemes influence the meaning and use of vocabulary in the English language.</p>	<p>Examine words to determine their origins.</p> <p>Examine words with meanings that have changed over time.</p> <p>Examine words that are new to the English language.</p> <p>Investigate the meaning of bases and affixes in words.</p>
<p>Vocab knowledge Tools thesaurus dict</p>	<p>Increased knowledge of vocabulary supports comprehension of text.</p> <p>Tools for vocabulary development include thesauruses and dictionaries.</p> <p>Strategies for vocabulary development include extensive reading and listening to and noting how others use words.</p>	<p>Vocabulary learning involves the use of strategies and tools.</p>	<p>Discuss multiple ways to learn and remember vocabulary.</p> <p>Record words of personal interest.</p> <p>Use a variety of tools to build vocabulary knowledge.</p> <p>Engage with a wide variety of texts to expand vocabulary.</p>
<p>Strategies Figurative Lang Metaphors</p>	<p>Figurative language is language that has non-literal or figurative meanings and includes metaphors.</p> <p>A metaphor compares two things that are not alike but have something in common, without using comparison words such as <i>like</i> or <i>as</i>.</p>	<p>Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.</p>	<p>Apply a wide variety of words to communicate in new ways.</p> <p>Apply tier 2 words to enhance meaning within subject content.</p> <p>Apply tier 3 words within subject content.</p> <p>Discuss how context can influence the meaning of words and phrases.</p> <p>Examine word meanings in similes, metaphors, and analogies.</p> <p>Analyze the meanings of words or phrases expressed figuratively.</p> <p>Integrate figurative language into personal writing and oral communications.</p>



**Exemplar; Planning Sheet - Long Range/Unit**

<b>Grade: one</b>	OI: Text forms and structure:				
<b>Learning Outcome:</b> Grade one: TExt Form and Structures: Students examine ways that messages can be organized and presented for different purposes					
<b>Understanding:</b> Students examine ways that messages can be organized and presented for different purposes.					
<b>The WHAT</b> Knowledge key words	<b>THE HOW</b> Skills and Procedures	THE HOW FLESHED OUT Possible strategies	Theme or Unit	Possible Small group or centers	Evidence/Assessment
Purposes of messages	Discuss reasons for messages	<b>Key Strategy: Read Alouds - explicit teaching</b>	Stories Fiction and <u>non fiction</u>	Book center - with different forms of texts and messages.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Sorting assessment (fiction and Nonfiction)</li> <li>• Participation</li> <li>• Mini book reports (enjoyable books - book choice)</li> </ul>
Depicting ideas and info	Identify what messages are enjoyable	Brainstorming enjoyable texts - comics, comedies, picture books.		One on one with students (concepts about print)	
Fiction	Discuss and examine the similarities and differences between fiction and <u>non fiction</u>			Conferring - asking prompting questions about fiction and non-fiction.	
non-fiction					
Forms of sharing messages - dig and non Reading, writing, viewing, listening, speaking, representing.	Discuss digital and non digital				
Forms of messages: books, stories, pictures, land	Examine forms	Sorting different forms.			
Stories - fiction and					

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# What do you already do?

- What literacy routines to do you already have in place?
  - Read alouds
  - Novel studies
  - Daily 5
  - Small group
  - Word study lesson - specific words and vocabulary are taught during this time.
- What units do you already do?
- What themes do you already do?

Make notes in margins, highlight what you already do, highlight in a different colour what you need to do.

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# Keep in Mind .....

What you are assessing!

Remember the **LO is to be mastered by the end of the Year.**  
The **understandings** helps you with that.....

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# Long Range Planning - Step 1

- What does your literacy block look like?
- What are the routines or 'chunks of instruction' or **non-negotiables**?
  - Read alouds
  - Independent reading
  - Small group instruction
  - Word work
  - Writing
  - Read alouds
  - Oral language - presentations

Plug those into the top of the template.

Go through the template and change or alter the 'headings' based on your non-negotiables.

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(GR 4 5 6 Dec 2022) Long Range Planning Based on Literacy Structures:

Grade \_\_\_\_\_ Teacher Name \_\_\_\_\_

<b>Time (Daily)</b>	<b>Structure</b>		REading lessons - comprehension
	Read aloud <input type="text"/>		Small Group instruction
	Independent reading		Oral language
	Word work		
	writing		

**Read Alouds**

Modeling genres, stories, poems, fiction, non-fiction, story structure, vocabulary

<b>OI/Learning Outcomes</b>	<b>Understandings</b>	<b>Evidence/Assessment</b>

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# Long Range Planning - step 2

1. Work through your marked up curriculum and determine the highlighted LOs and Understandings that you are going to cover in each of the 'sections' in your long Range.
2. Mark with a pencil where you are putting those LOs and Us. **You will be using some in more than one section.**

English Language Arts and Literature Grade 5 Curriculum  
Grade 5

Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.		
Guiding Question	How does vocabulary support communication?		
Learning Outcome	Students analyze how knowledge of vocabulary supports meaning and use of language.		
	Knowledge	Understanding	Skills & Procedures
Word origin Vocab change Affixes	<p>Words in the English language come from a variety of origins.</p> <p>Vocabulary changes over time and reflects how words are used at a given time in society.</p> <p><b>Affixes change the meaning of a word when applied to a base and include prefix, suffix, root, and infix.</b></p>	<p>Word origins and morphemes influence the meaning and use of vocabulary in the English language.</p>	<p>Examine words to determine their origins.</p> <p>Examine words with meanings that have changed over time.</p> <p>Examine words that are new to the English language.</p> <p>Investigate the meaning of <b>affixes and affixes in words.</b></p>
Vocab knowledge Tools Thesaurus Dict Strategies Figurative language Metaphors	<p>Increased knowledge of vocabulary supports comprehension of text.</p> <p>Tools for vocabulary development include thesauruses and dictionaries.</p> <p>Strategies for vocabulary development include extensive reading and listening to and noting how others use words.</p> <p>Figurative language is language that has non-literal or figurative meanings and includes metaphors.</p> <p>A metaphor compares two things that are not alike but have something in common, without using comparison words such as like or as.</p>	<p>Vocabulary learning involves the use of strategies and tools.</p> <p>Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.</p>	<p>Discuss multiple ways to learn and remember vocabulary.</p> <p>Record words of personal interest.</p> <p>Use a variety of tools to build vocabulary knowledge.</p> <p>Engage with a wide variety of texts to expand vocabulary.</p> <p>Apply a wide variety of words to communicate in new ways.</p> <p><b>Apply five 2 words to enhance meaning within subject content.</b></p> <p><b>Apply one 3 words to subject content.</b></p> <p>Discuss how context can influence the meaning of words and phrases.</p> <p>Examine word meanings in <b>genres, metaphors, and analogies.</b></p> <p><b>Analyze the meanings of words or phrases expressed figuratively.</b></p> <p><b>Integrate figurative language into personal writing and oral communications.</b></p>

Time (Daily)	Structure		REading lessons - comprehension
	Read aloud		Small Group instruction
	Independent reading		Oral language
	Word work		
	writing		

Read Alouds Modeling genres, stories, poems, fiction, non-fiction, story structure, vocabulary		
OI/Learning Outcomes	Understandings	Evidence/Assessment
<p><b>Text Form and Structures:</b> Examine how the form and structure of texts can support the communication of ideas and information.</p> <p><b>Oral Language:</b> Students examine and demonstrate how listening and speaking support connections and clarify understandings.</p> <p><b>Vocabulary:</b> Students expand vocabulary and analyze morphemes to communicate in multiple contexts.</p> <p><b>Fluency:</b> Students enhance fluency to refine comprehension and proficient reading.</p> <p><b>Comprehension:</b> students investigate strategies and connections that support text.</p>	<ul style="list-style-type: none"> <li>Text for or structure can support the <b>enjoyment</b> and communication of ideas and information for a variety of <b>purposes</b>.</li> <li><b>Fictional texts can open minds</b> to new possibilities and ideas</li> <li><b>Non-fiction texts can open minds</b> to new possibilities and ideas.</li> <li><b>Poetry engages the imagination</b> and can encourage individuals to connect with other people, places, ideas and emotions.</li> <li><b>Oral traditions can connect the speaker and listener in experiences of the past or present that help prepare for the future.</b></li> <li>An extensive and <b>varied vocabulary enhances effective communication</b> in a variety of contexts.</li> <li>Reading with <b>fluency allows readers to focus more attention on understanding text and supports proficient reading.</b></li> <li><b>Comprehension processes and strategies can be purposefully applied to broaden understandings of</b></li> </ul>	

comprehension.	<p><b>texts.</b></p> <ul style="list-style-type: none"> <li>Comprehension is enhanced when <b>relevant connections are made to information within and</b></li> </ul>	
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## Long Range - Step 3

1. Start filling in some details. **What are you already doing** that you can then start adding to your long range plan?
  2. Go back to your **planning pages** - here is where you can start fleshing out your understandings and create some details that you can now transfer into the term 1, term 2 and term 3 portions of a long range plan.
  3. Don't forget to include division assessments, summative assessments and any formative assessments that you do.
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Grade: Four	OI: Text Form and Structures				
<b>Learning Outcome:</b> Examine how the <b>form and structure</b> of texts can support the communication of ideas and information.					
<b>Understanding:</b> Text form or structure can support the <b>enjoyment and communication of ideas and information for a variety of purposes.</b>					
The WHAT Knowledge key words	THE HOW Skills and Procedures	THE HOW FLESHED OUT Possible strategies	Theme or Unit	Possible Small group or centers	Evidence/Assessment
Texts provide purposes such as to provide enjoyment.		Read <u>alouds</u>			
Form: to inform					
Form to persuade					
Texts read for enjoyment can inspire, fascinate or expand <u>understandings</u> .	Explain personal preferences for <u>texts</u> , <u>inspire</u> , fascinate or expand understanding.	Read aloud a novel The BFG by Roald Dahl An imaginative tale about friendship, kindness, and heroism. This read is a 4th grade favorite!			Students respond to the read aloud after each chapter or two.  Discuss the parts of what they enjoy.
genre					
Literacy forms Fiction and nonfiction Novels Journal entries media					
Narrative texts					▾

## Read Alouds

Modeling genres, stories, poems, fiction, non-fiction, story structure, vocabulary


OI/Learning Outcomes	Understandings	Evidence/Assessment
<p><b>Text Form and Structures:</b> Examine how the form and structure of texts can support the communication of ideas and information.</p> <p><b>Oral Language:</b> Students examine and demonstrate how listening and speaking support connections and clarify understandings.</p> <p><b>Vocabulary:</b> Students expand vocabulary and analyze morphemes to communicate in multiple contexts.</p> <p><b>Fluency:</b> Students enhance fluency to refine comprehension and proficient reading.</p> <p><b>Comprehension:</b> students investigate strategies and connections that support text</p>	<ul style="list-style-type: none"><li>• Text form or structure can support the <b>enjoyment</b> and communication of ideas and information for a variety of <b>purposes.</b></li><li>• <b>Fictional texts can open minds</b> to new possibilities and ideas</li><li>• <b>Non-fiction texts can open minds</b> to new possibilities and ideas.</li><li>• <b>Poetry engages the imagination</b> and can encourage individuals to connect with other people, places, ideas and emotions.</li><li>• <b>Oral traditions can connect the speaker and listener in experiences of the past or present that help prepare for the future.</b></li><li>• An extensive and <b>varied vocabulary enhances effective communication</b> in a variety of contexts.</li><li>• Reading with <b>fluency allows readers to focus more attention on understanding text and supports proficient reading.</b></li><li>• <b>Comprehension processes and strategies can be purposefully applied to broaden understandings of</b></li></ul>	

comprehension.



**texts.**

- Comprehension is enhanced when **relevant connections are made to information within and between texts.**
- Comprehension and **making predictions** have a reciprocal relationship when understanding texts.
- Comprehension involves **inference and relying on multiple critical thinking skills** when engaging with texts.
- Comprehension is enhanced when information is **synthesized and summarized.**
- The reading comprehension process involves **checking for understanding problem solving, and metacognition.**

Modeling:   
Fluency  
Discuss new  
Vocabulary prior  
to every reading.  
Comprehension  
- discuss aspects  
related to the  
understandings  
involving  
comprehension  
strategies.

**Term 1**

**Term 2**

**Term 3**

Daily: REad aloud  
Start with Novel: The BFG by Roald Dahl

Daily:

Daily:

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## Step 4

Continue until you have completed each section of your year plan.

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# Remember!

Your long range plan is a working document.

You may want to change the order of some of your planning next year.

Make penciled notes as you work through your plan each year.

Have FUN planning!

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