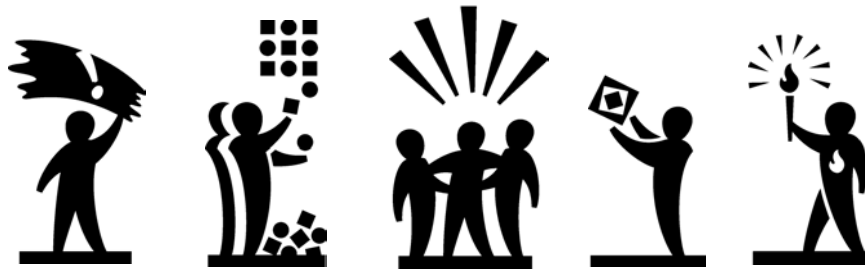


# Achieving the English Language Arts Outcomes for Senior High School





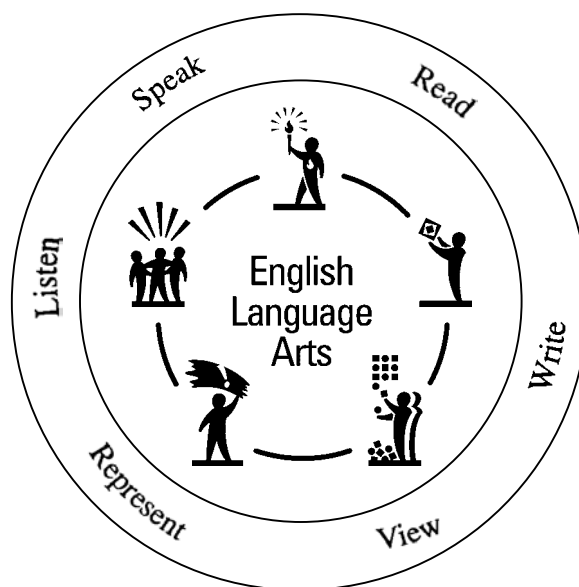
# SUGGESTIONS FOR INSTRUCTION AND ASSESSMENT

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## An Organizational Framework

The study of English language arts enables each student to understand and appreciate the significance and artistry of literature. As well, it enables each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.

The learning outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing and representing experiences.



## Instructional and Assessment Suggestions

The suggestions for instruction and assessment provide teachers with a foundation for implementing the program of studies.<sup>29</sup> The strategies are designed to help students in ELA 10-1, 10-2, 20-1, 20-2, 30-1 and 30-2 achieve the specific outcomes for their courses, but they are not intended to be all inclusive. Teachers can select strategies for the various outcomes as they plan units and cycles of work; use them to generate new strategies; and continue using current, effective instructional and assessment approaches and methods.

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29. Instructional and Assessment Strategies are linked to the specific outcomes found in the English Language Arts Senior High School Program of Studies, 2003.

Choosing particular ideas and strategies precludes using others. It is unlikely that a teacher would use all the suggestions for instruction and assessment for a learning outcome subheading with a particular class. For example, various types of journals and logs are discussed: personal journals, reader response/dialogue journals, learning logs and writers' notebooks. Students likely would not maintain all of these simultaneously.