

**GAPS AND NEEDS
to complement the current
WNCP ELA K-10 Collections**

The Western and Northern Canadian Protocol is seeking submissions of learning resources to complement the existing resource collection, and to address gaps that have been identified for English Language Arts.

These submissions must be accompanied by teacher support material that is appropriate in scope and content to the type of resource that the teacher material supports. For example, support for a book collection may be less extensive than for an integrated resource. Please refer to the *Submission Guidelines*.

The following guidelines are provided for English Language Arts resources from Kindergarten to Grade 10:

1. High quality, authentic literature (print and non-print), in a wide variety of genres
2. Content:
 - diversity of western and northern Canadian experience and culture, including accurate portrayal of First Nations, Inuit, Métis
 - range of experiences (age, social, economic, urban/rural, etc.)
3. Resources that foster developmentally appropriate learning experiences in rich and authentic literacy contexts:
 - including individual and small group learning
 - opportunities for students to represent knowledge in a variety of ways
 - self and group assessment processes that can be used before, during and after interacting with text
4. Teacher support material that supports and incorporates the following:
 - integration of the six language arts (reading, writing, speaking, listening, viewing and representing)
 - strategies and diverse activities for fostering higher-level thinking skills, including metacognition
 - cross-curricular integration where appropriate
 - strategies for teachers to develop their own programs using open-ended student learning resources
 - strategies and approaches for teaching students to read text in a variety of genres

Kindergarten to Grade 3

The resources for Kindergarten to Grade 3 should be developmentally appropriate and engaging, and should foster higher-level thinking skills in authentic literacy contexts. The following student learning resources in print, software or kit formats must be accompanied by teacher support material that is appropriate to the type of resource.

- Book collections of authentic literature, which may be presented in a variety of ways and contexts, including fiction, non-fiction, single topic focus, thematic organization, etc.
- Multi-genre texts, which may include media literacy, at a variety of reading levels, with particular appeal for both boys and girls
- Resources rich in visual selections (e.g., painting, picture, sculpture, and other commercial and non-commercial visual representations)
- Age-appropriate, engaging materials for struggling learners. These materials should be structured for independent learning and should foster higher-level thinking skills.

The following additional considerations are provided as information for development of teacher support materials for English Language Arts resources from Kindergarten to Grade 3. These considerations are of particular importance for K and Grade 1:

- Oral language is a foundation of literacy
- Children develop understanding through play
- Shared learning experiences foster literacy development

Grade 4 to Grade 6

The following student learning resources must be accompanied by teacher support material that is appropriate to the type of resource:

- Book collections of authentic literature, which could be organized by one or more of the following: fiction, non-fiction, single topic, themes, etc.
- Multi-genre texts, at a variety of reading levels, with particular appeal for both boys and girls
- Anthologies of one or more literary genres (e.g., fiction, non-fiction, poetry, drama)
- Resources rich in visual selections (e.g., painting, picture, sculpture, and other commercial and non-commercial visual representations)
- Resources for media literacy
- Interactive software
- Age-appropriate, engaging materials for struggling learners. These materials should be structured for independent learning and should foster higher-level thinking skills.

Grade 7 to Grade 9

The following student learning resources must be accompanied by teacher support material that is appropriate to the type of resource:

- Anthologies of one or more literary genres (e.g., fiction, non-fiction, poetry, drama)
- Resources rich in visual selections (e.g., painting, picture, sculpture, and other commercial and non-commercial visual representations)
- Resources for media literacy, including film and media studies resources
- Interactive software
- Age-appropriate, engaging materials for struggling learners. These materials should be structured for independent learning and should foster higher-level thinking skills.

Grade 10

The following student learning resources must be accompanied by teacher support material that is appropriate to the type of resource:

- Anthologies of one or more literary genres (e.g., fiction, non-fiction, poetry, drama)
- Resources rich in visual selections (e.g., painting, picture, sculpture, and other commercial and non-commercial visual representations)
- Resources for media literacy, including film and media studies resources
- Interactive software
- Age-appropriate, engaging materials for struggling learners. These materials should be structured for independent learning and should foster higher-level thinking skills.